

Award Context

The aims of the award system are:

1. To encourage more staff (both academic teachers and those who provide learner support) to consider developing and showcasing their work as part of UL's teaching award process
2. To promote and share excellence in teaching
3. To recognise a diversity of teaching, learning and learner support activity in a newly designed teaching award process
4. To ensure that staff from all four faculties and across all learner support domains engage in the teaching and learning award process
5. To give faculties (and discipline-specific experts) a stronger voice in defining criteria relevant to their disciplines and in shortlisting excellent candidates within their own faculties
6. To ensure that a robust set of criteria is applied across all categories of awards and all disciplines while also recognising diversity of approach
7. To ensure that the student voice remains central to the award process
8. To enhance our existing commitment to acknowledging and celebrating the efforts of those who are having a strong and positive impact on student learning at UL.

Award Categories and Eligibility

All teachers and those involved in the pedagogic support of learners are eligible to nominate themselves or a colleague(s) (note different award categories).

1. Annual faculty-led awards (individual)

This category applies to **individual** submissions. The application process will be guided by a submission framework that focuses on excellence, that encourages nominations with strong discipline-specific evidence and that focuses on evidence of learning impact.

2. Annual faculty-led awards (team)

Teams who have been involved in a collaborative approach to developing teaching and learning excellence (across or within disciplines) may submit for an award. Team submissions must have an academic lead and can involve other academics from any discipline and/or those engaging in any form of learner support. Team submissions can involve as few as two people but should not normally exceed seven. Submissions should make clear the role and contribution of each member.

3. Annual award for excellence in the provision of pedagogic support

This category applies to all those engaged directly in **pedagogic support** activities (e.g. librarians, lab supervisors, educational technologists, learner support unit staff, educational developers, technical officers etc) and allows for individual or team nominations. Team submissions in this category must be led by a member of staff in any learner support role and can also involve academics.

Evaluation Criteria

A FOCUS ON THE STUDENTS

(Rapport, connection, engagement)

A FOCUS ON IMPACT FOR LEARNING

(Evidence of impact, outcomes, assessment, feedback that engages and improves learning)

A FOCUS ON ENHANCEMENT AND IMPROVEMENT

(Commitment to CPD, continuous reflection and ongoing development of teaching)

A FOCUS ON EXPERTISE AND DISCIPLINE-SPECIFIC CONCERNS

(Clear command of subject, fluency, integration, linking, mapping that expertise with student, grappling with key (or threshold) concepts, addressing issues of particular challenge/importance within the discipline)

Phase 1: Application Process (September – December 2018)

Nomination and Submission

Each candidate/team is asked to submit an electronic teaching portfolio through [Sharepoint](#) containing the following information in support of their nomination:

- a) A short statement (1,500 words max) outlining their approach to, and achievements in, the teaching/support of their subjects
- b) A maximum of two relatively recent (i.e. within the last 3 years) examples of UL student feedback (e.g. SETs or focus group reports) that provides details on students' experiences of and responses to their teaching at UL
- c) A UL peer observation report OR a statement from a peer (1,000 words approximately) who is in a position to comment on their teaching/support activities at UL and has an understanding of the subjects that they teach
- d) Video footage** of them teaching/engaging with students. Video footage may contain up to three examples of practice and can be a maximum of one hour in duration, in total. Please include a short commentary (maximum 500 words) to contextualise the video recording for the evaluation panel. This could detail, for example, group related variables, aims of the session, content and anticipated learning outcomes, plus any other additional relevant information.

**** Video footage must be of teaching at UL and no more than 3 years old.**

Overall Process and Timeframe

DATE	ACTION
September 2018	Open call for submissions.
December 3 rd 2018	Portfolio to be submitted by lead nominee.
January 2019	Excellence Award faculty panels meet to review and recommend one finalist/winner from each faculty. Each candidate receives written feedback on their application.
February 4 th 2019	Decision from panel to be submitted to CTL .
February & March 2019 April 12 th 2019	Phase 2 preparation for review. Final submission to include: <ul style="list-style-type: none"> - A video recording of teaching session, or a sample of no more than 3 sessions, totalling 50 minutes. CTL will organize the recording - A teaching portfolio, not to exceed 4000 words. - 4 hard copies to be submitted to CTL
May 12 th 2019	Presentation to be submitted to CTL
May 14 th 2019	Phase 2 Review. Faculty Individual and Team Finalists prepare a 15 minute presentation on the theme of Excellence in Teaching, speaking to each of the 4 criteria, and present to the UL Award Panel.
TBC	Overall Recognition and Celebration where institutional awardees will receive their awards during Conferring Ceremonies. All shortlisted candidates and team awards will be recognised and celebrated at a CTL organized event.

Phase 1: Shortlisting Process

Faculty-level panels convened will be for Phase 1 evaluation (following shortlisting to a manageable number, where appropriate) and constituted as follows:

- Faculty Dean or nominee
- Two additional academics from within the discipline with recognised teaching expertise (at least one must be external* to UL)
- Dean, Teaching and Learning, or nominee (chair)
- Current or past students (min 1, max 2)
- Supported by Manager, CTL

****external panel member should not be from one of our Shannon Consortium Partners e.g. LIT or MIC***

Note that nominees cannot be part of any of the review panels and there will be strong measures in place to ensure objectivity when it comes to making the award decisions. The review and evaluation process will incorporate strong input from internal and external experts, ensuring discipline-relevant expertise, and the perspectives of students will remain a central part of the decision process.

Phase 2: University Award Panel

Following Faculty Award Panel meetings, successful applicants will be invited to submit for the institutional award. You will be asked to provide a video recording of one of your teaching sessions or a sample of no more than three teaching sessions totalling 50 minutes. CTL will organise this recording for you. This recording will be reviewed as part of the final award decision process. An international panel, comprised of expert teaching and learning specialists from Ireland and the UK, will be recruited to adjudicate the awards.

Special awards

In addition to the three overarching categories above, the final awards committee at phase 2 may also decide to confer additional special awards on the basis of a review of the incoming applications.