Fellowships Guidelines Briefing

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Elements of the ALTC Strategy

- Promoting Excellence
- Teaching Quality Indicators
- Competitive Grants Program
- Leadership Program
- Priority Projects Program
- Awards (Teaching & Programs)
- Citations
- National Teaching Fellows
- Teaching Fellows
- ALTC Exchange
- Discipline Networks
- International Links
- ALTC Learning Networks
- Fellowship Scheme
- Awards Scheme
- Special Initiatives

Australian Learning & Teaching Council
Fellowships

*Investing in the development and expertise of individual leaders and a community of scholars for the future of higher education learning and teaching*
Aims of the Fellowship Scheme

• Identify educational issues across the higher education system and to facilitate approaches to address these issues

• Devise and undertake a significant program of activities that will advance learning and teaching in Australian higher education

• Stimulate strategic change in higher education institutions
Aims of the Fellowship Scheme (cont’)

• Raise the profile of learning and teaching in higher education and the prestige associated with the pursuit of excellence in teaching

• Show leadership in promoting and enhancing learning and teaching in higher education and exploring new possibilities

• Establish and build on national and international partnerships in learning and teaching in higher education
Aims of the Fellowship Scheme (cont’)

- Foster national and international collaboration and collegial networking for sharing research, innovation and good practice in learning and teaching

- To contribute to the growing community of scholars in higher education learning and teaching
National Teaching Fellowships (NTF)

• Outstanding scholars in their fields
• Recognised by their home institutions for their existing and continuing leadership roles in university learning and teaching
• Normally senior academics or senior people with expertise in higher education practice and scholarship, and a record of institutional or disciplinary leadership
Teaching Fellowships (TF)

- Prominent scholars in their disciplinary fields
- Recognised by their home institutions for their capacity to make significant contributions to educational leadership into the future
- Normally mid-career academics
Changes to Fellowships

1. Length of National Teaching Fellowship
2. Criteria and emphasis on potential leadership
3. Amounts of funding increased
4. Program of ‘Activity’ – Not a ‘Project’
Length of NTF

- Funding is available for between three and twelve months
- Fellowship will be completed within an 18-month window
Selection Criteria - NTF

1. Capacity of the nominee to play a leadership role in higher education learning and teaching.

2. Alignment of the proposed fellowship activities and outcomes with the aims of the Fellowship Scheme and the ALTC.
Selection Criteria – NTF (Cont’)

3. Capacity of the nominee to embed the outcomes of the fellowship for the benefit of both their home institution and the broader higher education sector.

4. Endorsement and support of the nominee by their home institution.
Selection Criteria - TF

1. **Capacity of the nominee to play a continuing, substantive leadership role in higher education learning and teaching.**

2. Alignment of the proposed fellowship activities and outcomes with the aims of the Fellowship Scheme and the ALTC.

3. Capacity of the nominee to embed the outcomes of the fellowship for the benefit of both their home institution and the broader higher education sector.

4. Endorsement and support of the nominee by their home institution.
Increase in Funding

*National Teaching Fellow – up to $350,000*

*Teaching Fellow – up to $100,000*
Program of Activity

.... The ALTC will seek to select Fellows who have identified an educational issue of relevance across the higher education sector, either within a discipline or across disciplines, and who have designed a program of fellowship activities with the capacity to draw widespread attention and create significant influence.
Senior Fellows Program

During November 2007 to April 2008 I have visited nine universities and held discussions with many staff in four different countries; given ten seminars, one workshop and two public speeches; attended two conferences, giving a plenary at one and a contributed paper at the other; and sat in on eight courses. Together with my visit to New Zealand in May, these activities have formed what is best described as the phases of discovery and dissemination of my work to date, of my fellowship. These will underpin my planned synthesis of findings and my set of writings on the teaching and assessing of statistical thinking by all staff.

Professor Helen MacGillvray
ALTC Leadership Mentors

A panel of high profile, senior and emeritus leaders in higher education to assist in developing a community of scholars.