



# **Excellence in Teaching and Learning Awards 2018**

## **Call for applications**

Sefako Makgatho Health Sciences University calls on individuals to apply for the annual Excellence in Teaching and Learning Awards for 2018. Schools can also nominate individuals based on performance for this award.

These awards are an opportunity to value the reflective, critical and contextually teaching that happens across our institution. The importance and significance of these awards is heightened given events and renewed imperative for transformation in higher education in South Africa. A maximum of five awards will be made. The award will have a monetary value accompanied with support provided to ALL winners to attend the National Higher Education Learning and Teaching Association of South Africa (HELTASA) conference in November 2018.

These awards will be made in line with the criteria for the HELTASA / CHE national excellence awards.

## **AIMS OF THE EXCELLENCE IN TEACHING AND LEARNING AWARDS**

- To show support at institutional level for excellence in teaching and learning in SMU;
- To generate a cadre of University Teachers who are identifiable and able to provide inspiration and leadership in teaching in their disciplines, and be recognized in their Departments, Schools and at national level;
- To generate debate and institutional awareness on what constitutes teaching excellence.

## **ELIGIBILITY**

University Teachers and Academic Development professionals at SMU are eligible for this award.

An excellent University Teacher is aware of her or his context and reflects on the ways in which his or her discipline, institution, own history and students' lived experiences affect teaching and learning. An excellent University Teachers is a reflective practitioner who has grown more effective over a number of years in relation to increasing knowledge of teaching and learning, experience in teaching and the facilitation of learning, as well as systematic observations of what happens in the classroom with a view to improve student engagement and learning outcomes. An excellent University Teacher has a clearly articulated teaching philosophy, informed by educational theory, and appropriate for a university teaching context. Teaching experience can include both undergraduate and postgraduate levels.

'Teaching' can be interpreted broadly to include curriculum design and delivery, the latter in class, online or through materials development.

## **CRITERIA**

Call for **EXPRESSION OF INTEREST** will be initiating the APPLICATION process. CUTL will provide an extensive support programme where upon formal applications will be submitted. The formal application process will be communicated where upon applicants submit portfolios containing a reflective narrative and substantiating documentation. The portfolios will be evaluated using four criteria:

- reflection on students;
- reflection on context;
- reflection on knowledge; and
- reflection on growth.

Questions to guide applicants in addressing each of these areas are provided on page 6 of this call. While applicants need to show engagement with all four areas, the questions are provided to stimulate ideas and applicants are not expected to respond to every question. Claims made in the reflective narrative should be substantiated by evidence. This could be in the form of examples in the reflective narrative itself or in the form of brief appendices. It is advisable that

the portfolio submitted for the award spans several years of teaching and must include current evidence.

Evidence of excellent teaching could include but is not restricted to the following:

- Information about the applicant and the applicant's teaching context (position in the institution, part / full time, discipline taught, size of classes, teaching context, areas of key challenges) and broad social context;
- Peer feedback;
- Student feedback;
- Student success rates;
- Student success data;
- Student involvement beyond the classroom;
- Artefacts such as brief extracts from study guides, multimedia, online materials, innovative student assessment, photographs.

The evidence should demonstrate in what ways the applicant's teaching stands out from that of other good teachers in terms of promoting student learning and contributing to education for social justice.

Evidence of the lecturer's involvement with teaching and learning that has a broader impact within the university and beyond could include, but is not restricted to, the following:

- Papers presented on the subject of teaching and learning at conferences;
- Articles or other publications on teaching and learning (citations only or abstracts at the most);
- Membership of professional associations to which the applicant is a significant contributor based on evidence of conference attendance, papers presented, review activities, membership of SIGs or of the executive;
- Moderation of exams and dissertations/theses;
- Names of university committees and national or international committees and evidence of the applicant's contribution;
- List of formal and non-formal continuing professional development the applicant has undertaken;
- List of students or staff mentored or supervised;
- List of awards received (where relevant);
- Contributions to addressing social issues.

## THE APPLICATION PROCESS

1. Call for **expression of interest** will be released from the office of the DVC: Teaching, Learning and Community Engagement.
2. A communique outlining the aims of the awards and the processes whereby they are awarded is circulated on the intranet and global mail. CUTL will circulate this information electronically to all University Teachers.
3. A School can nominate possible candidates through processes that are transparent and inclusive. Students are also invited to nominate possible candidates to apply for this award.
4. Each candidate prepares a portfolio with due attention to the criteria in this call. Those who have shown expression of interest will be supported in the preparation of the portfolios. The candidate might choose to receive critical advice and feedback from CUTL or other peers. It is the responsibility of the applicant to ensure that the application and any attachments are emailed successfully to CUTL. Applicants are encouraged to make use of resource materials supporting the application process, such as winners' portfolios, which are available on the HELTASA website. [<http://heltasa.org.za/awards/teaching-portfolio/>]
5. Applicants that have previously applied are invited to re-apply
6. The due date for submission of **nomination for expression of interest** is on **Friday, 18 May 2018**.
7. The due date for submission of the **formal applications** is on **Friday, 29 June 2018**.
8. The due date for submission of **final portfolios** is on **Friday, 27 July 2018**.
9. Presentations will not be required.

10. Final awards will be announced at the Research and Teaching and Learning Excellence Awards' Ceremony on Friday/Saturday **26/27 October 2018 (date to be confirmed)**.

Requests for clarity on the nomination process should be directed to CUTL Director: Dr Clever Ndebele at [clever.ndebele@smu.ac.za](mailto:clever.ndebele@smu.ac.za) and/or Ms Dikeledi Thipe from CUTL at [dikeledi.thipe@smu.ac.za](mailto:dikeledi.thipe@smu.ac.za)

## THE APPLICATION FORMAT

1. The cover sheet provided below, to be completed by the applicant, and signed by the relevant School Dean, must accompany all applications (**1 page**).
2. The following personal information must be provided:
  - 2.1. A photograph and brief curriculum vitae (**2 pages**).
3. The portfolio comprises two parts:
  - 3.1. A reflective narrative about the teaching and learning of the nominee (what s/he does and why) (**10 to 20 pages long**). The narrative should address the four criteria detailed on page 6 though the content can be structured in any way the applicant prefers and can be in any format. If the portfolio is online, the total reflective narrative part should be no longer than 20 pages if printed out. All claims made in the narrative need to be substantiated with evidence. This can be in the form of examples described within the reflective narrative itself or by reference/hyperlink to appendices.
  - 3.2. The portfolio may include appendices of evidence to substantiate claims made in the reflective narrative. If appendices are included, they should be not more than 10 pages of appendices and/or two 3-minute audio or video recordings. If appendices are included, they should only include excerpts pertinent to particular statements in the reflective narrative. Appendices should be judiciously included. All appendices must be directly referred to /hyperlinked in the narrative, and these should be tested for off-campus accessibility and functionality.

No incomplete applications will be considered.

## HOW TO APPLY

Please send your portfolio online to this address:  
[clever.ndebele@smu.ac.za](mailto:clever.ndebele@smu.ac.za) or [dikeledi.thipe@smu.ac.za](mailto:dikeledi.thipe@smu.ac.za)

## TEACHING AND LEARNING EXCELLENCE PANEL COMMITTEE FOR 2017

Name	Role	Email address
Dr EL Van Staden: DVC: Teaching, Learning and Community Engagement	Chair	<a href="mailto:engela.vanstaden@smu.ac.za">engela.vanstaden@smu.ac.za</a>
Prof BB Marvey Acting Dean: School of Science and Technology	Member	<a href="mailto:bassy.marvey@smu.ac.za">bassy.marvey@smu.ac.za</a>
Dr E Seleka; Language Proficiency	Member	<a href="mailto:edwin.seleka@smu.ac.za">edwin.seleka@smu.ac.za</a>
Prof GA Ogunbanjo Acting Dean: School of Medicine	Member	<a href="mailto:gboyega.ogunbanjo@smu.ac.za">gboyega.ogunbanjo@smu.ac.za</a> <a href="mailto:profbanjo@gmail.com">profbanjo@gmail.com</a>
Prof S Lekalakala Dean: School of Health Care Sciences	Member	<a href="mailto:sebi.lekalakala@smu.ac.za">sebi.lekalakala@smu.ac.za</a>
Dr P Motloba Acting Dean: School of Oral Health Sciences	Member	<a href="mailto:pagollang.motloba@smu.ac.za">pagollang.motloba@smu.ac.za</a>
Dr PD Moipolai School of Oral Health Sciences	Member	<a href="mailto:pusetso.moipolai@smu.ac.za">pusetso.moipolai@smu.ac.za</a>

Prof A Gous Acting Dean: Pharmacy	Member	<a href="mailto:andries.gous@smu.ac.za">andries.gous@smu.ac.za</a>
Prof B Summers School of Pharmacy	Member	<a href="mailto:beverley.summers@smu.ac.za">beverley.summers@smu.ac.za</a>
Prof LH Mabuza: School of Medicine	Member	<a href="mailto:honey.mabuza@smu.ac.za">honey.mabuza@smu.ac.za</a>
Prof F Veldman School of Health Care Sciences	Member	<a href="mailto:frederick.veldman@smu.ac.za">frederick.veldman@smu.ac.za</a>
Mrs MF Coleman Centre for University Teaching and Learning	Member	<a href="mailto:mary.coleman@smu.ac.za">mary.coleman@smu.ac.za</a>
Miss DD Thipe Centre for University Teaching and Learning	Secretary and logistics	<a href="mailto:dikeledi.thipe@smu.ac.za">dikeledi.thipe@smu.ac.za</a>

## THE AWARD

Up to five awards may be made, for which winners will receive a cash amount and a certificate. In addition, commendation for those who did not win will be made to assist them in the next cycle of applications.

The Panel may recognize one selected applicant for recommendation as the Best Lecturer of SMU.

The participants will receive their certificates at the 2018 SMU awards gala dinner that will take place in October 2018. Winners' portfolios will be made available on the SMU website.



## SMU Teaching and Learning Excellence Awards 2018

### Cover Sheet

This cover sheet should accompany the application.

### Applicant Information

Name:  
School:  
Department/Centre:  
Postal address:  
Email:  
Telephone number:

Signature:

Date:

---

### Nominator's Information (Representative of University – staff, student, executive)

Name:  
Position:  
Email address:

Signature:

Date:

In your portfolio, you are expected to describe how you teach (critical reflection on practice) and why you do it in the way that you do (philosophy of teaching). Your portfolio should show some deliberation on the four overlapping areas:

- Reflection on context
- Reflection on students
- Reflection on knowledge
- Reflection on growth

1.	<p><b>Reflection on Students</b></p> <p>Who are your students? How does your teaching ensure that all students feel included and are engaged actively in their own learning? How do you get to know what your students bring with them to your classroom? How do you teach in ways that encourage students to participate in knowledge production processes? How do you address problems of student under preparedness in your curriculum? How does your curriculum structure provide sufficient support for students? How do you develop your students' capacities and prepare them to be the critical citizens of the future? How does your curriculum and teaching strategies enrich students with exceptionalabilities?</p>
2.	<p><b>Reflection on Context</b></p> <p>Where does your teaching take place? What are the macro, meso and micro issues that you take into account in your teaching? How do your curriculum decisions and teaching approaches reflect the geographical, historical and social context of your classroom? In what ways does your context enable or constrain how you teach and assess? How do you integrate pertinent local and topical issues into your curriculum? What are the institutional, student body, professional, national and international contextual issues that affect your teaching and learning context? How does your curriculum address concerns affecting the planet? What changes have you made to the curriculum to ensure it addresses your context? How does your teaching promote a consciousness/awareness of the global context?</p>
3.	<p><b>Reflection on Knowledge</b></p> <p>What is your discipline / profession and what are its key features? What aspects of the course or programme do your students battle with and how have you addressed this through your teaching approach? How do your teaching and assessment approaches ensure that the practices of the discipline and/or profession become accessible to all? In what ways does your teaching allow students to have access to the discipline? What do you do to make sure your students can contribute to knowledge production and not just to knowledge consumption? How do you ensure that you maintain disciplinary depth? How does being an active scholar affect your teaching? How does your contributions to your discipline improve your teaching?</p>
4.	<p><b>Reflection on Growth</b></p> <p>What innovative approaches enhance your teaching? How has technology been used to improve the student experience and enable better understanding of core concepts? How do you use alternative teaching and learning techniques to improve student engagement? How do you critically evaluate your own teaching? How do you actively solicit peer evaluation and critique to enhance your teaching? How do you think you have developed as an excellent teacher over time? How have you contributed to curriculum development? How does your approach to assessment enhance learning? How has your scholarship contributed to institutional development (and beyond)?</p>

- The questions provided for each area above should help you to brainstorm the kinds of issues you might like to reflect upon in your application but they are not an exhaustive list and there is no requirement that you answer them all.
- You are welcome to structure your portfolio in any way that you wish.
- You need to provide evidence of all claims you make about your practice, in the form of examples and explanations in the reflective narrative itself or through reference to appendices.
- Your application will be read by a committee from a wide variety of disciplines, so you need to articulate what makes your approach to teaching excellent in a way that is accessible to all.

## **Description of Portfolios:**

### **EXCELLENT PORTFOLIO**

The portfolio makes a convincing case for excellence in that the academic has reflected on multiple aspects of their context, including their students, their institution and their discipline/programme. The portfolio clearly describes the teaching and provides an explanation of why the applicant adopts the approach that s/he does (teaching philosophy). Teaching methods used are contextually nuanced and are aligned to the stated philosophy. Robust and diverse evidence has been provided for the claims made in the portfolio. The academic is constantly looking for ways of improving and can reflect on growth over time and in response to changing contexts or new understandings. The academic has had a positive institutional, national or international impact on teaching in higher education. The portfolio demonstrates excellence in teaching that can serve as an inspiration or can deepen our understanding of this crucial aspect of higher education.

### **NOTEWORTHY PORTFOLIO**

The portfolio makes a case for excellence in that the academic has reflected on aspects of their context, including their students, their institution and their discipline/programme. The portfolio describes the teaching and provides an explanation of why the applicant adopts the approach that s/he does (teaching philosophy). Teaching methods used are adapted to context and aligned to the stated philosophy. Evidence has been provided for the claims made in the portfolio. The academic looks for ways of improving and can reflect on growth over time. The academic has had a positive impact on teaching in higher education beyond their classroom. The portfolio demonstrates excellence in teaching that can promote better practice and encourage others.

### **DEVELOPING PORTFOLIO**

The portfolio begins to construct a case for excellence in that the academic has reflected on aspects of context. The portfolio describes the teaching and provides an explanation of why the applicant adopts the approach that s/he does (teaching philosophy). Teaching methods used are adapted to context but perhaps not very well aligned to philosophy (or vice versa). While evidence has been provided for some of the claims made in the portfolio, some claims are not substantiated. The academic looks for ways of improving. The academic has had a positive impact on teaching. The portfolio demonstrates the development of excellence in teaching.

**We look forward to reading about your teaching!  
We would love to have applicants from every School. Please contact CUTL if you  
would like any assistance or if you have any questions.**