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Centre for Academic Practice, Trinity Teaching & Learning

**Trinity Excellence in**

**Teaching Awards 2023-24:**

**Guidelines**

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# Introduction

The Trinity Excellence in Teaching Awards recognise and celebratethose who have made an outstanding contribution in the pursuit of teaching excellence.

'Teaching' can be interpreted broadly to include curriculum design, delivery and evaluation, and ‘teaching excellence’ can take many forms. In the context of this award, ‘teaching excellence’ can be defined as achieving and sustaining outstanding quality of teaching and positive educational impact through the effective use of pedagogies that engage and enhance student learning.

The prestige of the award reflects the value that Trinity places on promoting teaching as a scholarly activity and the importance placed on enriching the learning opportunities of its students. The Trinity Excellence in Teaching Award is a competitive process, with up to five awards made each year.

The scope of the teaching award initiative is broad, covering all aspects of teaching, learning and assessment. The teaching award initiative seeks to:

* provide recognition for outstanding teaching;
* encourage teaching staff to reflect critically on their teaching and learning practice;
* encourage teaching staff to consider scholarly approaches to course design, delivery and assessment;
* reaffirm that curriculum development, teaching, learning, assessment and evaluation are important activities in College requiring high level expertise;
* share best practice in teaching, learning and assessment across College.

# The Awards

## Trinity Excellence in Teaching Award

A Trinity Excellence in Teaching Award may be awarded at the discretion of the Institutional Review Panel. These Awards are presented by the Provost at an annual ceremony in the Provost’s House. Awardees receive an engraved crystal vase and €1,500 which is paid to the recipient’s departmental account.

## Lifetime Achievement Award

A Lifetime Achievement Award may be awarded at the discretion of the Institutional Review Panel if an applicant meets the teaching excellence criteria, and additionally demonstrates evidence of **sustained commitment to teaching excellence** and has been **inspirational and/or influential** among academic colleagues and students within or beyond the institution. Lifetime Achievement Awards are presented by the Provost at an annual ceremony in the Provost’s House. Awardees receive an engraved crystal vase and €1,500 which is paid to the recipient’s departmental account.

## School Award for Teaching Excellence

A School Award for Teaching Excellence is awarded at the discretion of the School-level review committee who selects **one** Awardee per year from those nominated within their School. Awardees are presented with a Certificate by the Provost at an annual ceremony in the Provost’s House. All School Awardees also progress to Stage 4 of the TETA process.

Trinity Excellence in Teaching Award and School Award winners will be invited to contribute to seminars/programmes for The Centre for Academic Practice in 2024-25.

# The Process

## Stage 1: Nominations

The Teaching Excellence Award process opens each year with an email from the Centre for Academic Practice inviting **colleagues, students and former students** (Trinity alumni) to nominate teachers for a 2023-24 Award.

**Note that nominations for any teacher from current or past experience at Trinity are welcome.**

Nominations are submitted by completing the online nomination form available from the Centre for Academic Practice website at [Trinity Excellence in Teaching Awards 2023-24.](https://www.tcd.ie/academicpractice/celebratingexcellence/Trinity-excellence-teaching-awards/)Nominators will be asked to answer two questions.

* 'What makes this staff members teaching outstanding?' (100 words minimum)
* 'In what way has this staff member's impact on teaching and learning been exceptional and worthy of an award?' (100 words minimum)

Nominators may submit more than one nomination form but submitted forms that do not meet the prescribed word count will not be accepted. Names of nominators will not be disclosed to the nominee.

Nominees must receive a **student nomination** (from a current student or alumni) to be deemed eligible to proceed to Stage 2. It is not acceptable to canvas for nominations and any nominee canvasing will have their nomination removed from the process.

### Eligible nominees

All members of Trinity academic staff, and academic-related professionals with roles in supporting teaching and learning, are eligible for nomination. Nominees must be employed in Trinity through one of the following means:

1. permanent contract;
2. contract of indefinite duration;
3. contract of more than one year in duration that does not expire before 31st August 2024;
4. adjunct lecturers with a contribution to a programme that extends 13 months or more.

Nominees on sabbatical/maternity/other leave may seek to defer their nomination to the following academic year. Previous recipients of the Trinity Excellence in Teaching Awards (formerly the Provost’s Teaching Awards) will be informed of their nomination but will not be reconsidered for the award process.

## Stage 2: Submission of Teaching Excellence Application form

All nominees will receive notification from the Centre for Academic Practice confirming their nomination for a Trinity Excellence in Teaching Award in 2023-24.

Eligible nominees will be invited to proceed to Stage 2 of the application process by submitting a Teaching Excellence Application (TEA) to the Centre for Academic Practice.

### The Teaching Excellence Application (TEA)

The TEA consists of:

1. A Teaching Philosophy Statement (Max word count 300-500)
2. Teaching and Learning Design, Delivery and Assessment (Max word count 700-1000)
3. Evaluation of Teaching and Learning (Max word count 300-500)
4. Professional Development in Teaching (Max word count 300-500)

## Stage 3: School review of TEAs & Nomination of School Award Winners

A School-level review committee will convene to review all nominations within their respective School. This committee will select **one** candidate who will receive recognition as a recipient of a **School Award for Teaching Excellence**. This School Award winner will also progress to Stage 4 of the TETA process. Note that not all Schools may receive a nomination in a given academic year. In the case where a School receives only one nomination, the School is not obliged to put that nominee forward to Stage 4.

All TEAs will be adjudicated using the criteria outlined in Appendix 1.

The Centre for Academic Practice will inform nominees of the outcome of School-level reviews by 12 noon on **Monday 4th March 2024.**

## Stage 4: Submission of video, self-evaluation & Institutional Panel Review

All recipients of a School Award for Teaching Excellence are invited to progress to stage 4 of the TETA process where they are required to submit the following two items:

1. **A video recording (10 mins max) which evidences their implementation of a teaching activity** of their choice (for example tutorial, lab, supervision, lecture, field work etc.) This may be recorded by the nominee (e.g. through video capture of an online class/tutorial) or by another means of their choice. Detailed instructions on how to submit videos will be provided to all candidates prior to submission. The Centre for Academic Practice may request permission to share these video recordings via their website with the aim of promoting excellence in teaching.

Note: it is recognised that some nominees who progress to Stage 4 of the TETA process may not have teaching commitments after 1st March 2024, thereby making video recording difficult at this stage in the process. To ensure that these nominees can progress their application if shortlisted for Stage 4, all nominees are invited to record a video at Stage 2 of the process, in case they are shortlisted.

1. **A self-evaluation of their recorded teaching activity (500 words).**

Whilst the video reflects the candidate’s actual teaching performance, panel members are also interested in their evaluation of this session. Candidates should use this self-evaluation to provide a context to the recorded teaching activity and alert panel members to any areas that they would particularly like to draw their attention to. For example, candidates may wish to consider the following questions:

* What is the context of the teaching activity?
* Did the activity go as you intended?
* What were the learning outcomes for this activity?
* How does this activity align to module or programme learning outcomes?
* What pedagogies and learning resources did you use to ensure achievement of these learning outcomes?
* How did you determine that learning outcomes were achieved?
* What was the level of student activity and interaction?
* How was your learning space organised? (Note that this may include digital learning spaces.)

### Institutional Review Panel

All video submissions, along with their accompanying TEAs, are reviewed by an Institutional Review Panel comprised of:

* Dean of Graduate Studies (rotating Chair)
* Senior Lecturer (rotating Chair)
* Head of the Centre for Academic Practice, Trinity Teaching and Learning
* Three members of the academic staff, one from each Faculty
* Education Officer, Students’ Union
* Postgraduate Representation
* External Reviewer

Using predefined adjudication criteria (see appendix 1 and 2), this review panel will select the final Awardees for the 2024 Trinity Excellence in Teaching Awards.

All Stage 4 candidates will be notified of the results of the adjudication panel by the Centre for Academic Practice. For those candidates who are not selected as an Award Winner at this stage, feedback from the Institutional Review Panel will be provided via the Centre for Academic Practice.

# Key Dates

# Further Information & Support

Further information and support is available from:

Ms. Jade Concannon

Programme Administrator

The Centre for Academic Practice

Email: [Jade.Concannon@tcd.ie](mailto:Jade.Concannon@tcd.ie)

[Centre for Academic Practice website.](https://www.tcd.ie/academicpractice/celebratingexcellence/Trinity-excellence-teaching-awards/)

# Appendix 1: Teaching Excellence Application (TEA) Adjudication Criteria

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| --- |
| 1. **Teaching Philosophy Statement.** |
| A Teaching Philosophy Statement (TPS) is a statement of reflection and a philosophical framework of your personal approach to teaching and student learning. It explains the rationale behind what guides your practice, what factors impact on you as an educator and what values underlie your practice. Does the TPS:   * articulate and clarify the candidate’s teaching and learning beliefs and values? * demonstrate alignment between their beliefs and teaching practice? * consider relevant concepts, models and/or frameworks from the scholarship of teaching and learning (SOTL)? |
| 1. **Contribution to the design, development, implementation and/or evaluation of high-quality curricula and resources.** |
| Excellent teaching involves more than mastery of course content. The TEA should demonstrate evidence of design and/or implementation of teaching, learning and assessment approaches which are aligned to discipline needs. Does the TEA demonstrate that the candidate has:   * designed/implemented evidence-based[[1]](#footnote-2) approaches to teaching, learning and/or assessment? * designed/implemented programmatic approaches to teaching, learning and/or assessment? * knowledge of curriculum design approaches? * designed effective pedagogies for their disciplinary context? * created effective resources for learning which are accessible, inclusive and sustainable? |
| 1. **Knowledge and use of effective pedagogies that engage and motivate students and enrich their learning experience.** |
| The TEA should demonstrate evidence of approaches to teaching and learning that influence, motivate and enable students to learn. Does the TEA demonstrate that the candidate has:   * engaged students meaningfully in the learning process? * motivated students and supported their ongoing learning journey? * created an inclusive and supportive learning environment? |
| 1. **Sustained commitment to critical reflection; scholarship of teaching and learning and/or ongoing professional development to enhance their teaching.** |
| The TEA should demonstrate evidence of the candidate’s ongoing commitment to developing teaching and learning practices which enhance student learning. Does the TEA demonstrate that the candidate has:   * drawn on the scholarship of teaching and learning? * conducted research into their own teaching practice? * shared good pedagogical practice with others through workshops, presentations, or publications on teaching and learning? * engaged in professional development activities related to enhancement of teaching and learning practice? |
| 1. **Contribution to raising the profile of teaching excellence at the level of discipline/university or beyond.** |
| The TEA should demonstrate evidence of dissemination of teaching and learning experiences, practices and/or expertise to the broader academic community. Does the TEA demonstrate that the candidate has:   * demonstrated educational leadership through activities or innovations that have broad influence on the teaching profession? * coordinated, managed or led programmes of learning? * contributed to professional activities or publications related to teaching and learning? * shared teaching and learning expertise with the broader academic community e.g. via seminars, workshops, communities of practice? |

# Appendix 2: Video & Self-Evaluation Adjudication Criteria

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| --- |
| 1. **Contribution to the design/development/implementation/evaluation of high-quality curricula and resources.** |
| Excellent teaching involves more than mastery of course content. The video and self-evaluation should demonstrate evidence of implementation of evidence-based teaching, learning and assessment approaches which are aligned to discipline needs. Does the video and self-evaluation demonstrate that the candidate has:   * implemented an evidence-based teaching, learning and/or assessmentactivity underpinned by an explicit pedagogical approach? * considered the design of this activity within a programmatic context? * knowledge of curriculum design models, including principles of constructive alignment? * created effective resources for learning which are accessible, inclusive and sustainable? |
| 1. **Knowledge and use of effective pedagogies that engage and motivate students and enrich their learning experience.** |
| The video and self-evaluation should demonstrate evidence of approaches to teaching and learning that influence, motivate and enable students to learn. Does the video and self-evaluation demonstrate that the candidate has:   * engaged students meaningfully in the learning process? * motivated students and supported their ongoing learning journey? * created an inclusive and supportive learning environment? |
| 1. **Sustained commitment to critical reflection; scholarship of teaching and learning and ongoing professional development to enhance their teaching.** |
| The video and self-evaluation should demonstrate evidence of the candidate’s ongoing commitment to developing teaching and learning practices which enhance student learning. Does the video and self-evaluation demonstrate that the candidate has:   * drawn from the scholarship of teaching and learning/educational literature to inform their own teaching practice? * critically evaluated, and reflected on, their teaching practice? |

###### **The Centre for Academic Practice,**

###### **Trinity Teaching & Learning**

#### Strengthening cultures and communities

#### of teaching and learning at Trinity

#### that are underpinned by

#### research, innovation, inclusivity,

#### sustainability and collaboration.

[academicpractice@tcd.ie](mailto:academicpractice@tcd.ie)

[www.tcd.ie/academicpractice](http://www.tcd.ie/academicpractice)

1. The [National Forum (2016, p.1)](https://www.teachingandlearning.ie/wp-content/uploads/NF-2016-National-Professional-Development-Framework-for-all-Staff-Who-Teach-in-Higher-Education.pdf) defines ‘evidenced-based’ as “any concept or strategy that is derived from or informed by trustworthy evidence—most commonly, educational research or metrics of school, teacher, and student performance.” [↑](#footnote-ref-2)