University of St Andrews

Learning and Teaching Committee

STUDENT-LED TEACHING AWARDS

1. Introduction

This report outlines the work undertaken on the Student-Led Teaching Awards in 2019/20, which focused on analysing the nomination statements to gain a better understanding of student-identified good practice.

2. Action Requested

The Learning and Teaching Committee is asked to note the proposed report.

3. Consultation

The proposed report was circulated to all members of LTC for comment in June and recommendations have been incorporated.

4. Background & Context

The Student-Led Teaching Awards have been organised every year since their inception in the academic year 2009/10. The awards are designed to recognise and reward the excellent teaching which occurs at the University of St Andrews.

5. Recommendation

The Learning and Teaching Committee is asked to note this report and consider any recommendations which could be proposed for next year's awards.

6. Next Steps

Any recommendations from the Learning and Teaching Committee will be incorporated into the final version of this report, before it is circulated to the Students' Association Board and published on the Students' Association website.

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STUDENT-LED TEACHING AWARDS

Background

The [Student-Led Teaching Awards](#) have been organised every year since their inception in the academic year 2009/10. The awards are designed to recognise and reward the excellent teaching which occurs at the University of St Andrews. This report outlines how the Teaching Awards were organised, as well as their results and initial analysis of nomination statements.

Publicity

The Teaching Awards were publicised through the Sabbatical Officers' all student-email and School Presidents' emails during the nomination period (31st January - 2nd March). Graphics were designed by the Students' Association's Design Team for inclusion in Facebook, Twitter and Instagram advertising, email communications, and posters in the Students' Association and Main Library. School Presidents also shared graphics on their various School social media channels. School Presidents were briefed on the Teaching Awards process at the end of semester one, in order that they were prepared to advertise the awards early in semester two.

A live dashboard was also created by CEED to track nominations as they were submitted (which the Director of Education, Faculty Presidents, School Presidents, Modern Languages Convenors, and the Postgraduate Academic Convenor were all able to access). The dashboard split nominations by category, School, unique versus total nominations, date submitted, and year of study. The ability to track nominations was very helpful in generating publicity and encouraging engagement with the awards (particularly in encouraging any Schools and School Presidents with low numbers of nominations to increase publicity). This dashboard also allowed for real-time examination of which year groups were submitting nominations for which category, and in which School. It is recommended that future Directors of Education investigate what additional actions or learnings can be derived from this live data.

Detailed information on the winners and shortlisted candidates, as well as a copy of this report, will be published on the Students' Association website for students and staff to view.

Analysis

The following awards, alongside the number of nominees, were presented for the Teaching Awards in 2018/19 and 2019/20:

Table 1: List of awards and number of nominations for 2018/19.

Award	Nominations 2018/19
Outstanding Teacher (Arts/Divinity)	142
Outstanding Teacher (Science/Medicine)	94

Dissertation/Project Supervisor	22
Academic Mentorship	14
Postgraduate Student Who Tutors	27
Innovative Teaching	17
Commitment by a Support Staff Member	6
Total number of nominations	**333**
Number of individuals nominated	**181**

Table 2: List of awards and number of nominations for 2019/20.

Award	Nominations 2019/20
Outstanding Teacher (Art/Divinity)	184
Outstanding Teacher (Science/Medicine)	147
Outstanding Teacher (Evening Degree)	3
Dissertation/Project Supervisor	46
Academic Mentorship	25
Postgraduate Student Who Tutors	67
Innovative Teaching	19
Commitment by a Member of Professional Services Staff	15
Total number of nominations	**506**
Number of individuals nominated	**263**

Two alterations were made to the award categories for the 2019/20 awards, based on feedback from staff and students. The 'Commitment by a Support Staff Member' award was renamed 'Commitment by a Member of Professional Services Staff', to clarify that all members of Professional Services Staff are eligible to be nominated for the award. The 'Outstanding Teacher (Evening Degree)' award was also added this year to offer students on Evening Degree programmes more visible opportunities to nominate their tutors.

The number of nominations received for 2019/20 marks a 52% increase on the total received during the 2018/19 awards. This rise could be due to several factors. This year, the nomination portal opened in Week One of semester two, compared to Week Three in 2018/19. Very few coursework deadlines are set in the first two weeks of the semester, which means that students are typically less occupied and may be more inclined to engage with the awards. Another factor could be the increased publicity of the 2019/20 awards, which included briefing School Presidents in advance, physical advertising in the Main Library, and more frequent use of social media channels throughout the nomination period.

It is difficult to reach a concrete conclusion as to why this increase in nominations occurred. A further examination will be necessary after the 2020/21 awards, to determine whether this trend continues and why.

Table 3: Breakdown of nominations per School/Unit. Number in brackets represents number of individuals – individuals who were nominated for multiple categories count as a new individual in each new category.

School/Unit	Total Nominations	Outstanding Teacher (Arts/Divinity)	Outstanding Teacher (Science/Medicine)	Outstanding Teacher (Evening Degree)	Dissertation/Project Supervisor	Academic Mentorship	PG Student Who Tutors	Innovative Teaching	Commitment by a Member of Professional Services Staff
Art History	13 (8)	12 (7)	0	0	1 (1)	0	0	0	0
Biology	42 (13)	0	36 (10)	0	4 (2)	1 (1)	1 (1)	0	0
Chemistry	58 (22)	0	45 (15)	1 (1)	4 (4)	2 (2)	4 (3)	0	2 (1)
Classics	7 (5)	3 (3)	0	0	0	2 (1)	2 (1)	0	0
Computer Science	11 (9)	0	7 (6)	0	3 (3)	0	1 (1)	0	0
Divinity	16 (5)	4 (2)	0	0	1 (1)	0	11 (3)	0	0
Earth and Environmental Sciences	7 (5)	0	4 (3)	0	1 (1)	2 (2)	0	0	0
Economics and Finance	38 (16)	32 (14)	0	0	2 (2)	2 (2)	0	2 (2)	0
English	11 (9)	10 (8)	0	0	1 (1)	0	0	0	0
Geography and Sustainable Development	11 (9)	0	6 (6)	0	4 (3)	0	0	1 (1)	0
Graduate School	0	0	0	0	0	0	0	0	0
History	29 (24)	18 (15)	0	1 (1)	0	3 (3)	7 (6)	0	0

International Relations	48 (28)	20 (14)	0	0	10 (8)	1 (1)	15 (7)	2 (1)	1 (1)
Management	25 (10)	16 (7)	0	0	1 (1)	0	1 (1)	6 (3)	1 (1)
Mathematics and Statistics	25 (12)	0	22 (11)	0	0	0	3 (1)	0	0
Medicine	33 (18)	0	24 (13)	0	2 (2)	3 (3)	0	1 (1)	3 (2)
Modern Languages	22 (15)	16 (9)	0	0	3 (3)	1 (1)	1 (1)	1 (1)	0
Philosophical, Anthropological and Film Studies	53 (26)	23 (16)	0	1 (1)	5 (4)	3 (3)	20 (9)	1 (1)	1 (1)
Physics and Astronomy	13 (7)	0	8 (5)	0	0	2 (2)	0	2 (2)	1 (1)
Psychology and Neuroscience	38 (17)	0	26 (11)	0	4 (4)	3 (3)	2 (1)	2 (2)	1 (1)
Faculty of Arts and Divinity	**263**	**153**	**0**	**2**	**24**	**12**	**57**	**12**	**3**
Faculty of Science and Medicine	**238**	**0**	**178**	**1**	**22**	**13**	**11**	**6**	**7**
Units	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**5**

The breakdown of nominations by School shows more total nominations (and individuals) being nominated in the Faculty of Arts and Divinity compared with Science and Medicine. However, the most popular category overall was 'Outstanding Teacher in Science/Medicine' (receiving 178 nominations), followed by 'Outstanding Teacher in Arts/Divinity' (with 153 nominations).

The 'Postgraduate Student Who Tutors' category received more nominations in Arts/Divinity than in Science/Medicine (57 compared with 11), which was consistent with the results of the 2018/19 awards. The 'Innovative Teaching' category received more nominations in Arts/Divinity, whilst the 'Commitment by a Member of Professional Services Staff' category received more nominations in Science/Medicine. The Faculties received roughly equal numbers of nominations in the 'Outstanding Teacher (Evening Degree)', 'Dissertation/Project Supervisor' and 'Academic Mentorship' categories.

All Unit nominations fell into the 'Commitment by a Member of Professional Services Staff' category.

Table 4: Number of nominations broken down by year group

Year Group	Number of Nominations	Percentage
UG 1st	124	25%
UG 2nd	142	28%
UG 3rd	78	15%
UG 4th	105	21%
UG 5th	16	3%
PGT	37	7%
PGR	4	1%

More nominations were received from Sub-Honours students (53%) compared with Honours students (39%), and 2nd year undergraduate students were the largest nominating group. This is consistent with the 2018/19 awards, where 50% of nominations were received from Sub-Honours students, compared to 42% from Honours students, and 1st year undergraduates were the largest group. PGTs and PGRs made up 7% and 1% of the total nominations received, which closely reflects the 2018/19 breakdown, where PGTs made up 6% and PGRs made up 1% of the total nominating group.

Shortlisting for the Teaching Awards took place between the 2nd and 10th March by the Director of Education, the two Faculty Presidents, and the PG Academic Convenor. Criteria was agreed by the group and each member was required to explain the rationale for their preferences. During the shortlisting process, all nominations were organised into one or more of the following themes (see Table 5 below). These themes have been identified by other Students' Associations (particularly Edinburgh: https://www.eusa.ed.ac.uk/representation/campaigns/teachingawards/research/) as the common themes in nomination statements in teaching awards across the sector. For clarity, the nominations have each been categorised into the one theme which they predominantly cover.

Table 5: Number of nominations in each theme.

Category	Nominations	Percentage
Encouraging personal and professional development	10	2%
Predictable, consistent support	161	32%
Charisma, personality, and/or approachability	145	29%
Knowledge and expertise	44	9%
Engaging teaching	72	14%
Encouraging academic development	50	10%
Encouraging student engagement	24	5%

Based on Table 5, it appears that 'predictable, consistent support' is the quality most valued by students, identified in 32% of nominations in 2019/20. This is followed by

'charisma, personality, and/or approachability' at 29%, and 'engaging teaching' at 14%. This is a slight variation from 2018/19, where 'engaging teaching' was the theme most identified in the nomination statements (at 31%), followed by 'predictable, consistent support' (at 20%), and 'encouraging academic development' (at 18%).

Provided below is an example nomination statement to illustrate each quality. A breakdown by award is also outlined for each theme.

Encouraging personal and professional development

- **Dr Maggie Ellis** – "Through her innovative teaching, Maggie has provided her students with the tools not only to succeed in researching, translating, and applying knowledge but also in helping students to develop their character and grapple with and debate challenging and relevant issues in today's society in a thoughtful and compassionate way."

Table 6: Breakdown of "encouraging personal and professional development" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	3	30%
Outstanding Teacher (Science/Medicine)	4	40%
Outstanding Teacher (Evening Degree)	0	0%
Dissertation/Project Supervisor	2	20%
Academic Mentorship	0	0%
Postgraduate Student Who Tutors	0	0%
Innovative Teaching	1	10%
Commitment by a Member of Professional Services Staff	0	0%

Predictable, consistent support

- **Gillian Fleming** – "I genuinely cannot express how much of a positive impact Gillian has had on my education at St Andrews. Every time I have a question, big or small, Gillian knows the answer or directs me to the right person with whom I need to talk."

Table 7: Breakdown of "predictable, consistent support" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	32	20%
Outstanding Teacher (Science/Medicine)	54	34%
Outstanding Teacher (Evening Degree)	2	1%
Dissertation/Project Supervisor	23	15%
Academic Mentorship	5	3%
Postgraduate Student Who Tutors	29	18%
Innovative Teaching	2	1%

Commitment by a Member of Professional Services Staff	13	8%

Charisma, personality, and/or approachability

- **Dr Brian Chalmers –** "Dr Chalmers is an excellent lecturer who made the content he was teaching fun and interesting. He made his lectures relatable and also somehow managed to incorporate funny memes and dancing to allow us to remember the information better."

Table 8: Breakdown of "charisma, personality, and/or approachability" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	50	34%
Outstanding Teacher (Science/Medicine)	67	46%
Outstanding Teacher (Evening Degree)	1	1%
Dissertation/Project Supervisor	2	1%
Academic Mentorship	0	0%
Postgraduate Student Who Tutors	19	13%
Innovative Teaching	4	3%
Commitment by a Member of Professional Services Staff	2	1%

Knowledge and expertise

- **Dr Ruslan Tuneshev –** "Dr Tuneshev has a very strong passion and enthusiasm for finance, which he managed to share and spread with us. He explained complicated concepts in a simple and understandable way, with a benevolent mindset for our mistakes, although also high expectations, so that we are pushed to give our all and are more confident in ourselves and our ability to solve problems."

Table 9: Breakdown of "knowledge and expertise" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	15	34%
Outstanding Teacher (Science/Medicine)	21	48%
Outstanding Teacher (Evening Degree)	0	0%
Dissertation/Project Supervisor	3	7%
Academic Mentorship	0	0%
Postgraduate Student Who Tutors	3	7%
Innovative Teaching	2	5%
Commitment by a Member of Professional Services Staff	0	0%

Engaging Teaching

- **Dr Margaret Leighton –** "Dr Leighton is constantly looking for new ways to engage technology in the classroom. She uses an interactive online textbook that gives students access to more resources than a standard book ever could, an iPad and multiple projection screens so that she can show students graphs while giving explanations, and online resources like game theory websites to give more concrete and understandable explanations of what she is teaching".

Table 10: Breakdown of "engaging teaching" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	32	44%
Outstanding Teacher (Science/Medicine)	27	38%
Outstanding Teacher (Evening Degree)	0	0%
Dissertation/Project Supervisor	1	1%
Academic Mentorship	0	0%
Postgraduate Student Who Tutors	8	11%
Innovative Teaching	4	6%
Commitment by a Member of Professional Services Staff	0	0%

Encouraging academic development

- **Dr Faye Donnelly –** "Dr Donnelly has taken a real interest in my work and I feel as though my ideas and contributions are being listened to, and challenged, as if I were a fellow academic. Dr Donnelly taught me the importance of not fearing my work, but enjoying it, and letting my voice come through without trying to emulate the work of anyone else."

Table 11: Breakdown of "encouraging academic development" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	12	24%
Outstanding Teacher (Science/Medicine)	5	10%
Outstanding Teacher (Evening Degree)	0	0%
Dissertation/Project Supervisor	12	24%
Academic Mentorship	20	40%
Postgraduate Student Who Tutors	1	2%
Innovative Teaching	0	0%
Commitment by a Member of Professional Services Staff	0	0%

Encouraging student engagement

- **Laura Roe –** "She immediately creates an open atmosphere in her tutorials which really encourages students to speak up when they have an opinion. As someone who often struggles to find their voice in tutorials, I have really appreciated this."

Table 12: Breakdown of "encouraging student engagement" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	11	46%
Outstanding Teacher (Science/Medicine)	3	13%
Outstanding Teacher (Evening Degree)	0	0%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	0	0%
Postgraduate Student Who Tutors	6	25%
Innovative Teaching	4	17%
Commitment by a Member of Professional Services Staff	0	0%

From the breakdown of each theme by award, we can assess which qualities are most important to students when nominating a staff member.

- 27% of Outstanding Teacher (Arts/Divinity) nominations, 46% of Outstanding Teacher (Science/Medicine) nominations and 33% of Outstanding Teacher (Evening Degree) nominations were based on the charisma, personality and/or approachability of the nominee.
- Innovative Teaching nominations also focused on the charisma, personality and/or approachability of the nominee, as well as engaging teaching and the encouragement of student engagement, with 63% of nominations focusing on these themes.
- Dissertation/Project Supervisor nominations focused predominantly on the provision of predictable, consistent support, with 50% of nominations featuring this theme. This is consistent with the 2018/19 results, where 64% of nominations centred around this theme. Encouraging academic development was also highlighted as a valuable quality in the Dissertation/Project Supervisor nominations, with 26% of nominations addressing this theme.
- Also focusing on academic development were the Academic Mentorship nominations, with 80% covering this theme. The provision of predictable, consistent support was also highlighted as an important quality in this award category, with the remaining 20% of nominations focusing on this.
- For the Postgraduate Student Who Tutors category, students focused more heavily on the provision of predictable, consistent support. 43% of the nominations in this category centred around this.
- Finally, nominations for Commitment by a Member of Professional Services Staff focused on the provision of predictable, consistent support (87%) and the charisma, personality and/or approachability of the nominee (13%).
- None of the categories featured knowledge and expertise or encouraging personal and professional development as their main theme. This is consistent with the overall prevalence of these themes in the nomination statements (seen in Table 5 above).

The shortlisted candidates for each award are listed in the tables below, alongside the reasoning for their selection and the themes which their nominations address.

Table 13: Outstanding Teacher (Arts/Divinity) shortlist

Name	Reasoning	Categories
Walter Pedriali	Always available to provide extra support to students. His sense of humour, the pace of his teaching and his explanations are highly engaging. Uses different teaching methods to encourage students to contribute and participate. Very clear and well-structured lectures, with clear and constructive feedback. Responds swiftly to emails. Highly knowledgeable.	- Engaging teaching - Encouraging student engagement - Predictable, consistent support - Encouraging academic development - Knowledge and expertise - Charisma, personality and/or approachability
Ruslan Tuneshev	Highly enthusiastic and energetic. Well-structured course content with clear explanations of theories which highlight their practical applications. Attentive and dedicated to helping students succeed. Responds swiftly to emails.	- Engaging teaching - Predictable, consistent support - Charisma, personality and/or approachability - Knowledge and expertise
Taryn Shepperd	Adjusts course content to cover areas which students particularly wish to focus on. Dedicated to helping students succeed and build confidence in their own abilities. Always available to offer support. Highly engaging and inspiring teaching.	- Engaging teaching - Encouraging academic development - Encouraging personal and professional development - Predictable, consistent support - Encouraging student engagement
Sam Haddow	Maintains a balance between teaching canonical works and more obscure texts. Enthusiatic and encouraging towards	Encouraging academic development

	students' personal and creative endeavours. Encourages students' academic development and creates an environment in which students feel at ease making contributions. Supportive and caring.	- Encouraging student engagement - Predictable, consistent support - Encouraging personal and professional development

Table 14: Outstanding Teacher (Science/Medicine) shortlist

Name	Reasoning	Categories
Brian Chalmers	Engaging, inclusive and inspiring teaching, which incorporates memes and dancing to help students retain information. Dedicated to helping students succeed and to ensuring they understand the course content, creating support materials to assist their comprehension. Consistently available to offer support. Offers prompt and thorough feedback on assessed work. Organised and highly knowledgable.	- Charisma, personality and/or approachability - Predictable, consistent support - Encouraging academic development - Engaging teaching - Encouraging student engagement - Knowledge and expertise
David Harrison	Empowers and encourages students to have confidence in their own abilities. Always attends social events in the School to engage with students, and makes the effort to get to know everyone, even in large classes. Honest with students about his own weaknesses or mistakes to provide reassurance. Responds swiftly to emails.	- Engaging teaching - Encouraging personal and professional development - Encouraging academic development - Predictable, consistent support - Charisma, personality and/or approachability
Verena Dietrich-Bischoff	Well-structured lectures which explain course content very clearly. Dedicated to improving students' experience;	- Predictable, consistent support - Charisma, personality and/or approachability

Name	Reasoning	Categories
	learns every student's name, ensures they feel comfortable in classes and adapts material and coursework in accordance with student feedback. Engaging and innovative teaching, which includes an 'animal of the day'.	• Engaging teaching • Encouraging student engagement
Gerald Prescott	Informative, clear, well-paced and engaging lectures. Highly organised module. Approachable and dedicated to the wellbeing of his students. Creates visually engaging presentations and provides clear and concise explanations. Engages with students in class to ensure they understand the material. Creates support materials to facilitate understanding of course content.	• Predictable, consistent support • Charisma, personality and/or approachability • Engaging teaching • Encouraging student engagement

Table 15: Outstanding Teacher (Evening Degree) shortlist

Name	Reasoning	Categories
Will Eves and Sarah White	Make a significant effort to ensure their class is inclusive and engaging to a diverse demographic. Show a deep understanding of the challenges faced by students attending a course part-time, alongside other responsbilties.	• Predictable, consistent support • Encouraging student engagement • Engaging teaching • Charisma, personality, and/or approachability
Karen Lane	Makes time to listen to students' concerns and ensure they feel comfortable in classes. Inspiring and enthusiastic teacher.	• Encouraging student engagement • Predictable, consistent support • Charisma, personality, and/or approachability • Engaging teaching

Table 16: Dissertation/Project Supervisor shortlist

Name	Reasoning	Categories
Faye Donnelly	Highly invested in students' work and nurturing their academic development. Approachable, supportive and inspiring.	• Encouraging academic development • Predictable, consistent support • Charisma, personality and/or approachability
Jeffrey Murer	Always available to assist or provide guidance to students. Committed to students' academic development. Enthusiastic, encouraging and inspiring.	• Predictable, consistent support • Charisma, personality and/or approachability • Encouraging academic development
Gozde Ozakinci	Committed to developing students' confidence in their abilities. Offers clear and insightful guidance. Compassionate and caring.	• Predictable, consistent support • Charisma, personality and/or approachability • Encouraging academic development
Akira O'Connor	Committed to helping students excel and have confidence in their own abilities. Supportive and considerate.	• Predictable, consistent support • Charisma, personality and/or approachability

Table 17: Academic Mentorship shortlist

Name	Reasoning	Categories
Malcolm Petrie	Makes an effort to ensure students are aware they can ask for support or guidance. Provides thoughtful and detailed feedback. Enthusiastic teacher who is committed to students' academic development.	• Predictable, consistent support • Charisma, personality and/or approachability • Encouraging academic development • Engaging teaching • Encouraging student engagement

Name	Reasoning	Categories
		• Knowledge and expertise
Nikolay Chernyshev	Helpful, patient, welcoming and organised. Works through difficult tasks or questions with students to build understanding and encourage participation.	• Predictable, consistent support • Encouraging student engagement
Andrea Brock	Patient and attentive. Committed to supporting students and empowering them to pursue their academic and personal goals. An engaging and inspiring teacher.	• Engaging teaching • Predictable, consistent support • Encouraging academic development • Encouraging student engagement • Encouraging personal and professional development
Claudia Kreklau	Encouraging, adept at listening and always willing to help students.	• Predictable, consistent support • Knowledge and expertise

Table 18: Postgraduate Student Who Tutors shortlist

Name	Reasoning	Categories
Laura Roe	Always available to offer support and provides clear explanations of concepts. Dedicated to helping students succeed. Facilitates tutorial discussions in a way which engages every student and which makes them feel at ease in classes.	• Predictable, consistent support • Encouraging student engagement • Charisma, personality and/or approachability
Robin El Kady	Highly engaging teacher, who incorporates Harry Potter themes into classes to encourage student participation. Provides clear explanations of concepts. Invites feedback to improve the	• Encouraging student engagement • Charisma, personality and/or approachability • Predictable, consistent support

	course. Considerate, attentive and cares about the wellbeing of his students.	• Engaging teaching • Knowledge and expertise
Preston Hill	Approachable, supportive, patient and committed to ensuring students feel comfortable in classes. Enthusiastic and engaging teacher, who is highly knowledgeable. Encourages students' academic development and provides detailed and encouraging feedback.	• Predictable, consistent support • Knowledge and expertise • Charisma, personality and/or approachability • Encouraging academic development • Encouraging student engagement • Engaging teaching
Antonia Niehuss	Consistently seeks to make tutorials more innovative. Encourages students to engage in debates and think of their own research proposals. Committed to helping students succeed and tailors each tutorial to cover the topics students find difficult or which they particularly enjoy. Offers clear and helpful guidance.	• Charisma, personality and/or approachability • Predictable, consistent support • Encouraging academic development • Encouraging student engagement

Table 19: Innovative Teaching shortlist

Name	Reasoning	Categories
Margaret Leighton	Consistently seeks new ways to engage technology in the classroom and make the subject more accessible. Uses an interactive online textbook, multiple projection screens and game theory websites.	• Engaging teaching
Maggie Ellis	Uses innovative teaching methods which enable students to develop personally as well as	• Engaging teaching • Encouraging personal and

	academically. Uses practical activities during lectures, organises a "Virtual Bus" to visit St Andrews and asks students to create a handbook with practical tips for people with dementia.	professional development • Charisma, personality and/or approachability • Knowledge and expertise • Encouraging student engagement
Predrag Bjelogrlic	Consistently seeks to teach more innovatively. Uses TurningPoint clickers to encourage student participation and sets up ward simulation sessions with nursing and pharmacy students to help medical students understand the roles of different healthcare professionals. Responds actively in response to student feedback.	• Encouraging student engagement • Encouraging personal and professional development

Table 20: Commitment by a Member of Professional Services Staff shortlist

Name	Reasoning	Categories
Gillian Fleming	Creates a supportive and inclusive environment in a large School. Always willing to help or advise students. Keeps all undergraduates informed about events, opportunities, and deadlines through email.	• Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise
Gary Barclay	Supportive of academic representatives. Excellent problem-solving skills. Responds swiftly to emails.	• Predictable, consistent support

Cat Wilson	Always makes time to listen to students' ideas or requests and goes out of her way to help them realise their projects. Enthusiastic, approachable and inspiring.	• Predictable, consistent support • Charisma, personality, and/or approachability

The judging panel for the Teaching Awards met on the 10th of March to select the winners of each category from the shortlists. The panel consisted of the Director of Education, the Students' Association President, Dr Morven Shearer (Director of the Graduate School), and the Students' Association Member for Students with Disabilities. The following staff members where recognised for their contributions to excellent learning and teaching, and were ultimately picked as the winners of the Teaching Awards:

Table 21: Winners of the 2019/20 Teaching Awards.

Award	Winner	School/Unit
Outstanding Teacher (Arts/Divinity)	Dr Ruslan Tuneshev	Economics and Finance
Outstanding Teacher (Science/Medicine)	Dr Brian Chalmers	Chemistry
Outstanding Teacher (Evening Degree)	Dr Will Eves and Dr Sarah White	History
Dissertation/Project Supervisor	Dr Faye Donnelly	International Relations
Academic Mentorship Award	Dr Andrea Brock	Classics
Postgraduate Student Who Tutors	Robin El Kady	International Relations
Innovative Teaching	Dr Maggie Ellis	Psychology
Commitment by a Member of Professional Services Staff	Gillian Fleming	International Relations

Reflective Reports

Winners of each of the Teaching Awards were asked to produce a brief reflective piece outlining the good practice identified in their nomination statement. These reflective pieces have been included in this report to share good practice throughout the institution with the wider academic community.

Dr Ruslan Tuneshev - Outstanding Teacher (Arts/Divinity)

The most amazing aspect of teaching, and truly the most important, is to see the sparkling eyes of your students when they learn, their fully engaging minds when they think and a perfect mix of their hard work and talent when they succeed. That is indeed what I have been experiencing over the past three years as a teacher at St Andrews.

My ultimate goal has always been to infect students with passion and constant desire to learn more while guaranteeing clear, timely and pin-point guidance in every single step of the education process. This is what all my lectures, tutorials, one-to-one meetings, notes, slides, exercises are permeated with.

I am teaching two fundamental modules in finance, at UG and PG levels. On the one hand, the core objective of the modules is to lay a solid foundation of theoretical knowledge developed in finance over the past decades. On the other hand, it is of a first-order importance to familiarize students with the latest developments and empirical findings both in academia and industry. For such a highly applied and "real-world" discipline as finance, it is extremely difficult to keep students' focus and enthusiasm when teaching a slightly "dry" theory without making any references to real-life practical examples. Furthermore, for such a very rapidly evolving field as finance, it is extremely important not to stop revising the content of the modules and always keeping it up to date. That requires a constant search for the recently discovered "know-how"s in the financial sector and their thorough integration into the course, in the form of a project, test or informal friendly discussion during the office hours.

Hence, a dynamic module structure and an opportunity to fully embrace the current trends in academic and practitioners' research are key factors which encourage students to delve deeper and foster their intellectual growth. Always demonstrating a deep passion for the topics I teach, I am so thrilled to know that the "best-fit" amalgam of theory and practice combining new insights from financial industry with existing knowledge is what utterly inspires students and what they appreciate most.

Dr Brian Chalmers - Outstanding Teacher (Science/Medicine)

I was absolutely delighted to have been nominated for the Best Teacher in Science award and I am thrilled to have won this! I am very happy to see nominations from across all the year groups I teach or have been involved with and that many different things were mentioned in the comments.

I have been teaching in St Andrews for just under 4 years and I strive to give my students the best experience I can. Having come through the St Andrews system (MChem 2006−2011, PhD 2011−2015), I know first-hand that the chemistry degree can be stressful, daunting and anxiety-inducing at the best of times. I try my best to make sure I keep things relaxed in order to keep the stress and anxiety levels as low as possible. I'm really happy many of my nominations mentioned this in some guise, such as my "bad joke intermissions" half way through every lecture.

Many of my nominations mentioned that I "go above and beyond for every student" with respect to resources, feedback and support I provide. The students' experience is at the core of everything I do, and if this means occasionally using my lunch hour, or having an 8 am office hour to help someone struggling or lending an ear to discuss non-academic problems, then so be it. I believe our students are under an enormous number of pressures these days and if I can help minimise the academic ones, I will do my best to support my students. I always make sure to take the time to ask my

students how they are doing both in and out of university. I strongly believe that building personal connections helps alleviate some of the stress and "scariness" and does help our students feel valued and engaged in their own learning.

Reading all the nominations I received was truly heart-warming and I am extremely happy that the students feel I deserve this.

Dr Will Eves and Dr Sarah White – Outstanding Teacher (Evening Degree)

First, we would like to express how grateful and honoured we are for having been the joint recipients of this year's award for Outstanding Teacher for the Evening Degree. It is a genuine pleasure to be involved in the Evening Degree programme, and we are very touched by the statement written by the student who nominated us.

We are privileged to teach students from a diverse range of backgrounds on the Evening Degree. Students on this degree often have very different goals than on the daytime degree, as well as other responsibilities that take priority, such as jobs and family. It has been a constant learning process for us to understand the specific needs and aims of the students on the course, and one which has been crucial to the effective delivery of our teaching. This has also encouraged us to try new approaches to teaching, which focus on useful transferable skills which are applicable and accessible to a range of students.

Furthermore, throughout the course, we encouraged students to 'do history' themselves, through work with primary sources, rather than simply studying narratives. As the study of the human experience, history cannot be presented in one clean and teleological narrative. Multiple causalities are what makes it thought-provoking.

We think that the combination of these elements – an awareness of the particular needs of evening degree students and an unwillingness to simplify and 'detach' the subject from the learner – is essential. Above all, however, teaching 'success' is as much a testament to the commitment and hard work of the students themselves as it is to the approach taken by the teachers. We would like to take the opportunity to thank our students again for their interest in the subject and their engagement with the module.

Dr Faye Donnelly – Dissertation/Project Supervisor

I am always very excited that I get to be part of any student's dissertation journey. Each project has its own unique goals and, as such, no two pieces can or should be the same. Although this fact is obvious, it holds an important key to supervision. It reminds me that I must always adapt my advice to help the very different people undertaking their very different projects. There is no right or wrong way to do a dissertation. However, there is a way for each student to feel like this is their project and that their ideas matter. This level of individual tailoring requires a lot of time and

trust. In my opinion, however, it makes supervision a collaborative, rewarding and fun experience.

Setting a positive and reassuring tone in the first meeting is an essential building block for the rest the year. From the outset, I invite students to know that I will be there to support them throughout the process, even when things do not fall neatly into place. This first meeting is also a wonderful space to tell students to make their projects doable. So, together, we spend a lot of time deciding how to wisely budget the words that they do have to create a coherent structure and clear line of argument. Another technique I use from the outset is to invite students to drop the pressure of creating an 'original' research question. Rather than falling into this trap, we concentrate on creating a piece that they truly care about and finding the literature(s) that they want to be in conversation with from start to finish. From my experience, it is often when people let go of being original (or getting a first) that they produce their best work.

Another lesson that I treasure as a supervisor is the awareness that my voice is not the most important one. This does not mean that I cannot point out major concerns or make critical suggestions. I do all these things with real honesty and a lot of red pen scribbles on earlier drafts. However, my favourite part of the dissertation project is when the person I am working with truly starts to trust their own voice and, in turn, begins to realise that they know more about their topics than I do! It is this final transformation that renews my excitement about undertaking many other dissertation adventures with many more wonderful students in the future.

Dr Andrea Brock - Academic Mentorship

While our students undoubtedly appreciate and revere the teaching and mentorship provided by the many world-leading scholars at St Andrews, my experience has shown me how uniquely valuable junior faculty are to our student body. For those of us who pursued our education and began our careers in a post-recession world, we offer our students relevant perspective on Academia's current challenges and opportunities. With the rise of the coronavirus and the resultant economic fallout, I fear that the short-term future will mimic many of the hardships of the past decade: among other things, a saturated job market with ever fewer job openings for permanent or tenure-track positions.

I have found that students respond with keen interest when I speak frankly about the hurdles I have faced and the strategies I've found useful in my personal and professional journey thus far—indeed many seem thirsty for this kind of perspective. Beyond transmitting the knowledge base of my particular field, in my interaction with students I overtly emphasize the development of key skills—particularly critical thinking and communication abilities—which will be useful and transferable in any career. Moreover, I speak with students candidly about equipping themselves for non-academic career paths. I am able to share with them my experience on an alternative job market and strategies for touting their Humanities education.

At the end of the day, we all want our students to pursue their education to their fullest extent and desire. But even for those with the passion and ability, the reality is that a job in Academia does not await all of them. We can train and encourage students to

pursue post-graduate studies, while simultaneously preparing them for what comes next, whether that is a competitive academic job market or something else entirely. I believe this philosophy helps to create an inclusive learning environment today and support our students' mental health in the long run.

Dr Maggie Ellis - Innovative Teaching

The module for which I was nominated for the 'Innovative Teaching' award is the 'Psychology of Dementia'. I was once asked at a job interview at a different university how I could make dementia interesting to students. Of course, the subject is fascinating to *me* but how could I encourage young people to feel the same way about it? For me, the psychology of dementia was always the most interesting when I had the opportunity to meet those living with the condition. As a daycare volunteer I was provided me with an invaluable opportunity to see the world through the eyes of each individual. This perspective-taking is at the heart of my approach to both research and teaching and is not without its challenges!

I like to keep students engaged as I remember from my undergraduate days what it was like to sit and listen to someone for two hours. As such, I use videos and learning activities in order to 'introduce' students to people with dementia and I teach in a manner in which I would like to be taught. This often involves class discussion and lots of healthy debate! I also open some classes to guest lecturers including people living with dementia and caregivers. These sessions are always very popular with students as it gives them the opportunity to hear 'real' stories and to benefit from personal experiences.

It seems appropriate to end this reflection by thanking my students. I'm so very grateful to them for turning up at 9am on a Friday, willing to talk and exchange ideas. The module would be very different if everyone stayed quiet! I'm also very humbled to have been nominated for the 'Innovative Teaching' prize. Being recognised and appreciated for doing something you love is a joy in itself. Thank you!

Robin El Kady – Postgraduate Student Who Tutors

Empathy is the most important ability for me when I teach. Even though I taught the same tutorial to different groups of students, it stands out how different the tutorials ended up being. This was due to the different needs, personalities and wishes of the students, which I took into account when planning the tutorials and during the sessions themselves. Without being empathic towards my students, I could not have known what my students needed the most and whether they truly understood what was being discussed. I usually asked how they were doing on a scale from 1 to 10 at the beginning of the tutorial and had them walk around in the room if they were extremely tired. I asked them multiple times to fill out feedback sheets in order to indicate what they like the most and what they want to see more of.

I took my students' passion for Harry Potter into account and made all of the tutorials 'Harry Potter' themed. My students were grouped into the four different 'Hogwarts' houses and collected points, through different games and exercises. During the last

session the 'House Cup,' was awarded to the house with the most points. This theme kept my students engaged, relieved academic anxiety, and made the discussed material more relatable and approachable. The houses allowed the students to have small discussions groups during the tutorial, in which they could all equally participate. During each tutorial I usually tried to do one practical exercise in order to show my students how the knowledge can be applied and to have them develop a certain skill. For instance, I once had them theorize within their houses the ways in which international organizations influence the global economy. After they were done, I surprised them by suddenly skyping in an analyst from the European Bank for Reconstruction and Development, with whom my students had to discuss their points. While they were intimidated at first, I think the most important take-away from the exercise was that they could be self-confident in their academic work, since all of their theorizations were confirmed by the analyst.

Gillian Fleming – Commitment by a Member of Professional Services Staff

I am honoured to be the recipient of this year's Teaching Award for Commitment by a member of Professional Services Staff. I was humbled to read the statement written by the student who nominated me, thank you.

As Undergraduate Administrator for the School of International Relations, I am the first point of contact for our students regarding undergraduate matters, as well as providing support for undergraduate teaching within the School. I am the main point of contact for our first year students, many of whom have left behind the security of their own homes and families for the first time. I like to be a supportive presence for our students, making sure I provide clear and thoughtful advice, whilst also being approachable, compassionate, encouraging and caring. We are very lucky to have so many inspiring, enthusiastic and hardworking students at St Andrews, and I feel honoured to be able to help them on their incredible journey here. Our University is a diverse and international community and I will do my best to continue to ensure our students enjoy and feel part of that wonderful community.

Recommendations and Next Steps

Following the analysis of this year's Teaching Awards data, several recommendations have been made to further this work and improve the Teaching Awards overall. These are listed below:

- Consider adjusting publicity plan to increase PGT and PGR engagement with the Teaching Awards.
- Provide guidance to students on how to write a high-quality nomination.
- Investigate ways of publicising the 'Commitment by a Member of Professional Services Staff' award to generate higher numbers of nominations in this category.
- Investigate what further action could be taken as a result of the data generated by the live dashboard (in real-time and after the close of nominations).

- Analyse the 2020/21 nomination totals in comparison with those of 2019/20 to determine whether there is an uphill trend in nominations (and why this may be).

Further Information

Further information can be supplied by the Director of Education on doed@.

Amy Bretherton
Director of Education
June 2020