Title: **A critical exploration of the positive impact of an Institutional Fellowship on university wide teaching and learning.**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Evaluate the University-wide impact of an Institutional Fellowship on Teaching and Learning with particular focus on the development of collaboration and teamwork
- Identify how Fellows can contribute to key areas of Teaching and Learning Development through collaboration
- Propose and evaluate strategies which promote Teaching and Learning through fellowship and academic team cohesion and collegiality

Session Outline

Edge Hill University has an Institutional Teaching and Learning Fellowship, in effect a team of 50 colleagues who work in various roles in academic and service areas to promote and champion teaching and learning (T and L). The Centre for Learning and Teaching (CLT) co-ordinates this Fellowship actively bringing the team together throughout the year to share experiences - an important focal point for developing staff within and beyond the Fellowship (Wenger, E. et al, 2002). This has increased engagement across the University in dialogue around T and L and placed renewed emphasis on the developmental, supportive and transparent process, pivotal in encouraging staff to articulate and reflect deeply on their professional activity-now realised in three aspects (Hogan, 2000):

- All Fellows contribute to the CLT Staff Development Series by disseminating aspects of their work aligned to University T and L Priorities. Colleagues are able to take away practical ideas to share with staff and apply to their own teaching.

- All Fellows act as Internal Reviewers and Mentors for the EHU CPD Scheme (UKPSF) for recognition of HEA Fellowships,

And

- All Fellows act as Personal and Academic Tutors (PATs) for the Post-Graduate Certificate in Teaching in Higher Education (PGCTHE).

This means that Fellows are instrumental in supporting three distinct yet interconnected University mechanisms for maintaining quality T and L. But how is this evidenced? How has this influenced collaboration and teamwork? How can we show impact? (HEA, 2016)

This session will discuss and reflect on how our collaborative infrastructure has influenced both the quality T and L and collaboration/teamworking across the university. The overarching priority for the Fellowship is to support colleagues who in turn influence students' development of their intellectual, practical and creative potential.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

Introduction (5 minutes): Conceptual overview of the Fellowship and the significance of co-ordinated teamwork

Activity/Discussion (8 minutes): This is an opportunity to ask questions about the Fellowship, who the Fellows are, how they are co-ordinated as a team and how they contribute to the University's Teaching and Learning.

Presentation (5 minutes): What does 'impact' look like?

Activity/Discussion (8 minutes): This can be problematic. Quantitative data presents a very positive picture in terms of expansion of the Fellowship and the number of staff development sessions attended. Qualitative data suggests that the Fellowship is a significant presence within the University for raising the profile of Teaching and Learning but it is difficult to ascertain causality or correlation in terms of the impact on the student experience. How can this be addressed? What exactly would 'impact' look like?

Presentation (5 minutes): Generating evidence of impact?

Activity/Discussion (8 minutes): Evaluations of Fellowship activity takes place on a regular basis but longitudinal analysis of the impact is problematic. What should we be looking for in terms of impact? Indeed what does the evidence of impact look like?

Conclusion (3-5 minutes)

The strengths of a university wide Teaching and Learning Fellowship. Strategies to show impact on the student experience. Future steps.

References

HEA (2016) How should teaching quality in higher education be defined and assessed?

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https://www.heacademy.ac.uk/about/news/how-should-teaching-quality-higher-education-be-defined-and-assessed

Hogan, C. (2000) *Facilitating Empowerment*, London, Kogan Page

Wenger, E., McDermott, R., Snyder, W.M., (2002) *Cultivating Communities of Practice,* Boston, Harvard Business School Press