

**LTC14D190**

**Title:** *University Teaching Fellowships*  
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**Issue**

The establishment of a University Teaching Fellowship scheme to recognise excellence in teaching and learning and provide a pool of excellent, qualified and well-prepared applicants for the National Teaching Fellowships Scheme (NTFS).

**Recommendation**

Recipients are invited:

- a) to note the details of the proposed scheme
- b) the timetable for work.

**Resource Implications**

For the scheme to be successful Heads of School would need to support any University Teaching Fellows in the School in their preparations for National Teaching Fellowship. This may require adjustments to be made in workload allocations and the provision of some resources.

**Risk Implications**

The University is currently under-represented in the National Teaching Fellowship Scheme "league table". Given our excellent teaching performance and NSS scores we should have more National Teaching Fellows. Whilst this is currently not a metric in domestic league tables were it to become so UEA would not achieve a ranking commensurate with other measures of teaching quality. This proposal is designed to minimise this risk by developing a scheme whereby staff can be supported and prepared to be National Teaching Fellowship applicants.

**Equality and Diversity**

The opportunity to apply for University Teaching Fellowships will be made available to staff across the whole University. By widely disseminating the purpose of the scheme, application process and selection criteria equal opportunity and diversity issues will have been taken into account.

LTC will be able to monitor the fellowships awarded and their success in achieving growth in the number of UEA staff holding National Teaching Fellowship awards.

### **Timing of decisions**

A decision is required in order to advertise the scheme and give those awarded sufficient support and guidance in time for the next National Teaching Fellowship Scheme deadline of January 2016.

### **Further Information**

Academic Director of Learning Enhancement, Helena Gillespie (x2974) [h.gillespie@uea.ac.uk](mailto:h.gillespie@uea.ac.uk)

### **Background**

LTC considered a draft proposal on 28 January 2015. The Committee endorsed the principles outlined in the proposal but wished to see more detail on the practical operation of the scheme, how it would be resourced, how it related to other schemes and that it should include reference to PGR student supervision. (LTC 14M003 minute 83).

At the LTC meeting on 18 March 2015 the Committee received a report on the termination of the UEA Teaching Fellowship grant scheme following the cessation of the HEFCE funding which supported it.

The University continues to offer Excellence in Teaching Awards and the Union of UEA Students launched a Transforming Teaching Awards Scheme, to celebrate the very best teaching and support at UEA as chosen by students, in 2014/15 with the first awards being made in April 2015.

The University's Excellence in Teaching Award scheme is currently under review.

### **Discussion**

The scheme would be open to all academic and academic related staff in the University.

The recruitment and selection of University Teaching Fellows would be conducted on an annual basis with a maximum of three appointments per year. The Fellowships themselves would last for three years hence a population of 9 University Teaching Fellows at any point in time. At the end of the three year period staff who had been unsuccessful in NTFS applications can re-apply for University Teaching Fellowship status for a further period of 3 years. University Teaching Fellowships will end once National Teaching Fellowship has been achieved. In order to launch the scheme it is proposed to recruit six University Teaching Fellows in the first round.

It is proposed that the University Teaching Fellows together with any holders of National Teaching Fellowships together with the Academic Directors of Learning Enhancement and Taught Programmes would form a community of practice to raise the profile of excellence and development of excellence in learning and teaching. These are the two criteria our staff find most challenging to evidence in their NTFS applications.

Consequently, the objectives of this group, which would be led by the Academic Director of Learning Enhancement, would be to:

- a) prepare colleagues for the National Teaching Fellowships Scheme
- b) disseminate best practice and raise the profile of learning and teaching
- c) contribute to learning and teaching events and training courses.

University Teaching Fellows would be expected to work towards achieving National Teaching Fellowship status and contribute actively to the Community of Practice's activities. They would be expected to develop their knowledge and experience such that they can meet the NTFS criteria of individual excellence, raising the profile of excellence and developing excellence. They would receive mentoring from Professor Simon Lancaster, or another UEA National Teaching Fellow, and receive feedback, advice and guidance on their NTFS applications. They would also be expected to both give and receive peer support and feedback to and from other members of the Community of Practice in furthering the aims of this group.

The draft Recruitment and Selection paperwork would contain the following details.

### **University Teaching Fellowships**

Applications are sought from those with a passion for teaching and learning enhancement, innovation and excellence and who are seeking National Teaching Fellowships.

As a University Teaching Fellow you will receive:

- a) mentoring in your development as a University Teaching Fellow
- b) support in preparing your applications for National Teaching Fellowship
- c) feedback, advice and guidance from a Community of Practice.

As a University Teaching Fellow you will be expected:

- a) to work towards achieving National Teaching Fellowship status by developing your knowledge and experience such that you can meet the NTFS criteria of individual excellence, raising the profile of excellence and developing excellence
- b) to contribute actively to a Community of Practice's activities:
  - i. in disseminating best practice and raising the profile of learning and teaching
  - ii. contributing to learning and teaching events and training courses
- c) to offer peer support and feedback to other members of the Community of Practice in furthering the aims of this group.
- d) to work with your mentor to review progress at least on an annual basis.

University Teaching Fellows together with any holders of national Teaching Fellowships, and the Academic Directors of Learning Enhancement and Taught Programmes will form a community of practice to raise the profile of excellence and development of excellence in learning and teaching. The objectives of this group, which would be led by the Academic Director of Learning Enhancement, will be to:

- a) prepare colleagues for the National Teaching Fellowships Scheme
- b) disseminate best practice and raise the profile of learning and teaching
- c) contribute to learning and teaching events and training courses.

University Teaching Fellowships will last for 3 years, or until National Teaching Fellowship status has been achieved. University Teaching Fellows who have yet to achieve National Teaching Fellowship at the end of their University fellowship are eligible to re-apply for a further award and their applications will be considered in competition with other applications received in that round.

#### How to apply

Applicants should hold or have held a UEA Excellence in Teaching Award and/or a UEA Teaching Fellowship grant or an equivalent award/grant from another University and/or a UUEAS Transforming Teaching Award. *(Note: these requirements will have to be amended in future years with the ending of the Teaching Fellowship grant scheme and depending on the outcome of the review of the Teaching Excellence Awards scheme).*

Applications will take the form of a standard CV plus a statement of suitability which will include the following sections

- a) Background information (200 words)
- b) Individual Excellence (600 words)
- c) Raising the profile of teaching and learning (600 words)
- d) Developing Excellence (600 words)

Further detail on the requirements of each of these sections can be found in Appendix A.

A letter of support from your Head of School will also be required.

Please send your application to the Director of Learning & Teaching Services' Office c/o Claire Grasby ([c.grasby@uea.ac.uk](mailto:c.grasby@uea.ac.uk)) no later than **xx xxxxxx 2015**

Six University Fellowships are available in the first year of the scheme. The selection of the University Teaching Fellows will be based on an evaluation of the application against the criteria provided and a short interview.

### **Attachments**

Appendix A – University Teaching Fellowship Scheme selection criteria (and the National Teaching Fellowship criteria upon which they are based.)

## University Teaching Fellowship Scheme (UTFS) 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 Teaching & Learning support philosophy, details of your current roles & responsibilities within the University. Examples in support of your application can be drawn from your work with undergraduate, taught postgraduate and postgraduate research students.

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

- Dedication to teaching and learning and/or its support either through contributions to taught programmes and/or the supervision of post graduate research degree candidates
- Stimulating and inspiring learning (e.g. teaching performance and module delivery evidenced by student evaluations and peer observation, creation of engaging materials, and facilitating personal, professional and skills development with post graduate research degree candidates)
- 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, including research supervision, 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), Doctoral Training Partnerships etc.)
- Observed commitment to the dissemination of good practice in teaching and learning including research supervision (e.g. writing articles/papers for teaching and learning publications, leading/participating in teaching and learning workshops within and outside the University etc.)
- Affecting institutional, national or international strategy to enhance opportunities for postgraduate taught and/or research students.

### 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.

## **National Teaching Fellowship Scheme (NTFS) Selection criteria**

All nominees for National Teaching Fellowships 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.