澳門科技大學
MACAU UNIVERSITY OF SCIENCE AND TECHNOLOGY

教學傑出獎
TEACHING EXCELLENCE AWARD

2023

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INTRODUCTION

Macau University of Science and Technology places great emphasis on high-quality teaching, improving teaching quality, cultivating excellent teachers, and highlighting the task of teaching and educating. To honour, award and thank teachers with excellent teaching performance, the University established the Teaching Excellence Award.

Awards are made on an annual basis, and are given to recognise and reward outstanding teaching and the significant contribution made by individuals to enhancing the quality of learning and teaching in the University.

There are two categories of Award:

1. Excellent Teacher from Humanities and Social Sciences (School of Business, Faculty of Law, Faculty of Hospitality and Tourism Management, Faculty of Humanities and Arts, University International College and School of Liberal Arts);

2. **Excellent Teacher from Sciences** (Faculty of Innovation Engineering, Faculty of Chinese Medicine, Faculty of Medicine and School of Pharmacy)

Eligibility: Full-time teachers who have been working at M.U.S.T for two years or longer

Nominations can be made by (a) faculties or (b) students. The nominations are reviewed by the Teaching Excellence Award Committee. Applicants whose names go forward for consideration for the award: (a) have their Teaching Portfolio assessed; (b) have their teaching observed; (c) have their course evaluations for the preceding two years considered by the Committee; and each (d) have a brief interview with selected members of the Teaching Excellence Award Committee (see the section *Criteria for the Award*). The decision on winners of the Award is taken by the Senate.

There is a timetable of important dates for the Award (see the section

Time Frames for the Award). The application process closes early in the second semester, and the process is completed by the end of the second semester each year. Certificates of Merit are conferred by the University President at the following academic year's Opening Ceremony.

THE PURPOSES OF THE AWARD

The Teaching Excellence Award has several purposes:

- To recognise and reward outstanding teaching;
- To recognise and reward the significant contribution made by individuals to enhancing the quality of learning and teaching in the University;
- To honour, award and convey gratitude to teachers for their excellent teaching performance;
- To promote and support the highest quality teaching and learning in the University;
- To stimulate, encourage and support new members of staff in their teaching careers.

Award winners can contribute to the development of the highest quality teaching and learning in the University, with innovatory teaching, sharing and dissemination of effective practice in promoting learning through effective teaching.

RECOGNITION OF THE AWARD

The gaining of the award is taken into consideration when staff apply for promotion in the University, particularly (though not exclusively) from Assistant Professor to Associate Professor; it is a factor in promotion.

Winners may participate in related teaching conferences with experience sharing. For example, in the work of the University's Educational Development Centre.

Winners receive a cash prize of MOP 20,000 each and are encouraged to participate in the University's research projects.

Certificates of Merit are conferred by the President of the university at the following academic year's Opening Ceremony.

Names of the winners are placed on the University's website and Commemorative List in the University's Administrative Building. Their names are recorded in the 'MUST Teaching Excellence Award' Data.

ELIGIBILITY

Nominations and recommendations are made in respect of teachers in one of two categories:

1. Excellent Teacher from Humanities and Social Sciences (School of Business, Faculty of Law, Faculty of Hospitality and Tourism Management, Faculty of Humanities and Arts, University International College and School of Liberal Arts);

2. **Excellent Teacher from Sciences** (Faculty of Innovation Engineering, Faculty of Chinese Medicine, Faculty of Medicine and School of Pharmacy)

For the eligibility of Excellent Teacher award, full time teachers who employed for a minimum of 2 years in M.U.S.T., meet all the requirements of the Teaching Excellence Award and whose Award is approved by the Senate. Winners of the Teaching Excellence Award cannot re-apply or be nominated for the award within 3 years of winning the award. *

*Teachers from other faculties/institutes/departments are eligible if the above requirements are reached, the allocation of categories would be based on the subject and evaluation by the Teaching Excellence Award Committee.

There are no more than two winners in each academic year.

NOMINATION

Candidates nominated by the Faculties/Institutes/Departments: One candidate can be nominated from each Faculty/Department/School/College (hereafter abbreviated to 'Faculty') and two from those Faculties whose academic/teaching staff members exceed 30. Nominations from the Faculty must be with the consent of the Deans/Head of Departments and the nominated teacher, must be made on the official nomination pro-forma (see below: *Nomination Pro-Forma for the Teaching Excellence Award*) which contains the signature(s) of the nominator(s), the signature of the nominee and a statement from each of the nominators outlining the reasons for their support.

Student nomination: Candidates may be nominated by no less than 30% of students at all classes of the nominee(s) in an academic year.

Nominations from students can also be made by the official nomination pro-forma, which contains the signatures of the nominators), and a statement from the nominators outlining the reasons for their nomination/support. In the event of there being a lage number of student nominations, the Teaching Excellence Award Committee reserves the right to conduct a 'first filter' to select for further consideration those candidates who meet fully the criteria for the Excellent Teacher

All nominations are initially assessed by the Teaching Excellence Award Committee, using the criteria set out in this document. Assessors are required to declare any conflicts of interest from the start of the assessment process and these are managed appropriately by the Teaching Excellence Award Committee.

Nominations and recommendations are made of teachers for one or both categories:

1. Excellent Teacher from Humanities and Social Sciences
2. Excellent Teacher from Sciences

The Teaching Excellence Award Committee initially scrutinizes the eligibility of each nomination. If the candidate is eligible then the Committee considers whether the candidate meets the criteria sufficiently to have their application taken forward for further consideration, i.e. a 'first filter' to draw up a shortlist.

The Teaching Excellence Award Committee reserves the right to conduct a 'first filter' to select for further consideration only those candidates who meet fully the criteria.

All nominations must relate to teaching activities in the University.

SUBMITTING AN APPLICATION

Materials must be submitted online (PDF) by teachers, which include the following documents:

1. The nomination pro-forma which must be signed by the nominee.
2. Basic Information (no more than 1000 words/characters), including:
    i. A general introduction of personal academic background.
    ii. A summary of professional development in M.U.S.T.
    iii. A brief description of current working requirements, teaching tasks as well as other duties undertaken within the university.

THE TEACHING EXCELLENCE AWARD COMMITTEE AND RESPONSIBILITIES

The assessment for the Teaching Excellence Award is conducted by the Teaching Excellence Award Committee and its recommendations are made to the Senate, which has the final decision. The committee comprises: two standing members: the President or his designated representative, and the Director of the Educational Development Centre; faculty representatives (one or two from each Faculty/College/School/DGE); one external adviser; one representative from the Human Resources Office, and one representative from the Students' Union. Non-standing committee members are appointed by the Rector of MUST and hold office for two years. Consecutive appointments of non-standing members should not exceed three sessions.

A Chair of the Committee is appointed by the President or his/her representative, from amongst the Committee members. The Committee has an appointed Secretary.

All members of the Committee have voting rights except: (a) the representative of the Human Resources Office; (b) the representative of the Students' Union; (c) the external member of the University; (d) the Secretary.

Committee members' responsibilities:

1. The Teaching Evaluation pro-forma will be discussed by all the Teaching Excellence Award Committee members at its formal meeting.
2. For the teaching observations; each candidate must be evaluated by at least 3 Teaching Excellence Award Committee members.
3. The Teaching Excellence Award Committee members will conduct a personal interview with the candidates in groups of Committee member, during which the candidate will make a short presentation, comment on their teaching and take questions about their submitted

portfolio.

4. The Teaching Excellence Award Committee members will review and award an agreed mark to the Teaching Portfolio submitted by each candidate.

5. The Teaching Excellence Award Committee members will review the data from course evaluations by students.

6. The Teaching Excellence Award Committee members will discuss and assess all the supporting documents and data collected, at formal meetings, and make recommendations to the Senate on the candidates.

7. The Teaching Excellence Award Committee will provide a brief feedback about the assessment comments to each of the candidates who have been shortlisted for the formal assessment.

8. Discussion of the contents of the award processes and documents are strictly confidential.

Macau University of Science and Technology reserves the right of amendment to, and interpretation of, the above requirements.

TIME FRAMES FOR THE AWARD

The selection of Teaching Excellence Award winners is conducted once a year, with no more than two winners in total each year, no more than 1 winner of each category (from Humanities and Social Sciences and from Sciences). The list of winners is arranged in random sequence.

Each Faculty submits its list of candidates every year. Application dates and deadlines are issued by the university each academic year.

Application materials of the shortlisted candidates who are elected through the initial assessment will be reviewed by the Committee and its recommendations brought forward to the Senate for final approval.

Each year the nomination and application period would be announced according to the Committee schedule. The Teaching Excellence Award Committee assembles the required data and prepares its recommendation of the winner(s) of the Award for Senate. The announcement of the winner(s) is normally made towards the end of the second semester of the academic year.

CRITERIA FOR THE AWARD

Application materials submitted by each candidate are assessed by the Teaching Excellence Award Committee. The following two factors are taken into account in the selection of Award winners:

1. Teaching Competency:

- Impact of teaching on student learning;
- Ability to motivate and inspire students to learn;
- Facilitation and enhancement of student learning;
- Design and planning for effective student learning;
- Effective use of a range of teaching strategies;
- Effective class management;
- Interaction and communication with students;
- Assessment of students: of, for and as learning;
- Evaluating and self-evaluation of teaching and learning;
- Participation in personal professional development in teaching and learning;
- Innovative practices relating to curriculum, pedagogy, assessment or course design;
- Promotion and dissemination of research and scholarship of teaching and learning to staff and students;
- Leadership in learning and teaching at faculty/program/course level;
- Effective thesis supervision (where appropriate);
- Knowledge of the subject field;
- Offering timely and effective encouragement to students

2. Teaching attitude:

- Positive teaching demeanour and attitude;
- High yet realistic expectations of students;
- Respect and support for the development of students as individuals;
- Availability for consultation and communication.

The Teaching Excellence Award Committee conducts comprehensive discussions and assessment of the candidates' portfolios together with additional assessments, for example, classroom observation, presentation, course evaluations.

The assessment of the award is based on four sets of scores:

1. Course evaluation data for the four most recent   40%
   semesters of course evaluations.
2. Committee members' class observations (by 3 observers   20%
   per candidate).
3. Committee members' interview.   15%
4. Candidates' teaching portfolio.   25%

Macau University of Science and Technology retains the power of further modification to, and final interpretation of, these criteria.

THE TEACHING PORTFOLIO

The Teaching Portfolio is an integral part of the Teaching Excellence Award and plays a significant role in enabling the Teaching Excellence Award Committee to come to its decision on whom to recommend to the Senate for the Teaching Excellence Award.

The Teaching Portfolio must be concise, focused and to the point. It should avoid any superfluous material.

The Teaching Portfolio should not be more than approximately 20 pages of single-spaced text, and should be no smaller than 12-point font. Statements of support from the nominators are not included in the page count, but all other supporting information, including letters/statements/comments of support from other parties and all other additional is included in the word count.

What is the Teaching Portfolio for the Teaching Excellence Award?

The Teaching Portfolio is a major means by which candidates for the Teaching Excellence Award can not only present evidence of their teaching experiences, development and expertise, but of their ability to evaluate and reflect on their teaching and its development and to provide evidence of the philosophies and values which underpin their teaching. The Teaching Portfolio should provide evidence of these philosophies and values at work in their teaching, i.e. how these are translated in practice and – centrally – in the Teaching Excellence Award candidate's promotion of effective, high quality student learning.

Coming out of the candidate's reflections which are included in the Teaching Portfolio should be evidence of how these reflections have improved the candidate's own teaching over time and have impacted on the candidate's pursuing relevant professional development as a teacher, both in terms of the subject matter of their teaching and the teaching and learning strategies that they have developed and used.

The Teaching Portfolio is a means for a candidate to document, reflect on, think about and improve his/her teaching and his/her students' learning. It enables the candidate to examine what he/she has learned from personal experience and professional development activities, and to analyze and develop effective teaching. The Teaching Portfolio is a document of record of his/her development as a reflective practitioner.

A teaching portfolio is not a CV or résumé. Rather a portfolio tells a story of a candidate's performance and development in teaching, taking into account rich contextual details (e.g. subject matter, experience, students (e.g. level, experiences, characteristics, background), class size, timing and duration of sessions, etc. This includes evidence, analysis, reflection, interpretation, evaluation, judgement, decision making, forward planning, evidence of action and intervention. Its intention is to persuade the Teaching Excellence Award Committee that the candidate is a highly effective and committed teacher who promotes high quality and effective student learning.

Fundamentally, the effective teacher is one who promotes effective student learning, and so the portfolio should have *as a main element* how his/her teaching has addressed what students actually learn, how he/she knows, and how effectively his/her teaching has promoted this, in other words the emphasis is on student learning rather than simply teacher input or transmission of facts/material. One long-standing definition of the curriculum is what each student takes away from the teaching and learning situation rather than simply what is written in the teacher's curriculum plan, and a *key element* of the teaching portfolio is how and how effectively a teacher has promoted effective student learning. Teaching portfolio should provide evidence of this.

What should the portfolio contain?

The Teaching Portfolio should provide evidence of a candidate's achievements and performance in teaching and ability to promote effective student learning, along with a commentary on the evidence that he/she presents. The portfolio is evidence-based. It should include evidence of best practice in your teaching and the promotion of learning,

reflection and development as a reflective practitioner. This does not mean that everything possible is included, but, rather, a selection is made of evidence on teaching activities and their effectiveness. A portfolio often includes information on a candidate's course planning and preparation, some actual teaching examples, data on evaluation of students and feedback, and evidence that he/she keeps up with developments in teaching and keep abreast of these. It should particularly provide verifiable evidence of your ability to promote effective student learning.

The evidence included in the Teaching Portfolio can come from several sources, including colleagues and students. The evidence base is wide and it is important to ensure that a candidate provides evidence that he/she has acted on the data/evidence in respect of reflection and the improvement of your teaching over time.

The Teaching Portfolio has no specific, required standard *format*, and it can be in Chinese or English. However, it should be set out very clearly and professionally, with care taken on presentation as well as content, and a candidate should ensure that it includes the following (further guidance on these is provided in the handbook *Teaching Portfolios)*:

PHILOSOPHY AND VALUES

The philosophy of, views of and values in teaching, how a candidate has put these into practice in teaching and how they lead to effective student learning; the pedagogical values and how he/she implements them.

EVIDENCE

Evidence of:
a.   teaching effectiveness; the educational methods a candidate has adopted to promote effective, student-centred learning, effective teaching practices;
b.   having promoted high quality, effective student learning;

    c.   strong points in his/her teaching and self-identified areas for development, with future teaching objectives and corresponding plans.

    d.   ability to evaluate his/her own teaching (see the Educational Development Centre's publications: (i) *Evaluating your own Teaching*; and (ii) *Self-evaluation* for further supporting guidance);

    e.   how a candidate has acted on his/her own evaluations in developing your abilities as a teacher, e.g. how the self-evaluations have impacted on his/her own professional development and practice.

    f.   positive teaching attitude and teaching competency, how a candidate has worked on improving these over time and with what impact on his/her teaching effectiveness.

    g.   effective student assessment and formative feedback given to students, to motivate and inspire them to learn and improve.

In other words, this includes c candidate's commentary, reflection on, evaluation of, forward planning from, and action stemming from the documentation on his/her teaching and the promotion of student learning.

DEVELOPMENT

Activities and scholarly activities that you have undertaken to develop and improve teaching, and evidence of your development and improvement over time as a teacher, including evidence of your professional development as a teacher and your participation in teacher development activities.

Reflections on a candidate's teaching and development as a reflective practitioner in teaching.

LEADERSHIP AND DISSEMINATION

Evidence of a candidate's contribution to the teaching profession and/or his/her institution in respect of developing teaching and participation in improving the teaching quality of the Faculty.

FACTUAL STATEMENTS

1. Documentation on a candidate's teaching experiences/courses and supervisions (which can be placed in an Appendix, with a commentary provided in the main text of his/her Teaching Portfolio).
2. A summary of a candidate's publications on teaching.
3. The teaching curriculum for courses taught (which can be placed in an Appendix, with a commentary provided in the main text of his/her Teaching Portfolio), teaching methods, blended learning and supplementary teaching tools, methods for enhancing students' knowledge acquisition and communication.

The following suggestions are helpful:

- Highlight a candidate's strong points: Give a full description of teaching achievements;
- Perform self-reflection: Clearly state personal issues which a candidate feels will benefit from further development;
- Be clear and concise: The teaching introduction should be clear and concise
- Be practical and realistic. Achievements should be presented with examples;
- Be organized: Minimize the usage of subtitles and state all cases with clear organization.
- Keep a balance: Read assessment regulations carefully and display teaching performances from varied aspects.

The Evaluation of the Teaching Portfolio by the Teaching Excellence Award Committee.

The Teaching Excellence Award Committee awards a mark for the Teaching Portfolio, but also compiles qualitative data that it brings to discussions of the overall assessment of each candidate.

The Teaching Portfolios are marked on their contents alone. What is evaluated not only the Teaching Portfolio itself but the *teaching performance* (teaching attitude and teaching competency) as demonstrated in the portfolio, and its coverage of how a candidate has promoted effective student learning. Focus should be on evidence of effective teaching and its impact on student learning (rather than, for example, the writing or presentation style), i.e. how his/her teaching has promoted effective student learning, and what evidence he/she have of this.

Claims/espoused conceptions should be supported by evidence drawn from multiple sources, e.g. if a student-centered conception is espoused in the statement of teaching philosophy, the teaching and assessment materials should reveal vigour and rigour in the use of active learning and more open-ended assessment while student feedback is also expected to include comments on learning activities other than didactic presentation. Further, the reflections included in the Teaching Portfolio should be evidence based, and provide evidence of leading to efforts in continual professional development in your teaching.

It is impossible to have 'blind' assessment of the portfolios, indeed knowledge of the candidate, as included in the Teaching Portfolio, benefits from rich contextual detail being provided by the candidate on his/her own teaching practices, constraints, class sizes, subject matter etc., as this can provide important information for the Teaching Excellence Award Committee to come to an informed judgment about each candidate.