

STELLENBOSCH UNIVERSITY INDIVIDUAL TEACHING- LEARNING-ASSESSMENT AWARDS 2023¹

1. INTRODUCTION

At SU a system of institutional awards for teaching excellence was introduced in 2017. This was done based on a recommendation by the *Task Team for the Promotion and Recognition of Teaching* which was adopted by Senate in June 2015 and is currently under review. The suggested vehicle for such recognition of teaching excellence is “a number of dedicated internal institutional awards that specifically acknowledge teaching achievements, with the HELTASA awards as an important point of reference”².

The recommendations by the task team drew on the *SU T&L Policy* (2018), which is also currently under review, as is the *SU T&L Strategy* (2017). These have traditionally been the bedrock documents on which the awards are based. Since they are under review, the current guidelines will still draw on both the *SU T&L Policy* (2018) and the *SU T&L Strategy* (2017). However, to foreground some of the changes and principles in TLA more comprehensively, the current guidelines also draw on the revised *T-L Position Paper* (2022) and the *Draft Revised T-L Policy* (2023).

As a result of all the document reviews mentioned above, this call for Individual T-L-A Awards draws on all the documents being reviewed and includes references to them. One of the changes that the current guidelines document has adopted is the reference to TLA which is from the revised *Draft Revised T-L Policy* (2023). The *T-L Position Paper* (2022:2), which preceded the revised *Draft Revised T-L Policy* (2023), emphasises “a movement away from viewing teaching, learning, and assessment as independent activities but rather that they represent different facets of an integrated process where teaching academics and students are simultaneously involved. Such a perspective furthermore challenges the assumption that teaching is only embodied by a ‘teaching academic’ (i.e., someone who teaches) and learning is only embodied in a ‘student’ (i.e., someone that learns). Other aspects of students’ as well as teaching academics’ lives all contribute to the learning process within and beyond higher education”. According to the revised *Draft Revised T-L Policy* learning is therefore embodied during the whole lifespan of individuals (i.e., lifelong learning) that represents a range of different types of learning opportunities (i.e., life-wide learning) and represents different levels of learning (i.e., life-deep learning) (2023:4). The revised *Draft Revised T-L Policy* (2023:5) therefore defines TLA as “based on learning being the central construct, teaching-learning-assessment is regarded as an integrated, symbiotic relationship positioned within the disciplinary and SU curriculum context.”

1.1 Good and excellent teaching

According to the *Draft Revised T-L Policy* (2023), reflective practice is regarded as synonymous with *good teaching* and is the norm at SU. “Reflective practitioners think deliberately and critically about their teaching practice, and systematically review and document their professional growth” (*Draft Revised T-L Policy* (2023:7). This view of *good teaching* is aligned with the view in the *SU T&L Policy* (2018) as well as

¹ In 2023 only the SU Individual TLA Awards will be open for applications. The teaching collaboration awards are currently under revision.

² As from 2023 the HELTASA awards will be replaced by the National University Teaching Awards (NUTA).

the *Recommendations of the Task Team for the Promotion and Recognition of Teaching* (2015:4) where good teaching is described in terms of “student success”³. *Reflective practitioners* are therefore acknowledged across the University as good teachers but are not yet eligible for an award for excellent teaching.

Good teaching is acknowledged across all systems of the University. However, *excellent teaching* is not only recognised, but also rewarded and promoted. The *Draft Revised T-L Policy* (2023:7) states that “SU is building the notion of teaching-learning-assessment excellence into the systems and criteria for the performance appraisal and promotion of academics in their TLA role, and into the institutional reward systems...”. The definition of *teaching excellence* in the criteria for the National University Teaching Awards (NUTA, 2023:9) (refer to footnote 2) was accepted and adapted as a guideline for this document:

An excellent teacher is aware of their context (beyond the immediate environment) and reflects on the ways in which their discipline, institution, own history and students’ lived experiences affect [TLA]. An excellent teacher is a reflective practitioner who has grown more effective over a number of years in relation to increasing knowledge of TLA, experience in teaching and the facilitation of learning, and systematic observations of what happens in the classroom (including how outside factors affect students) with a view to improving student engagement and learning outcomes. An excellent teacher demonstrates a willingness to experiment in their teaching with new means at their disposal and integrates innovative practices into their teaching. An excellent teacher has a clearly articulated TLA 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.

The SU Individual T-L-A Awards are therefore an opportunity to recognise, reward and promote excellent TLA at the University.

1.2 Points of departure

The points of departure for the awards include the following:

- A call for nominations for the institutional awards for excellence in TLA is circulated annually to the SU academic community during the second quarter, with a view to presenting the awards by the end of the academic year.
- In 2023, academics may apply for **an individual award** only. (More details about the award categories are available in Sections 3 and 5.)
- The number of individual awards per faculty are approximately scaled by the number of fulltime-equivalent permanent and temporary teaching staff (including staff of the Faculty of Medicine and Health Sciences who are remunerated from the provincial budget). Accordingly, the number of nominees each faculty may select for this award is as follows:
 - Military Science, Theology, Law and Education: one nominee each
 - AgriSciences, Engineering and Science: two nominees each
 - Medicine & Health Sciences, Arts & Social Sciences and Economic & Management Sciences: four nominees each.

³ Student success is viewed holistically as part of a journey (from our first contact with prospective students until they graduate and embrace the role of alumni) where students are guided and supported on a transformative student experience (CHE 2014:ii) (*Draft Revised T-L Policy* (2023:5)).

- The individual awards are offered in two categories, namely **Scholarly Teacher** and **Leaderly Teaching Scholar**. According to the *Draft Revised Teaching-Learning Policy (2023:7)*, “The professional learning T-L-A pathway **progresses** from *reflective practitioners* to *scholarly teachers*, *teaching scholars* and *leaderly teaching scholars*.” The policy distinguishes between these terms as follows (2023:7):
 - **Scholarly teachers** are reflective practitioners⁴ who
 - draw on educational literature to reflect on their TLA practice and professional growth
 - move beyond personal reflection to observation and peer review of their TLA practice
 - provide leadership in TLA practice at departmental and institutional level.
 - **Leaderly teaching scholars**
 - are scholarly teachers who research and, contribute to the body of TLA knowledge through publication in reputable peer reviewed accredited TLA journals/ publications
 - provide leadership in the field of TLA research and practice institutionally, nationally and potentially internationally.

(More details about the two categories are available in Sections 3 and 5.)

- In both the *Scholarly Teacher* and *Leaderly Teaching Scholar* categories, excellence in TLA is judged primarily by a **TLA portfolio**. (More details about the TLA portfolio are available in Section 5.)
- Applicants are invited to an **interview** with the institutional selection panel. (More details about the interview are available in Section 4.)
- Applicants in both categories should include an account of a **peer observation** of at least one contact or online teaching session in their portfolio. (Please refer to 5.3.2 a.)
- Applicants in the *Scholarly Teacher* category must have presented at the institutional **SoTL conference or any other institutional TLA platform**, e.g. at an Auxin.
- Applicants in the *Leaderly Teaching Scholar* category must have presented at least one paper at the institutional **SoTL conference**.
- Applicants for a *Leaderly Teaching Scholar* award submit a **video presentation** with their applications. (More details about the presentation are available in Section 4.)
- Applicants in the *Leaderly Teaching Scholar* category must have **published** on their TLA.
- The criteria for evaluating excellence in TLA are aligned with the criteria for the National University Teaching Awards (NUTA).
- The selection process in faculties should be concluded by the end of the third quarter of the academic year.
- An institutional announcement about the successful applicants is made during the fourth quarter and celebrated at a ceremony at the end of that quarter.
- The **award amount** may be adjusted from time to time, subject to the availability of funds, but has been stipulated as R20 000 per individual award.
- The awards are paid into successful applicants’ salary accounts. Tax is deducted as a matter of course.

2. AIMS OF THE AWARDS

The aims of the awards are:

- to show support at an institutional level for excellence in TLA in higher education;
- to generate a cadre of academics who can provide inspiration and leadership in TLA in their disciplines, across and beyond the institution;

⁴ “*Reflective practitioners* think deliberately and critically about their teaching practice, and systematically review and document their professional growth.” (*Draft Revised Teaching-Learning Policy (2023:7)*)

- to generate debate and public awareness about what constitutes teaching excellence for the advancement of knowledge in service of society⁵;
- to advance the scholarship⁶ of teaching and learning;
- to promote the professionalisation of all academics in their TLA role, and the scholarship of their TLA practice, and
- to generate appreciation of the value of lessons learnt as opposed to only valuing successes.

3. ELIGIBILITY

All teaching staff – permanent as well as contract appointments – are eligible for the SU Individual TLA Awards.

According to the *Draft Revised T-L Policy (2023:7)*, reflective practice is regarded as synonymous with *good teaching* (please see the definition under Section 1) and is the norm at SU. *Reflective practitioners* are therefore acknowledged across the University as good teachers but are not yet eligible for an award for *excellent teaching* (please see the definition under Section 1).

The **Scholarly Teacher award** is open to teaching academics who are *scholarly teachers*. (Please see the definition under Section 1.2.) This award may be received once only.

The **Leaderly Teaching Scholar award** is open to teaching academics who are *leaderly teaching scholars*. (Please see the definition under Section 1.2.) This award may be received once every five years.

An individual should self-identify the award they wish to apply for and indicate it on the cover sheet of the application. (A template for the cover sheet is provided.) However, the faculty or institutional selection panel may move an application to a different category, in other words, an application could be moved from the level of *Scholarly Teacher* to that of *Leaderly Teaching Scholar*, or the other way round. If the institutional selection panel evaluates an applicant's portfolio as 'promising' rather than 'evolving' or 'commendable' (please see Section 6), compared to the criteria, the application may be referred back to the relevant faculty for further development of the portfolio.

4. APPLICATION AND SELECTION PROCESS

- The office of the Deputy Vice-Chancellor (Learning and Teaching) sends out the call for applications during the second quarter of the academic year to the Deans and Vice-Deans (Learning and Teaching) (or equivalent) of each faculty. The call outlines the aims of the awards and the processes whereby they are awarded.
- The Deans and Vice-Deans (Learning and Teaching) (or equivalent) of each faculty are requested to circulate the call to all academic staff (permanent and contract appointments).
- In accordance with the *Draft Revised T-L Policy (2023:7)*, the TLA portfolio is used as the primary vehicle by which teaching excellence is judged. Support for portfolio development is available from the Centre for Teaching and Learning (CTL) advisors in the faculties upon request.
- Each faculty identifies possible nominees and organises its own internal processes to select applicants. (Academics may also nominate themselves.) Faculty selection panels should include the CTL advisor in the faculty.
- It is recommended that faculty selection panels require applicants to submit a portfolio which adheres to the criteria for institutional selection. (Please refer to Section 5 and 6.) Faculty panels need to

⁵ SU is envisaging itself as "Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society." (SU Vision 2040).

⁶ In the *Draft Revised T-L Policy (2023:4)* 'scholarship' is defined as "linking practice to theory, and theory to practice, encapsulated by the dimensions of **discovery, integration, application and teaching**". (Boyer, E.L. 1990. *Scholarship reconsidered: Priorities of the Professoriate*. Special report. Carnegie Foundation for the Advancement of Teaching: 5-25.)

provide nominees with feedback on their portfolios and allow them enough time to revise their portfolios before submission for institutional selection. Nominees are encouraged to seek critical advice and feedback from the CTL or other colleagues.

- The **due date for submitting applications to the institutional selection panel is 31 October 2023**.
- An institutional selection panel comprising all Vice-Deans (Learning and Teaching) (or a representative) and staff members from the Division for Learning and Teaching Enhancement is appointed and chaired by the Deputy Vice-Chancellor (Learning and Teaching) or their designate. This panel evaluates the excellence in TLA of applicants according to:
 - A **comparative review of TLA portfolios** in the categories of *Scholarly Teacher* and *Leaderly Teaching Scholar*, according to the rubrics provided in Section 6. Each portfolio is reviewed by two panel members, after which the full panel discusses the reviews at the selection meeting.
 - A **video presentation** of 10 minutes by every applicant in the *Leaderly Teaching Scholar* category, submitted together with the TLA portfolio. The purpose of the presentation is to highlight aspects of applicants' portfolios that they regard as especially important. Applicants could also use the presentation to offer information that goes above and beyond their portfolio, for example to express their passion for TLA and the reasons for it.
 - An **interview** of 10 minutes with every applicant during the selection meeting. The panel poses questions on aspects of the applicant's portfolio that require clarification.
- All applicants receive written feedback on their portfolios, video presentations and interviews from the institutional selection panel.
- Successful applicants are informed of their selection in the fourth quarter and receive their awards at a ceremony at the end of that quarter.
- Successful *Leaderly Teaching Scholar* applicants may be encouraged to apply for the National University Teaching Awards in the following year. Applicants showing potential to become NUTA nominees will be supported to develop their portfolios further.

5. TEACHING-LEARNING-ASSESSMENT PORTFOLIO: FORMAT AND GUIDELINES

5.1 Applications for SU Individual T-L-A Awards

In accordance with the *Draft Revised T-L Policy (2023:7)*, the **TLA portfolio** is used as the primary vehicle by which teaching excellence is judged.

Applicants are required to submit a TLA portfolio, consisting of a **reflective narrative** and supporting **evidence** (please see 5.1.2, 5.1.3 and 5.2). As the portfolio is a living document, it should include reflection on the past, present and future of the applicant's TLA in higher education (their reflection should therefore also include their career before they started working at SU). The portfolio should thus contain the applicant's journey of TLA and professional growth, current TLA and professional growth, and goals for TLA and professional growth.

A comprehensive portfolio resource is available on the CTL website at <http://www0.sun.ac.za/ctlresources/teaching-portfolio/>. The CTL faculty advisors could assist with the compiling of portfolios by means of individual consultations or workshops. Academics with experience of compiling a TLA portfolio may be requested to co-facilitate portfolio development workshops.

5.1.1 Format

Portfolios may be submitted in **pdf format or in a digital format** of the applicant's choice. For digital portfolios, the stipulations regarding the sequence of components, number of pages and cover sheet may be adapted, with the proviso that all elements listed for inclusion in the pdf format should be

included in the digital version. (More details about the digital portfolio are available below and in the evaluation criteria in Section 6.)

Assistance with the developing of digital portfolios may be obtained from the blended learning coordinator or equivalent professional support staff in faculties. The portfolio resource on the CTL website could also be consulted at <http://www0.sun.ac.za/ctlresources/teaching-portfolio/>.

- Portfolios must be accompanied by a completed **cover sheet** with the signature of the Dean of the faculty. (A template for the cover sheet will accompany the call for applications.)
- The cover sheet should be followed by a **photograph** of the applicant and a brief **curriculum vitae** (two pages). The curriculum vitae should emphasise the applicant's TLA and professional growth in higher education.
- The portfolio itself should consist of two parts:
 - A **reflective narrative** about the TLA practice of the applicant (what they do, how, and especially, why). (Please refer to 5.1.2 for more details.) The narrative can be in a pdf, digital or multimedia format. If the narrative is in a pdf format, the number of pages should be maximally 20 and minimally 10. If the narrative is in a digital or multimedia format, it should take a reader maximally 50 minutes to navigate (including time to listen to or watch any audio or video clips) while paying close attention to all details. All claims made in the narrative need to be substantiated with evidence.
 - The **evidence** can be in the form of brief examples included in the reflective narrative and/or by reference/hyperlink to appendices. (Please refer to 5.1.3 for more details.) Appendices in a pdf format should be maximally 30 pages. If the appendices are in a digital or multimedia format, it should take a reader maximally 30 minutes to review while paying close attention to all details. If the appendices include both pdf and multimedia content (audio or video clips), it should take no longer than 30 minutes to review all the content.
- If the narrative and/or appendices exceed the **maximum length**, the faculty and institutional selection panels will not consider any content after the above-mentioned limit of each section.
- Portfolios in a pdf format should use a **font size** of 11 and **line spacing** of 1.5.
- Multimedia clips with **sound** content should be clearly audible.
- **Incomplete applications** will not be eligible for an award. However, the faculty and institutional selection panels will provide feedback to nominees who submitted incomplete applications.
- As the institutional selection panel represents a wide range of disciplines, applicants need to articulate what makes their TLA excellent in ways that will be **generally accessible**.

5.1.2 Reflective Narrative

The core of the representation of excellence in TLA in applications for these awards is formed by **reflectivity, criticality** and **(TLA) practice**.

The reflective narrative should describe **how** the applicant practices TLA and **why** they do it in that way. The focus of the narrative is therefore a critical reflection on all aspects of the applicant's TLA practice. The core of this reflection is the applicant's TLA philosophy statement. If the applicant is not familiar with the concept or practice of *critical reflection* and/or has not drafted a TLA philosophy statement before, assistance could be sought from the CTL advisor in their faculty.

The reflective narrative should also demonstrate the **professional growth** of the applicant, especially in terms of their scholarship of teaching and learning.⁷ The narrative should therefore not include successes or achievements only, but also – especially – challenges, mistakes and lessons learnt. In addition, the

⁷ Please bear in mind the requirements of the two individual awards as detailed in Section 3.

narrative should mention how the applicant intends to further their professional growth, both in their TLA practice and their scholarship of teaching and learning.

The narrative should draw on **educational literature** (please refer to the requirements for the two award categories in Section 3 and the evaluation criteria in Section 6). Assistance will also be available from the CTL advisors in faculties and from the online CTL portfolio resource (<http://www0.sun.ac.za/ctlresources/teaching-portfolio/>).

Applicants should reflect critically on the following four elements:

a) Context

For the purposes of this document, *context* refers to what it means to be a teacher in higher education currently on the African continent, in South Africa, and at SU. This pertains to promoting **critical citizenship** in programmes, which involve TLA that advances social justice and is broadly linked to democratic change in society. Accordingly, TLA should represent and model values such as tolerance, diversity, human rights and democracy in student learning (Bitzer & Costandius, 2018:4). Enhancing critical citizenship in learning also requires TLA that addresses important social issues such as equity, social cohesion and relational human capital (Bitzer & Costandius, 2018:5).

Context furthermore could include the lessons learnt from COVID-19 for TLA. Applicants should reflect on the challenges as well as the opportunities of both their own contexts and their students’.

To aid their reflection, applicants could ask themselves questions such as the following:

Where does my TLA take place? What are the macro, meso and micro issues that I need to take into account in my TLA? How do my curriculum decisions and TLA approaches reflect the geographical, historical and social context of my classroom? In what ways does my context enable or constrain how I practice TLA? How do I integrate pertinent local and topical issues into my curriculum? What are the institutional, student body, professional, national and international contextual issues that affect my TLA context? How does my curriculum address concerns that affect the planet? What changes have I made to the curriculum to ensure it addresses my context? How does my TLA promote a consciousness/awareness of the global context? What values does my curriculum represent? What kind of country am I preparing my students for?

b) Students

To aid their reflection, applicants could ask themselves questions such as the following:

Who are my students? How do I ensure through my TLA that all students feel included and are engaged actively in their own learning? How do I get to know what my students bring with them to my classroom? How do I teach and assess in ways that encourage students to participate in knowledge production processes? How do I address the challenge of differently prepared students in my curriculum? How does my curriculum structure provide sufficient support for students? How do I develop my students’ capacities and prepare them to be the critical citizens of the future? How do I develop the SU graduate attributes in my students? How do my curriculum and TLA strategies enrich students with exceptional abilities? How do I adapt my TLA in response to my students’ feedback? How do I interpret my student success data in the context of my curriculum and TLA strategies?

c) Knowledge

To aid their reflection, applicants could ask themselves questions such as the following:

What is my discipline / profession and what are its key features? What aspects of the course or programme do my students struggle with and how have I addressed this through my TLA approach? How do I make the practices of

the discipline and/or profession accessible to all through my TLA approaches? In what ways does my TLA allow students to have access to the discipline? What do I do to make sure my students can contribute to knowledge production and not just to knowledge consumption? How do I relate my disciplinary knowledge to society? How do I ensure that I maintain disciplinary depth? How does being an active scholar affect my TLA? How do my contributions to my discipline improve my TLA?

d) Growth

To aid their reflection, applicants could ask themselves questions such as the following:

What innovative approaches enhance my TLA? How have I used technology to improve my students' experience and enable them to better understand core concepts? How do I use alternative TLA techniques, including for example generative Artificial Intelligence (AI), to improve student engagement? How do I critically evaluate my TLA? How do I actively solicit peer evaluation and critique to enhance my TLA? How do I think I have developed into an excellent teacher over time? How have I developed as a critical citizen over time? How have I contributed to curriculum development? How does my approach to assessment enhance learning? How has my scholarship contributed to institutional development (and beyond)?

The sets of questions above should help applicants to brainstorm the kinds of issues they might like to reflect on critically. While applicants need to show engagement with all four elements, the questions are provided just to stimulate ideas – applicants are not expected to answer every question. Furthermore, applicants are not expected to rate highly regarding all four elements but need to address as many aspects of these elements as possible. This should be done clearly and concisely.

Further guidelines for the content of the narrative are provided in the guidelines for evidence outlined below.

5.1.3 Evidence

Claims made in the reflective narrative should be substantiated by evidence, selected according to the evaluation criteria (please refer to Section 6). The evidence could be in the form of **brief examples in the narrative** itself and **concise appendices** with longer examples and other substantiating information. Appendices should only include evidence pertinent to specific statements or claims in the narrative. Evidence should therefore be judiciously selected, and all appendices must be directly referred to or hyperlinked in the narrative.

The evidence should demonstrate in which ways the applicant's TLA is *excellent* rather than *good* and how the applicant has developed from *good* to *excellent*.⁸

The CTL advisors in faculties could assist with the selection of evidence and compiling of the appendices.

a) Leaderly Teaching Scholar Category

For the *Leaderly Teaching Scholar* category, evidence of excellent teaching should include the applicant's TLA practice, professional growth, engagement with the scholarship of teaching and learning (including related publications), and leadership in their faculty, at the institution and beyond, as detailed below:

- Information about the applicant and their TLA context (refer to 5.1.2):

⁸ *Excellent* and *good* teaching are defined in Section 1.

- The applicant's position in the institution; part-/full-time, permanent/contract; discipline and module(s); size of classes
 - The applicant's TLA context, e.g. Stellenbosch /other campus; areas of key challenge; enabling factors; outside/social factors that affect TLA and students (such as for example generative AI)
 - Ways in which the applicant has met the needs of the diverse student body in terms of face-to-face and online TLA (applicants choose the three most significant ways and explain the reason for their selection)
 - The adjustment of curricula and TLA materials to the South African and post-COVID-19 contexts (please refer to 5.1.2)
 - How the applicant sets high but realistic expectations for students and fosters critical thinking
 - How the applicant encourages students to take responsibility for their own learning
 - Peer feedback from colleagues, including an account of an observation of at least one contact or one synchronous online TLA session
 - Extracts from student feedback (formal or informal)
 - Student success data (please refer to footnote 3)
 - Artefacts such as module frameworks, brief extracts from study guides, examples of innovative student assessments, online materials (websites, blogs, etc.), multimedia (videos, digital stories, etc.), photographs
 - Successes achieved as well as – especially – lessons learnt.
- **Information about the applicant's involvement with the scholarship of teaching and learning that has a broader impact within their faculty, at the University and beyond, and includes – but is not restricted to the following:**
- Papers presented on TLA by the applicant at conferences, including at least one paper presented at a SoTL conference (if the applicant has presented more papers, they should select the abstracts of the papers they regard as their best and explain this selection).
 - Publications on TLA authored by the applicant (if the applicant has authored more than two publications, they should select the abstracts of the two publications they regard as their best and explain why they selected them).
 - Membership of professional associations (TLA or disciplinary associations) to which the applicant is a significant contributor, based on evidence of conference attendance, papers presented, review activities, and membership of special interest groups or of the executive
 - Internal/external moderation by the applicant of exams and dissertations/theses
 - Contributions by the applicant to university and national/international committees (applicants provide the names of the committees and evidence of their contribution and impact)
 - A list of formal and informal continuing professional learning opportunities in TLA that the applicant has utilised and an indication of the impact of these opportunities on the applicant's TLA
 - A list of students or staff whom the applicant has mentored or supervised (or is mentoring or supervising) in TLA
 - A list of awards the applicant has received for TLA, if applicable
 - A list of TLA journals the applicant has reviewed articles for, if applicable
 - How the applicant has applied or extended their knowledge and experience of TLA in higher education to their department, faculty, the University, and the broader learning environment
 - How the applicant has provided and is providing leadership in TLA: in their faculty, institutionally, and beyond
 - Contributions by the applicant to addressing social issues.

b) Scholarly Teacher

For the *Scholarly Teacher* category, evidence of excellent TLA should include the applicant's TLA practice, professional growth, and engagement with the scholarship of teaching and learning (**publications are not required**), as detailed below:

- Information about the applicant and their TLA context (please refer to 5.1.2):

- The applicant's position in the institution; part-/full-time, permanent/contract; discipline and module(s); size of classes
- The applicant's TLA context, e.g. Stellenbosch/other campus; areas of key challenge; enabling factors; outside/social factors that affect TLA and students (such as for example generative AI)
- Ways in which the applicant has met the needs of the diverse student body in terms of face-to-face and online TLA (applicants choose the two most significant ways and explain why they were selected)
- The adjustment of curricula and TLA materials to the South African and post-COVID-19 contexts (refer to 5.1.2)
- How the applicant sets high but realistic expectations for students and fosters critical thinking
- How the applicant encourages students to take responsibility for their own learning
- Peer feedback from colleagues, including an account of an observation of at least one contact or one synchronous online TLA session
- Extracts from student feedback (formal or informal)
- Student success data (please refer to footnote 3)
- Artefacts such as module frameworks, brief extracts from study guides, examples of innovative assessments, online materials (websites, blogs, etc.), multimedia (videos, digital stories, etc.), photographs
- Successes achieved as well as – especially – lessons learnt.

- Information about the applicant's involvement with the scholarship of teaching and learning that contributes to TLA beyond the classroom, and includes – but is not restricted to the following:

- At least one presentation at the institutional SoTL conference or any other institutional TLA platform, e.g. at an Auxin (applicants select the abstract of the paper/presentation they regard as their best and explain the selection)
- Articles or other publications on TLA authored by the applicant, if available (applicants select the abstract of the article/publication they regard as their best and explain the selection)
- Membership of professional associations (TLA or disciplinary associations)
- Internal/external moderation by the applicant of exams and dissertations/theses, if applicable
- Contributions by the applicant to university and national/international committees (applicants provide the names of the committees and evidence of their contributions)
- A list of formal and informal continuing professional learning opportunities in TLA that the applicant has utilised, and an indication of the impact of these opportunities on the applicant's TLA
- A list of students or staff whom the applicant has mentored or supervised (or is mentoring or supervising) in TLA, if applicable
- A list of awards the applicant has received for TLA, if applicable
- How the applicant has applied or extended their knowledge and experience of TLA in higher education to their department, faculty, the University, and the broader learning environment
- Contributions by the applicant to addressing social issues.

6. EVALUATION CRITERIA

6.1 Applications for Individual T-L-A Awards

The following rubrics will be used by the faculty and institutional selection panels to evaluate excellence in TLA in the two categories of the individual awards:

6.1.1 Leaderly Teaching Scholar

Contextual Awareness	Critical Reflection	Student Engagement	Innovative Practice	Scholarship of Teaching and Learning	Leadership	Coherence	Presentation
Demonstrates highly developed critical awareness of 1) societal and individual contexts within which TLA happen, and 2) the impact of these contexts on TLA. These contexts include those of applicant, students and the lessons learnt from COVID-19. Demonstrates insight into students' needs, e.g. the choice of TLA methods.	Interrogates TLA practice, contexts, students, knowledge and own growth (including leadership) over time. Interrogates challenges and opportunities of Artificial Intelligence for both applicant and students. Considers TLA opportunities in peer and student feedback. Evaluates role of critical citizenship in TLA philosophy and curricula, and how related values are modelled. Integrates relevant educational literature in TLA philosophy and practice.	Consistently and effectively draws students into TLA. Engages students consistently in their own f-t-f and online learning. Demonstrates impact of engagement on students' TLA. Encourages critical awareness of and engagement with contexts and citizenship.	Uses creative and relevant f-t-f, online and AI related TLA strategies to enhance student learning. Demonstrates impact of innovative interventions on TLA. Shows resultant own knowledge growth.	Draws extensively on relevant educational literature to underpin TLA philosophy and TLA strategies. Researches own TLA and publishes findings. Has presented at least one paper at a SoTL conference. Contributes consistently to extending knowledge of TLA. Participates in professional learning opportunities and shows impact on TLA.	Provides leadership in TLA in faculty, institutionally, nationally and internationally.	Strong and consistent logical flow. All elements of narrative relate directly to TLA philosophy statement. Appendices provide relevant, robust and diverse evidence for all claims in narrative. Appendices are consistently cross-referenced / hyper-linked in narrative.	<p>1. Pdf:</p> <p>a) Length: Narrative: 10-20 pp. Appendices: 30 pp. max.</p> <p>b) Font size: 11</p> <p>c) Line spacing: 1.5</p> <p>d) Organisation: only brief evidence and examples in narrative; detailed evidence in appendices.</p> <p>2. Digital/multi-media:</p> <p>a) Length: Narrative: 50 minutes max. Appendices: 30 minutes max.</p> <p>b) User-friendly regarding viewing of content and navigation</p> <p>c) Multimedia clips clearly audible</p> <p>d) Organisation: only brief evidence and examples in narrative; detailed evidence in appendices.</p>
<p>Commendable portfolio (summary) (see 6.3):</p>							

6.1.2 Scholarly Teacher

Contextual Awareness	Critical Reflection	Student Engagement	Innovative Practice	Scholarship of Teaching and Learning	Coherence	Presentation
Demonstrates knowledge of social and individual contexts within which TLA happen and the impact on TLA. These contexts include those of both the applicant and their students as well as the lessons learnt from COVID-19. Shows knowledge of students' needs, e.g. choice of TLA methods.	Thinks deliberately and systematically about and documents TLA practice, contexts, students, knowledge, and own growth over time. Reviews the challenges and opportunities of Artificial Intelligence for both applicant and students. Engages with peer and student feedback on TLA. Includes critical citizenship in TLA philosophy and curricula, and models related values. Applies relevant educational literature in TLA philosophy and practice.	Draws students into TLA and engages them actively in their own f-t-f and online learning. Demonstrates impact of student engagement on TLA. Encourages student engagement with contexts and citizenship.	Uses creative and relevant TLA strategies to enhance f-t-f and online TLA. Comments on impact of innovations on student learning and own knowledge growth.	Draws on educational literature to underpin TLA philosophy and TLA strategies. Has presented at the institutional SoTL conference or any other institutional TLA platform, e.g. at an Auxin. Participates in professional learning opportunities and shows impact on TLA. Contributes to TLA beyond the classroom.	Narrative flows logically. All elements of narrative linked to TLA philosophy statement. Appendices provide evidence for all claims in narrative. Appendices cross-referenced /hyper-linked in narrative.	<p>1. Pdf:</p> <p>a) Length: Narrative: 10-20 pp. Appendices: 30 pp. max.</p> <p>b) Font size: 11</p> <p>c) Line spacing: 1.5</p> <p>d) Organisation: only brief evidence and examples in narrative; detailed evidence in appendices.</p> <p>2. Digital/multi-media:</p> <p>a) Length: Narrative: 50 minutes max. Appendices: 30 minutes max.</p> <p>b) User-friendly regarding viewing of content and navigation</p> <p>c) Multimedia clips clearly audible</p> <p>d) Organisation: only brief evidence and examples in narrative; detailed evidence in appendices.</p>
Commendable or Evolving portfolio (summary) (see 6.3):						

6.3 Portfolio descriptions

The following descriptions of portfolios can be used as an additional guideline for compiling or evaluating applications. **Please note:** an application for a *Scholarly Teacher* award could be either *commendable* or *evolving*, but for a *Leaderly Teaching Scholar* award it must be *commendable*.

6.3.1 Commendable

The portfolio makes a convincing case for excellence in that it demonstrates in-depth critical reflection on multiple aspects of the applicant's context. The portfolio clearly describes the TLA practice and explains why the applicant adopted a particular approach (in the TLA philosophy statement). The portfolio is underpinned by extensive evidence of the scholarship of teaching and learning. TLA methods used are contextually nuanced and aligned to the TLA philosophy statement. Robust and diverse evidence is provided for the claims in the narrative. The applicant is constantly looking for ways of improving and can reflect on their growth over time and in response to changing contexts or new understandings. The applicant has had a positive institutional, national or international impact on TLA in higher education. The portfolio demonstrates excellence in TLA that can serve as inspiration or can deepen understandings of these crucial aspects of higher education.

6.3.2 Evolving

The portfolio makes a case for excellence in that the applicant has reflected on aspects of their context. The portfolio describes the TLA practice and explains why applicants adopted that particular approach (in the TLA philosophy statement). The applicant's TLA is underpinned by evidence of the scholarship of teaching and learning. TLA methods used are adapted to context and aligned to the TLA philosophy statement. Evidence is provided for the claims in the narrative. The applicant looks for ways of improving and can reflect on their own growth over time. The applicant has had a positive impact on TLA in higher education beyond their classroom. The portfolio demonstrates excellence in TLA that can promote better practice and encourage peers.

6.3.3 Promising

The portfolio begins to construct a case for excellence in that the applicant has reflected on aspects of their context. The portfolio describes the TLA practice and explains why the applicant adopted that specific approach (in the TLA philosophy statement). There are a few references to the scholarship of teaching and learning. TLA methods used are adapted to context but perhaps not well aligned to the TLA philosophy statement. Evidence is only provided for some claims in the narrative. The applicant looks for ways of improving. The applicant has had a positive impact on TLA in higher education. The portfolio demonstrates the development of excellence in TLA.

Please note: *Promising* portfolios are not yet ready for nomination and should not be submitted. If the institutional selection panel should relegate a portfolio from *commendable* or *evolving* to *promising*, the application may be referred back to the relevant faculty for further development of the portfolio.

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