



Enabling Teaching Excellence

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Session Learning Outcomes

During this session delegates will be able to:

1. Explore the opportunities and obstacles related to recognition and reward of teaching excellence;
2. Discuss the place of a Teaching Fellowship Scheme as a means to recognise, reward and promote excellence in teaching;
3. Develop effective ways to foster academic leadership and peer support;
4. Share ideas for developing, coordinating and evaluating activities related to the promotion of teaching excellence, through a Teaching Fellowship Scheme or other means.

Outline

- Definitions of teaching excellence
- Key characteristics of the Edinburgh Napier Teaching Fellowship Scheme
- Institutional perspectives on valuing and promoting teaching excellence
- Strategies for enabling enhancement through academic leadership
- Effective coordination and maximisation of impact of teaching enhancement activities
- Conclusions

1. Opportunities and obstacles related to recognition and reward of teaching excellence

Activity: Definitions of Teaching Excellence

- In groups, please discuss and draw up your definition of teaching excellence
- You may present this as a list of bullet points or in graphical form
- Please take no more than 10 minutes for this activity and post your flip chart on the wall when complete
- Take a few minutes to evaluate the charts from other groups

Good teaching

- **Good teaching is teaching which helps students to learn...**it encourages high quality student learning. It discourages the superficial approach to learning and encourages active engagement with the subject matter. This does not imply that good teaching always results in high quality student learning but that it is designed to do so and that it is practised in a way likely to lead to high quality learning...**good teaching is that which encourages in the learner**, no matter what the subject content, **motivation to learn, desire to understand, perseverance, independence, a respect for the truth and a desire to pursue learning.** (University of Technology, Sydney, Australia)

2. A Teaching Fellowship Scheme as a means to recognise, reward and promote excellence

Edinburgh Napier Teaching Fellowship Scheme: History

- Introduced in session 1996/7
- Edinburgh Napier's own scheme
 - our approach and values
 - our Learning, Teaching and Assessment Strategy
 - copied by other institutions
- Senior Teaching Fellow role subsequently added
- TF and STF appointments did not change substantive grade of post holder but provided financial reward

Teaching Fellow Scheme: Developments

- Framework Agreement, HERA and the common pay scale
 - Removal of discretionary points for TF and STF
- Review of academic promotions structure
 - Currently there are four routes to promotion as Senior Lecturer
 - STF is now
 - Not available through the Teaching Fellow Scheme
 - **A promoted post within the structure**

Where are we now?

- Revised scheme launched 18th June 2008
- Currently 49 Teaching Fellows & 13 Senior Fellows
- Approx 15,700 students, 1860 staff, 870 academic
- Interest in the Scheme remains strong
- Development of SIGs – SIG-M, SIG-TEL, SIG-Int, SIG-Inc

Academic Development

YOU ARE HERE: Edinburgh Napier Staff Intranet > Service Depts > Academic Development > Teaching Fellowship Scheme

Development of the Scheme

> [Becoming a Teaching Fellow](#)

[List of current Teaching Fellows](#)

[Senior Teaching Fellows](#)

[Teaching Fellows Publications](#)

[Teaching Development Grant](#)

[Teaching Fellows Journal](#)

Teaching Fellowship Scheme

Recognition, encouragement and support for excellence in teaching

Welcome to Edinburgh Napier's Teaching Fellowship Scheme. The Fellowship exists to recognise and support good learning, teaching and assessment throughout the University. Staff are awarded the title of Teaching Fellow on demonstration of excellence in teaching as judged against a **set of criteria** endorsed by Edinburgh Napier's Academic Board. Appointments last for three years, but are renewable, and Fellows foster and promote excellence and innovation in teaching within their school, faculty or service across the University.

If you are interested in applying for a Fellowship, or would like to know more about how the Scheme works, consult our **How to become a Teaching Fellow** section. To find out more about the background to the Fellowship and how it was set up, read the article about the **Development of the Scheme**.

Our current Teaching Fellows boost the vitality of learning, teaching and assessment within schools and faculties – they have a number of significant **external publications** and have strategic committee representation throughout the University. They also produce a **Teaching Fellows Journal** three times a year.

 [Download the Schedule of Teaching Fellow Community and Related Events for](#)

Quick Links

> **Submission date for Teaching Fellowship applications: Summer 2011**

Vision, Objectives & Operations

- Building the community
 - Getting to know each other & our areas of expertise
 - Opportunities for meeting, sharing, collaborating
 - Celebrating our achievements, sharing good practice externally and internally
- Operations and development of academic practice
 - Engaging and supporting the wider community across a range of activities
 - Teaching Development Grants available
 - Continuing professional development
- Working strategically
 - Office of the Vice Principal (Academic)
 - Link to QAA processes – enhancement led institutional review
 - Hub for Education Research at Edinburgh Napier - HEREN

Infrastructure and Support

- Managed from the Academic Practice team within the new Office of the Vice Principal
 - Teaching Fellow Coordinator: Angela Benzies, Senior Teaching Fellow & Senior Lecturer in Academic Practice
 - Administrator
 - Publication Officer
- TF/STFs from across the university – mentors, Panel members etc

3. Fostering academic leadership and peer support

Activity: Institutional perspectives on valuing and promoting teaching excellence

- Rainbow exercise: meaningful recognition of teaching excellence at institutional level
- In groups please discuss the following:
 - **Your institution's stance on development and support of teaching excellence in the light of the current challenges in higher education**
 - SWOT analysis?
 - **Overcoming obstacles and creating a shared vision for the 21st century academic**

10 mins + 5 reporting of key ideas

Strategies for enabling enhancement through academic leadership

Turning aspirations for teaching excellence into reality

- The role of leadership
- Collegiality and community
- Interface with management
- Reward systems
- Development opportunities
- Infrastructure implications

The role of the Teaching Fellow

- *As well as demonstrating excellence in teaching according to the criteria, successful Teaching Fellows will be expected to take a **leadership role** and act as **role models** and **agents of change in pedagogic practice**, working in their own schools, faculties or service areas, and alongside relevant professional services. You will **assist in achieving the objectives of Edinburgh Napier's Strategy for Learning, Teaching and Assessment** and of your school, faculty or service plan.*

Application Assessment Criteria

- There are **THREE** criteria:
 1. Excellence in Teaching (as defined on page 7 of [Teaching Fellowships: guidance notes for applicants](#))
 2. Evidence of your influence on the operations of your school/faculty/service, i.e. more than competence in classroom performance and practice. (Refer to pages 5, 8 and 9 of [Teaching Fellowships: guidance notes for applicants](#))
 3. Information on developmental role(s) you might undertake if successful, and evidence of how that has been discussed with relevant colleagues. (Refer to pages 3 and 4 of [Teaching Fellowships: guidance notes for applicants](#))

Criterion 1: Excellence in Teaching

A TF candidate is one who ...

- a. designs, organises and facilitates learning experiences that **assist students to achieve desired outcomes**
- b. creates and delivers learning experiences and assessments that **integrate knowledge, skills and attributes**
- c. uses valid, reliable, fair and useful assessment that is designed to **promote student motivation and high quality learning**
- d. supports the development of **students' ability to learn both independently and collaboratively**
- e. responds effectively to **student diversity** (including culture) with sensitivity and empathy
- f. generates & fosters **students' enthusiasm** for learning through using a range of approaches designed to maximise student engagement and empowerment
- g. refines learning, teaching and assessment practice based on **self-evaluation and reflection and on feedback** from students and peers
- h. uses a **scholarly approach** to analyse, evaluate, and apply good practice, and to challenge orthodoxy in learning, teaching and assessment practice where appropriate.

Criterion 2: Evidence of influence on operations of School/Faculty/Service

- The Teaching Fellow is an **academic leadership** role
- The Appointments Panel will look for evidence of **current** leadership role and **potential** so portfolio must include **the evidence**
- Demonstrate **impact on others** such as applicant's school/service/faculty and the wider university
- The TF not a manager so **influence on** LTA activity is important
- The TF role is one where the person commands respect for their disciplinary knowledge **and** their practice as a teacher

Some suggested activities for candidates

- Involvement in strategic work, including institutional enhancement themes such as assessment and assessment feedback
- Organisation of and/or presentation at local or central LTA events
- Development of case studies for the LTA Resource Bank
- Participation in Teaching Fellow project work as a team member
- Support or mentoring of colleagues

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Edinburgh Napier
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Academic Development

YOU ARE HERE: [Edinburgh Napier Staff Intranet](#) > [Service Depts](#) > [Academic Development](#) > [Learning, Teaching and Assessment Strategy and Resource Bank](#)

[LTA Strategy and Resource Bank homepage](#)[Key Statements](#)[> School and Professional Service Statements and Responses](#)[Resource Bank](#)[Resource Bank Submission Form](#)[Edinburgh Napier Education Exchange](#)

Learning, Teaching and Assessment Strategy and Resource Bank

The [Learning, Teaching and Assessment Strategy](#) sets the direction for and supports the continuing development of learning, teaching and assessment practice across the University.

The aim of learning, teaching and assessment is to develop confident individuals with high quality achievements, skills and attributes that are valued by students, employers, the sector and the community, and to support our students in realising their full potential academically, as individuals and as active citizens and autonomous lifelong learners. The strategy is designed to help achieve this and also to support staff both in the development of their own teaching and assessment practice and in supporting and facilitating student learning.

We have created an active, flexible and dynamic strategy which is owned and 'live', transparent and highly visible. Our strategy is short, focuses on key characteristics and drivers and sets institutional priorities and direction. The strategy exists primarily as space



Criterion 3: Developmental role(s) and action plan

- Explains developmental role that may be undertaken if successful
- Demonstrates feasibility and relevance of plans
 - E.g. provides evidence of how the development role has been discussed with relevant colleagues, such as line manager, Head of School
- Provides objectives and outline timescales
- Outlines how academic leadership is likely to develop in school/service/faculty and the wider university.

Development plans

- Every TF is different
 - Scholarship essential and involvement in education research is an option
 - Reflect specialist interest and aspirations
- Awareness of strengths & interests **and** the institution's needs
 - Refer to the university LTA Strategy and reflect its ethos
 - Relate activity to strategic priorities of the university, faculty, school/service
- SMART measures
 - **Specific** - Be precise about intended achievements
 - **Measurable** - Quantify objectives
 - **Achievable** - Attempting too much?
 - **Realistic** – Availability of the resources to make the objective happen
 - **Timed** - State when the objective will be achieved

The TF Community: an opportunity & a resource

- Strong sense of community, welcoming
 - Inclusive and outward looking
- Local and central meetings and events
- Sharing and developing expertise, e.g. through SIGs
- Projects, pedagogic research, publications, including tfj
- Contributing to the wider university community
 - Strategic focus and management of change
- Accreditation of expertise, e.g. SEDA PDF Framework





In this Section - Professional Development

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Named Awards

Each award is free standing but you may find on closer acquaintance that there are links or family groups for awards that complement your staff development priorities.

- > [Action Research](#)
- > [Developing Leaders](#)
- > [Developing Professional Practice](#)
- > [Embedding Learning Technologies](#)
- > [Enhancing Academic Practice in Disciplines](#)
- > [Enhancing Research Practice](#)
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- > [Leading and Developing Academic Practice](#)
- > [Leading Staff and Educational Development](#)
- > [Learning Teaching and Assessing](#)
- > [Responding to Change in Higher Education](#)
- > [Staff and Educational Development](#)
- > [Student Support and Guidance](#)
- > [Supervising Postgraduate Research](#)
- > [Supporting Learning](#)

4. Effective coordination and maximisation of impact of teaching enhancement activities

Teaching Development Fund

- £70 K available
- Access to funding
 - Straightforward application procedures
 - Funds administered through Office of the Vice Principal (Academic)
 - TF community involvement in fund management (Grants Panel)

What sort of projects/proposals/events?

- **Personal**
 - Conferences
 - Short courses, summer schools etc
- **Events**
 - Faculty LTA conference
 - Seminars or workshops
 - Can involve students and this is encouraged
- **Projects**
 - May do as an individual or group
 - Internal and external collaboration permitted
 - Demonstrate relevance to Edinburgh Napier's work, strategies and priorities

Examples of TF Projects - 1

- **TF 1042** Bridging the gap between direction and definition: a glossary of academic terms and their meanings in Chinese and English.
- **TF1025** Peer mentoring project with direct entry Indian students on BA Hospitality and management programme.
- **TF1038** Exploring ways to internationalise student learning and experience. Explored through a pilot study how technology may be used to internationalise the content, delivery and student experience on the Multimedia News Production module on the MA Journalism.
- **TF024** Podcast project. Creation of a portfolio of podcasts to support and improve areas of learning teaching and assessment across the university, designed to support students and improve retention.

The Podcast Project

'Offering timely information, advice and support'

This Teaching Fellow initiative was piloted in the School of Arts and Creative Industries from September to December 2009. Without advertising, the site received nearly four thousand hits in the first three months. It is now being rolled out across the University.

Enhancing student learning and experience

Meeting students changing expectations

Improving retention by supporting students in first year

Supporting staff by providing useful resources for teaching and pastoral care

Students subscribe to the site (www.edinburghnaper.podbean.com) to receive weekly podcasts. Each podcast is designed to address student needs at that particular point in the trimester. Some provide top tips from other students and others are based on students interviewing staff.

An easy to find and anonymous source of information

Supporting students and directing them to other services

Podcasts are inspired by and include the student voice

Information is packaged informally and conveniently delivered

By mapping the student journey information is timely and relevant

Creatively using technology to put learning in the hands of students



Examples of TF Projects -2

- **TF1061** Creation of logo and brand identity for the Teaching Fellowship Scheme using a design competition. The winning student was awarded a bursary to work up his design within the constraints of the university's brand, giving valuable discipline-specific employability skills.
- **TF1008** Giving students choice in the method of assessment. The aim of this project was to explore the advantages and disadvantages of allowing all students the choice of assessment method(s), using an inclusive approach which does not make an arbitrary distinction between 'disabled' and 'non-disabled' students.
- **Current**
 - TF1069 Enhancing the SSLC
 - TF1068 Rough and Rich Feedback
 - TF1075 SNMSC compassionate care stories: extending an electronic LTA resource through the development of digital stories and adding to the podcast collection
 - TF1093 Write-TEL (Writing for Publication in Technology-Enhanced Learning)

**Teaching
Fellows**

teaching fellows journal

February – May 2011

**Edinburgh Napier**
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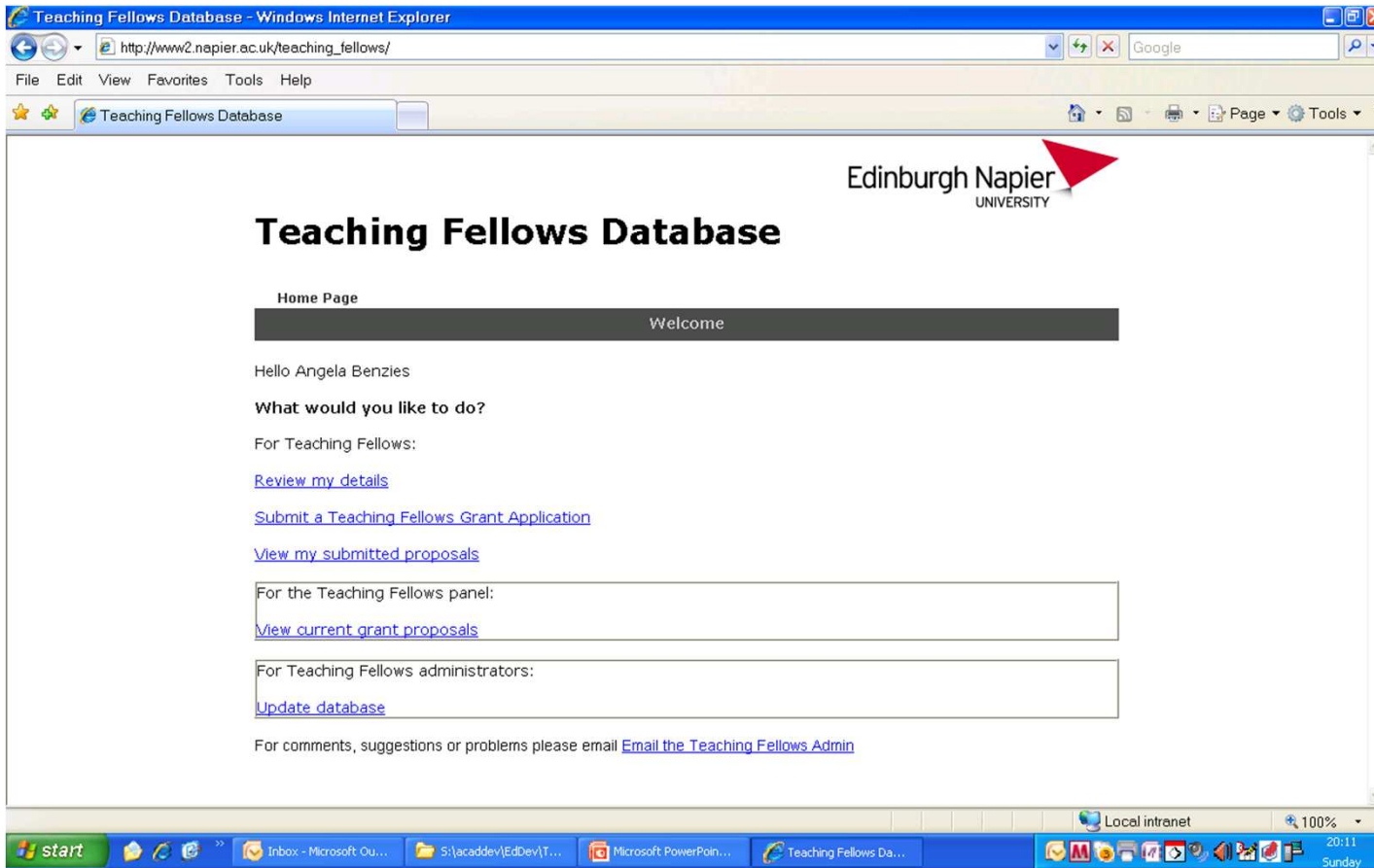
who's who

The main aims of the postcard project were to experiment with postcards as a way of engaging with students, gathering and/or giving more meaningful feedback, and creating a culture of on-going dialogue between staff and students. It taps into an existing culture amongst young adults where free postcards in contemporary designs, used for advertising and seen as collectable items, are made available in bars, clubs and cafes. The intention was that postcards produced in this project will be equally attractive to students and tie in with their existing life style. Several well known musicians agreed to their lyrics being used, and have happily supported the project for free.

MA Advertising students were invited to take part in a competition to design the postcards which offered a



Online applications and database



The screenshot shows a Windows Internet Explorer browser window displaying the Teaching Fellows Database website. The address bar shows the URL http://www2.napier.ac.uk/teaching_fellows/. The page features the Edinburgh Napier University logo in the top right corner. The main heading is "Teaching Fellows Database". Below this, there is a "Home Page" section with a "Welcome" message. The page is personalized for a user named Angela Benzies. It includes a "What would you like to do?" section with several links: "Review my details", "Submit a Teaching Fellows Grant Application", and "View my submitted proposals". There are also two input fields: one for "For the Teaching Fellows panel:" with a link to "View current grant proposals", and another for "For Teaching Fellows administrators:" with a link to "Update database". At the bottom, there is a link to "Email the Teaching Fellows Admin". The Windows taskbar at the bottom shows the Start button, several open applications (Inbox, a folder, Microsoft PowerPoint, and the Teaching Fellows Database), and the system tray with the time 20:11 on Sunday.

Applications - some success factors

- Relevance
- Value for money
- Matched funding, e.g. school, SEDA
- Builds capacity internally
- Builds external reputation

Teaching Development Fund: Strategy

- More deliberate linking of people and projects via coordinator
- Reusing work – artefacts, tools, techniques etc.
- Embedding innovations, e.g. [*Guide to podcasting: how to use podcasting to enhance teaching and learning \(2010\)*](#)
- Encouraging non-Teaching Fellow involvement
- Money ring-fenced for School projects TR2 2010/11
- Dissemination strategy includes
 - Use of TF logo
 - Use of Edinburgh Napier intranet news
 - LTA Resource Bank

Impact of Funding

- Has raised the profile of Teaching Fellows and the community
- Has increased opportunities for collaboration
- Is seen as a reward
- Problems
 - Need to broaden the grant application base
 - Need to encourage others not to depend on experienced/charismatic leaders
 - Resource constraints – staffing and time

Realising benefits of LTA activity ...

- Thinking about your own institution
 - What strategies would help you stimulate LTA development and maximise benefits?
 - How much of a problem is coordination of activities and dissemination of outputs and how may it be addressed?
 - What are your ideas for attracting resource and support for development of teaching excellence?

10 mins

Conclusions

- There are significant challenges in recognising and rewarding teaching excellence but it is possible in an institutional context
- Recognition leads to opportunities development and that brings its own rewards
- Benefits to individuals, institutions and students may be realised
- Some central human and financial resource can support a community in sustaining and regulating itself

Intranet references

- TF Scheme home page:
<http://staff.napier.ac.uk/services/academicdevelopment/TFscheme/Pages/welcome.aspx>
- Application requirements:
<http://staff.napier.ac.uk/services/academicdevelopment/TFscheme/becomingTF/Pages/application.aspx>
- Guidance notes:
<http://staff.napier.ac.uk/services/academicdevelopment/TFscheme/becomingTF/Documents/TFguidancenotesAug08revised.pdf>
- Teaching Fellows Journal, tfj: <http://www2.napier.ac.uk/ed/journal/>
- Teaching Fellow video:
<http://staff.napier.ac.uk/services/academicdevelopment/ELIR/Pages/ELIR2011.aspx>