





# Promoting the Scholarship of Teaching and Learning:

## UFS Learning and Teaching Fellowship



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## 1. Background

Between 2015 and 2019, the UFS produced three HELTASA Teaching Advancement at University (TAU) fellows. The TAU Fellowship programme has sought to develop leaders and change agents who are able to contribute to addressing teaching challenges facing higher education institutions in South Africa. The Department of Higher Education, who has funded previous iterations of the programme, has devoted 2020 for further planning and development of the programme. Feedback was sought from all institutions that had produced TAU fellows as part of the planning and development of the new iteration of the programme to be launched in 2021.

Subsequent discussions with previous UFS TAU fellows led to the conceptualisation of an institutional fellowship programme with the following aims:

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

This document proposes a UFS Learning and Teaching Fellowship programme that sets out to achieve these goals.

## 2. UFS Learning and Teaching Fellowship

It is proposed that the UFS Learning and Teaching fellowship be presented in two tracks, an emerging scholars track and an advanced scholars track. This distinction is made to enable the simultaneous development scholarly teaching and SoTL at the UFS. Scholarly teaching can be defined as (Potter & Kustra, 2011:3<sup>1</sup>):

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<sup>1</sup> Potter, M. K., & 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. Retrieved from <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol5/iss1/4>

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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”.*

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SoTL, on the other hand, can be defined as (Potter & Kustra, 2011: 2<sup>1</sup>):

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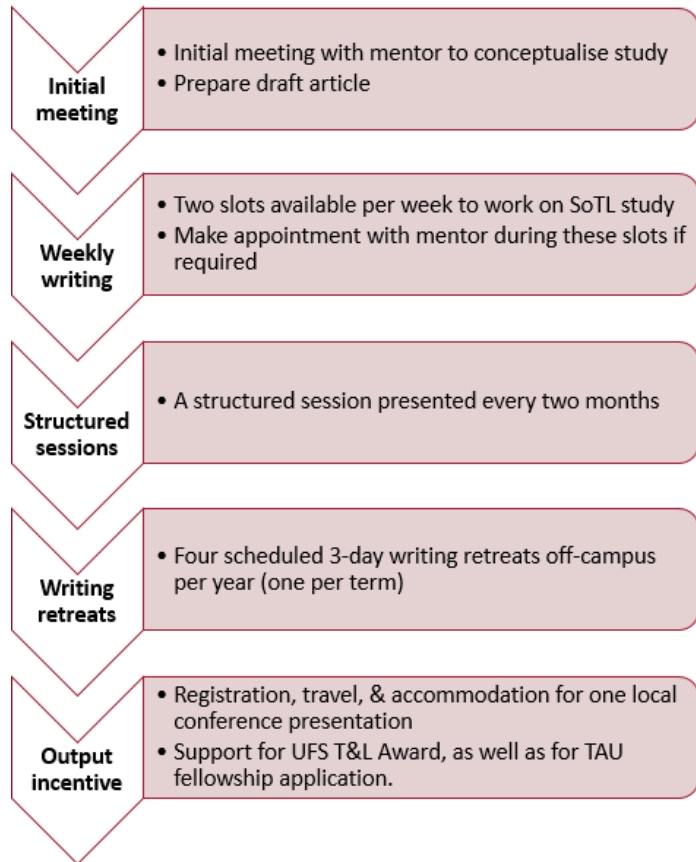
*“The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximise learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared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

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## 2.1 Overview of the programme

The emerging scholar track will focus on the development of scholarly teaching, while the advanced scholar track will focus on the development of SoTL. The fellowship programme will be presented over a two-year period. **Figure 1** compares the proposed structures for the two fellowship tracks. The main difference between the two programmes is that the emerging scholar track will follow a more structured approach with workshops presented every two months, while the advanced scholar track will be less structured with workshops presented on an ad-hoc, just-in time basis.

## Emerging scholar track



## Advanced scholar track

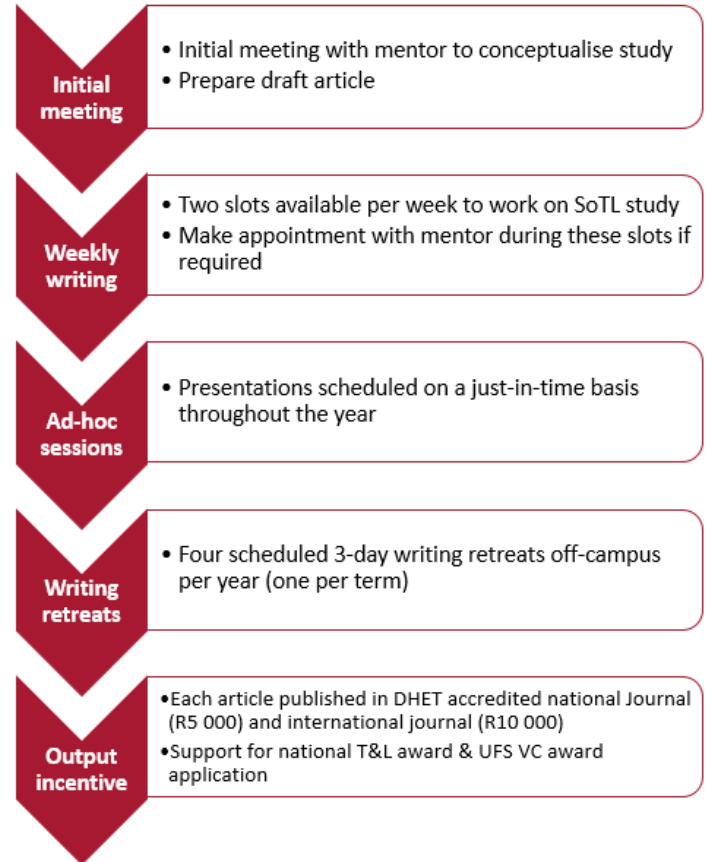


Figure 1: Overview of UFS Learning and Teaching Fellowship tracks

## 2.2 Terms of Reference

### *Aims and Scope*

The aims of the UFS Learning and Teaching Fellowship are:

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

### *Duration*

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

### *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 and an abridged CV. In addition, applicants in the advanced scholar track will need to submit an abridged CV 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:

Emerging scholar track

- Maximum of 9 fellows can be selected. This includes one fellow per faculty on the Bloemfontein/South Campuses and an additional two fellows from the Qwaqwa campus.

- No more than two fellows per faculty for each of the four faculties on the Qwaqwa campus. This means that the two fellows in the emerging scholar track from the Qwaqwa campus cannot be from the same faculty.

#### Advanced scholar track

- Maximum of 9 fellows can be selected. This includes one fellow per faculty on the Bloemfontein/ South Campuses and an additional two fellows from the Qwaqwa campus.
- No more than two fellows per faculty for each of the four faculties on the Qwaqwa campus. This means that the two fellows in the advanced scholar track from the Qwaqwa campus cannot be from the same faculty.
- Each fellow in the advanced scholar track must have produced at least one publication in an accredited, peer-reviewed journal within the field of disciplinary learning and teaching or SoTL.

#### General stipulations:

- The selection of fellows in the emerging scholar track is based on potential to, in the two-year fellowship, develop skills and knowledge that will enable them to advance into the advanced scholarship track.
- The selection of fellows in the advanced scholar track is based on potential to publish in the field of disciplinary learning and teaching and/or SoTL. Previous publications will be reviewed with this aim in mind.
- In the event that the maximum number of fellows in any of the two tracks are not selected, additional fellows cannot be selected in the remaining track.

#### *Incentives*

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

#### Emerging scholar track:

- Funding for registration, travel, and accommodation for one local conference presentation (in disciplinary learning and teaching or SoTL);
- Individual support for UFS Learning and Teaching Award, as well as TAU fellowship application;
- Publication incentives as stipulated for advanced scholars

Advanced scholar track:

- 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;
- Individual support for UFS VC learning and teaching award, as well as national Learning and Teaching award application

### 3. Timelines

A timeline for the fellowship is provided in Table 2.

**Table 2: Timeline**

<b>Date</b>	<b>Activity</b>
14 May 2021	Call for applications for UFS Learning and Teaching Fellows
7 June 2021	Close of applications for UFS Learning and Teaching Fellows
14 June 2021	Review committee selects successful applicants
30 June 2021	Successful applicants informed
23 July 2021	First meeting of UFS Learning and Teaching Fellows