



Association of
National Teaching Fellows

Supported by the Higher Education Academy

History:

1999-Higher Education Funding Council for England & DEL Northern Ireland introduce NTF scheme.

2000-2003: 20 awards; eligible institutions nominate 1 candidate. Winners receive £50K for 'project' (award)

2004-2006: 50 awards; eligible institutions nominate 3 candidates – rising star; established academics; others who support learning. Winners receive £50K for project (award)

2007-present: 50 awards; eligible institutions nominate 3 candidates. Winners receive £10K for personal and professional development (reward). Remaining fund supports major projects led by NTFs (up to £200K for 3 years)

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Purpose:

One of several strands of investment to enhance quality and reputation of teaching in HE (teaching excellence vs disciplinary research excellence):

Teaching Quality Enhancement Fund: - Institutional L&T strategies; funding for L&T 'leaders'

- Subject Centre Network

- National Teaching Fellowship Scheme

Fund for Development of L&T:

- FDTL phased project funding for enhancing disciplinary pedagogic research and inquiry

T LRP, Higher Education Academy, JISC.



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Idea from Leadership studies: Recognition and reward enhances organisational culture and leads to improved practice

Initially greeted with scepticism 'artificial way to redress balance between esteem for disciplinary researchers and those who excel in their teaching practice'.

Not seen as scholarly 'you cannot demonstrate scholarship in T&L

In 2008, recognised as one of the key successes of the Higher Education Academy in achieving its goal to 'enhance the student learning experience'

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Impact:

Now in 10th year, 380 colleagues have received the lifetime accolade of 'National Teaching Fellow'

Unanticipated outcome: the Association for National Teaching Fellows.
Established under leadership of first Chair – Mr Bob Rotheram, working with HE Academy to establish mutually beneficial relationship.

- Induction of new fellows
- Collective voice on national consultations
- Planning of Academy conference
- Selection of new Fellows and NTF projects
- Advisors to the Academy (including subject centres) and other professional bodies
- Annual NTF symposium
- Representation on Academic Council and Board of Directors of Academy
- Working with international teaching fellows (Canada, USA, Australia, NZ)

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Impact:

Originally recognition of excellence in L&T but many NTFs dedicate careers to L&T excellence c.f. % Senior Fellows of the HE Academy who are also NTFs.

Very little rigorous research carried out on impact.

Use of 'stories' a recognised as illumination research method



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Impact on students:

Confidence to apply for FDTL, CETL, and NTF project funds multiplying impact on student experience.

Enhanced recruitment, retention and employability

“Our graduates have multiple job offers. Their portfolios have given them a huge competitive advantage in the employment market’

Pat Brown NTF 2003, Landscape Architecture, Kingston University



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Personal Impact:

Key to their personal and professional development in Higher Education

‘The NTF award in 2004 has proved to be a most significant experience both professionally and personally. The greatest outcomes to date have been the wealth of opportunities to learn- and to meet and work with some of the most amazing colleagues, cross-discipline, cross-institution, nationally and internationally’

Kirsten Hardie NTF 2004, Arts Institute, Bournemouth

Conferred at every level of organisational hierarchies, Association now includes Professors, Deans and some Pro-Vice Chancellors who cite their award as key factor in career progression.

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Institutional Impact:

Validation that award confers, has allowed colleagues to positively influence policy and practice of L&T within their institutions.

Scholarship in L&T is seen as valued professional activity and as viable pathway to career development.

Internal fellowship schemes modelled on that of the NTFS

Promotion criteria include excellence in learning and teaching

The move into strategic leadership roles of NTFs shows commitment to “whole institution” development.



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National and International Impact:

Key impact of scheme has been development of wide ranging collaborative networks and sharing good practice.

Scheme helped to destroy cross-disciplinary and cross-institutional barriers with regard to the scholarship of learning and teaching. Provides forum for like-minded enthusiasts to work together.

Scheme has been used as a model for similar schemes in Australia and New Zealand. Canadians have successful scheme (the 3M Scholars) but UK NTFs are envied because of financial support allowing them to develop and embed work further.

Has also been interest in Europe in scheme particularly in Scandinavia and Holland.

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Conclusion:

HEFCE facilitated development of powerful advocates for enhancing quality of student learning experience. Scheme has contributed to evidence-base for research-informed teaching and facilitated transformation of teaching in many institutions.

Can't be achieved by top down legislation, has to be led by inspiring practitioners allowed to investigate new approaches to L&T

HE faces identity crisis and rigorous research into HE policy and practice must be encouraged and supported.

Harmonisation presaged by the Bologna Declaration. Serious thought should be given to the introduction of a further objective which would comprise a reward scheme, similar to that outlined above,

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