

# Scholarship of Teaching and Learning

## UFS Learning and Teaching Fellowship

### Guidelines



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# Contents

1. Background.....	1
2. UFS Learning and Teaching Fellowship.....	1
2.1 Terms of Reference .....	2
Aims and Scope .....	2
Duration.....	2
Eligibility .....	3
Application procedure.....	3
Selection of fellows.....	3
General stipulations.....	4
Incentives .....	4
3. Timeline .....	5
4. References .....	5

## 1. Background

Between 2015 and 2019, the UFS produced three HELTASA Teaching Advancement at University (TAU) fellows that completed the national TAU programme. An additional three fellows have been accepted into the programme for the year 2022. The TAU Fellowship programme aims to develop leaders and change agents who are able to contribute to addressing teaching challenges facing higher education institutions in South Africa. Given the importance of quality learning and teaching within the South African higher education environment, the UFS have committed to the support and development of the scholars in the field of learning and teaching, and thus creating a pipeline of scholars for initiatives such as the TAU fellowship.

Discussions with previous UFS TAU fellows led to the conceptualisation of an institutional fellowship programme under the auspices of the DVC: Academic.

The UFS Learning and Teaching Fellowship was subsequently launched in September 2021, with 15 scholars from various faculties as part of the first intake.

This document outlines the UFS Learning and Teaching Fellowship programme with relevant background and information for staff that would like to apply for this programme in 2022.

## 2. UFS Learning and Teaching Fellowship

The UFS Learning and Teaching Fellowship is presented in two tracks, an **emerging** and an **advanced scholars track**. This distinction is made to enable the simultaneous development of scholarly teaching and SoTL at the UFS. Scholarly teaching can be defined as:

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*Teaching grounded in critical reflection using systematically and strategically gathered evidence, related and explained by well-reasoned theory and philosophical understanding, with the goal of maximising learning through effective teaching.<sup>1</sup>*

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<sup>1</sup> Potter & Kustra 2011:3.

SoTL, on the other hand, can be defined as:

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*The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximise learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community.<sup>2</sup>*

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## 2.1 Terms of Reference

### Aims and Scope

The UFS Learning and Teaching Fellowship aims to:

- advance scholarly teaching and SoTL at an institutional level;
- empower academics for 21<sup>st</sup> century teaching as stipulated in the UFS learning and teaching strategy (2019 – 2024);
- provide an opportunity for fellows to produce evidence of innovation in learning and teaching as specified in the Academic Performance Framework;
- increase research outputs in the field of disciplinary learning and teaching; and
- create a pipeline of academics to be eligible for national fellowship programmes, such as TAU.

The UFS Learning and Teaching Fellowship is an institutional programme that includes permanently employed UFS staff members with lecturing responsibilities on any of the three campuses of the UFS.

### Duration

The fellowship programme will run over a two-year period. The proposed budget makes provision for two iterations of the proposed programme.

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<sup>2</sup> Potter & Kustra 2011:2.

## Eligibility

To be eligible for the **emerging scholar track**, the following prerequisites apply:

- Permanently employed UFS staff members with lecturing responsibilities on any of the three UFS campuses.
- No peer-reviewed publications in a SoTL journal or in the field of disciplinary learning and teaching.

To be eligible for the **advanced scholar track**, the following prerequisites apply:

- Permanently employed UFS staff members with lecturing responsibilities on any of the three UFS campuses.
- At least one article in an accredited journal within the field of SoTL or disciplinary learning and teaching.

## Application procedure

- Applicants in the **emerging scholar** track will need to submit a brief proposal on their intended disciplinary learning and teaching project, as well as a teaching portfolio.
- In addition, applicants in the **advanced scholar** track will need to submit a proposal on their intended project, a teaching portfolio, and any published articles within the field of SoTL or disciplinary learning and teaching.

## Selection of fellows

A review committee, consisting of established researchers in the field of disciplinary learning and teaching and/or SoTL will select successful fellows in both tracks. The following stipulations apply:

- A maximum of 18 fellows can be selected, 9 fellows for each of the tracks.
- The review panel will review all applications, but will consider diversity in applications based on discipline and campus representation.
- In the event that the maximum number of fellows in any one of the two tracks are not selected, additional fellows can be selected in the remaining track.

- Based on the review of applications and the recommendations from reviewers, the panel has the right to recommend that applications should be considered for a track not necessarily applied for.
- Feedback from the panel will be provided to all applicants.

## **General stipulations**

- The selection of fellows in the emerging scholar track is based on the potential to develop skills and knowledge in the two-year fellowship that will enable them to advance into the advanced scholarship track.
- The selection of fellows in the advanced scholar track is based on the potential to publish in the field of disciplinary learning and teaching and/or SoTL. Previous publications will be reviewed with this aim in mind.

## **Incentives**

No input incentives will be provided to fellows in either of the two proposed tracks apart from professional development opportunities. Only output incentives are provided as follows:

### **Emerging scholar track:**

- Financial support for research-related needs to the maximum of R 5000.
- Mentorship according to UFS guidelines.
- Funding for registration, travel, and accommodation for one local conference presentation (in disciplinary learning and teaching or SoTL) to the maximum of R 5000.
- Individual support for UFS Learning and Teaching Award, as well as TAU fellowship application; and
- Publication incentives as stipulated for advanced scholars

### **Advanced scholar track:**

- Financial support for research-related needs to the maximum of R 5000.
- Mentorship according to UFS guidelines.
- Funding of R5 000 for each article (in the field of disciplinary learning and teaching/ SoTL) published in an accredited national journal;

- Funding of R10 000 for each article (in the field of disciplinary learning and teaching/ SoTL) published in an accredited international journal; and
- Individual support for the UFS VC learning and teaching award, as well as the national Learning and Teaching award application

### 3. Timeline

A timeline for the fellowship is provided in **Table 1**.

**Table 1: Timeline**

Date	Activity
3 June 2022	Call for applications for UFS Learning and Teaching Fellows
18 July 2022	Close of applications for UFS Learning and Teaching Fellows
8 Augustus 2022	Review committee selects successful applicants
22 Augustus 2022	Successful applicants informed
14 September 2022	Introduction during UFS Learning and Teaching Conference
20 September 2022	Orientation and Welcoming
18 -19 October 2022	First Workshop
7 -11 November 2022	Writing Retreat 1
To be confirmed	Writing Retreat 2
To be confirmed	Writing Retreat 3

### 4. References

Potter, M.K. and Kustra, E. 2011. The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications. *International Journal for the Scholarship of Teaching and Learning*, 5(1): 1–19.