



CELEBRATING 10 YEARS OF THE UNIVERSITY TEACHING FELLOWSHIP SCHEME

MESSAGE FROM THE VICE-CHANCELLOR

Improving the quality of teaching and learning continues to be central to our mission as a university. Our success, of course, depends very heavily on the work of dedicated colleagues whose excellence and innovation stands as an inspiration to others.

In that context, I am delighted to acknowledge the University Teaching Fellowship Scheme (UTFS) which celebrates its 10th anniversary this year. Through this programme, we have been able to recognise, in a very public way, the leadership of many colleagues in teaching and learning. Their truly remarkable work has been to the immense benefit of thousands of students, as well as acting as a great model of professional development to others.

To become a University Teaching Fellow (UTF) requires sustained commitment to continuous improvement. Against all the other pressures that colleagues face, it is quite remarkable that so many of our staff have been recognised in this way. As an institution, we learn from their wisdom and expertise on a daily basis. Not only that, many UTFs then go on to achieve further distinction, including at the national level, in teaching and learning.

I am enormously grateful to all those who have been awarded UTF status over the past decade. I would also pay tribute to those in our Schools and Services who have been unstinting in their encouragement as we retain our relentless focus on improvement. Colleagues in the Centre for Quality Support and Development (CQSD) deserve special mention too because, without their efforts, the scheme would not have flourished in the way it has.

Congratulations once again to everyone involved.

Here's to the next ten years!

Sir David Bell KCB, Vice-Chancellor





MESSAGE FROM THE PRO-VICE-CHANCELLOR AND PROFESSOR JANE SETTER

I am delighted to be able to pay tribute to the success of our University Teaching Fellowship Scheme (UTFS) as we celebrate its first ten years.

The Scheme recognises and rewards talented staff committed to excellence and innovation in Teaching and Learning (T&L) who have made exceptional contributions to our T&L practice across the University and beyond. Over the past ten years, the achievements of our University Teaching Fellows (UTFs) have helped raise the profile of T&L at Reading, have contributed to the development of numerous T&L initiatives and projects internally and externally in the sector, and have made a difference to our students by enhancing their University experience. Our Fellows have also demonstrated excellence in their commitment to the continuing professional development of their own careers and those of their colleagues, as educators and leaders in UK Higher Education. The Scheme, coordinated by the Centre for Quality Support and Development, highlights the innovative, imaginative, inspirational work carried out by staff in Schools and Services, forming part of the University's wider T&L recognition awards scheme.

Many of our UTFs have become HEA National Teaching Fellows and taken pivotal roles at the University, including Teaching and Learning Dean; Head of School; School Director of Teaching and Learning; and Academic Director of T&L-related projects. In addition, they are outstanding ambassadors for T&L, presenting at national and international events, and receiving invitations from bodies such as Universities UK and the HEA to run CPD workshops.

I would also like to recognise the excellent work of the Community of Practice of UTFs. Members are committed to encouraging and advising colleagues from across the Institution in their applications for a UTF award, running a mentoring scheme to provide additional support, and/or promoting discussion and dissemination of good practice to embed academic skills. Recent and forthcoming changes to the higher education landscape, such as those currently being implemented as part of the Higher Education and Research Act 2017, will present new challenges and opportunities for all institutions. The UTF Community has demonstrated itself to be a vital resource in assisting the University to engage with those challenges, having been involved with our review of a range of HEI TEF statements, offering valuable insights into T&L success indicators.

I am delighted that we are celebrating the tenth anniversary of this Scheme. It gives me an opportunity to offer my sincere congratulations and thanks to all our UTFs for their remarkable contributions to the T&L portfolio we offer, and the continuing impact on the experience of our students at Reading.

Professor Gavin Brooks

Pro-Vice-Chancellor (Teaching and Learning)

Joy Collier (CQSD), Katja Strohfeldt (T&L Dean) and I were having a meeting over coffee at Dolche Vita last summer. Katja was the outgoing Chair of the University Teaching Fellows' Community of Practice (UTFs' CoP), I was the incoming Chair, and Joy was assisting in the handover and helping us plan the coming year's activities. Katja casually dropped into the conversation that she thought it was the 10th anniversary of the University Teaching Fellowship Scheme. That comment was all Joy and I needed to set the wheels in motion, and – ably assisted by Lisa Munday (CQSD) and Martin Wise (CQSD) – here we are!

Recognising, rewarding and celebrating the success of colleagues is one of the most important things a university can do; it is vital for staff morale. The very fact that Reading has such a strong culture of recognising and rewarding T&L excellence is to be applauded, and is one of the reasons I feel valued as a member of staff.

Becoming a University Teaching Fellowship award-winner in 2012, I not only felt recognised and rewarded at institutional level for all the hard work I had put into T&L aspects of my work, I was also inducted into the community of excellence which is the UTFs' CoP. The CoP is proud to have a diverse membership encompassing colleagues from a range of underrepresented groups, career stages and backgrounds, meaning we have a very broad view of and experience in all things T&L. At our termly lunchtime meetings, we get together in a relaxed environment and chat about T&L projects we're involved in and want to start. This has led to all sorts of interesting exchanges of ideas and collaborations. For example, Helen Bilton (Institute of Education) and Michelle Reid (Study Advice) collaborated on activities to support you in using the Student Charter with your tutees; Rachel McCrindle (Biomedical Engineering), Yota Dimitriadi (Institute of Education) and Shirley Williams (Systems Engineering) worked together on outreach activities engaging girls in STEM; and Alastair Culham (Biological Sciences) and Clare Furneaux (T&L Dean) throw themselves into the debate on whether "Lectures should be abolished" in a session on the Academic Practice Programme. These partnerships might not have come about if they hadn't got talking over a UTFs' lunch.

Taking over as Chair for 2017/18 has been an honour and a privilege. So far during this period, the UTFs have given structured feedback on HEI TEF statements and provided input on the revised University of Reading T&L Strategy. We continue to sit on degree validation boards across the University and get involved with initiatives such as the EMA Programme and the Curriculum Framework.

We are a dynamic, innovative, energetic and passionate community of university educators. If you see that in yourself, come and join us!

Professor Jane Setter

Professor of Phonetics, Department of English Language and Applied Linguistics, and Chair, University Teaching Fellows' Community of Practice

UNIVERSITY TEACHING FELLOWS 2007/8 – 2017/18

2017

- **Kate Fletcher** (Pharmacy, UoRM)
- **Dr Madeleine Davies** (Literature and Language)
- **Dr Chloe Houston** (Literature and Language)
- **Melanie Jay** (Institute of Education)

2016

- **Dr Laura Bennett** (Law)
- **Dr Andrew Charlton-Perez** (Meteorology)
- **Dr Philippa Cranwell** (Chemistry)
- **Dr Rhianedd Smith** (University Museums and Collections)
- **Dr Rachel Pye** (Psychology, UoRM)

2015

- **Dr Tabarak Ballal** (Construction Management & Engineering)
- **Dr Richard Harris** (Institute of Education)
- **Dr Karsten Lundqvist** (Systems Engineering – has left the University)

2014

- **Dr Alastair Culham** (Biological Sciences)
- **Dr Catherine Foley** (Institute of Education)
- **Dr Rebecca Green** (Chemistry, Food & Pharmacy)
- **Dr Emma Mayhew** (EMA Academic Director)
- **Dr Michelle Reid** (Student & Academic Services)

2013

- **Professor Orla Kennedy** (Teaching and Learning Dean)
- **Dr Samantha Weston** (Acting Vice Provost, UoRM)
- **Professor Elizabeth McCrum** (Teaching and Learning Dean)
- **Dr Cathy Tissot** (Institute of Education)

Early Career Fellows 2013/14

- **Stuart Morris** (Henley Business School - has left the University)

2012

- **Professor Andy Kempe** (Institute of Education)
- **Professor Jane Setter** (Literature and Languages)
- **Dr David Carter** (Head of ISLI)
- **Professor Rachel McCrindle** (Biomedical Engineering)

Early Career Fellows 2012/13

- **Dr David Nutt** (Chemistry, Food & Pharmacy) Subsequently awarded University Teaching Fellow 2014/15
- **Dr Katrina Bicknell** (Chemistry, Food & Pharmacy) Subsequently awarded University Teaching Fellow 2014/15
- **Dr James Garnett** (Institute of Education - has left the University)

2011

- **Professor Richard Mitchell** (Computer Science)
- **Maria Gee** (Management - has left the University)
- **Helen Hathaway** (Library - has left the University)

Early Career Fellows 2011/12

- **Dr Matthew Nicholls** (Humanities) Subsequently awarded University Teaching Fellow 2014/15
- **Professor Helen Bilton** (Institute of Education) Subsequently awarded University Teaching Fellow 2014/15
- **Dr Katja Strohfelddt** (Teaching and Learning Dean) Subsequently awarded University Teaching Fellow 2014/15

2010

- **Mr David Stanbury** (Centre for Career Management Skills - has left the University)
- **Dr Paddy Woodman** (Acting Director of Student Support Services and Operations)
- **Professor Matthew Almond** (Chemistry, Food and Pharmacy)

Early Career Fellows 2010/11

- **Dr Yota Dimitriadi** (Institute of Education) Subsequently awarded University Teaching Fellow 2015/16
- **Dr Karen Ayres** (Mathematical and Physical Sciences) Subsequently awarded University Teaching Fellow 2014/15

2009

- **Dr Cindy Becker** (Literature and Languages)
- **Dr Anne Crook** (Centre for Quality Support and Development - has left the University)
- **Professor Elizabeth Page** (Chemistry, Food & Pharmacy)

Early Career Fellows 2009/10

- **Dr Corin Gurr** (Systems Engineering - has left the University)
- **Dr Jennie Litten-Brown** (Agriculture, Policy and Development - has left the University)

2008

- **Professor Martha-Marie Kleinhans** (Law - has left the University)

2007

- **Professor Clare Furneaux** (Teaching and Learning Dean)
- **Professor Julian Park** (Agriculture, Policy & Development)
- **Professor Shirley Williams** (Systems Engineering)

THE UNIVERSITY'S FIRST UTFS – AWARDED 2007



Professor Clare Furneaux, NTF (Dean, Teaching and Learning) and Professor Julian Park, NTF (Head, School of Agriculture, Policy and Development)

The UTF scheme was introduced in 2007 and we were two of the first three to receive this new award, together with Professor Shirley Williams (Systems Engineering). At the time, Clare was a Lecturer in the Department of Applied Linguistics, School of Literature and Languages, and Julian was Senior Lecturer and School Director of Teaching and Learning in the School of Agriculture, Policy and Development.

We applied because we were committed to teaching and had been active in T&L across the University (as SDTLs and on uni-wide committees/sub-committees). We were delighted to see T&L getting a higher profile at Reading and wanted to help maintain that positive trajectory. There were no previous applications to look at, and we were never told how many applicants there had been (but we knew it was more than 3!!). There was no award ceremony or much recognition but we were aware that the University had started an important new initiative and we wanted to be part of it! This has proved to be the case as the numbers of UTFs have grown into the impressive Community of Practice we are today.

One of the aims of the UTF was to help identify candidates for the prestigious National Teaching Fellowship Scheme, which had been running since 2000. Any British University can nominate up to three people for this award each year. In 2007 when the UTF scheme started, Reading only had had one NTF, Dr Mike Tinker, who received one of the early awards in 2002. In the two years following the inception of the UTF awards both Julian (2008) and Clare (2009) were successful in their NTF applications. Shirley Williams also became an NTF in 2009. Since then, eight further UTFs have been made National Teaching Fellows, making 11 in total who have progressed from UTF to NTF, including two, Elizabeth McCrum and Matthew Nicholls, in this, our 10th year of the UTF scheme. The scheme has, therefore, certainly delivered on one of its objectives: to ensure NTFs success! The visibility and recognition of the UTF and the NTF awards have continued to raise the profile

of T&L across Reading and of equal importance is the T&L profile of Reading nationally.

Back to Clare and Julian! What did we get out of being first UTFs? As part of our UTFs we were given funding for T&L projects. Julian's developed what was the first of many on-line resources he was involved in developing: Environmental Challenges in Farm Management [ECIFM]. This was a fully on-line learning module, which is currently going through its fourth update and has over 100,000 'visitors' per year. Clare worked on academic writing support, producing a set of online materials that could be delivered through the early version of Blackboard.

In addition to these tangible benefits, we both found 'softer' advantages. The growing community of UTFs has meant we have become part of a fascinating, eclectic group of colleagues from across the university whom it is both fun and inspiring to meet and work with. From the start, we held regular meetings of the growing group of UTFs to talk about the University's and our T&L projects and pedagogic issues more widely. And it really was (and remains) an amazing group to be part of; it got us out of our Schools and Faculties, so we were challenged to see T&L through the eyes of colleagues in disciplines we knew little about. And, boy, has that been informative! I (Clare) remember Rachel McCrindle talking us through how she does team-based learning in a lecture theatre with 150 computer scientists – it had never occurred to me you could do this on that scale! We have colleagues from just about every discipline at the university, and key T&L functions. Our first meetings were very informal – around a table in the SCR (Park House) – but as we grew that changed and the Community of Practice was born.

For Clare, being a UTF has transformed my career at Reading: it led to the NTF, contributed to my two promotions and, ultimately, to the job I have now as one of the University's five Teaching and Learning Deans. I am not sure that any of this would have happened without the UTF and I am so grateful to the scheme for all it has brought me: a wonderful group of friends, an incredible, supportive network of informed and informative colleagues and the possibility of making a real difference to how we 'do' teaching and learning at Reading. Thank you, UTFs!

For Julian, being a UTF has and continues to provide a community of like-minded individuals to bounce ideas with and to "chew the fat". There is no doubt that being a UTF has led to a range of other opportunities in the T&L community, but also provided a key part of NTF success - the basis for Principal Fellowship of the HEA.

Ultimately, becoming a UTF has helped both of us to become better educators and put us in a position to influence student learning, both at Reading and more widely.

THE UNIVERSITY'S MOST RECENT UTFs – AWARDED 2017

Dr Madeleine Davies (School of Literature and Languages)



I applied to become a University Teaching Fellow because I wanted to participate in a community that prioritised teaching excellence. When I first began as a lecturer twenty years ago, I was instructed in the art of university teaching by an esteemed senior colleague: 'lectures are what you do standing up and seminars are what you do sitting down'. Though having the merit of economy, this did not strike me as an entirely convincing teaching philosophy, and nor did it seem to promise the delivery of riveting seminars (nor indeed lectures). My former colleague's statement, however, speaks to the attitudes towards teaching and learning that dominated UK HEIs before radical changes in approach were embedded during the past decade, and it suggests why such changes were crucial.

The University Teaching Fellowship Scheme, now ten years old, is invested in these changes and in asserting the value of first-rate teaching and

learning practice. It is motivated by principles of student engagement, innovation, and research-led teaching, and it offers recognition and reward for colleagues who maintain outstanding teaching quality. Members of the UTF participate in new initiatives, contribute to T&L committees and working parties, and share their teaching expertise with the university. Termly Community of Practice meetings provide opportunities to disseminate good practice as well as information relating to policy developments and educational innovations. Members of the UTFs CoP are drawn from across the university and this facilitates cross-disciplinary debate between colleagues who may not meet otherwise; the CoP creates time and space to share ideas and to reflect on what we do in the classroom or lecture theatre and when we mark assessments.

In terms of pedagogy, most academic colleagues at the university lack familiarity with the 'science' or the theory of teaching; through experience they learn what works and what does not, and they incorporate new strategies when technology develops or when an old approach ceases to deliver results. To some extent, I place myself in this category. I have no background in pedagogy and instead have 20 years of lecturing and managing seminars behind me. The UTF provides me with the chance to have conversations with experts

in pedagogy and to enhance my teaching with new ideas for lecture delivery and student engagement. My expertise will always remain predominantly in my subject area but hearing the ideas of pedagogic specialists can only develop my day-to-day work teaching English Literature.

In his book advocating 'de-schooling', Ivan Illich states: 'most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting'. It is precisely this that I have always tried to give my students; as a new University Teaching Fellow, I now have the opportunity to benefit from precisely the same 'unhampered participation in a meaningful setting' as a member of the UTF community.

Ms Kate Fletcher (Pharmacy, University of Reading Malaysia)



As a lecturer who started out as a hospital pharmacist, became a Teacher Practitioner at UoR in 2005, and a lecturer at UoRM in 2015, I have had an unorthodox

journey into academia!

I went to university in the early 90s and found a lot of the teaching to be unexciting and not always very good. After graduation, as a pre-registration pharmacist in a London teaching hospital, I was lucky to be supervised and trained by some of the best clinical pharmacists in the UK – and they were truly inspiring; they were generous with their knowledge and experience and really wanted to share it with us 'baby pharmacists' to help us develop. Looking back, this was the experience that set me on the journey to becoming a lecturer – I was inspired by my own teachers and in turn wanted to share my knowledge and experience with the new pharmacists coming after me.

Since starting at UoR in 2005 I have again encountered some inspirational teachers and trainers, who have encouraged me (whether they knew it or not) to improve my teaching skills and strive to provide my students with interesting, enjoyable and challenging learning activities; my aim is help our students become the best pharmacists they can be, to provide outstanding care for their future patients.

Applying for the UTF scheme was for me not only a way of gaining recognition for my skills as a teacher, but also an invaluable opportunity to continue to learn from great teachers, and hopefully share

some of my skills with others. My work with the community of practice has already deepened my understanding of University-wide T&L innovations and developments, and I look forward to contributing more in the future.

Dr Chloë Houston (School of Literature and Languages)



When I applied to join Reading as a lecturer in the Department of English Literature (DEL) in 2007, I knew about its excellent reputation in my own area of interest, which is early modern literature and history. Researching the department and speaking to colleagues in preparation for that application, I realised that its commitment to teaching and learning was equally strong, and this was appealing to an early career scholar who had enjoyed her first experiences of teaching in HE. Since joining DEL, I have learned an enormous amount from my colleagues, and my own teaching has, I hope, improved not only through practice but through my experience of

working in a department which is attentive to students' learning needs and responsive to their feedback.

I became Director of Teaching and Learning for DEL in 2015 and this gave me an opportunity to join networks of fellow DTLs and SDTLs from other departments and Schools. Being able to draw on the experience and ideas of colleagues from across the University has been a great support in that role, and it has also given me ideas about developing both my own teaching practice and T&L initiatives in my department. My primary reason for applying for the UTF was to enhance the contribution that I could make to teaching and learning in the University, but it was also to enable me to participate in a network of UTFs once my administrative role concludes in 2018. In addition, I wanted to join other UTFs in my department to recognise the hard work that is put into teaching and learning in DEL.

I attended the initial workshop on preparing a UTFS bid with a view to applying the following year, and decided to put in an application largely so that I could benefit from the feedback that I imagined would accompany its rejection. I was surprised and very pleased to be given the award and look forward to participating in the UTF community of practice.

Ms Melanie Jay (Institute of Education)



The reason I teach is to change lives; to encourage people to think, to look, to question, to feel and to develop a love of learning for themselves. My career as a teacher has impacted hundreds of lives and my career as a teacher educator has impacted thousands. Having completed my teacher training qualification (PGCE) I taught art in secondary schools, had leadership of an art department and was an Assistant Headteacher. I moved into higher education taking on the leadership of the PGCE Art and Design programme, followed by leadership of the Secondary PGCE and am now Deputy Director for Teaching and Learning at the Institute of Education. The quality of my teaching is consistently reflected in excellent student evaluations and high employment rates of students. I have trained a substantial number of art teachers who are now leading practitioners in their field. This is highly unusual and has had an impact on the quality of art teaching within

our region as noted by Ofsted in 2016. This quality of teaching is due to my incredibly high expectations of all my learners. I believe that everyone I train can be successful regardless of their starting point and I will support them to become a remarkable teacher.

Being made a University Teaching Fellow has been the highlight of my career. I applied for this role because I wanted to develop my career without moving away from direct interaction with my students and I am proud that the quality of my teaching has been recognised in this way. I knew that this would be an opportunity to join a community of practice in which I could share and learn from like-minded colleagues. I have already learnt from University Teaching Fellows across the Institute of Education and improved my understanding of the role that this position can offer. My colleagues have been a great support and encouraged me to develop my own career within Higher Education. As a member of this community I hope to learn from Fellows, to be able to support colleagues with their own developments in teaching and learning, to encourage people to dare to find new ground and to be able to support Teaching and Learning initiatives across the university.

JOURNEY FROM UTF TO NATIONAL



Professor Elizabeth McCrum, NTF (Dean, Teaching and Learning)

AWARDED UTF 2013, AWARDED NTF 2017

My journey to becoming a NTF probably began in 2005 when I was awarded a University Teaching Fellowship (UTF) by my then employer Kingston University. I had been teaching in higher education for 5 years having made the transition from secondary school teaching. It would never have occurred to me that I was doing anything particularly noteworthy in my classroom. It was a much respected colleague – the School Director of Research (also one of the most accomplished teachers I have ever seen) who called by my office one day, having seen the call for applications, to suggest that I apply.

Schools of Education can be insular places – often on different campuses from the rest of a university and often by virtue of the programmes they teach doing things differently from just about everyone else. So becoming a University Teaching Fellow was a really positive opportunity for me. I became involved in T&L governance in my Faculty and the University, was given funding that enabled me to undertake some project work (on the pedagogic applications of Blackboard – well it was 2005), and became involved for the first time in supporting and developing others in T&L through involvement in the PGCAP programme.

I came to Reading in 2007 to lead secondary teacher training programmes. It took me a little while to settle in here – coming to Reading felt a little like starting from scratch, but there was plenty to get stuck in to in my role and I also busied myself with a number of projects to support students, particularly those from underrepresented groups.

I am a believer in making your own opportunities so I took on the SDTL role; badgered my HoS until they let me become involved in what was then the PGCAP; and

in 2013 I applied to be a Reading UTF – and I am glad that I did. As a result I secured a Teaching and Learning Development Fund award for a University-wide project on research teaching synergies; I also became part of a CoP of likeminded people. I am not frightened of a bit of challenge and diversity of opinions – but sometimes it is just nice to be in the company of a group of people who are all ‘on the same page’. I really look forward to our CoP meetings – it is like going to lunch with your friends.

Since 2014 I have been working in Faculty/University T&L roles as an ADTL and now TLD, which have given me the opportunity to get involved in a number of projects that I really feel have helped improve the academic experience of our students (most notable the Curriculum Framework). The possibility of applying for an NTF had been in the back of my mind for a while. This year was the first year I gave it serious consideration, I looked at the criteria and thought that I might possibly be able to craft a credible case. I was very fortunate to receive mentoring from Joy Collier from the CQSD. Joy knows the NTF scheme inside out – but more importantly she is a masterful mentor. I certainly learned a thing or two watching her in action.

The NTF is an individual recognition, but I doubt I would have got it if that SDoR hadn’t called by my office that day in 2005, and I certainly wouldn’t have done without all the colleagues with whom I worked on the projects and activities that I put forward in my application, and if Joy hadn’t picked me up after the occasional wobble. If you are thinking of applying for a UTF or an NTF or whatever it is, go for it – and give me a shout if there is anything I can do to help.

“I am not frightened of a bit of challenge and diversity of opinions.”

TEACHING FELLOW (NTF)

My University Teaching Fellowship has been a very important part of my career at Reading. I was elected to an early career UTF in 2011, at a point when my work on 3D digital reconstruction for ancient history was beginning to develop into a serious element both of my teaching work and my research activity.

I applied for several reasons. Firstly, I'd been developing some innovative practice in teaching and wanted to be able to take that further; the Fellowship scheme gave me access to grant funding, mentorship, and channels of dissemination both inside and outside the University. Secondly, the formal recognition provided by a Fellowship was appealing both in itself and for career development terms, and played a part in my promotion to Senior Lecturer.

It's an indicator of the University's seriousness about nurturing excellence in teaching, which is increasingly well recognised in the promotion process as well. Thirdly, my department, Classics, does a lot of good work in Teaching and Learning and was very glad to be able to promote my UTF (alongside other excellent work by colleagues) at open days and in promotional literature, since we feel it shows that we're committed to excellent and innovative teaching.

“The formal recognition provided by a Fellowship was appealing and played a part in promotion.”

Since being appointed to my Fellowship I've enjoyed the opportunities it has brought to discuss teaching matters with colleagues from across the University. The UTF community of practice has developed into a really good forum for meeting with, and developing, T&L leadership across the university, and has been an important part of my own progression to T&L leadership, running the university's MOOC project and becoming SDTL in Humanities.

Meanwhile, the opportunity to apply for TLDF funding as a UTF funded the next generation of computers and software I needed to develop my 3D work, and led to the creation of my Digital Silchester module, which won the Guardian/HEA national award for university

Teaching Excellence in 2014. In 2015 this work led in turn to a British Academy Rising Star Engagement Award to work on 3D for education, heritage and outreach; in 2016 my MOOC on Ancient Rome launched (to 21k learners so far), and in 2017 I was elected to a National Teaching Fellowship. The UTF community was a fundamental part of that last success in particular, as a nursery of potential applicants and a source of inspiration, experience and advice, and also as a network within which to deepen one's own professional awareness and practice of T&L excellence. I'd highly recommend it!



Dr Matthew Nicholls, NTF (School of Humanities)

AWARDED EARLY CAREER TEACHING FELLOW 2011 (UTF, 2015), AWARDED NTF 2017

UTFS ACROSS THE YEARS

Professor Elizabeth Page, NTF (School of Chemistry, Food and Pharmacy)

AWARDED 2009



I was awarded a University Teaching Fellowship in 2009. My case was based around my involvement with teaching and learning at all levels and recognised achievements both across the university and externally. It's hard to believe now, but nine years ago there was far less recognition for teaching and learning ambassadors than there is today. The UTF was one of the few awards available recognising teaching excellence and I joined a small group who met termly, as we still do, to discuss each others' teaching-related projects and lend support where possible. The network has since grown and the UTF Community of Practice expanded with it to provide a vibrant forum for discussion and communication. Through this I have met some brilliant colleagues from across the University with different areas of expertise but a common goal.

In 2009 a University Teaching Fellowship came with a small amount of funding and I was extremely fortunate to have my proposed project plan approved. I developed a new area of interest which has had a major impact on programme design in the Department of Chemistry. The funding allowed me to research and establish a new Year 1 skills module taught through various chemical concepts. The team I worked with were subsequently awarded a University Team Teaching Award. Following the success of the module we extended the ideas into Year 2, coupled with career development to support our students applying for a year in industry and ultimately employment.

Probably one of the greatest outcomes from this work was the establishment of a small group of highly committed staff within the Department of Chemistry with a particular interest in teaching and learning and we now have 4 UTFs and 2 NTFs between us. I am very fortunate to have colleagues with whom I can share ideas and I believe the University Teaching Fellowship scheme really raises the profile of teaching and learning by recognising and rewarding teaching excellence.

Dr Yota Dimitriadi (Institute of Education)

AWARDED EARLY CAREER TEACHING FELLOW
2010 (UTF, 2016)



I was fortunate to be part of a department buzzing with innovative ideas. These influences convinced me to apply for the Early Careers UTF and celebrate more widely the contributions to student learning I was making as a member of this vibrant team! Putting together my application encouraged me to reflect further on my teaching and its impact on my students. The UTF also offered me the golden opportunity to become a member of a wider CoP and share T&L ideas beyond my department. It has been such a great CPD forum to enrich my understanding of wider university initiatives as well as to exchange ideas and develop cross-disciplinary collaborations: for me a successful and long standing collaboration with colleagues from the School of Systems Engineering which has resulted in joint PhD supervisions, publications, co-hosting of national conferences (e.g. BCS Women Lovelace Colloquium 2014) and a successful Knowledge Transfer Partnership (KTP) with The World Association for Girl Guides and Girl Scouts. The KTP led to the development of a unique and highly tailored online learning platform to support the charity's international leadership programme (<http://glow.waggs.org>). The project was shortlisted for the IT Industry Awards (November 2013) and nominated for the KTP Annual Award (2014) for outstanding societal benefits and impact.

Another wonderful experience of my Early Career UTF Fellowship was being able to explore a T&L project in more depth: the use of digital technologies to support the development of pre-service teachers' professional identity which led to whole course interventions to support students' transition to the Initial Teacher Education course and their consequent NQT year.

I am grateful for all the opportunities the UTF has offered me and would highly recommend applying for it.

Professor Helen Bilton, NTF (Institute of Education)

AWARDED EARLY CAREER TEACHING FELLOW
2011 (UTF, 2015)



I think becoming a UTF, initially an Early Career Fellow, opened up not only my eyes but my opportunities.

I met some great people in CQSD and went on to write a book with one of them: Anne Crook. It's about a joint love – outdoor education. I would never have experienced the mighty Clare Furneaux or wondrous Joy Collier if it hadn't have been for the UTF scheme. They have influenced me profoundly over the years.

I went on to apply for a National Teaching Fellowship and got it in 2012. I met Matthew Nicholls and learnt so much about a virtual 3d world of education, which links with my love of the environment. I hope Matthew feels the same, but I like seeing and talking to him and chatting about his growing family. It made me realise that I am a good teacher, and that need to reflect within the application for UTF started my journey of discovering that.

Through the CoP I have met other interesting people who say passing things which get my brain thinking. I became chair of the CoP in 2013 and this enabled me to encourage others to apply to become a UTF.

As Einstein says 'We can't solve problems by using the same kind of thinking we used when we created them'. Being a UTF helped me to ponder, consider and reflect ... and I still do.

Dr David Carter (Director, International Study and Language Institute)

AWARDED 2012



I made my case for a University Teaching Fellowship in 2012. One year earlier I had gained promotion to Associate Professor on a reasonably well balanced Teaching and Research portfolio, but recently had come to realise that I was more of a teacher who did research than the other way round. I also had some strong views (some of them justified, some less so) on how students learn and therefore how they might be taught. A case for UTF was my opportunity to put this to the test.

In those days new UTFs had the opportunity, very soon after winning the award, to bid for funds to run teaching and learning projects; I made my case for UTF with the intention of doing something with it. This never happened. I became a UTF in March 2012 and by May had been appointed Faculty Director of Teaching and Learning (later Associate Dean and then Teaching and Learning Dean: all roughly the same thing). This was my dream job but I couldn't see how I could take it up and run a major teaching and a learning project and maintain my research in Classics. I withdrew the bid for funding. I genuinely cannot remember what my project was about.

So if I am honest much of the immediate point of being a UTF went away. However, I have always felt proud to share the title with such a diverse and talented group of colleagues. In the past year or so I have come to value my UTF, and the Community of Practice, a great deal more. CoP meetings are chaired in such a way as to allow different members of the UTF community to share their current interests and projects, and for this reason I find I learn a great deal every time that I come along.

Dr Samantha Weston (Acting Vice Provost, University of Reading Malaysia)

AWARDED 2013



In 2013, I applied to become a UTF. Why? Because I was nagged into it by another one of our family. 'It's important! You are doing some good stuff, get the recognition for it ... oh, and you'll get some cash too, if you get it!' I'm not going to tell you who was the nagger, but I can promise that I didn't do it for the cash ... although that was nice!

My application focussed on my variety of roles and posts in the Reading School of Pharmacy, helping develop materials from 2006 (when it all began!), with a particular emphasis on experiential learning – students will listen to academics, take on board what they are saying, but when confronted with a 'real' pharmacist (we, of course, weren't considered 'real') who tell them the same stories, in a different way, with extra anecdotes to illustrate the information ... well, then the students believed!

I also spoke about my experience of developing the Certificate of Business Administration programme in collaboration with Henley Business School. Reflecting on that experience for the purposes of my application certainly helped me get to grips with the processes of programme approval, something that I am still involved with today in my post as Academic Director (Teaching and Learning) at UoRM1. I was incredibly proud of the first cohort graduating; MPharm AND CBA on the same day? Pretty cool stuff.

I believe, quite firmly, that my application to work here at UoRM was certainly supported by my UTF status, and the UTF family have continued to be a great support in getting things moving across the 7000 miles that separate the campuses. Indeed, despite the late hour of meetings of the Community of Practice owing to the time difference, I do try to attend via Skype as often as possible ... but I still say you should move the meetings to 9am in the UK though! Then you could have breakfast instead of lunch whilst we put the world to rights!

Dr Michelle Reid (Study Advice and Maths Support)

AWARDED 2014



I applied to the University Teaching Fellowship Scheme because of some gentle (and not so gentle) arm twisting from my Study Advice colleagues, Sonia Hood and Kim Shahabudin, and my line manager, Helen Hathaway. Until that point, I hadn't considered myself 'senior' or 'experienced' enough to be seen as a Fellow. I also viewed what I did at Study Advice as a team effort, so pushing myself forwards for the UTFS seemed quite unnatural. However, with the support (and arm-twisting) of colleagues, I applied and I found the experience very rewarding. It gave me a chance to reflect on exactly how much teaching I did, and the sheer variety and range of teaching and learning activities that I was involved in. It made me realise that being in a support service role often enables innovative perspectives on teaching and learning; it is important for the University to recognise these. Writing the application with the constant emphasis on 'I did this...', 'I led this...', 'My impact has been...' seemed like an odd form of boasting, so I am very grateful to Maura O'Regan who mentored me through the process and told me to do even more of it!

Despite the focus on 'I' in the application, I saw being awarded a University Teaching Fellowship very much as a recognition of the whole Study Advice team. It was evidence of how hard we had worked over a number of years to change perceptions from being regarded as a 'remedial service' for struggling students, to being seen as leaders with unique expertise in teaching and learning for all students. It opened more doors for us, as my attendance at the regular UTFS community of practice meetings meant we were seen as experts by the teaching and learning community at Reading. As a result, all of us have been invited to share our expertise on various different working groups and committees, and we are often mentioned as valuable people to consult on T&L issues. I have also been pleased to be asked to mentor other members of support staff on their UTFS applications, which has enabled me to give back to the community and pass on the benefits I gained.

I cannot emphasise enough the transformation in self-perception that can happen when colleagues say, 'You should do this...'; 'We know you are definitely good enough...'; and in the power of having a mentor who says, 'You did this – claim the credit for it...!'. So if you know of colleagues who you think would be good candidates for the UTFS, tell them – they will appreciate the endorsement, the boost in confidence, and the arm-twisting!

Dr Tabarak Ballal (School of the Built Environment)

AWARDED 2015



Being a member of the UTF community of practice is a great way of engaging with colleagues from across the University who are passionate about sharing teaching and learning practices. Through the CoP, I've met great colleagues and learnt about their diverse approaches to T&L some of which I've adopted in my own teaching. There are always new ideas, new pedagogical approaches and exciting things happening in different parts of the University in the T&L arena which the community gets involved in or discusses in our termly meetings.

Joining the UTF community, in 2015, has been a remarkable experience for me. It has opened up various opportunities for contributing to teaching and learning initiatives across the University. One of these is the 'Study Smart' online course for all Part 1 students which was introduced in the 2017/2018 session. I contributed to this initiative by recording a number of different audio podcasts on generic academic skills that students in the Built Environment discipline would find useful as they progress through their studies. This was a new experience for me which I found very rewarding.

One of the things I find incredibly motivating as a UTF is being invited to be part of T&L panels, and through these helping to shape and influence decisions made at higher levels within the University. Earlier this year, I was part of the Award Panel for the Teaching and Learning Mini Project Funding Scheme. I've also engaged in several Scrutiny Panels set up to evaluate proposals for new degree programmes. These experiences, collectively, are great ways of getting insight into how the University's Teaching and Learning Strategy transpires into individual schemes, programmes and projects.

Looking back at the many contributions I've made through being a UTF, I feel incredibly privileged and proud to be part of this community.

Dr Andrew Charlton-Perez (School of Mathematical, Physical and Computational Sciences)

AWARDED 2016



I work in Meteorology, in one of the more research-intensive departments in the University, but have always been keen to pursue excellence in both teaching and research. Throughout my time as a member of academic staff at Reading, I've tried to reflect on my own practice and bring new ideas and new approaches to my teaching where possible. Applying for and being awarded a UTF was really helpful as a challenge to improve my teaching and an important external marker of my success in doing so.

The first time I applied to the scheme I wasn't successful, and this did cause a lot of self-doubt. Was I really being as innovative in my teaching as I thought? I used both the disappointment of missing out and the helpful feedback I received as motivation to try new approaches in my teaching (implementing a flipped learning approach), getting more involved in wider university teaching initiatives (through a secondment to the curriculum framework project) and leading change in assessment and feedback practice in my department through my role as a programme director. Reflecting on the feedback from my failed application also helped me to think more about how I write and speak about teaching and try to bring some of the same rigour and clarity from my research work into this part of my job.

Preparing for and thinking about the UTF proposal also helped me to write a case for Senior Fellowship of the HEA, which was awarded through the FLAIR scheme shortly after my UTF. Following my UTF, I was appointed as deputy SDTL for SMPCS and I think that being a UTF helped give me the confidence to apply for and – hopefully – succeed in this role in the future.

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START YOUR JOURNEY....

UTF Scheme 2018 open for applications from
20th March – 14th May 2018

Further information and details of how to apply can be found on the CQSD website here:

www.reading.ac.uk/cqsd/AwardsandRecognition/UTFS/cqsd-UniversityTeachingFellowshipScheme.aspx

For queries about the scheme please contact Joy Collier in CQSD at j.collier@reading.ac.uk

UNIVERSITY TEACHING FELLOWSHIP SCHEME: **WRITING YOUR APPLICATION WORKSHOP**

THURSDAY 22ND MARCH 2018
13:00–14:30

Please email cqsd-tandl@reading.ac.uk to book your place.

This session is to support staff applying to the University Teaching Fellow (UTF) Scheme. The session will cover the application process, including what makes a successful application. Potential applicants to the scheme are strongly advised to attend this session. The session aligns with the UKPSF A5; K5; V3; V4.



T&L READING
SPRING TERM 2018

 For more information, please contact:

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