The University of Queensland Teaching Fellowship Scheme supports emerging leaders in teaching and learning to undertake a program of activities that aligns with the University’s strategic priorities and develops their personal skills and academic profile. Teaching Fellows are recognised as disciplinary scholars with the capacity to demonstrate educational leadership into the future.

Aims of the Scheme
The UQ Teaching Fellowship Scheme aims to:

- support emerging teaching and learning leaders to undertake a program of activities that will advance teaching and learning in their Faculty or discipline;
- develop the educational expertise and leadership skills of UQ Teaching Fellows so as to prepare them to successfully apply for ALTC Teaching Fellowships;
- enhance disciplinary or interdisciplinary learning and teaching at UQ.

To achieve the aims of the scheme, UQ Teaching Fellows are expected to:

1. Identify a learning and teaching issue within their Faculty or discipline and facilitate an approach to addressing this issue;
2. Show leadership in promoting and enhancing learning and teaching within their Faculty or discipline;
3. Establish and build on partnerships in learning and teaching within their Faculty and the University; and
4. Foster networks with other emerging teaching and learning leaders in the University and beyond.

Teaching Fellows will normally undertake fellowship activities over a period of six months, coinciding with either first or second semester of the academic year. Activities may be undertaken as part of, or as an extension to, a Special Studies Program. The fellowship will provide funding for release from some or all teaching duties during this period. Teaching Fellows will be required to undertake a residency in the Teaching and Educational Development Institute, either part-time for the full fellowship period or full-time for part of the fellowship period. Fellows will be supported by TEDI staff in planning, conducting and evaluating their program of fellowship activities. Fellows will also be expected to contribute to the intellectual life of the Institute by collaborating on teaching development initiatives, presenting seminars, and where appropriate contributing to staff development activities. The goals and duration (including whether part-time or full-time) of the residency in TEDI should be outlined in the nomination proposal.
Selection Criteria
Applications will be assessed against the following criteria:

1. Capacity of the nominee to play a leadership role in higher education learning and teaching
   Which will be judged by such factors as the nominee’s: positive influence upon teaching and learning in their Faculty or discipline, or across disciplines; record of achievement as an educator in higher education, including an ability to influence students positively and to influence and inspire colleagues.

2. Alignment of the proposed fellowship activities and outcomes with the aims of the UQ Fellowship Scheme and Faculty or University teaching and learning priorities
   Which will be judged by such factors as: the significance of the educational issues to be addressed by the proposed fellowship activities and the alignment of these with the Faculty’s and University’s strategic priorities; the originality and viability of the fellowship activities; the overall value of the fellowship proposal in meeting the objectives for the amount of funding sought.

3. Capacity of the nominee to embed the outcomes of the fellowship for the benefit of both their Faculty and the broader UQ or national discipline community
   Which will be judged by such factors as: the likely breadth and depth of impact of the outcomes and the likely sustainability of the change created as a result of the fellowship; the relevance of the nominee’s past achievements to the proposed activities.

4. Endorsement and support of the nominee by their Faculty and School
   Which will be judged by such factors as: the standing and recognition of the nominee in their School/Faculty; the nominee’s capacity to play a future leadership role in the University; the value of the fellowship to learning and teaching in the Faculty.

Teaching Fellowship activities and outcomes
Nominees for fellowships are required to outline proposed activities for the period of the fellowship; to identify and define the expected outcomes; and provide a detailed budget and timeline. The scope of the activities should be appropriate to the duration of the fellowship. In preparing this proposal, nominees are advised to clearly align their activities with the overall aims of the Fellowship Scheme. In addition, nominees are strongly encouraged to explore synergies between the activities and outcomes of their proposed fellowship and the teaching and learning goals and strategic priorities of their Faculty and the University.

The University welcomes innovative and creative proposals that will fulfil the objectives of the Fellowship Scheme. While some particular aspects for consideration are listed below, this list is not intended to be definitive. Nominees are strongly encouraged to develop original ideas and strategies for their fellowship activities.

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1 In accordance with ALTC selection criteria fellowship guidelines:
A program of activities aligned to the intended outcomes

The specific activities included will depend upon the identified issue, and upon the Teaching Fellow’s particular teaching and disciplinary background and priorities. The activities should be designed to draw upon the Fellow’s areas of expertise, and be appropriate to the specific challenges being addressed and outcomes intended.

Building a profile for the fellowship should form part of the overall strategy. Fellowships may involve further investigation of the nominated educational issue, the development of strategies to address this, and implementation within the Fellow’s Faculty or across the University. Strategies for ensuring that the outcomes are embedded and sustained should also be described.

A strategy for dissemination

The effective dissemination and uptake of fellowship activities and outcomes is an important goal of the Fellowship Scheme. Teaching Fellows will be expected to plan a range of approaches to dissemination, as appropriate to their fellowship activities and the duration of their program. Such strategies may involve the creation of opportunities to promote the fellowship activities and to explain the goals and outcomes. This will include seminars and presentations to various groups within the University.

In developing the dissemination strategy for inclusion in the fellowship proposal, nominees are advised to refer to the ALTC Dissemination Framework, available from the ALTC website: http://www.altc.edu.au/

A community of scholars

An important element in the work of Teaching Fellows is engagement with a community of scholars. Teaching Fellows are expected to benefit from networking with and mentoring by other UQ and ALTC Fellows whose fields and interests in learning and teaching relate to the fellowship activities being undertaken. The requirement to undertake a residency in TEDI is intended to facilitate such engagement.

Leadership in learning and teaching

Teaching Fellows will be expected to use their fellowship activities as the basis for developing their professional profile within the University and for advancing excellence in learning and teaching.

Evaluation of the fellowship

Teaching Fellows will carry out an evaluation of their fellowship that encompasses both the activities and the outcomes. The evaluation strategy is therefore required to incorporate elements of evaluation during the fellowship, in addition to evaluation of the outcomes upon completion.
Eligibility and Timeframe

Academic staff may nominate for a UQ Teaching Fellowship with the support of their Faculty and school. Teaching Fellows are normally mid-career academics who are already engaged in the scholarly practice of learning and teaching in higher education.

Successful applicants will have the option of undertaking their fellowship in either semester 1 (January-June) or semester 2 (July-December) of 2010.

Teaching Fellowship Funding

Nominees are required to submit a fully itemised budget and justification of the funds being requested. The funds provided to successful nominees will be administered by their School.

A maximum of $15,000 is available for each Teaching Fellowship. Schools or Faculties may opt to contribute additional funding to support the proposed program of fellowship activities.

Nominees may seek funding in each of the categories below according to the nature of their proposed fellowship activities. Additional expenses not represented by these categories can be considered if they fall within the overall funding allowance.

Support for the Host School (up to $10,000)

Funding is provided to support partial release from teaching duties during the fellowship period. Nominees should discuss with their Head of School any other ways in which this funding might be used to support the School during the proposed fellowship period, and provide a justification for support funding in Part E of the Application Form. It is recognised that Fellows will maintain certain academic activities during the fellowship that require the usual level of administrative and infrastructural support from their Schools. These activities should be outlined in the nomination proposal.

As appropriate to the Fellow’s proposed activities and other ongoing academic responsibilities, the funded time committed to fellowship activities may be distributed across the fellowship period. The timing of the commitment should be outlined in the proposal.

Support for Fellowship Activities (up to $5,000)

The type of support required will be determined by the nature of the fellowship activities proposed and may include research and administrative assistance, other research and development costs, and support for conducting seminars and related dissemination activities, including travel within Australia. Note that Fellows are primarily responsible for carrying out the proposed program of activities, and proposals should not rely unduly on the support of research assistants for this work.

During the Fellow’s period of residency in the Teaching and Educational Development Institute, TEDI will provide in kind support in the form of office space, a computer with broadband internet access, telephone, fax, and photocopying facilities.

Evaluation Expenses

The Teaching and Educational Development Institute will provide in kind support for developing and implementing an evaluation strategy for the fellowship program.
Reporting and Accountability

Teaching Fellows will provide a final report to the Office of the DVC (Academic) outlining the fellowship activities and outcomes, findings from the evaluation, presentations given and financial report and acquittal of all expenditure associated with the fellowship. This must be submitted within 3 months of completing the fellowship.

Teaching Fellows will provide to the Director, TEDI a complete set of any publications and materials produced, electronically and in an appropriate format.

Selection process

Nominations are assessed on the basis of the documentary information provided, including: the completed UQ Teaching Fellowship application and proposal; the statement of Faculty and school support; the nominee’s curriculum vitae; and references. The selection committee finalises its decision on the basis on the evidence provided in the nomination and the assessment. Membership of the selection committee comprises the DVC (Academic) (Chair), the Director, TEDI, an ALTC Fellow, and an internationally recognised teaching scholar external to UQ.

Application process

Applicants are required to complete and submit a UQ Teaching Fellowship Application Form. The application form is available from the UQ Teaching and Learning webpage: http://www.uq.edu.au/teaching-learning/index.html?page=120522

Closing date for applications: Monday 30 November 2009

Prior to submission

The Faculty Associate Dean (Academic) and Head of School must discuss the proposal with the applicant and satisfy themselves that the fellowship program:

- is relevant for the applicant’s current and intended role;
- has the potential to advance learning and teaching in the applicant’s Faculty or discipline;
- is compatible with the type of proposal that might be submitted to an ALTC Fellowship scheme.

Applicants are invited to contact the Director, TEDI, for advice and assistance in preparing the proposal.
Application Form

All UQ Teaching Fellowship applications must be provided using the Application Form, which comprises the following sections.

A. Nomination cover page

The completed nomination must be signed by the nominee, the Faculty Associate Dean (Academic), and the Head of School.

B. Faculty statement of support (1 page maximum)

The statement of support should endorse the nomination, with specific reference to the selection criteria, including Selection Criterion 4. In addition, the statement may detail the direct and indirect support that the Faculty or school will provide during the fellowship.

This statement should be provided by the Faculty Associate Dean (Academic) or delegate.

C. Written statement from nominee (2 pages maximum)

Written statement addressing Selection Criteria 1, 2 and 3. In particular, this should include a description of the nominee’s record in the scholarship of teaching and learning and capacity for influence on teaching and learning in their discipline.

D. Description of proposed fellowship activities and outcomes (4 pages maximum)

The description must include: a discussion of the issue to be addressed; a plan of activities to address this issue; the strategy for profile-building and dissemination within the University and where appropriate at a national level; the intended outcomes from the fellowship; including a strategy for embedding these outcomes; a description of the evaluation method; and a fellowship timeline that identifies concurrent academic activities and the period of residency to be undertaken in TEDI.

E. Budget and justification (1 page maximum)

Each nomination must include an itemised budget for all components of the fellowship expenditure.

The budget justification should describe and defend all proposed expenditure in relation to the fellowship activities and outcomes. Amounts should be exclusive of GST.

F. Curriculum vitae (3 pages maximum)

The nominee’s curriculum vitae should document relevant career achievements with a particular emphasis on the scholarship and leadership shown in advancing learning and teaching in their area of disciplinary expertise.

G. Two references

Nominees are required to attach written references from two scholars recognised for their contribution to learning and teaching in a relevant field or discipline. The references should support the proposed fellowship activities and the capacity of the nominee to conduct these successfully within the specified timeframe.
Lodgement and processing
One paper copy of the completed Application Form (signed by the nominee and endorsed by the Associate Dean (Academic) and Head of School) must be forwarded to:

Majella Card
UQ Fellowships Contact Officer
Office of the Deputy Vice-Chancellor (Academic)
Level 3 Brian Wilson Chancellery

One electronic copy, in RTF, Word or PDF format must also be forwarded to the to Office of the DVC (Academic) m.card@uq.edu.au

Receipt of nominations
Receipt of all nominations will be acknowledged by email to the nominee.