

LTC14D106

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## University Teaching Fellowship Scheme

Last academic year, we put forward three candidates for the Higher Education Academy administered National Teaching Fellowship Scheme (NTFS).<sup>1</sup> These candidates were selected following a call from the ADTP to Faculty Deans in October 2013. The resulting nominees were then mentored by Prof Simon Lancaster and Dr Adam Longcroft. This document is informed by the experience of the mentoring team in helping to prepare the applications. We felt our candidates were strong in perhaps two of the three criteria (individual excellence, raising the profile of excellence and developing excellence) but not quite so strong in a third. Furthermore, in one otherwise very strong case, we were nominating applicants at a national level who were yet to be recognised at University level. None of our nominated applicants were successful. As indicated by the ADTP in his report to LTC at this time last year, UEA is under-represented in the NTFS 'League Table'. Given our excellent teaching performance and NSS scores we should have more National Teaching Fellows.

Herein we propose a new University Teaching Fellowship Scheme to provide, amongst other benefits, a pool of excellent qualified and well-prepared applicants for the National Teaching Fellowship Scheme. We believe this will also serve to recognise excellence in Learning and Teaching in Schools of Study and in other parts of the University where colleagues directly support student learning (e.g. Library, DOS). A similar scheme has operated successfully at the University of Reading and led to five National Teaching Fellowship awards.<sup>2</sup>

### Membership of the University Teaching Fellowship Scheme

There is no question that we have an excellent pool of talent at UEA. Beyond the career structure, we currently have two mechanisms to reward and support teaching excellence and outstanding innovation: the UEA Excellence in Teaching Awards and the Teaching Fellowship grant scheme. We propose to invite applications for a University Teaching Fellowship Scheme to those colleagues who have at any point in their UEA careers gained both of these awards. This group is already likely to include almost all of the potential nominees generated by the current process of executive team NTF candidate selection but could be augmented by invitation from

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<sup>1</sup> Despite changes to the funding of the Higher Education Academy (HEA) it seems likely that the NTFS will continue in some form into the immediate future. The NTFS will certainly run in 2015 and has been extended to include Scotland. The call for nominations opened on **15 October 2014**. The selection criteria are presented as Appendix A.

<https://www.heacademy.ac.uk/professional-recognition/awards/national-teaching-fellowship-scheme-ntfs>

<sup>2</sup> <http://www.reading.ac.uk/cqsd/AwardsandRecognition/UTFS/cqsd-UniversityTeachingFellowshipScheme.aspx> and <http://www.reading.ac.uk/cqsd/AwardsandRecognition/UTFS/cqsd-ApplicationProcess.aspx>

the executive team and ADTP. Candidates would be required to complete a cut-down version of the National Teaching Fellowship Scheme application addressing the three criteria.<sup>3</sup> Insistence on a process will deter some applicants but this will manage down numbers and ensure commitment to the NTFS objective.

Status as a University Teaching Fellow will not result in direct financial reward but might be recognised as a contributing factor in the promotion process and will carry considerable kudos. Such a designation sends a strong external message about the commitment of the candidate and their standing in our institution.

### **Community of practice**

Those of us with the privilege of serving on Excellence in Teaching Award panels or organising UEA Learning and Teaching Days know that there is great depth to the innovation and creativity of colleagues. However, what is striking is how isolated some of these academics remain and how that represents lack of recognition for them and wasted opportunities for the institution. We therefore propose promoting the pool of University Teaching Fellows as a community of practice with the driving objective of preparing colleagues for the National Teaching Fellowship Scheme but with the significant incidental benefits of disseminating best practice and raising the profile of learning and teaching. The group would not compete with or monopolise existing successful events and training courses but could contribute to both.

Such an initiative would directly address the two most challenging of the NTFS criteria, raising the profile of excellence and developing excellence. It would also serve as a forum for members to raise awareness of further external opportunities to address all three criteria.<sup>4</sup>

### **Selection of NTFS candidates from the UTFS pool**

1. The ADTP together with Prof Simon Lancaster (both NTFs) will identify the 3 strongest candidates, with a fourth held in reserve. The names of the three candidates will be reported to the PVC Academic.
2. The ADTP will work with Prof Simon Lancaster and other members of the UTFS to mentor the candidates, and to provide feedback/guidance to them on their applications.
3. The submission deadline is in March 2015.

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<sup>3</sup> This procedure is presented in Appendix B and is essentially taken from

<http://www.reading.ac.uk/cqsd/AwardsandRecognition/UTFS/cqsd-ApplicationProcess.aspx>

<sup>4</sup> <http://www.reading.ac.uk/cqsd/CommunitiesandNetworks/cqsd-UniversityTeachingFellowsList.aspx>

## Appendix A: NTFS Selection criteria

**All nominees will be assessed on evidence provided in the core nomination documents in relation to each of the three criteria listed below:**

### ***Criterion 1***

**Individual excellence: evidence of enhancing and transforming the student learning experience commensurate with the individual's context and the opportunities afforded by it.**

This may, for example, be demonstrated by providing evidence of:

- stimulating students' curiosity and interest in ways which inspire a commitment to learning;
- organising and presenting high quality resources in accessible, coherent and imaginative ways which in turn clearly enhance students' learning;
- recognising and actively supporting the full diversity of student learning needs;
- drawing upon the results of relevant research, scholarship and professional practice in ways which add value to teaching and students' learning;
- engaging with and contributing to the established literature or to the nominee's own evidence base for teaching and learning.

### ***Criterion 2***

**Raising the profile of excellence: evidence of supporting colleagues and influencing support for student learning; demonstrating impact and engagement beyond the nominee's immediate academic or professional role.**

This may, for example, be demonstrated by providing evidence of:

- making outstanding contributions to colleagues' professional development in relation to promoting and enhancing student learning;
- contributing to departmental/faculty/institutional/national initiatives to facilitate student learning;
- contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure.

### ***Criterion 3***

**Developing excellence: evidence of the nominee's commitment to her/his ongoing professional development with regard to teaching and learning and/or learning support.**

This may, for example, be demonstrated by providing evidence of:

- on-going review and enhancement of individual professional practice;
- engaging in professional development activities which enhance the nominee's expertise in teaching and learning support;
- engaging in the review and enhancement of one's own professional and/or academic practice;

- specific contributions to significant improvements in the student learning experience.

## **Appendix B: UTF Selection criteria**

### **1. Background Information (200 words max.)**

Provide any contextual information in support of your Fellowship claim. This could, for example, include your rationale for applying, your T&L support philosophy, details of your current roles & responsibilities within the University.

### **2. Individual excellence (600 words max.)**

- Dedication to teaching and learning and/or its support
- Stimulating and inspiring learning (e.g. teaching performance and module delivery evidenced by student evaluations and peer observation, creation of engaging materials)
- Recognising and supporting a diversity of student learning needs
- Willingness to adopt good practice and innovative approaches to teaching and learning and/or the support of Teaching and Learning.

### **3. Raising the profile of teaching and learning (600 words max.)**

- Contributing to the development of colleagues in teaching and learning and/or its support (e.g. contributions to School training events, leading local/institutional initiatives and investigations into new teaching and support approaches)
- Contributing to the development and understanding of teaching and learning and/or its support (e.g. through contributions to School, institutional and/or national initiatives, engagement with HEA and Subject Centres)
- Involvement in and/or leading teaching and learning initiatives or projects, (e.g. University Teaching Fellowships), JISC bids, Centres for Excellence in Teaching and Learning (CETL) etc.)
- Observed commitment to the dissemination of good practice in teaching and learning (e.g. writing articles/papers for teaching and learning publications, leading/participating in teaching and learning workshops within and outside the University etc.).

### **4. Developing excellence (600 words max.)**

- Commitment to individual professional development. From 2013-14 the expectation will be that applicants for the UTFS should be recognised at Descriptor 2 (or its equivalent) of the [UKPSF](#) and normally should be working towards Descriptor 3.
- Demonstration of a reflective approach to teaching and learning and/or teaching and learning support
- Awareness of teaching and learning initiatives both within the University and at a national level.