

Research Article

UK National Teaching Fellowships – A Review of Rewards for the Individual

James Garo Derounian* 

Society of Local Council Clerks, Taunton, Somerset, England

Abstract

Peer-assessed UK National Teaching Fellowships were introduced in 2000; and have been competed for every year. This article presents findings from National Teaching Fellows (NTFs), assessing their view of whether the fellowship represents a genuine reward, or not. 158 out of 608 teaching fellows (26%) responded to an online survey. The findings are therefore illustrative. 63% (of 158 respondents) indicated that their Fellowship came with a monetary reward. However, 37% gained no financial reward on securing their fellowship. Since 2018 when the UK Government ceased funding the scheme, only a handful of higher education institutes have stepped in to continue direct payments to their successful NTFs. In terms of indirect benefits, the most discussed, and divergent views related to promotion, and particularly professorships. “Paradise deferred” is the message, given that 34% believed their fellowship - to a greater of lesser extent - contributed to a successful promotion. But 19% replied that they received no indirect benefits from their award. Of 158 respondents 53% believed that a personal financial award would/did encourage them to apply for an NTF. The exact significance of a fellowship to promotion requires further research.

Keywords

Reward, Teaching Fellowships, National Teaching Fellowships, Electronic Survey

1. Introduction and Background

This 2024 research and paper should be of interest to United Kingdom National Teaching Fellows (NTFs), as well as anyone looking to apply for this competitive fellowship. It may also give food for thought to those around the world, who run similar schemes to reward their excellent higher education teachers. It will be relevant to individual HEIs (Higher Education Institutions), and Advance HE as sponsors of the UK NTF scheme. I hope it may raise the profile and value of excellent teachers, and teaching, in UK HEIs, and renewed scrutiny by HEI managers and government of how and whether such excellence may be materially rewarded.

The author of this work published a series of academic and

practice papers relating to UK National Teaching Fellowships (NTFs). For example, 2018, in Broughan et al (Eds), *Global Perspectives on Teaching Excellence: A new era for Higher Education* [13].

In 2019 [2] there was a piece in WonkHE questioning, whether teaching excellence should bring individual rewards. The case was made that HEIs - in the absence of UK central government funding via Advance HE - should step in and financially reward their National Teaching Fellows with a one-off payment on receipt of the award.

During 2024 [4] there was an online presentation, and published article for the International Federation of NTFs,

*Corresponding author: j.derounian57@btinternet.com (James Garo Derounian)

Received: 21 January 2025; **Accepted:** 6 February 2025; **Published:** 7 March 2025



Copyright: © The Author(s), 2025. Published by Science Publishing Group. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

arguing that investment, not warm words is the way forward. In that paper it was argued that augmenting teaching excellence requires investment and reward; in terms of finance, elevated status, preferment and recognition.

The Office for Students published its “Evaluation of the National Teaching Fellowship Scheme”, in 2018 [14]. This was based on illustrative findings from 72 NTFs; the “survey and case studies provide evidence of positive benefits to individuals in receipt of an award.” NTF, Vivien Rolfe, published in WONKHE, “Why we should fund the National Teaching Fellowship Scheme” [5], in which she said the “issue of funding to accompany an NTF award also lies at the heart of any agenda for parity of esteem, or equal acclaim for teaching as research.”

In Spring 2024 the author of this article undertook an online survey (“You and your NTF”), using SurveyMonkey, in which 10 questions were asked of the 608 UK NTFs (including AdvanceHE staff) using the electronic circulation NTFs@JISCMAIL.AC.UK. It is this data that is now presented and discussed in the following pages. The overall aim was to determine “whether, and to what extent, gaining your NTF has generated reward – in the broadest sense.” SurveyMonkey estimated a questionnaire completion time of 5 minutes; and - to reduce the possibility of social desirability bias (people saying what they think the researcher would want to hear) - all replies were received in confidence (unless the respondent provided their email, to show that they would be amenable to a follow up discussion with me). Respondent numbers only are used in this article. By posting regular reminders, a response of 158 out of 608 teaching fellows (26%) was achieved. This response rate - of just over 1 in 5 of NTFs on the circulation - provides an illustrative view, generating findings that are preliminary, exploratory and highlight patterns and trends. It does, furthermore, raise an uncomfortable issue regarding the other 450 (74%) NTFs who - for whatever reasons - chose not to participate in the research. The author believes this to be poor given that NTFs and our Association (ANTF) are supposed to be a community of like-minded academics, committed to exemplary teaching practice. A healthy, functioning community confers rights, but also responsibilities on members – one of these links to actively promoting excellent teaching practice. It is hard not to view lack of participation as “I’m alright, pull up the ladder!”

The nub of the research is about parity and concrete evi-

dence that HEIs really do view teaching to be on a par with academic research; not least since the two coalesce in pedagogic research and consultancy. The assumption or hypothesis - written before looking at the 2024 survey results - is that National Teaching Fellows in a staff complement are seen as nice adornments to a university’s ‘cake’ – maybe congratulated and trumpeted in institutional marketing and recruitment, but otherwise left to fade in to the background. My sense that higher education teaching is a Cinderella - that is overlooked and under-rated - is backed up, as an example, by Universities UK (the collective voice of 142 universities in the United Kingdom) [6, 10, 16]:

In 2021–22, the total reported income of UK higher education institutions was £44.1 billion. Around half (£23.4 billion) of this income was sourced through tuition fees [3]. So apparently, although behind in terms of income generation, overall, research and researchers trump teaching and teachers in institutional esteem and preferment.

My positionality - based on 30+ years teaching and work as an external examiner and contributor at various HEIs - leads me to suspect that the NTF award is substantially in name only; a bauble or ornament, lacking any immediate financial reward for excellence; (this comment was written in mid-June 2024, towards the end of the one-month survey period). I hope my subsequent analysis and discussion disproves this. But the author is doubtful, given one email reply from a recent NTF, that received his fellowship “in 2020 so missed out on any of the previous funding that was provided. As a teaching and learning practitioner, had I been eligible I believe this would have been transformative in terms of professional development.” This is deeply underwhelming given that central government via Advance HE, and the vast majority of individual HEIs see fit to provide no direct and immediate financial advantage to those adjudged as excellent teachers by peers: a case of “Do as I say, not as I do”? Or mixing metaphors freely - the game (reward) hardly seems worth the candle (effort and input).

2. Findings

The following chart indicates the year in which the 158 respondents gained their fellowships [11]:

Table 1. The 2024 survey results. [Links to question 1 of the survey].

2000	01	02	03	04	05	06	07	08	09	10	11	12
1 (1%)	1 (1%)	3 (2%)	2 (1%)	4 (2%)	6 (4%)	3 (2%)	3 (2%)	7 (4%)	5 (3%)	4 (2%)	3 (2%)	3,2%
2013	14	15	16	17	18	19	20	21	22	23		
5 (3%)	8 (5%)	8 (5%)	12 (8%)	12 (8%)	12 (8%)	13 (8%)	5 (3%)	8 (5%)	14 (9%)	16 (10%)		

KEY: Red NTFs receive £50,000 project funding

Blue £10,000 per NTF

Green: £5,000 per NTF

2018- £0/ NTF

The majority of respondents 88 (56%) gained their NTF 2016-23; that corresponds to the most recent period in which the individual financial reward declined to £5,000, and then to zero from 2018. 35% of respondents gained NTFs without immediate financial reward. So, 65% did receive a direct financial reward from the HEA/AdvanceHE and/ or their HEI. Intergenerationally, this disparity is unfair. As a supposition, part of the reason for relatively few responses from NTFs 2000-2015 maybe that, for those individuals, between 9 and 24 years have elapsed since their award, memory has perhaps become hazy, and other events and priorities will have come to the fore, thereby diminishing interest in, and importance of, their award.

Most respondents (84%) received institutional help with assembling their NTF submission e.g., mentoring by an existing NTF from their higher education Institution. But 16% commented that they didn't get any help with their application; it was a solo effort. On reflection the question posed was

ambiguous. Some respondents gave full information on what help was offered, and who from e.g., "Mentored by existing NTF at own HEI" (respondent 1); but others simply set down what (not who) helped e.g., "someone read my draft"! My intention was to determine whether successful NTFs had received support in putting together their application and - if so - who it was that assisted.

Far and away the largest number of applicants receiving help and mentoring did so from colleagues at their HEI. But many of those citing support, highlighted a range of backers e.g. "Consultant and Professional Development Team" (Respondent 26). Somewhat shockingly 26 replied that they had received no help in making their application. Next in rank order, respectively, were inputs from HEI Teaching & Learning/professional development colleagues (24 in total); support from NTFs at own HEI (20); and peer input from their HEI (10). [Table 2](#), below, indicates types and incidence of support:

Table 2. *What support was provided for your NTF bid? And who provided it? [Question 2 of the survey]. Listed below in rank order:*

Category	Number of responses	%
Feedback on draft narrative/s & what to include – general HEI support cited	39	24%
Mentoring – general HEI support mentioned	27	17%
No help received	26	16%
T&L unit/ professional development input	23	14%
NTF Support from own HEI	19	12%
Peer input from own HEI	7	4%
External mentor/ consultant	6	4%
Help from NTF at another HEI	5	3%
Senior manager advice/encouragement	5	3%
HEI sharing successful bids as exemplars	2	1%
Written feedback from previous NTF bid	1	1%
University Teaching Fellowship (feedback) aided NTF bid	1	1%
Other	"designated mentor seemed very jealous...and didn't offer any material help" "Nomination support" unspecified "support for...procedural aspects of applying" 1 st in institution x2 respondents	
Total number of responses	161	100%

63% (of 158 respondents) indicated that their Fellowship came with a monetary reward. However, 37% stated that they gained no financial reward on successfully securing their

fellowship. Of the 63%, various funders were mentioned: e.g., Advance HE; their HEI; a combination of sources:

Table 3. *Who financed payments to new NTFs? [Links to Q3 in the survey].*

HEA £50,000	16 respondents	2000-2005
HEA £10,000	39	2006-2015
AdvanceHE £5,000	33	2016-17
AdvanceHE £Zero	57	2018
	£5,000 (4)	2018 x2, 2019, 2021
	£4,000 (2)	2022, 2023
Own HEI	£3,500 (1)	2019
	2,500 (1)	2022
	1,000 (1)	2018
	£5,000 AdvHE & £1,000 HEI (x1)	2017
	£5,000 in kind CPD (x1)	2022
Other	£3,000 bonus on salary (x1)	2019
	"I also had an internal teacher fellowship with £1,500, including a £500 honorarium" (x1)	2005
KEY: Red Individual gets £50,000 project funding	Blue £10,000 per NTF	Green: £5,000 per NTF
2018- 0/ NTF	Black payment from HEI only	Mauve other funding

What is clear from the above table is that very few HEIs picked up funding their successful NTFs, once HEA/AdvHE finance ceased: just 12 from 166 universities in the UK [5]. In other words, a small number of HEIs materially and directly rewarded their excellent teachers/ teaching, as judged by peers. Key questions remain around parity and equity – for example, is it fair for fellows at different times to receive significantly different ‘rewards’, ranging from Zero-£50,000 via HEA/AdvHE, and individual universities and colleges?

The vast majority of individuals (89 respondents) received money from the HEA/AdvHE; and the decision about what it could be spent on was normally down to the recipient (albeit it usually required sign off by an academic manager.) 3 NTFs felt that the decision about what to spend their award money on was partially down to them, but that HEI systems could make it a “battle” (e.g., respondent 108), and “very difficult” (respondent 128). Three said they did not have control over how their award money was spent: Respondent 52 mentioned “the university took £5,000 back...without warning” (saying it disappeared if not spent).

The largest single grouping (56 respondents) received no financial reward on receipt of their NTF.

In terms of indirect benefits, far and away the most dis-

cussed, and divergent views related to promotion (around 73 responses), and particularly fellows becoming professors (40 responses). At one end of the spectrum, some thought the fellowship had, perhaps, contributed to them getting a professorship [e.g., respondents 14, 102, 124].

Then there was a considerable number who were more certain that the NTF had contributed or played a part in gaining a professorship [e.g., 18, 28, 119]. Additionally, there were those who believed the NTF had contributed strongly to successful bids to become a professor [e.g., 22, 29, 37]. Respondent 47 commented that their award “contributed to research which ultimately led to a research-based professorship.”

A number mentioned that the NTF contributed to gaining a Readership [8 responses e.g., 36, 41, 92]; a few (3) believed their fellowship helped them achieve an Associate/Assistant Professorship [72, 108, 126]. Just one mentioned elevation to SL [148], and one, SL to PL [104]. Three mentioned salary increases [e.g., 9, 55, 59], though this would also apply to those NTFs who were promoted.

14 respondents (9%) offered lukewarm comments that the NTF “may have” contributed, were “unsure” as to the significance; or that the NTF represented a “small element”

towards promotion.

Five NTFs mentioned that their fellowship had helped towards gaining PFHEA status [e.g., 15, 85, 151]. Two noted some impact on achieving an OBE and MBE [64 and 77]; respondent 149 stated their fellowship contributed to an HEI Distinguished Professorial Contribution Award. 99 and 132 secured secondments linked to learning and teaching; whilst 158 was awarded a sabbatical.

Four NTFs noted their fellowships contributed to them getting a new job [25, 29, 39, 77].

Four replies noted - as a result of gaining a NTF - they had been “invited to take part in wider, more strategic, activities” within their HEI [13, 37, 76, 118].

28 responses indicated that they had gained no indirect benefits.

Table 4. Other, indirect benefits (plus a few dis-benefits) of gaining a NTF [Links to Q6 of the survey].

Benefits	Respondent number
Developing a T&L network in/outwith their HEI	Respondent e.g. 16, 39, 98
Time to complete a postgraduate degree: “I’d have been completely unable to gain a doctorate without the funding”	e.g. 35, 80, 115
Increased self-confidence	e.g. 39, 49
Mentoring own HEI NTF candidates	e.g. 12, 127, 150
Internal reviewer for NTF candidates	e.g. 60, 150
Travel overseas	e.g. 5, 32, 116
Links and exchange visits to overseas HEIs	e.g. 115, 154
“The money was a lifesaver”	e.g. 142
Increased credibility/ “indicator of esteem” [15]	e.g. 2, 4, 86
“University now recognises this as a mark of esteem for future promotion cases”	e.g. 53
“Enhanced reputation of my department within the university...when it was under threat”	e.g. 38
Disbenefits	
Removal from direct teaching	e.g. 39
“Put my picture on the screens around the university, so I hid...as being neurodiverse it was too overwhelming”	e.g. 17

“Did - or would - a personal financial award encourage you to apply for an NTF?” [Links to Q7 of the survey]

Of 158 respondents 53% (84) believed that a personal financial award would/did encourage them to apply for an NTF. Of the 84, 51 (61%) had received funding via the HEA/ AdvanceHE (2001-2017); whilst 33 (39%) had not received a financial reward, but believed that such a payment would have encouraged them to apply. The latter group, of non-receivers, were NTF winners 2018 onwards. On the other hand - of the 158 respondents - 47% (74) did not believe that a monetary reward would/did encourage them to apply.

Of these 74, 39 (53%) did receive a financial payment, but did not consider that it encouraged them to apply. Whereas 35 (47%) received their award 2018 onwards, and therefore gained no AdvanceHE payment; and did not believe that a personal financial reward would have encouraged them to apply.

The reasons given for and against a financial reward at-

tached to the NTF are presented below, often using verbatim quotes from respondents:

Reasons for a Financial Reward:

1. Recognition, but also an ability to build on your success and do more [e.g., respondent 158]
2. “Made the lengthy process of applying more attractive” [e.g., 115/29/28]
3. “Offered some freedom to do something that I had more choice/ control over” [e.g., 113]
4. Financed CPD
5. Areas I spent my award on would not “have been considered under the research umbrella” [e.g.132]
6. Travel, linked to conferences and study tours
7. Set up a website
8. Enabled more collaborative work with students
9. “Allowed me to set up a new course, which would not have been possible otherwise” [e.g., 64]
10. Funded study leave [e.g., 120]

Ambiguous reasons given:

1. 'No' to a financial reward, but "money was useful...allowed me direct control over my career" [e.g. 149]
2. Financial reward "wasn't factored in to my initial choice, but on reflection it's the key benefit" [e.g. 91]
3. 'No' to financial reward: "it was lovely to have...but the award fitted with my career profile" [e.g. 137]
4. "Whilst money would be good, it's the kudos of the award" [e.g., 156]
5. "My line manager tried to bully me into returning the grant" [e.g., 49]
6. "The money was useful...but also a burden as it was quite restricted" [e.g., 138]

NTF-linked benefits other than financial rewards:

Kudos was reward in itself [e.g., respondents 30, 82, 117]

"The money ran out – the title does not" [e.g., 21, 27, 36]

NTF award contributed to promotion/ change in academic

role [e.g., 4, 120, 149]

"I was more motivated by the career development potential" [e.g., 110]

"I applied to show the wider college community that teaching mattered" [e.g., 2, 26, 29]

"Validation among peers" [e.g., 153]

It is "energising being part of the NTF community" [e.g., 93, 151]

Didn't consider the money, rather importance to my institution [e.g., 12, 38]

The award event "remains one of the most special events I've ever attended...magical" [e.g. 117]

"I thought it might protect the department" [e.g., 38]

Finally, there was a 'catch all' question [number 8 of the survey]: "Any other points regarding your NTF award, and reward, that you'd like to make?" 118 NTFs took the opportunity to comment. Their feedback is summarised in the SWOT analysis, below:

Table 5. A SWOT analysis showing how NTFs perceived their award.

Strengths	Weaknesses	Opportunities	Threats
Externally, it "opened many doors" e.g. respondent 1	Within HEI NTF brought no benefits e.g. 50	"now HEI lead on TEAL, NTFS, CATE" 7	"Now there is no money" colleagues "see very little if any value" in NTFs e.g. 3
"I've gained so much personally from being part of the (NTF) community"; energising e.g. 7, 18, 93 [12]	NTF invisible, little valued; colleagues indifferent e.g. 3, 65, 106	Professors deliver inaugural lecture; why not successful NTFs? E.g. 1	Negative feedback, jealousy by colleagues/HEI towards NTF e.g. 32, 49 I got nothing. I don't think the VC "even knows" 91. Seen as getting "above my station" e.g. 118
Mentoring others towards award e.g. 8	Variability of reward across HEIs (some do not promote successful NTF) e.g. 9, 17 [9]	NTF badge enabled others to approach re L&T queries e.g. 37	"My line manager tried to take it away from me" e.g. 49
Validation, reward and recognition for NTF eg [10] Validation via comments from students and staff as part of bid narrative	More focus needed on teaching innovation and practice, rather than rewarding senior managers e.g. 11	"A marker of success in teaching and learning" e.g. 56	Concern over how transparent and equitable the process is e.g. 55 [14]
Enabled sharing of research e.g. 28, 47	HEIs not harnessing their NTFs/ expertise e.g. 14, 26, 27	Assembling bid = an opportunity to reflect on career e.g. 62, 96	"A national scandal that current NTF applicants receive no explicit financial reward" e.g. 71
"One of my career highs...joyous memories "I always recall with a big smile" e.g. 29, 52 [14]	Of 45 HEIs (in 2023), 15 had no "external-facing news item" about their winners	"most challenging process... (I have dyslexia) but the most rewarding" 72	Disappointment: Lack of career progression (taking into account NTF award)" e.g. 91, 101
e.g. 33 "Personal and institutional prestige"	"The teaching route to professorship is still highly constrained" e.g. 23	"could open career avenues to me" e.g. 85 "in a better position to get a promotion" e.g. 95 [12]	Application = a lot of hard work e.g. 116 [7]
e.g. 30 "because it is 'hard to get' it retains kudos and is desirable"		"Financial reward allowed me to kickstart the research side of my career" e.g. 124	NTF led to time wasted on extra committee work e.g. 82, 140

Strengths	Weaknesses	Opportunities	Threats
Prestige and recognition e.g. 95 [1]		Tenacity: Success on 4 th attempt. “Winning felt like finally jumping on the back of a bus after chasing it for a mile” e.g. 127	37 (of 158) respondents (23%): NTF misunderstood, disparaged, invisible/ treated indifferently by staff/managers e.g. 5, 63
Career changing, in terms of “perception of me internally and on my own self-efficacy” e.g. 149			

The author followed up with 10 respondents who had indicated a willingness to discuss the topic. Six responded and enabled me to gain feedback on the overall survey results.

3. Conclusions

First, the good news: 158 out of 608 teaching fellows (26%) responded to the survey; and then the bad news - 450 out of 608 teaching fellows did not respond (74%).

The responses are illustrative: providing a picture of trends and patterns.

Overall, the responses present rich and varied data, highlighting the value or otherwise of a NTF to successful applicants, and others.

In terms of the central questions, I set out to answer, the findings point to varied direct and indirect benefits. This supports a finding from the 2018 Office for Students “Evaluation of the National Teaching Fellowship Scheme”; their research provided “evidence of positive benefits to individuals in receipt of an award.”

My overall research finding, however, can be summed up in a bastardisation of Longfellow’s famous poem – when the reward was good, it was very good indeed; but when it was bad it was horrid.

On the basis of 53% of 158 respondents, a personal financial award would/did encourage them to apply for an NTF. On the other hand, 47% did not believe that such a monetary reward would/did encourage them to apply.

“Paradise deferred” could be the message from the fact that 34% (54 of 158 respondents) believed their fellowship - to a greater or lesser extent - contributed to a successful promotion bid. But 30 (of 156, 19%) replied that they had received no indirect benefits from their award. Fifteen, 9% also prefaced an indirect gain with words like, “possible”/ “potentially”/ “may have contributed”/ “probably contributed”/ “I am not sure”/ “perhaps...”. The exact significance of a fellowship to promotion could usefully be interrogated through further, detailed, research.

Two simple improvements were suggested by respondents: first, announcing successful NTFs “in the middle of the summer break is probably not great in terms of wider dissemination”; the suggestion is full fanfare in the dark days of

January, as a new year boost, around the start of semester two. Second, as with new professors giving an inaugural lecture, it is recommended that the same applies to new NTFs - with them presenting an inaugural learning and teaching public lecture.

Learn from the practice of a minority of UK HEIs rewarding their new NTFs with a cash payment - who, why, what/ how much?

Learn from practice at UK universities that have learning and teaching routes to promotion: Lecturer-SL-Principal/Reader-Associate Professor-Professor; in addition, establish any UK HEIs that award a Professorship to colleagues on gaining a NTF – who and how? [8]

Out of 158 respondents 37 (23%), reported that the NTF was misunderstood, disparaged, invisible or treated with indifference by colleagues and managers. This is an indictment, and needs to change e.g., UK central government, AdvanceHE and NTF host institutions should make a greater ‘song and dance’/ celebration about the annual NTF awards; and HEIs could be required to utilise their NTFs, as a resource to contribute to changes that improve teaching and learning for students and staff.

Fairly inevitably, as an academic, I believe that these illustrative findings, from what has been an exploratory study, require further and fuller research and investigation. For example, why and how is there a national award scheme - but no consistency in how it is supported or rewarded?

Abbreviations

HEA	Higher Education Academy
HEI	Higher Education Institution
NTF	National Teaching Fellowship
SWOT	Strengths, Weaknesses, Opportunities and Threats

Author Contributions

James Garo Derounian is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest

Appendix

Here is a copy of the 10-question electronic survey, posted and analysed via SurveyMonkey:

You and your National Teaching Fellowship (NTF)

Hallo fellow National Teaching Fellow (NTF); I would appreciate your help: I am researching whether, and to what extent, gaining your NTF has generated reward – in the broadest sense.

All survey responses will be in confidence (with no individuals identified).

The survey should take you the time it takes to drink a cup of tea/ coffee – roughly 15 minutes. Replies and any queries to me – xxxx – by June 20th 2024, latest.

Completion of the survey is taken as willingness to participate in this research. If you would be amenable to me contacting you for a possible, short, interview to delve more fully in to the topic, please add your email at the end of the survey completion. Again, no individual will be identifiable; and I will simply refer to e.g., “an NTF (2009) commented....”

I aim to publish an article based on the survey/ interview findings.

Many thanks in advance.

xxxx (NTF)

What year did you gain your NTF?

Did you receive any institutional help with your NTF submission (e.g., mentoring by an NTF from your higher education Institution (HEI)?

Yes/ no (please indicate which)

and if so, what form did this HEI help take?

Did your Fellowship come with any money? If so, how much? (E.g. “yes; £5,000”)

If you said “yes” to Q3, who awarded the payment (e.g., Advance HE; your HEI; a combination of sources)?

[If you answered “no” to Q3, then move directly to Q6]

Was the financial award to you individually? And was it for you alone to decide how that money was used? (e.g., individual decision to spend on your CPD)?

What - if any - indirect benefits did your NTF generate (e.g., contributed to promotion to professorship)?

Did - or would – a personal financial award encourage you to apply for an NTF? (please explain your “yes/no” answer)

Any other points regarding your NTF award, and reward, that you’d like to make?

Would you be willing for me to conduct a follow-up interview with you: a short (no more than 30-minute) online interview. If so, please leave your email:

Now return your completed survey by June 20th 2024.

Many thanks for your help. I will be happy to share a summary of the results.

References

- [1] Austen, L. Donnelly, A. McCaig, C. and O'Leary, C (2018) Evaluation of the National Teaching Fellowship Scheme. Office for Students. Available at https://www.officeforstudents.org.uk/media/914c7e2b-0879-4531-a2c5-585b7d8b2d3a/ofs2018_ntfseval.pdf [Accessed 15.8.2024].
- [2] Derounian, J. (2019) Should teaching excellence bring individual rewards? WONKHE, 24.10.19. Available at <https://wonkhe.com/blogs/should-teaching-excellence-bring-individual-reward/> [Accessed online 15.8.2024].
- [3] Gunn, A. (2018) Metrics and methodologies for measuring teaching quality in higher education: developing the Teaching Excellence Framework (TEF). *Educational Review*, 70(2), 129-148.
- [4] Derounian, J. (2024), International Federation of National Teaching Fellows IFNTF, National Teaching Fellowships: tokenism or the genuine article? You Tube video of seminar presentation. Available at <https://www.ifntf.org/page-seminar#5.1> [Accessed online 15.8.2024].
- [5] Rolfe, V. (2018) Why we should fund the National Teaching Fellowship Scheme. WONKHE 16.2.2018. Available at <https://wonkhe.com/blogs/we-should-fund-the-national-teaching-fellowship-scheme-properly/> [Accessed 15.8.2024].
- [6] Times Higher Education (2023) How many universities are there in the UK? <https://www.timeshighereducation.com/student/advice/everything-you-need-know-about-studying-uk> [Accessed 15.8.2024].
- [7] Saunders, R. L&T Chat Show (2025), Virna Rossi on Evindencing Impact, podcast. Available at <https://open.spotify.com/episode/4DEa8j0Oz2acInihPGUXsZ> [Accessed 05.02.2025].
- [8] Association of National Teaching Fellows (2015) Evidence on Assessing quality in Higher Education. Available at <https://committees.parliament.uk/writtenevidence/60778/pdf/> [Accessed 05.02.2025].
- [9] Shephard, T. Harland, S. Stein, S. and Tidswell, T. (2011) Preparing an application for a higher-education teaching-excellence award: whose foot fits Cinderella's shoe? *Journal of Higher Education Policy and Management*, 33(1), 47-56.

- [10] Skelton, A. (2004). Understanding 'teaching excellence' in higher education: a critical evaluation of the National Teaching Fellowships Scheme. *Studies in Higher Education*, 29(4), 451–468.
- [11] Skelton, A. (2005). Understanding 'teaching excellence' in higher education: Towards a critical approach. London: Routledge. Available at https://api.pageplace.de/preview/DT0400.9781134317639_A25023049/preview-9781134317639_A25023049.pdf [Accessed 05.02.2025].
- [12] Eales-Reynolds, L-J. and Frame, P. (2010) The National Teaching Fellowship Scheme in England and Northern Ireland. *Learning Exchange*, 1(1). Available at https://www.researchgate.net/publication/228505172_The_National_Teaching_Fellowship_Scheme_in_England_and_Northern_Ireland [Accessed 05.02.2025].
- [13] Derounian J. G. (2018) 'The Thrill of the Unexpected in HE teaching and learning' in Broughan, C. Steventon, G. and Clouder, L. (Eds), *Global Perspectives on Teaching Excellence: A new era for Higher Education*. London: Routledge, pp. 168-179.
- [14] The Office for Students (2018) Evaluation of the National Teaching Fellowship Scheme. Available at <https://www.officeforstudents.org.uk/publications/evaluation-of-the-national-teaching-fellowship-scheme/> [Accessed 05.02.2025].
- [15] Clements, A. (2014) What being a National Teaching Fellow did for me! ANTF blog, March 3. Available at <https://ntf-association.com/what-being-a-national-teaching-fellow-did-for-me/> [Accessed 05.02.2025].
- [16] Rolfe, V. (2017) For these are jolly good Fellows? NTFS and the TEF. WONKHE, March 16. Available at <https://wonkhe.com/blogs/ntfs-and-the-tef/> [Accessed 05.02.2025].