

ECTF 'How to Apply' Workshop 22/04/2024 Meeting Recording

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56m 10s



LOGAN, FRASER (PGT) 0:03

I'm Fraser Logan and this is the Early Career Teaching Fellowship Workshop. So it's not a lecture, it's hopefully interactive. Hopefully you'll leave with a better sense of how to actually apply,

● **Koistinen-Harris, Janice** started transcription



LOGAN, FRASER (PGT) 0:16

what IATL and the IAS are looking for and really how to perfect your your application, so hopefully it's practical.

I'm one of two (welcome) one of two Early Career Teaching Fellows from the October intake along with Adam.

And so Adam, if you can hear me, maybe you want to introduce yourself and then we can hand over to Hannah. She can talk about the research side of the fellowships.



NEAL, ADAM (PGR) 0:46

Hello everyone. Do you want me to talk a bit about IATL first?



LOGAN, FRASER (PGT) 0:51

Yeah, sure, I'll just get an image of you because you're kind of hidden. There you go.



NEAL, ADAM (PGR) 0:56

OK. Oh, hello, everyone. Good to see your faces. I can see some people in the corner. Welcome to everyone online. So thanks very much for coming.

So I just wanted to sort of say a little bit about IATL, because IATL can be a bit of a confusing place to to be. Sometimes it's difficult to kind of pinpoint exactly what IATL actually does because has its foot in many different kinds of areas. But I think we can kind of look at three main categories.

And that the things that IATL does, so one is curriculum. So that'll be something that if you were on the fellowship, you'd be very much involved in. So that's developing

teaching modules to an interdisciplinary cohort of students. And so there's very much this focus in IATL on interdisciplinarity.

And one of the things that IATL does is really develop pedagogy. So it's really at the forefront of developing interdisciplinary pedagogy.

They publish papers on pedagogical practice, they try to kind of improve pedagogy and just really be innovative in that area. You can see this through the use of the student devised assessments,

as just one example of kind of a almost like a radical form of assessment that is widely used in IATL. Another area is student research. So,

IATL actually funds

a lot of student research,

and supports conferences demonstrating student research, such as ICUR, the International Conference of Undergraduate Research.

And projects, developing projects.

Developing an education strategy which feeds into the Warwick Education Strategy, which is something that we're very proud of as well. So there's a few kind of areas there, there's lots more to say around that, but

I guess I'll hand over to Hannah to tell you a bit more about the IAS.



LOGAN, FRASER (PGT) 3:04

OK, I'll get your slides up.

There you go, thanks very much.

So I'm Hannah sSraw. I'm the Early Career Programme Manager at the IAS, which is over in the Zeeman Building over there.

And as part of the IATL Early Career Teaching Fellowship you'll also be part of the IAS Early Career Fellowship scheme,

which offers you lots of different things. So what we do over at the IAS is we're designed to sort of provide early career support

when you've just finished your PhD thesis. So we have around 30 fellows a year that come in two cohorts of 15. And two of those will be IATL Early Career Teaching Fellows.

So we do an awful lot of things. Generally our remit is supporting research ideas and networks. So we're really keen

to provide support for particularly again interdisciplinary network formation,

innovative research outputs and impact. We also have visiting IAS Fellows who come

sort of from all over the world, but that's less relevant to what we're talking about today.

So teaching fellows at the IAS, really what we offer to our teaching fellows is looking more at your career advancement holistically rather than just the teaching side of it. So we do a lot of work around job and postdoc applications, funding, financing, where you can find all these sorts of things, preparing publications and building collaborations. And one of the things we're looking for in terms of applying from an IAS point of view is,

we're really focused on helping you sort of achieve outputs from your thesis, rather than doing new research. We're not so much interested in you coming at us, approaching us with ideas for new research, but rather how you can get the most out of your thesis moving forward, which is a mistake that we get in quite a lot of our applications. So that's always good to bear in mind.

You will mainly, what we offer is the Accolade programme for the teaching fellows. So this is our training programme, which happens every Wednesday during term time and it's sort of a combination of academic career development, and more leadership focused career development. So we want to help you progress with your academic career. So we look at things like publishing, fellowships, all that sort of stuff. But we also have a sort of more what we call leadership skills strand that's helping you develop your identity sort of as a professional post PhD and whether you end up in an academic career or not. So we're trying to support you into this sort of weird transition that you go through as as a postdoc.


As I say, what we're looking for at the IAS is we want to work collaboratively within the IAS itself and then also reaching out through your home departments and well really anywhere that you want to make connections. We're very keen to support postdocs in making connections across the university.


We're very keen on people who want to play a role in our community, so part of what you can do as an IAS fellow and as a teaching fellow, you'll be able to do this is access the IAS funding


streams. So we have the IAS Awards scheme which offers you up to £2500 to undertake we call it a piece of sort of new networking or something that will result in a new idea or a new collaboration. And you'll be able to apply for those if you are a teaching fellow as well as if you are an IAS Early Career Fellow. You'll also be able to use our space. So we have our space over in Zeeman, we have the seminar room, we have a meeting room and we have sort of a social area as well.


If you want to put on events or one day conferences, these sorts of things, you are more than welcome to use that space and we'll provide catering and things like that for you as well. So we're keen to facilitate that kind of networking opportunity. We also want people who want to make the most of our training opportunities and the Accolade programme and who are looking for ways that they can transform what you've done in your PhD, how that will translate into who you are in your professional identity moving forward, which is I know very difficult for all of us. So we're very keen to help with that.

We've got here, I think these will be circulated with Fraser's slides. So these are just all the different ways that you can contact us and then some more information about the funding opportunities that I mentioned just then, because I've just got 5 minutes now, so I won't go through them all. But we've got all of our information up on our web pages and you can e-mail me or you can e-mail our general ECR e-mail and then it will get forwarded to whoever your question applies to. But these slides will be circulated afterwards. So that's that's IAS info. If you've got any questions, do feel free to post them in the chat. Adam, would you like to start with the IATL side of the fellowship. I'll get the presentation for you.

 **NEAL, ADAM (PGR)** 8:23
Yeah, yeah.

 **LOGAN, FRASER (PGT)** 8:26
OK.
How is that for you?
Can you see this slide?

 **NEAL, ADAM (PGR)** 8:35
I'm not seeing, I'm still seeing the end of Hannah's slides at the moment.

 **LOGAN, FRASER (PGT)** 8:39
Ah, interesting. OK then let me.
Here and share this.
Oh, how is that?

NA **NEAL, ADAM (PGR)** 8:50

That's all.

 **LOGAN, FRASER (PGT)** 8:51

OK, ready when you are.

NA **NEAL, ADAM (PGR)** 8:52

Great. Yeah. So thanks very much for that, Hannah. So as Hannah says, the the fellowship is based 50% on the research side with IAS and the training opportunities there and 50% on the teaching side with IATL. So I'm going to talk about the kind of IATL side of things. So it's really about the the purpose of the fellowship is to really help the difficult transition between finishing a PhD and hopefully getting an academic job and building an academic career. And so it's all about kind of helping to develop the skills that are going to really put you in a good position to enjoy a successful academic career.

And

The fellowship, there's an element where it's like quite structured. So there are certain things that you're required to do as part of the fellowship, and there are other aspects where you can really kind of have some creativity, you can pick and choose the things that you would like to be involved in. There are many opportunities for you to get involved in different things, depending on what sort of skills you want to develop, like maybe where you see your career. So it's quite flexible and also very supportive within a kind of structure.

So,

there's this kind of, one of the things you're doing is really engaging in the interdisciplinary activity of IATL, to be part of kind of events.

Running skill sessions.

Running a workshop.

And maybe developing strategy and so on.

The big part of the kind of IATL side of the fellowship is about developing your interdisciplinary pedagogy, and there's a couple of ways in which you will be doing that. So a big one is this shadowing IATL staff. So for this, you'll pick an IATL module

for each term,
that you think maybe you find interesting and ideally something that you think that you can make a contribution to. Maybe it kind of links in well with some of the research that you've already done.

And there's generally an expectation that when you shadow this, the IATL staff on this module that you'll also make a contribution to the module, that you'll make a contribution to the teaching of the module. You'll be certainly marking on the module.

But exactly

what that constitutes or how much you're you're involved in terms of the teaching, I think it's something that is flexible and can be negotiated with the particular module leader.

So it depends on kind of like how you feel and what you feel you can contribute. It depends also on on the, on the module leaders. So I've been lucky enough to have the opportunity to do some substantial teaching in both of my IATL modules but I've also kind of heard previous IATL Fellows where maybe for the first few weeks of the module they play a more kind of, that they're more observing, they play more of a passive role. And then they kind of build their way. And then towards the end of the module, maybe they do they kind of teach certain elements of the module and so on.

But this is a really kind of valuable experience because you, the IATL staff are absolutely brilliant and their teaching is superb. And you can really learn a lot through shadowing them and getting to know them and that, they're super supportive.

The other one is the PGA in Interdisciplinary Pedagogy. So this is a kind of a part time teaching course.

And you complete readings on interdisciplinary pedagogy. You'll attend seminars and the workshops where you'll kind of like, discuss the readings and you'll go through theory, and then you do a case study where you'll apply the theory onto your own teaching practice.

And then you are assessed by presentations and a kind of a portfolio at the end where you can put in your case study. It's a really valuable way of kind of learning about interdisciplinary pedagogy and how to apply it to your, to your practice.

And you'll be contributing to interdisciplinary learning activities. So we do things like

skill sessions, interdisciplinary skill sessions where the students kind of learn some skills in how to kind of navigate this kind of interdisciplinary, the interdisciplinary modules because some of them would have come from modules which are very different and they kind of have, we do run some sessions for them around that.

Then go to next slide. So the requirements of the fellowship.

So you don't need to have extensive teaching experience to apply for the Early Career Fellowship Teaching Fellowship, but you do need to have some teaching-related experience. So that can be either curricular or extracurricular.

So it's something that Janice wanted us to emphasise this year.

That yeah, I mean, it's going to be useful if you have lots of teaching experience, but it's not necessary. And actually part of the,

part of the assessment process for this fellowship is that you do a teaching demonstration so you do have the opportunity, even if you don't have extensive teaching to kind of demonstrate your abilities in teaching. But I think it's more important that you

demonstrate a willingness to teach in a disciplinary context, that you really kind of want to get stuck in and kind of learn about teaching in an interdisciplinary context and that you're going to make use of that.

It's the next slide. So,

from so this is a full time fellowship as I said, But 2 1/2 of those days are on the research side and 2 1/2 days are with IATL and there's a requirement that you're actually based in the department. So you're provided with an office space and you're expected to be there at least one full day in the department. You can potentially be there for more than one full day, but at least one full day in the department. IATL, one of the great things about IATL is that it's a very collegial department. We collaborate on a whole wide range of things.

I feel like it's much more collaborative than other places I've worked, certainly my home department. So it's very important that you kind of demonstrate that and that you kind of show that you are

able and willing to work as a kind of active member of the department, that you really kind of get stuck into some of the collaborative projects that are run.

You'll actively contribute to the activities in the department. So there's a requirement that you attend every team meeting, convenor meeting, and so on. So in fact, they IATL moved the times of the team meeting

just for me and Fraser this year because it clashed with something we had in the IAS.

So they actually moved it for us, which was very kind of them to kind of involve us in that way.

As I said, you'd be kind of doing marking and getting involved in the interdisciplinary modules.

And move on to the selection process.

So I'm not going to go through this in great detail because it, all this information is available on the website but you can see the the deadline for the application, 13th of May. There's an online application form.

This includes it's, so it's not a very lengthy application, it's just a rationale, 150 words describing how your it's very short, right, 150 words describing how your teaching and research would benefit them, IATL and IAS. And then a project statement of 1000 words where you outline your proposed interdisciplinary activities, so you could run a workshop or public engagement activity, and basically telling us what you are going to do on the fellowship and how you're going to make the most out of the fellowship, right.

And then you're kind of assessed on the quality of the activities that you that you plan to run and you'll need references, a CV and and that's it. I think Fraser, I can pass on to you now.



LOGAN, FRASER (PGT) 18:02

Yeah, thanks a lot, Adam. So I'll just talk a little bit about the the teaching proposal as part of the teaching side of the fellowship.

So this is quite a core part of your application. A few things are worth mentioning, are worth bearing in mind. It should be an extension of your research.

That's quite, quite fundamental. So it's up to you how it develops out of your research. It might be you're building on something you've done before or maybe trying something new with theory, trying to put theory into practice. The actual project that you run could be a wide range of, there's a wide, wide range of different possible activities. You could run a conference, you could run a seminar, you could run

anything in between, and it can be based either at IATL or the IAS.

And one of the other things I would I would definitely emphasise is IATL was founded to innovate.

So if you can, try some sort of teaching project that is innovative, rather than just maybe a sort of standard lecture where you're just distributing information. That

might not be necessary, but you'll stand out. I think it might help your proposal stand out if you're trying something new and to get your just to start thinking about that, you might want to look at some of the maybe the literature on interdisciplinarity or transdisciplinarity. Try to situate what you want to achieve in relation to some of the debates in higher education and try really to try to do something that that maybe hasn't been done before, that maybe you can take a risk, a creative risk. This, I think would probably help your application. But in terms of the feasibility and the ambition, it's not like you'll be running a whole host of different conferences over a year. This in my case it's a single workshop that I'll be running in May and sort of a 3-hour long workshop. So it's ambitious in terms of the theory and what I'm trying to achieve, but you don't have to create an entire module or something like this. So and also try to situate your teaching, teaching project in the context of what the IAS and IATL are trying to achieve. So have a look at their teaching vision, their their sort of pedagogical commitments and try to align yourself with what IATL does on a daily basis.

Adam mentioned that as part of the section process, if your application is selected, you'll then go go through for a teaching demonstration. This is really, is just 15 minutes, but it's worth bearing in mind that it would contain a mixture of students and staff in attendance. And the key thing, and this really pervades your entire application, be intelligible to an interdisciplinary audience. I can't emphasise that enough. That was something that they mentioned last year.

And both in your teaching presentation, but also everything in your application, try not to use subject specific jargon. Try to bear in mind that you'll you'll maybe have people reading from chemistry, from philosophy, from a wide range of different disciplines that maybe don't share the same methods, the same discourses.

When it comes to an interview as part of the the application, this I think it's really just a standard interview, only much friendlier, but because people in IATL and IAS are very friendly. So it didn't really feel like an the interrogation that you might have at some other interviews. This was very friendly, very collegial, talking about teaching experience, talking about your research plan and, yeah, nothing to be afraid of, that's it.

For your application, you'll also include an advisor. In my case that was my supervisor for my PhD. I would say that

although you have a formal [IATL] advisor, you'll be receiving advice and mentorship throughout the Early Career Teaching Fellowship from both, from colleagues at both IATL and the IAS. So as Hannah mentioned, within the IAS there's peer coaching, so you'll be coaching and be coached by your peers and developing that skill. So there's a lot of sort of support, incredible support network for both IATL and the IAS.

And finally, I mean I I don't want to talk for too long, but just to sort of skirt over some of the other opportunities, Adam's mentioned quite a few, but one I really would emphasise the notion of collaboration. I mean Adam and I have had the chance to co-write a paper with colleagues in IATL so also, there are even publication opportunities.

There are so many different chances to get involved with different modules.

Monitoring, so monitoring is where you are reviewing the marking of other colleagues on student assignments and it's just a very very useful way of seeing excellent marking, Good examples of great marking and then incorporating that into your own marking. As part of the Fellowship you'll get lots of opportunities to mark as well.

There is the ethics reviewing as well, so we've been receiving ethics training on how to review

student submissions that have to go through ethics approval.

And then ICUR, that's the International Conference of Undergraduate Research.

So as part of the Fellowship, we were reviewing abstracts by students to this conference.

One of the highlights for me was just seeing how incredible the research is in across the body, that of Warwick University. And then as Hannah mentioned, there are loads of, loads of opportunities in the IAS.

I think maybe I'll hand over now to Jo. Would you like just to talk about eligibility?

Yeah, sure.

The backup people said now completely contradicting the notion that we're friendly. Right, so I haven't seen this. Yeah, I've just dumped lots of information, but.

So in terms of eligibility, I'm hoping that you've all looked at the Early Career Teaching Fellowship information that's online. So you should all know that you should be actively working on your PhD or have even have finished it or planning to finish it in the, in the very near future.

So,
the key thing to bear in mind is that we are looking for
people who have either already submitted their thesis by the 1st of October 2023 or
are
actively planning to submit their thesis by the 30th of September 2024. And the
reason for this is that
if you haven't submitted your thesis by the 30th of September, both IAS and IATL are
expecting you to start on the 1st of October 2024 and you'll be very busy. And that
poor old PhD, that thesis that you've been trying to write and you've been pulling
your hair out over and it's been the bane of your life,
will not get finished. So it's really in your interest to be actively submitting your thesis
by the 30th of September [2024], so that,so that you are in a good position to start
this, We offer the fellowship on a full time basis.
So you need to really be thinking about, you know, if you were planning on working
20 hours a week in Tesco,
That's not going to work because again, you'll be, you'll be very busy. You'll be
involved with with teaching,
preparing your your workshops and with all the IAS activities trying to transform your
PhD into
other things you know, you might be wanting to to write a book based on your PhD.
If you're not fed up with writing by the time you've done your thesis, then you might
want to do some more. So it really does, you do have to sort of bear in mind that it is
full time. We do take, if you're approached by your department to perhaps help with
a bit of teaching,
or some marking, then then you'll need to come and talk to us about what that
commitment is. And if it, and if we feel that you're making good progress with the
Early Career Teaching Fellowship and that you're you're, you know, you're not
overwhelmed with it, then then we would, we may give approval to to a small
amount of work. But but we you know we really do need to keep an eye on that. So
you do have to ask permission before you do you accept any offers from your home
department. You know you may have been a Graduate Teaching Assistant, they say
well if you're staying perhaps you'd like to carry on with this with this module.
You need to come and talk to us about that before you say yes, please.
OK. And then the other thing we probably just need to have a little bit of a discussion
about. If you're an international student, it's just a little bit more complicated the

application process. Because if you're an international student, particularly if you're on a Tier 4 or is it just called a Student Visa now? I think it might just be called a Student Visa, you have a 20 hour working restriction, so that is lifted once you have submitted

your thesis

and you're and and you're deemed to have finished that part of your PhD. And so you you you can work full time once you've submitted your thesis with all the corrections and everything. So you would be able to start the Early Career Teaching Fellowship as long as you are in that position by the 1st of October that you've you've submitted your draft, you've had your viva and then you've submitted the final thing. Whereas the non international students, we will accept people if you have just submitted

your thesis and you're waiting for your viva. So there's a little bit of a difference there and it's just simply because of how many hours a week you're eligible to work if you're not on a Student Visa, then you don't have any restrictions on on the working hours that you can do in the week. And the other thing to bear in mind is that you're OK while you've still got your student registration. You might have a period after you've submitted your final thesis that allows you to still be in the country.

But there will be a certain point to where the Student Visa will finish and you need something after that and we can't give you sponsorship because

like, like because this isn't a paid position. You get a bursary. So it's a bit like like when you're doing a PhD, sometimes you get a stipend. Yeah, that's the word that I was looking for.

So you have to be planning to apply for what's called a Graduate Visa, which I think gives you, is it still three years?

Not sure. My hesitation is that there have been so many different announcements about visas just recently. I'm not quite sure where we are in terms of the announcements. So it's always an excellent idea to go and check this yourself and if necessary go and see one of the people in the immigration office that we have at the student, in the university because they they are more aware of the rules for students.

But you can, if you're planning to apply for a Graduate Visa, which I think allows three years, then once you have submitted your final version of your thesis and your award has been conferred by Senate, and then, this is the important bit, I've underlined it, the university has notified

UKVI, what does that stand for?

So UK, UK visa people, is that right?

Yeah, that you have completed your PhD. Then you can put in your application for your Graduate Visa. And you can't put it in before, otherwise it becomes invalid. So, do I need to say that again? You have to finish your your thesis, you have to have your award conferred by Senate and then the university has to notify UKVI that you have completed your PhD. And then you can submit your Graduate Visa application. Then you'll be all right to continue with the Early Career Teaching Fellowship for the remainder of the year. So you just need to bear those things in mind. But it's a bit of an awkward timing thing, and it you might be in the position where that timing just doesn't work for you and unfortunately there's nothing we can do. We have had long discussions with the Graduate School and the international visa people about how we can sort of like navigate you through this and that's what we've been told, that that is the route.

So happy to take questions. Is there anything else? Nope. That's everything. That's it. By the last bit, right Q&A. So either questions on eligibility or on anything else that Fraser and Adam have been telling you, or indeed...

So yeah, so now we can open it up to

Q&A about really anything. So I'm I'm seeing. maybe Janice you have your hand up?

KJ **Koistinen-Harris, Janice** 32:15

Hi there this is really just a flag that Cecilia had asked a question earlier. I will obviously sort of leave that to Cecilia. But I think part of it was about eligibility and part of it was about sort of, when doctoral students can engage with IATL. And again, I'll sort of, you know, obviously hand over. But one of the points is, is that, you know, ECTF eligibility we have covered. But you know, IATL opportunities are often open to a whole range of people, students, staff, students of all levels. I will put the link to the IATL mailing list in the chat and if people sign up for the newsletter, then that's one way of finding out about various IATL opportunities. Whether this is, you know, the workshop that Fraser is is going to be putting on shortly or, yeah, Adam's activities, there are a whole range of, a host of departmental activities that we do. Because we do absolutely welcome people participating and and sharing in the activities apart from particular opportunities like the ECTF. After that I will, you know, leave

other people to ask their own questions. But Cecilia, thank you for raising that because it was a really useful question. Thank you.

NA **NEAL, ADAM (PGR)** 33:27

We have another question from Nicola in the chat who asks, would the teaching event be for students or colleagues, and how does the IATL application fit with the spring intake of the IAS. So in terms of the teaching event that can be for, that's kind of up to you in some sense. So I think mostly it would be for students, but you can do a teaching event for the staff as well, and you can also do a, you could do for kind of maybe postgraduate kind of like PhD level, or you could do a teaching event for kind of yeah, maybe post docs. You can gauge it to, to to who you would like to do the event for, or you can make it open to to everyone. And so for the - did you add to that?



LOGAN, FRASER (PGT) 34:28

Yeah, just it it's worth, trying to sort of justify everything. So if if you're aiming to include staff or postgrads, then, or or undergraduate students, try to think about who you want your target audience to be, what the aims and outcomes of your teaching project might be, and try to just just sort of think through all the choices that you make. Yeah.

NA **NEAL, ADAM (PGR)** 34:57

Yeah. And then for the second question, umm, how does the IATL application fit in with the spring intake of the IAS so the, so as you mentioned there's a there is a spring intake of the IAS and there's also an October intake of the IAS and as they kind of go hand in hand. So when the spring intake joins, they'll kind of join with the the the other other cohort which is happening now I believe. But for IATL it's only an October cohort, so we just go from October until the summer. So we'll kind of meet the IAS cohort, spring cohort when they arrive. But we will work with them. We do the Accolade programme with them and so on.



LOGAN, FRASER (PGT) 35:51

Yeah, I'm just gonna add to that. If you're in the spring cohort, you're welcome to apply for the IATL Teaching Fellowship and Fraser, which you did that didn't you, and what happens is you start again.

So Fraser's been in the IAS forever!

You started again, but you're, you're welcome to apply for the IATL Teaching Fellowships, even if you're starting this Wednesday. So you can still do that. Yeah, that's a good point. Yeah.

Any other questions or if any if people want to pitch or sort of bounce some ideas around, maybe in terms of their teaching project, this would be a good chance to get some feedback and maybe see.

You know.

Yep. Jessica has her hand up.



UNDERWOOD, JESSICA (PGR) 36:36

Yeah. Sorry, I don't know if you can hear me.

Oh, super. So basically I'm, I'm not sure exactly how one thinks about. I'm sure there's some PhDs that more obviously translate into a pedagogy project. And so I don't know if you have some like examples of like PhD projects and how they fit, interpreted into a project that makes sense for this, because I think I'm even having a hard time just beginning to think of how you might do that.



LOGAN, FRASER (PGT) 37:08

Yeah. So

obviously we don't want to give too many ideas because it's important to keep it open and to give you the chance to to innovate for yourself.

But having said that, I mean I can say for for my project,

it was in philosophy and a part of it was to do with writing, a type of writing. So I'm running a free writing workshop. So for me that there was some connection there.

But the interdisciplinarity wasn't obvious, so I'm trying now to to theorise that and

flesh that out. It will depend on your project and I guess you're you're welcome to to share that and and maybe

sort of brainstorm some ideas, possibly.



UNDERWOOD, JESSICA (PGR) 38:04

Well, I don't want to take up too much time for the meeting. If I you know, the so, because my research, it looks at the concept of the economy. I sit more in the politics department. And so you know that potentially, in that I said, as I suppose I'm a little confused, I also about the, who was who was asking if this is geared more towards students or towards teachers.

But yeah, that that you know again, am I sort of setting up interdisciplinary practice or am I thinking how my, my

project also maybe relates to other disciplines and I guess it could be either one.



LOGAN, FRASER (PGT) 38:42

My impression is that it could be either one.

And just bear in mind that you might, you might want to open it up to students, let's say of of all disciplines, and then then you might have to think how, how could you pitch your research in a way that is intelligible and interesting to maybe a chemist or a physicist or mathematician. And you might not have to, you might not necessarily bring all the content of your PhD. It might just be a method or a perspective or something like this that's more

sort of ambulant. You can sort of travel across disciplines a bit better than maybe a rigid economic theory or concept. So yeah, there are lots of ways to take it, I think.

And also I think engaging with what IATL has done. There are a lot of modules. You can see what current teachers are doing with with quite broad concepts.

And then also maybe engaging with some of the theoretical literature on interdisciplinarity and transdisciplinarity, a lot of these these texts might

inspire you possibly.

We've certainly had Early Career Teaching Fellows before from politics, from PAIS. So a couple of years ago we had Theo Aolfi as one of our Early Career fellows and and he

did a project

that was looking at power. So obviously his thesis wasn't entirely based on that, But he used one aspect of something that he was looking at that politicians do and how they use power and and make that into something broader and where you could bring in different perspectives on power. So, so it's might be just sort of taking one

aspect of the work that you've been doing on your PhD and sort of thinking, you know, how does that relate more broadly to lots of other areas?
And you know, how could I sort of, like, make that more accessible to, to people in different disciplines?

 **NEAL, ADAM (PGR)** 40:56

Yeah. And can I just add to that?

 **UNDERWOOD, JESSICA (PGR)** 40:56

That's super helpful because I know, I know Theo. So I could, I might try emailing him and seeing yeah, how he figured that out, too. That's helpful.

 **LOGAN, FRASER (PGT)** 41:07

Did you want to see...

 **NEAL, ADAM (PGR)** 41:07

So also in terms of doing that, you can also seek collaborators. So you can seek collaborators from different disciplines if that's something that you want to do. That would also help to kind of make your teaching activity interdisciplinary if you think, okay, I have this thing, but it would really contribute from kind of an insight from another discipline. And you can also collaborate with others as part of that teaching activity if you, if you like. I think that could also really strengthen the activity.
So we have another question. So I think this one would be more for Hannah. So how much focus should we have on the interdisciplinarity if we are going for a writing IAS part time fellowship? So I think that's that's more about the Early Career Fellowship, the IAS one.

 **LOGAN, FRASER (PGT)** 41:57

Yeah, I mean, like IATL, we put a lot of emphasis on on interdisciplinarity and it definitely really strengthens your application, how interdisciplinary it is. The key to interdisciplinarity in applications is, it's very obvious to us as academics how are things interdisciplinary. But it's being reviewed, and Fraser mentioned this, by people who are non specialists. So you have to make sure you're getting across that interdisciplinarity in your application to someone who's reading it. Perhaps you're a completely different discipline. So that's the trick.

It's always good I find to have someone from a different department, if you have anyone else who you know in a different department read an application that you've done, and if they can tell you that it sounds interdisciplinary, that's generally a good a good place to start. But yeah, this is something we'd look for very much in the IAS, we do weight

the interdisciplinary of proposed projects. Am I right that it might also be a strength to emphasise

your I guess the collegiality side of interdisciplinarity, where you're willing to engage with, collaborate, listen to, respond to people when they're presenting in different disciplines and generate, just part be part of that interdisciplinary community. Yes, one of the really common things that people will suggest for outputs when you do the IAS application

is a workshop or something like that that's bringing in people from different departments. I mean, when you come to the IAS, there's generally going to only be one or two people from your department there anyway. There might be no one there from your department. You have to see. You're forced to collaborate because there's just people from all over the university there. But that's a really common thing that people suggest is an interdisciplinary workshop. So it's something we're we're very keen for in IAS applications.

And the key is making it clear.

Have we got any other questions?

NA **NEAL, ADAM (PGR)** 44:00

Yeah, we we have some more in the chat.

Yeah. Yeah. So so I was. I was just going to add to that. So I think there are kind of different ideas around interdisciplinarity and and one as you said is is kind of presenting to an interdisciplinary audience. And even if it's, you have something which is subject specific. But but how do you actually present that to an interdisciplinary audience which you will be doing if you are part of the IAS. You present your your work, and one of the things you're working on to this interdisciplinary audience and then that that that's kind of also part of it.

So we have a question. Yeah. Oh, so. So actually, that was kind of answering the the second question around, I guess, how are we supposed to do that if we're coming

from molecular biology, like it doesn't lend itself to humanities much?
Anyone want to add to that?



LOGAN, FRASER (PGT) 44:55

Right. Yeah. And I I could say, I mean we we had a great talk from one of the colleagues in in the IAS who's a theoretical physicist. And he could have sort of bamboozled us with all of the concepts and jargon. But he didn't. He instead he explained the complex theories and the maths without relying too much on numbers. Language that we could all understand. And it's an important skill, and it it's a real challenge, but it's something that you will develop over the course of certainly the IAS side of the fellowship and definitely in your teaching practices in IATL. There are ways, maybe not to explain everything but to simplify and to convey information in a way that allows people from all disciplines, including the arts and humanities, to at least understand something. So I think it's a skill that you would be developing over the course of the fellowship. Janice said you want to come in here.



Koistinen-Harris, Janice 46:05

Yeah. Thanks and sorry. I, Cecilia, I see that you have another question there, but I suppose just to add my own perspective, I mean, you know I did English, yes, I work in IATL. But I was sitting in on the teaching demonstrations of both Adam and Fraser. I mean, I am completely not a philosophy person at all, in any way. But you guys are presenting really fascinating ideas, and presumably this is, I suppose this is both for Jessica and potentially for Rebecca. You know, you're doing a PhD presumably because you think this is a really interesting and engaging topic. And if you met somebody sort of in a in a, in a lift for example, who said, what are you working on? And if you're feeling a particularly, you know, sort of good day, you might be saying something like, you know, here's my, like, sort of almost like 10 second elevator pitch. And you may meet some people who just aren't very interested and maybe some people who say, wow, that sounds really interesting. And so on the teaching demo side, I had the chance to hear some really fascinating ideas that I wouldn't have been able to, you know, I don't research that, but they're presented in a way that just, the interest come out. So again all of you. You know there you may reach a point,

and I remember that my point of PhD, you think I am sick to death of this thing. I want to see the back of it. But there was a reason you did it in the first place and there will be that interest there. And I think just sort of thinking of, if you had a chance to talk to people who were engaged in what you were doing, how could you make that as interesting as possible? And I had I had a fantastic time, I really did, hearing about people's ideas just like Fraser was saying with the theoretical physicist. So that's great. And again, I I don't mean to sort of jump in front of Cecilia. So we will get back to her. But I just wanted to take an opportunity to flag please that applications are open now. You can get all the information about the application process and a link to the online application form off the ECTF website, there's a section called 'How to Apply'. It is open and the deadline for applications, and this includes both the application form itself and all supporting materials, you know, your your references and all the material there, the deadline for that is the Monday, the 13th of May at 1:00 o'clock UK time. We so do please just sort of bear in mind for all of that. If you have any problems, you know, e-mail us, the e-mail address is is on the form. It should be straightforward. I've tested the form myself, it should be fine, but I just want to flag that we've put this workshop three weeks ahead of the deadline to give people a chance to sort of take this feedback into account and think of any questions. We are still here afterwards, if you have any questions, but I just wanted to flag that up. So thanks very much.



LOGAN, FRASER (PGT) 48:41

We do have a question in the room. Yeah.

Does the teaching project we propose need to be linked with any of IATL's existing modules?

So the question was, does the teaching project need to be linked to any of IATL's modules, existing modules, existing modules? I think not. I don't think they do have to. I think in my case there's no module on free writing, it's completely outside of what I've been teaching.

I wouldn't say that's even beneficial, I think, I don't think you would get, how am I phrasing this, I don't think it would even be a benefit necessarily to align yourself with what IATL already does.

Not to say that you couldn't do that, but it's certainly not necessary.

Thank you. Yeah.

NA **NEAL, ADAM (PGR)** 49:36

So I think there might be some advantages to, to linking it with some of the things that happen in the other modules because you naturally get this, maybe a level of engagement because one of the things is that for the for the teaching activity, you need to make sure you want to get people to show up for their teaching activities. So you want to know who you're going to be targeting this to. So if you can say, well, this actually links really well with something that they're doing on this module, so I think that the students from this module would really also benefit, be interested in attending this teaching activity or this workshop and I, I wouldn't think that it would harm your application. I think that could be beneficial. But can I just go back to, so when Janice was talking before about, and also Fraser kind of you learn so much from what, some of my favourite parts of being at IATL and the IAS are these two we do these research exchanges and some of the things that Fraser was talking about where people present to us work from their department and it's just fascinating. You know like some of the work that goes some of the amazing work that goes on in in the university that you don't really get to hear about so much and then somebody will just present to you for like half an hour or 45 minutes their work. And it's just really fascinating and and even in the way the modules work is very interdisciplinary. Sometimes we get speakers from different departments. They come to us and it's it's really, really fascinating, learning from the kind of all of these different departments and integrating this analysis. And also from the students, because the students come from all these different modules, and some of their expertise from their disciplines, again, it's super super interesting. And they bring a lot to the kind of learning community when you're doing these interdisciplinary modules and you've got someone from, you know, from physics or from engineering or and it brings in some insight and I think oh wow, I haven't really considered that or that's really, really interesting. And so yeah, that's probably one of my favourite parts of of kind of being on the Early Career Teaching Fellowship is this kind of very interdisciplinary, and how much I learn from other other people, I guess.

 **LOGAN, FRASER (PGT)** 51:58

Yeah, it's really.

NA NEAL, ADAM (PGR) 51:58

So there's a question, do we accept applications every year? We do accept every applications, every year.

So I think it's roughly around the same time every year, Janice, right?

And Jo so, yeah.



LOGAN, FRASER (PGT) 52:12

Yes, yes.

NA NEAL, ADAM (PGR) 52:15

And it starts in October each year.



KJ Koistinen-Harris, Janice 52:15

Yeah, it is the same [every] year.

Yeah, the eligibility does change every year. I feel like I should point that out as Jo outlined.

The date of your viva submission does, must fall within sort of the current academic year. So exactly as Jo said, you have to have submitted your thesis for the viva between the 1st of October 2023 this year or by the 30th of September 2024. That that has to be the plan. So for next year, when the scheme you know we do this year, every year, again that sort of, the corresponding eligibility will have updated. So when we advertise this a year from now it will be planning to submit your thesis for the viva between the 1st of October 2024 or by [30 September] 2025.

And unfortunately, if people's eligibility falls outside of that window, we can't accept applications simply because, yeah, for a whole host of reasons. So it's as the website says we have no reason to expect it any different but but that that window of eligibility does does change.

NA NEAL, ADAM (PGR) 53:27

And you can apply for both, the IAS Early Career Fellowship and IATL's Early Career Teaching Fellowship, like you can apply for for both at the same time. I'm not sure when the deadline is for the the IAS one



LOGAN, FRASER (PGT) 53:40

But



NEAL, ADAM (PGR) 53:41

But yeah, so as I think some people have asked before about like whether you can just apply for both and how that works but you can apply for both.



LOGAN, FRASER (PGT) 53:50

Yeah, you can. We [IAS] have two deadlines at the IAS. So that there's one generally every six months. I think there's one very soon the 27th or something for the ECF, so that one's a bit, that one's a bit close. And then the next one will be at some point, next one near the end of this year or the next one, We're not sure exactly sure when yet. But if I can just say for the current round of applications into IAS because their deadline is first, what we do, because IAS is involved in the recruitment of the IATL Early Career Teaching Fellowship, we make sure that the person who may have also put an application into IAS has been accepted by IAS even if you haven't been informed.

So, so just to just so you are aware that it's, if you're going to be on the IATL Early Career Teaching Fellowship you have to also have been accepted by IAS. So, so, And even if you only apply for the IATL one, which is why you [Hannah] are here today. So, so, so you [Hannah] will be on the, you'll be in the interview. Yes, that's correct. So there, there is a judgement that you are, that you are appropriate for both schemes, that, you know, that we're both happy that you can do the IAS and the IATL side, that your research and your teaching history is excellent.

That's true. Do we have any other questions? And I think do we have to wrap up exactly at 4:00 o'clock?

OK, if there are any more questions, do feel free to post in the chat or raise your hand.

I'm always here. Yeah, so can always drop us an e-mail. So if something occurs to you in half an hour's time, don't worry.

Any from the room?

Lovely to meet you all. Yes, lovely to meet you all. Thank you all very much for coming along. Hopefully you've got a clearer sense of what is required, I suppose, for

the for the application.

And good luck. Yeah. Good luck.

● **Koistinen-Harris, Janice** stopped transcription