University Distinguished Teaching Fellowship Scheme 2017

Introduction

The University proposes to make Distinguished Teaching Fellowship awards for 2017 to promote excellence in teaching and learning and to recognise and celebrate the contributions of individuals who make an outstanding contribution to the student learning experience. The awards are open to all paid employees of the University who teach or provide academic learning support for courses approved or validated by the University at any level (foundation, undergraduate, taught postgraduate; campus-based or distance learning), and for postgraduate research supervision. The criteria for awards are similar to those which apply for the National Teaching Fellowship Scheme organised by the Higher Education Academy.

This is the fourteenth year of the University Distinguished Teaching Fellowship scheme (named ‘University Teaching Fellowship scheme’ prior to 2015). In 2016, three awards were made and conferred at the Degree Congregations.

Each recipient of an individual award will receive £3,000. In the case of joint submissions (from no more than two applicants and only in exceptional circumstances), the award will normally be divided equally between the recipients. There are no conditions as to how the award should be spent, however, award winners will be required to contribute to the wider teaching community by taking opportunities to disseminate their excellent practice.

Application and Award Process

The awards will be allocated by a Panel of the Student Experience Enhancement Group appointed on behalf of the Academic Policy Committee. The Panel is chaired by the Pro-Vice-Chancellor (Student Experience).

The process will comprise two rounds. For the first round, applicants, using the application form, should submit statements (2,000 words maximum) setting out how they meet each of the stated criteria to the Secretary of the University Distinguished Teaching Fellowship Panel, Quality Office, Student and Academic Services, by 12 noon on Monday 24th April 2017. The Panel will then decide which of the applications has the potential to be developed into a full submission (up to 5,000 words, again on the basis of matching the stated criteria). Feedback will be given to applicants following the Stage 1 Panel meeting stage, and those invited to make a full submission will be required to present this by 12 noon Wednesday 31st May 2017.

Successful applicants will be officially designated University Distinguished Teaching Fellows and will receive their awards at the July 2017 Degree Congregations or, if their award recognises achievement in postgraduate learning and teaching in particular, at the January 2018 Degree Congregations. Recipients may choose whether to receive the award personally (paid into July 2017 salary and subject to tax) or to have the award paid into departmental funds.
UNIVERSITY OF LEICESTER

Notes on the University Distinguished Teaching Fellowship
application process for 2017

Criteria for Awards

Applicants should give a summary of the basis of the application and then make a brief statement of their claim in respect of each criterion in turn. The key is that you should establish excellence in your teaching at Leicester. It is not a requirement of the Scheme that you must be able to demonstrate excellence under all three heads in the application form; however, there is an expectation that you will have evidence of excellence in at least two.

Summary

In this section, you should make a personal statement which sums up the basis of your claim for a University Distinguished Teaching Fellowship. Here you should outline your personal expertise and achievement (maximum 250 words).

Please note that the summary text may be used in internal publicity material about the University’s Distinguished Teaching Fellows. Successful applicants may be asked, therefore, to give their permission for publication of the summary text or a variation thereof.

Individual excellence

1. Evidence of promoting and enhancing the student learning experience by:
   a) arousing curiosity to stimulate and inspire learning
   b) organising and presenting resources cogently and imaginatively
   c) recognising and supporting diversity of student learning needs
   d) drawing upon the results of relevant research, scholarship and professional practice, including from the established literature or your own evidence base.

Raising the profile of excellence

2. Evidence of supporting colleagues and influencing support for student learning in (and if appropriate beyond) the University of Leicester, through demonstrating impact and engagement beyond your immediate academic or professional role by:
   a) contributing to the development of colleagues to promote student learning
   b) contributing to departmental/college/institutional/national initiatives to facilitate student learning.

Developing excellence

3. Commitment to your ongoing professional development with regard to teaching and learning (and/or learning support) by:
   a) ongoing review and enhancement of individual practice, including professional development activities
   b) evidence of improvements to the student learning experience resulting from engagement in review and enhancement of individual practice.
Eligibility

- Applicants must be currently employed by the University of Leicester.
- Applications can be made in respect of teaching and support activities for students on any University course (foundation, undergraduate, taught postgraduate programmes; campus-based or distance learning), and for postgraduate research supervision.
- Awards may be made for a particular and recent achievement, or for sustained long-term contributions, which may be centred on but not restricted to innovation and leadership.
- There is no minimum level of experience required for an award: it is open to those recently starting work in higher education as well as more experienced staff.

Advisory Notes

- In making the detail of your submission, you should concentrate on establishing the impact you have made and providing evidence of that impact. This impact will be all the more persuasive if it is on more than your own students, and extends beyond your own sessions and modules.
- Your application should be based upon your achievements at Leicester.
- An application’s strength is largely determined by whether it is submitted alongside quantitative or other hard evidence to demonstrate the extent of the impact that you have made e.g. evidence of some innovation or development that is being used by others within or without the University; evidence of esteem indicators from within your disciplinary community; evidence of student feedback that demonstrates a clear difference between your teaching and that of other colleagues.
- Testimonials of your teaching should be weighty and used sparingly. Evidence that includes elements of peer review or peer esteem processes can be valuable here. Statements of support from a small range of former or existing colleagues or from individual students are of low persuasive power and should be considered very carefully before being used.
- It is recognised that teaching innovation may be a team process but in order to be able to attribute credit accurately the Scheme will consider only applications from individuals or, in exceptional circumstances, pairs.
- The Panel will make its judgement on the basis of the case made within the application form and through referees’ statements; it cannot examine supplementary material.

February 2017