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. The scheme was developed with reference to the national OLT Fellowship (previously Carrick/ALTC) program and commenced 2010.

**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 and contribute to the growing community of scholars in higher education learning and teaching;
- establish a basis for a national teaching & learning fellowship submissions
- 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. Develop 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 of some (at least 50%) or all teaching duties during this period. Teaching Fellows will be required to undertake a residency in the Teaching and Educational Development Institute, the Centre for Educational Innovation and Technology and/or the Centre for Innovation in Professional Learning either part-time for the full fellowship period or full-time for part of the fellowship period. Fellows will be supported by TEDI/CEIT/CIPL staff in planning, conducting and evaluating their program of fellowship activities. Fellows will also be expected to contribute to the intellectual life of the unit 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 should be outlined in the nomination proposal. Fellows will be expected to reside in the Learning Innovation Building & participate in weekly staff meetings with the unit they are principally collaborating with during their residency.

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.
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. This could be developed, for example through presentations during T&L Week; and/or summaries of projects made available on the T&L website. Further, a presentation about the work pursued during the fellowship at a national/international professional meeting is expected, along with a corresponding publication1 in an appropriate professional/practitioner communication channel.

Supplemental funding to develop professional publication options may be requested (see below).

In developing the dissemination strategy for inclusion in the fellowship proposal, nominees are advised to refer to the D-Cubed Guide: Planning for Effective Dissemination resource available from the TEDI website http://www.tedi.uq.edu.au/dissemination/

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 national Fellows whose fields and interests in learning and teaching relate to the fellowship activities being undertaken. The requirement to undertake a residency in TEDI, CEIT and/or CIPL 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.

Publication Options

1 “publication” here is meant to encompass refereed journal, practitioner magazine, or new forms of digital communication (website, e-book, or rich media framework).
An important outcome of the fellowship is the professional communication of the work about changing practice. If a goal of the fellowship involves curriculum redesign or new/modified learning activities Fellows may apply for support to write about the fellowship outcomes for publication. Limited supplemental funding to write about the fellowship research will be available on a competitive basis after the fellowship period.

**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 2012.

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.

Teaching buy-out plus up to $5000 for Fellowship Activities 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 (teaching relief up to six months)

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.

Fellowship Activities (up to $5,000)

The type of support is guided 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 or internationally. 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, TEDI/CEIT/CIPL 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) and Director of the residency unit 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. A complete set of any publications and materials produced, should also be provided in an appropriate format within 12 months of the completion of the Fellowship.

**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, Director, CEIT, Director CIPL and at least one other recognised scholar nominated by the Chair.

**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/the-university-of-queensland-teaching-fellowship-scheme](http://www.uq.edu.au/teaching-learning/the-university-of-queensland-teaching-fellowship-scheme)

**Closing date for applications: Monday, 3 December 2012**

**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.

Applicants are invited to contact the Directors of either CIPL, CEIT or TEDI, for advice and assistance in preparing the proposal.

**Workshop**

A LIB T&L Fellows workshop will be held for staff considering a submission to discuss the nature of the scheme and the Fellowship activities. Attendance at this workshop is highly recommended for anyone considering submitting an application.

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/international 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/CEIT/CIPL.

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 electronic copy, in RTF, Word or PDF format must also be forwarded to the 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.