

TEACHING EXCELLENCE AWARD (TEA)

Title:	Teaching Excellence Award Policy
Policy Number:	FA 02/ 01.14
Effective Date:	September 12, 2014
Issuing Authority:	University Academic Board

1. RATIONALE

The purpose of the Teaching Excellence Award (TEA) is to honor and recognize individuals who have exhibited excellence in teaching at RHU. By recognizing such individuals, the University demonstrates its commitment to teaching as a scholarly endeavor, emphasizes the importance of outstanding teaching, and provides incentives for faculty members to pursue activities, which could enhance their abilities as teachers.

2. ABBREVIATIONS AND DEFINITION

Teaching is the primary duty of RHU full-time faculty members. The following criteria are intended as a guideline for what is expected from potential applicants. The **Score Sheet Forms** each candidate is expected to fill out will facilitate the identification and evaluation of evidence for excellence in teaching in the following areas: instruction, mentoring, services and professional development, and innovation:

- **Instruction:** This item refers to effective learning in the teacher-class setting. Evidence to demonstrate such effectiveness should be presented.
- **Mentoring:** This item refers both to working with *students* on their development and with *faculty colleagues* as a master teacher.
- **Services and Professional Development:** This refers to activities teachers engage in to develop their own teaching and to share their teaching expertise broadly.
- **Innovation:** This refers to implementing new ideas and systematically reflecting their impact on teaching and learning.

3. POLICY

Full-Time Faculty members who have taught courses on a regular basis for the last two semesters (excluding summer term) in residence (not including the semester of the year in which nomination is made) are eligible to be nominated. If a nominee is on leave, the nomination should be postponed until such time that the candidate is in residence. Previous awardees are not eligible to apply until five years pass after the last teaching award receipt. Faculty members who were nominated in previous years may be nominated again.

4. PROCEDURES

Nomination Procedure

An individual or group, including students, alumni, fellow faculty members, deans, or department chairs, may initiate the nomination. However, the candidate is ultimately responsible for compiling the nomination file, excluding the letters of recommendations and support, which should be directly solicited by the Vice President for Academic Affairs (VPAA). The file should be submitted no later than second week of February.

Required Documents and Submission Procedure

The candidate should identify three references who are acquainted with his/her teaching activities (faculty, alumni, students, etc.). Each candidate is advised to document the scope and quality of his/her teaching by preparing and submitting a **teaching portfolio**. In addition to including teaching materials, the teaching portfolio should clearly demonstrate the effectiveness of candidate's teaching. The Nomination Portfolio file should include the following items:

1. **Nomination Letter:** A letter from at least one primary nominator will initiate the file. The letter should identify, in some descriptive detail, the nominee's particular contributions in teaching.
 2. **Referees recommendation.** The candidate recommends three referees from peers, colleagues or students who could provide objective and well-informed assessment of the candidate's commitment to teaching,
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aptitude to upholding high academic standards and ability to cultivate a good reputation among colleagues and students. The VPAA will communicate with the referees and request each to complete the **Referee Evaluation Form**.

3. **Letters of Support**. Additionally the VPAA request Deans and Chairpersons to submit letters of support for the candidates.
4. **Curriculum vitae**. The nominee should submit complete curriculum vitae highlighting educational background, achievements, teaching and research philosophies, courses and labs developed and taught, published work and patents, list of research projects and/or theses supervised, and special initiatives to advance learning.
5. **Teaching portfolio**. The portfolio is a comprehensive document that articulates the candidate's teaching philosophy, applied teaching methods innovative ideas, assessment of student's learning, teaching development activities, and the utilization of technology in the classroom with evidence that corroborate candidate's statements. The teaching portfolio shall include, but not limited, to the following sections:
 - a. **Teaching philosophy**. A statement of candidate's teaching philosophy, objectives and experiences, and descriptions, assessments and supporting evidence that the teaching approaches and technologies employed in and outside the classroom conform to that philosophy.
 - b. **Courses and Labs developed**. Description of courses and/or laboratories that were developed while at RHU.
 - c. **Courses and Labs taught**. A chronological list of all graduate and undergraduate courses and/or laboratories that were taught during the last *four* semesters of residence (excluding summer). Include for each course the semester in which the course was taught, number of students enrolled and withdrew and the final grade distributions.
 - d. **Teaching material**. Include samples of courses' syllabi, tests, grading practices, teaching practices, handouts, instructional material developed, and a sample of detailed assessment chart and learning assessment techniques for a couple of courses of which student evaluations have been submitted.
 - e. **Advising**. Articulate advising philosophy and practice and provide a count of graduate and undergraduate advisees by semester.
 - f. **Research undertakings**. Provide a list of research projects and/or theses supervised.
 - g. **Teaching evaluations**. Attach a separate *summary* (either qualitative or numerical or both) of the teaching evaluations for all the courses taught during the last four semesters of residence. Computer-generated students' evaluation forms shall be obtained and added to the file. Testimonies from former students may also be included.

Selection

A TEA Committee shall be formed to assess candidate's portfolios. The committee, chaired by the VPAA (ex-Officio nonvoting member), consists of the following members:

- Four full-time faculty members, one from each college, appointed by the deans. It is recommended that these members come from different ranks including the rank of full professor.
- A current RHU final year full time student in good academic standing nominated by the VP for Academic Affairs.
- Voting members may not serve on the panel for more than two consecutive terms.

The committee follows an established **evaluation process** consistent with the guidelines in this report and decides on qualitative and quantitative measures useful in assessing candidates. Members of the committee may interview a candidate or observe a class he/she teaches to resolve matters of concern that may evolve while reviewing the files.

Award

The RHU TEA Committee conducts its review, makes its selections, and informs the VPAA who then informs the awardees, and later the public. The winner of the teaching excellence award will be honored in a public ceremony and shall receive a medal and a financial award of \$1000. The monetary award shall be spent at the discretion of the award winner for academic purposes by the end of the fiscal year in which the award is granted.

5. TIMELINE

First Week in October	Call for nominations.
End of October	Nomination letters due at the Office of VPAA
Second week in November	Letters from nominees accepting nomination due at the Office of VPAA.

Second week in February	Deadline for submission of all documents to the Office of VPAA
Second Week in March	Judging Panel begins process of deliberation.
Third Week in April	Final decision by committee
Last week in April	Announcement of Awards

6. RELATED DOCUMENTS

- Letter of Nomination
- Teaching Portfolio
- Evaluation process
- Referee Evaluation Form
- Score Sheet Form

7. APPROVAL AND REVIEW

- a. Policy proposed by: The President
- b. Reviewed and forwarded by: The VPAA
- c. Finance Department
- d. Colleges and Departments
- e. Quality Assurance Board

8. FINAL APPROVAL

Approved as policy by University Council on:
Approved by the BOT (if required) on:
Dates of Official Enactment: [September 12, 2014](#)
Dates of Amendments: [None](#)
History: [First Issuance](#)
Cross Reference:
Next Revision Date: [September, 2015](#)

President's Approval

Signature: _____ Date: _____

TEACHING EFFECTIVENESS EVALUATION FORM

To the evaluator: Please complete the following evaluation form by filling out the “evidence” space and for each applicable metric. Evidence may be derived from the teaching philosophy, curriculum vitae, course syllabus, course materials, student evaluations and testimonials, research undertakings, initiatives, instructional technologies used, participation in development workshops, samples of students work, etc. The scoring range is: 1 = Weak; 2 = Average; 3 = Good; 4 = Very Good; 5 = Outstanding.

Candidate's Name	Date
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Metric: The candidate	Evidence and comments	Score	Weight
Prepares comprehensive, informative and rich course syllabus			1.0
Applies innovative teaching methods and approaches			1.0
Applies modern instructional tools and technologies in delivering course material			1.0
Designs and organizes course materials and assessment tools that are congruent to the course outcomes			1.0
Presents course material that excites student learning, interest, enthusiasm, and passion			1.0
Encourages collaborative and group learning			1.0
Encourages students to think critically and independently			1.0
Applies multiple assessment tools and provide continuous and prompt feedback and useful guidance			1.0
Assigns authentically designed activities that help students learn, remember, and synthesize			1.0
Applies teaching methods that inspire creativity and discovery			1.0
Incorporates in the courses latest development in the related field			1.0
Works with students outside the classroom on projects, theses and related academic activities			1.0
Contributes to students success through advising and mentoring and by offering career guidance and/or counselling			1.0
Publishes research work in international journals and conferences			1.0
Collaborates with colleagues in teaching and coordination, curricular development, and implementation of modern instructional technologies			0.5
Contributes to students' extracurricular activities organized by clubs or societies at RHU			0.5
Participates and contributes to the functioning of teaching and curriculum related committees at the department, college and/or University			0.5
Initiates and/or organizes teaching seminars, workshops and meetings on teaching and learning			0.5
Participates in seminars/ professional meetings on teaching and learning			0.5

Evaluator's Name:	Signature:	Date:
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