



International Federation of
National Teaching Fellows



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WELCOME

We are excited to share the latest activities of our talented community via regular newsletters. This edition is dedicated in memory of Dr Heather Kavan, IFNTF Vice President, New Zealand. You can catch up on previous newsletters via this [LINK](#).

You can also keep up to date by following us on X (Twitter): [@ifntffellows](#).



Our contributions are from members, so remember to email us if you'd like to share your work: newsletter@ifntf.org.

Some of the photos in this newsletter are from: www.canva.com.

CALL FOR EXPRESSIONS OF INTEREST

Communication Special Interest Group:
We are keen to hear from members who would like to help us communicate our vision and projects.

The activities include:

- Creating social media messages on events and issues our members care about.
- Sourcing and developing content for the IFNTF website.

If you enjoy communicating clearly, accurately, and with empathy, please contact us: ifntf@ifntf.org.



IN LOVING MEMORY OF Heather Kavan Vice President, New Zealand, IFNTF

Massey University, New Zealand

14th June 1957 – 21st December 2024

Dr Heather Kavan passed away suddenly on the 21st of December 2024. See <https://www.stuff.co.nz/nz-news/360532471/senior-lecturer-and-quote-year-founder-dr-heather-kavan-dies-day-results>

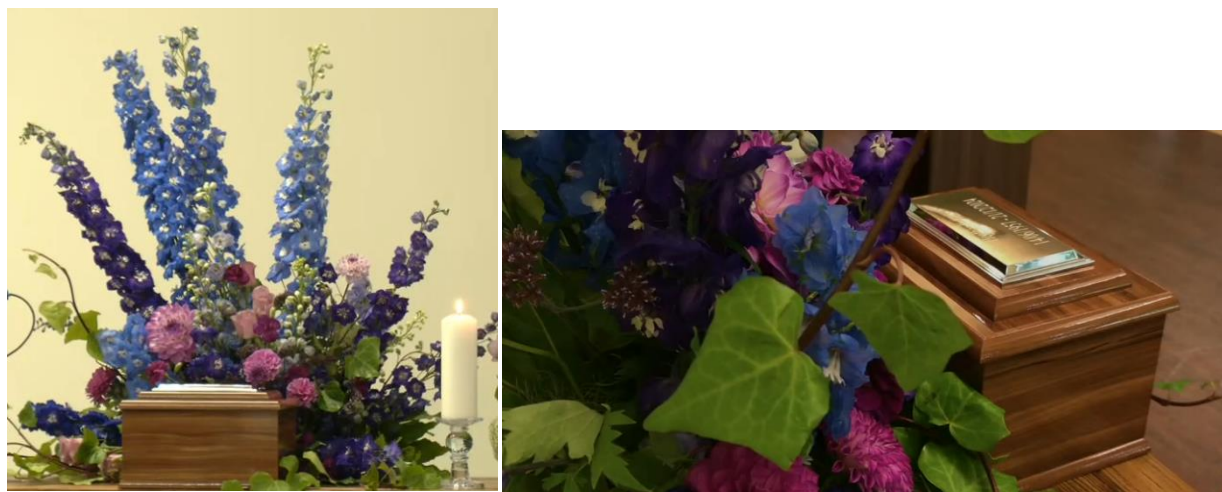
Heather worked at Massey University for 22 years and gained national recognition for her excellence in learning and teaching across New Zealand and the wider international higher education community. Heather served as the Vice President of the IFNTF diligently representing National Teaching Fellows and the wider New Zealand HE community on the Executive Committee. Heather attended meetings full of 'the joys of Spring' first thing in the morning and late at night, beaming with insights and always with a smile.

Heather was passionate about teaching and learning encouraging and supporting colleagues in applying for teaching awards, highlighting their successes, challenges and contributions. This was evident in her work as editor of the IFNTF Newsletter which she produced on a quarterly basis. She was a critical thinker with excellent language proficiency, a wonderful writer and storyteller who worked closely with colleagues supporting them with content development.

Heather brought together award-winning teachers from across New Zealand, promoting the IFNTF and supporting its growth for the advancement of excellence in learning and teaching in higher education internationally. Heather was a prolific speaker for the IFNTF and encouraged colleagues to deliver keynotes and made significant contributions to the annual symposium.

Heather was highly intelligent, full of integrity, with an amazing sense of humour and a quiet wit. Heather was modest, a very gentle yet strong woman with an unwavering commitment to teaching and learning in Higher Education.

I am very privileged to have known Heather and so very proud to have worked alongside her in my role as President of the IFNTF. Heather is a big loss to the International Federation of National Teaching Fellows and the wider Higher Education community. Heather will be greatly missed. Our thoughts are with her family, friends' colleagues and students at this very sad time. May she Rest in Peace



Photographs are screen shots from the recording of Heathers memorial service at:
<https://www.youtube.com/watch?v=IQHdqr6CZO>

A memorial service was held at Massey University attended by colleagues, friends and family. To read Heather's obituary see:
<https://deaths.manawatustandard.co.nz/nz/obituaries/manawatu-standard-nz/name/heather-kavan-obituary?id=57249084>

Author: Prof. Martina A. Doolan, President UK, University of Hertfordshire (UK)

GREETINGS FROM THE EDITOR

Daisy Bao (PhD Candidate at The University of Edinburgh, UK)

- PhD student studying Higher Education
- Student Leadership in U21 (International)
- PGR Student Officer for SGSSS (Scottish Graduate School for Social Science)
- Student Committee Member of RAISE conference (Research, Advancing & Inspiring Student Engagement, UK)
- PhD researcher in Student Voice Projects
- Open to any job opportunities



I'm a PhD student at the University of Edinburgh researching on the intersectionality of student engagement, power and relationships with staff in HE. I'm excited to introduce this issue of newsletter appreciate that the IFNTF kindly invited me to be a guest editor for the newsletter. Through editing the newsletter, I have the opportunity to communicate with many excellent teachers and learn more about their passion in teaching.

Ethos of teaching

My interest in student engagement is rooted in the benefits that I have gained from Higher Education as an underrepresented and first-generation student. Influenced by the western and Chinese teaching philosophy, my ethos of teaching addresses the value of students' knowledge and perspectives ('A student is not necessarily inferior to the teacher, nor does a teacher necessarily be more virtuous and talented than the student' – Discussion on Teacher, AC 768-824). This ethos was applied when I was a primary

school teacher, and when teaching and researching in Higher Education.

Research Interest

I have been working on supporting student HE experiences for over 6 years. My research interests lie in student-staff partnerships, student engagement, educational technologies (5G network), teacher education, and teacher professional education.

Selected Publication

Lubicz-Nawrocka, T & Bao, X. (2025). Partnership in the Classroom: Engaging Students Through Inclusive Student-Teacher Relationships to Advance Social Justice. *Social Sciences*, 14 (2).

<https://doi.org/10.3390/socsci14020075>

Bao, X. (2024). Approaches to inclusion, diversity, and partnership: Reflecting on institutional policies of student-staff partnership in research across 15 institutional schemes in the UK. *The Journal of Educational Innovation, Partnership and Change*, 9(1). Retrieved from [HERE](#)

LinkedIn: [HERE](#)

X: @baodaisy2



Resource

LATEST IFNTF 6th GLOBAL SEMINAR SERIES (2024-25)

6-6 Academic Impostor Syndrome in students and academic staff: Navigating the pathway to confidence and control

Dr Jennifer Coleman, Western New Mexico University
 Dr Valerie Todd, Aberystwyth University in Wales
 Dr Sara Kien, Northern Arizona University
 Ivette Merced, University of Arizona
 Dr David Mcilroy, Liverpool John Moores University

The team developed a ten-domain measure that would capture students' approaches to their studies in the context of impostor perceptions. Based on literature review and data from 2 UK universities (n=332), they reported strategies to counter each of the 10 domains and empower students and academics to navigate their way to confident control.

6-5 Investigating the keys to teaching excellence

By Dr. Claire Goode, Otago Polytechnic, New Zealand

Investigated the stories of 12 national Tertiary Teaching Excellence awardees in New Zealand, exploring their trajectories and practice, including views on their identity and on excellence in tertiary teaching.



How TO FIND SEMINARS

We keep recordings and resources of our seminars on the IFNTF website at: <https://www.ifntf.org/page-seminar>

All have received excellent feedback. Headlines of recent seminars are below:

Intercultural communication between native speakers and non-native speakers

Dr. Minjie Xing, University of Manchester (UK)

Learners who are non-native speakers benefit greatly from practicing the language in partnership with native speakers. Dr Xing shared "Study China" a funded program which supported over 6,000 UK students to learn Chinese in China. Dr Xing did so through a joyful journey.

Powergogy, a power-centred pedagogy

Dr Pablo Dalby, University of East Anglia (UK)

This seminar explored Powergogy, a power-centred pedagogy developed by Dr Dalby that supports learners and educators to critique, challenge and change relations, systems and structures of power.

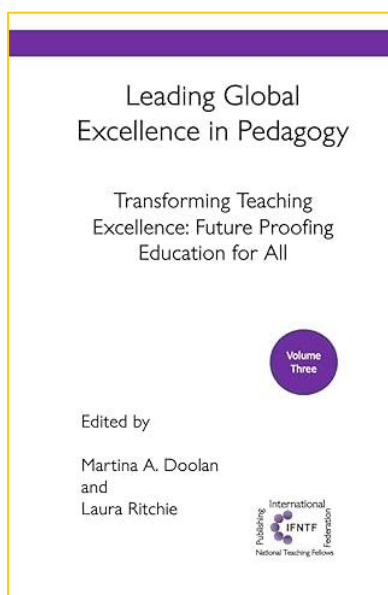


i need my brain workout

New IFNTF E-Book (Series Volume 3) now available on Amazon:

Leading Global Excellence in Pedagogy:

Transforming Teaching Excellence: Future Proofing Education for All



Following the success of the first two volumes in 2023 and 2024, the IFNTF is pleased to welcome the third volume in the book series: Leading Global Excellence in Pedagogy. Edited by Prof. Martina A. Doolan and Prof. Laura Ritchie, this volume is entitled “*Transforming Teaching Excellence: Future Proofing Education for All*” and is available on [Amazon](#).

Authors have gained prestigious recognition for excellence in educational leadership and learning and teaching by a National Teaching Fellowship award in their respective country including UK, Canada, the USA, and Australia. Some chapters are co-authored with students.

The papers selected for inclusion in this volume have been presented at the sixth annual international [IFNTF symposium on 2-3th December 2024](#).

These papers explore forward-thinking strategies including digital transformation, lifelong learning, upskilling, micro-credentialing, competency-based education, inclusive teaching, and support for mental health and well-being offering rich insights into pedagogical innovations across disciplines and learning contexts. It provides practical approaches to designing impactful educational experiences.

This book will help academics (academics, teachers, researchers, and students) to adopt evidence-informed practices and lead meaningful educational change. It highlights the importance of thoughtful planning, equity, and adaptability in sustaining high-quality teaching in today’s evolving academic landscape.

The IFNTF would like to encourage you to purchase the e-book and support fellow NTFs.



Celebrate Awards!

U.S. – American Indian College Fund Faculty of The Year Award

Australia - Australian Awards for University Teaching (AAUT)

UK - The National Teaching Fellowship Scheme (NTFS)

1 Dr Sara Kien's experience in winning American Indian College Fund Faculty of The Year Award

By Dr Sara Kien, Northern Arizona University



In 2018, I was honoured to receive the American Indian College Fund Faculty of the Year Award, a national recognition presented annually to one faculty member at each of 35 Native American tribal colleges and universities in the United States. Founded in 1989, the American Indian College Fund is the nation's largest Native-led organization dedicated to increasing Native student access to higher education. Its mission is to provide scholarships, build tribal college capacity, and promote culturally grounded, student-centered learning rooted in Native values and knowledge systems.

The American Indian College Fund Faculty of the Year award recognizes faculty who demonstrate excellence in teaching, a strong commitment to Native student success, and meaningful contributions to their institutions. I was nominated while teaching at Diné college – a tribal college on the Navajo Nation. The Navajo Nation is the largest federally recognized Native American tribe in the United States, with a sovereign government and a vast reservation spanning parts of Arizona, New Mexico, and Utah. Diné College was founded in 1968 as the first tribally controlled and accredited college in the United States. It was established by the

Navajo Nation to provide higher education that is rooted in Diné language, culture, and philosophy. While at Diné College, I contributed to the development of an introductory statistics course for psychology majors that incorporated relevant data and examples drawn from the Navajo community. This work was part of a broader team effort to promote student success through inclusive, meaningful education. I also led a collaborative research initiative through a new partnership between Diné College and the Department of Homeland Security's Center of Criminal Investigations and Network Analysis at George Mason University. As part of this project, I recruited and mentored psychology students in a 10-week summer research program focused on identifying mechanisms underlying the spread of mass violence, including school shootings and suicide. The program not only

strengthened student preparation for graduate study but also secured follow-up funding to support continued research activities and institutional collaboration. In 2018, I received both a "student choice" teaching award and the national Faculty of the Year recognition from the American Indian College Fund.

I am deeply grateful for the opportunity to have taught at Diné College and for the chance to do what I love – teaching and supporting students as they pursue their goals and strengthen their communities through education. That experience continues to inspire my current focus on Scholarship of Teaching and Learning (SoTL) research, particularly in exploring how project-based, active learning fosters self-efficacy and belonging in STEM fields, including the psychological sciences.



← The photo on the left was taken while Sara was in Shanghai, China in 2023. She was teaching a cognitive psychology course at Shanghai Normal University Tianhua College. She has been teaching that course in Shanghai during the winter break for the last few years. She is passionate about international education. She also co-lead a study abroad course about the psychology of creativity in Paris.

2 Australian Awards for University Teaching (AAUT): Reflections from The Director

By Professor Angela Carbone, RMIT University, Melbourne, Australia

Intro: [The Australian Awards for University Teaching](#) (AAUT) were established in 1997 by the Australian Government to celebrate and reward excellence in university teaching. Since then, it has become a valued form of recognition for university educators Australia wide.



It's a privilege to share a few reflections as Director of the Australian Awards for University Teaching (AAUT), a role I've had the honour of holding for the past eight years. I'd like to begin by warmly congratulating all National Teaching Fellows who are part of the International Federation. Your work continues to inspire and elevate the quality of higher education around the world.

The AAUT has been a cornerstone of recognising and celebrating excellence in teaching and learning across Australia's universities. Established in 1997, it has, for nearly three decades, rewarded innovation, creativity, and impact in higher education. While the program was federally funded for many years, the decision by the Australian Government in 2021 to withdraw its support was a blow to the sector. However, we were fortunate and grateful that Universities Australia, the peak body representing 39 universities, stepped in to continue this important program. Their support ensures

acknowledged excellence in teaching.

As Director, I've seen firsthand how national recognition can be a transformative milestone in an academic's career. In 1998, I was humbled to receive the Prime Minister's Award for University Teacher of the Year. That recognition validated my commitment to teaching and marked the beginning of a deeply fulfilling career. Since then, my journey has taken me from Assistant Lecturer to full Professor, and now to leading the Learning and Teaching portfolio in the STEM College at RMIT University, Australia. It's this personal understanding of the power of recognition that drives me and my dedicated team to continue facilitating the AAUT.

Beyond our national context, I encourage colleagues across borders to pursue recognition within their own countries. National awards do more than honour individual achievement—they promote pathways for career progression, highlight innovative curricula, and foster vibrant

communities of practice. At their heart, these programs aim to enhance student learning by recognising the highest standards of scholarship in teaching and learning.

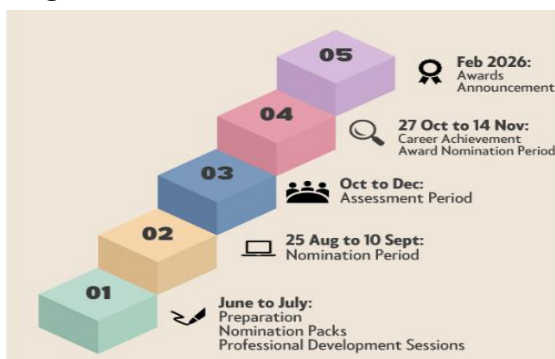
To our IFNTF colleagues: I invite you to explore the resources and networks connected to AAUT. Our website hosts a wide array of materials, including monthly newsletters, award criteria, and profiles of past recipients—each offering insights and inspiration. We are proud to showcase the achievements of Australia's

University Teachers of the Year and remain committed to nurturing a global dialogue around teaching excellence.

In closing, I extend my heartfelt thanks to every academic who continues to innovate, challenge norms, and put student learning at the centre of their work. Please continue to connect, collaborate, and share your scholarly practice. Your work matters—deeply—and collectively, we are shaping the future of higher education.

Academic Development Resources on the AAUT website

2025 AAUT has been officially launch in June. The key dates are presented in the diagram below:



Alongside the Award, AAUT is keen on building the community of practice by providing several communication channels, including:

- [Nomination resources](#) including writing tips.
- [Professional development sessions](#)
- [Mentor scheme](#)
- SANTPEN Workshop (The South Australia and Northern Territory

Promoting Excellence Network): [2025](#) and [2020](#)

- [AAUT and UniSA Breakfast Series](#)

The full list of resources is attached below:

2025 AAUT Launch on [AAUT-UA website](#) for:

- Nomination Packs
- Nominees' Resources
- Past newsletters
- Past awards ceremony booklets
- Past recipients' video series

Check out [the AAUTN website](#) for information about:

- [Latest news](#)
- [Australian University Teacher of the Year Profile Booklet](#)
- [AAUTN Mentor Scheme](#)
- [Advice for recipients](#)
- [Resources for nominees](#)

[Learning and Teaching Repository](#)

3 Upcoming Announcement of the National Teaching Fellowship Scheme 2025

In the UK, the National Teaching Fellowship Scheme (NTFS) recognises, rewards and celebrates individuals who have made an outstanding impact on student outcomes and the teaching profession. This year, NTFS 2025

nominations opened on 7th October 2024 and closed on 5th March 2025. The nominees and Teaching Excellence Awards Leads (TEALs) will be informed of the outcome in the week commencing 23rd June 2025, while the official announcement will be released on 7th August. For detailed timelines of NTFS 2025, please refer to the Advance HE website (this [LINK](#)).

REMINDER FOR FEEDBACK ON A RECOMMENDER SYSTEM FOR MEMEBERS APPLYING FOR PROMOTION

We would love to get more feedback on our idea of creating a recommender system for members applying for promotion.

To recap, the idea is to bring together:

- (1) Members who require a professor to evaluate and recommend their teaching.
- (2) Members who are accomplished professors who would be willing to write recommendations.

Our hope is to offset disadvantages that many excellent teachers have in applying for promotion.

If you are interested and/or would like to share your thoughts about the idea, please contact us at: ifntf@ifntf.org

COMMUNITY OF PRACTICE

Strengthening Partnerships in Teaching Excellence: Reflections on IFNTF Engagement at the ANTF Symposium

By Professor Martina A. Doolan, President of IFNTF



The International Federation of National Teaching Fellows (IFNTF) was prominently represented at the recent Association of National Teaching Fellows (ANTF) [Symposium](#). Among the participants were Professor Steve Rutherford, Treasurer of the IFNTF and academic at Cardiff University, UK, and Professor Martina A. Doolan, President of the IFNTF and academic at the University of Hertfordshire, UK. Professor Rutherford's recent appointment to the ANTF Committee as the representative for Wales marks a significant step in deepening the strategic collaboration and strengthening the ties between the [ANTF](#) and [IFNTF](#), further promoting shared goals in advancing excellence in teaching and learning in higher education.

It was my great pleasure to attend and present a talk entitled 'Fostering and Sustaining a Global Community of Practice: Promoting the Importance and Recognition of Learning and Teaching in Higher Education'. The Symposium was hosted by [NMITE](#) in Hereford, UK an inspiring institution, impressively established from the ground up. Its Skylon campus provides a truly remarkable community learning environment, one that fosters collaboration, innovation, and inclusivity. Purposefully designed to support active, experiential learning, the space encourages meaningful engagement among students, staff, and partners, and reflects NMITE's forward-thinking approach to engineering education and institutional development.

I was delighted to connect with fellow National Teaching Fellows ([NTFs](#)), aspiring NTFs, and colleagues recognised for their collaborative impactful teaching through the [CATE](#) award as well as those working towards future recognition.

The symposium fostered a welcoming friendly and vibrant atmosphere rich in the sharing of evidenced based scholarship, research and practice. It was a truly inspiring event where ideas thrived, and collaborations were initiated.

My presentation was well attended and provided valuable insights into how the International Federation of National Teaching Fellows fosters and sustains a global community of practice dedicated to advancing and recognising excellence in teaching and learning in higher education.

This vibrant international community is supported by the [IFNTF Executive](#) a team of committed academic leaders who voluntarily contribute their time and expertise to promote excellence across the global higher education sector. The Executive comprises members and associates from various countries, all of whom have been recognised for their exceptional contributions to teaching and learning through prestigious national awards such as the UK's National Teaching Fellowship Scheme, Canada's 3M National Teaching Fellowship, and Australia's Awards for University Teaching Excellence.

Drawing on the IFNTF as an exemplar, my session highlighted the power of connecting National Teaching Fellows worldwide to share evidence-based pedagogy, scholarship, and research. It also showcased key strategies for facilitating meaningful exchange, participation, and collective growth in teaching and learning. The IFNTF Community of Practice is built and sustained through the generosity of its members, who actively engage in seminar series, contribute to e-books and newsletters, mentor colleagues, and advocate for the recognition of educators globally expanding its reach, accessibility, and collective knowledge, fostering a truly global academic community. Participation in events such as the ANTF Symposium provide an opportunity to build meaningful dialogue and synergies between the ANTF and IFNTF organisations and to collectively champion the development and recognition of teaching excellence at international, national, and regional levels.

Sincere thanks to my fellow National Teaching Fellows and all colleagues at the Association of National Teaching Fellows for organising a stimulating and thought-provoking symposium. The event provided a valuable platform for scholarly exchange and collaborative dialogue on advancing excellence in teaching and learning in higher education.

LEARNING & TEACHING RESOURCES

RAISE Conference 2025 (Researching, Advancing & Inspiring Student Engagement), Scotland, UK

RAISE is a worldwide network of staff and students in Higher Education who work or have an interest in the research and promotion of student engagement. The ethos of RAISE is being inclusive so there are many ways to get involved in RAISE. Everyone in Higher Education, whatever your role, is welcome!

On 4-5th September 2025, RAISE Conference will be held by the [University of Glasgow](#). This year's conference, themed around the changing landscape of Student Voice, with subthemes located in:

- Empowering All Voices: Inclusivity, Diversity, and Reaching the Unheard;
- From Feedback to Action: Making Student Voice Meaningful and Impactful;
- Student Voice in the Digital Age: Leveraging Technology and Innovation;
- Student Leadership and Advocacy: Training, Empowerment, and Recognition;
- Authentic Student-Staff Partnerships: Co-Creation for Lasting Change

Delegates can register to join the conference in-person or online. The registration will remain open until 21st August.

Visit <https://lnkd.in/dqNNYcgg> to find out more about registering for the conference.

The Praxis of Belonging at Conferences

A practice guide for those who organise or support conferences to consider building belonging: Online, hybrid, or in person



The Praxis of Belonging at Conferences

This [practical guide](#) is the outcome of [Beyond the Obvious](#), an international research project examining how to foster a sense of belonging at academic conferences. Developed by a cross-country team, the guide presents strategies that are applicable to a wide range of conference contexts—whether in-person or online.

The insights and recommendations are based on interviews with staff from higher education institutions across the globe, reflecting on their own conference experiences. This diverse input ensures that the guidance offered is both inclusive and widely adaptable.

PROFILE

Dr. Sara Kien, Northern Arizona University

Position and Responsibility

- Associate Teaching Professor in the department of Psychological Sciences at Northern Arizona University.
- My responsibilities include teaching, mentoring students in research, and participating in committee work.



Year of National Teaching Fellowship award

American Indian College Fund Faculty of the Year 2018

What are your interests and expertise in HE learning and teaching?

My interests lie in fostering active, inclusive, and evidence-informed learning experiences—particularly for first-generation and underrepresented students in psychology. I'm especially drawn to project-based learning, the integration of data science and AI tools in psychology education, and strategies that reduce academic imposter syndrome.

Has the Teaching Fellowship award made a difference to your work and life? If yes, in what ways?

Yes, the teaching award has been transformative. I received the award for my contributions in teaching and curriculum design. The award offered

both recognition and support, enabling continued progress in redesigning psychology courses to incorporate more project-based, active learning approaches. It has also deepened my professional network and sense of belonging in the broader teaching and learning community, which has been both affirming and energizing.

What influences your pedagogic work?

My pedagogic work is influenced by cognitive psychology, educational research, and years of experience working with diverse student populations. I am guided by a strong commitment to supporting students from diverse backgrounds as they develop self-efficacy, passion, and a sense of belonging within STEM fields, including the psychological sciences. I draw on SoTL literature, student feedback, and interdisciplinary collaboration to continuously iterate and improve. I believe that higher education

has the power to create opportunities, open doors, expand possibilities, and empower students to pursue their goals and aspirations.

What inspires you in your teaching?

What inspires me most about teaching is the opportunity to open doors for students by helping them to see their potential, build confidence, and grow into empowered, capable individuals. I am also inspired when students develop a joy for learning through passionate and supportive teaching and mentoring.

Research interests

My current research examines academic imposter syndrome in statistics and research methods courses for psychology majors, as well as pedagogical strategies that support positive learning outcomes in data science education designed for psychology students from diverse backgrounds. I also employ web scraping, machine learning, and artificial neural networks (AI) to classify and predict concepts of mental health and perceptions of mass shootings in social media discourse. Previous research interests include mindfulness in education, strategies for increasing diversity in STEM, and cultural differences in folk biological thought.

Wider interests and activities?

Outside of teaching and research, I enjoy running, learning French, traveling, and playing the banjo.)

Selected publications:

Textbook:

[Kien, S. \(2024\). Data Science and AI in Psychology. OER Commons.](#)

Select Articles (*Former last name is Unsworth*):

Croitoru, A., Kien, S., Mahabir, R., Radzikowski, J., Crooks, A., Schuchard, R., Begay, T., Lee, A., Bettios, A., & Stefanidis, A. (2020). Responses to mass shooting events: The interplay between the media and the public. *Criminology and Public Policy*, *19*, 335-360.

Kien, S. J., Begay, T., & Lee, A.D. (2019). Social media during the school shooting contagion period. *Violence and Gender*, *6*, 201-210.

Unsworth, S. J., Palicki, S., & Lustig, J. (2016). The impact of mindful meditation in nature on self-nature connectedness. *Mindfulness*, *7*, 1052-1060.

Recent Presentations:

McIlroy, D., Todd, V., Kien, S., Merced, I., Colman, J. (2024). Academic Impostor Syndrome in students and academic staff: Navigating the pathway to confidence and control. *Paper presentation at the 2024 Symposathon for the International Federation of National Teaching Fellows.*

Recent Grant-Funded Projects:

NAU Transformation through Artificial Intelligence in Learning (TRAIL) Award (2025); Role: Principle Investigator; Title: Developing an AI Chatbot to Support Critical Thinking in a Research Methods Course

Social media / website links:

- [NAU link](#)
- [LinkedIn link](#)

Profile

Prof. Jane Setter, University of Reading



Position and Responsibility

- Professor of Phonetics; School of Humanities Director of Academic Tutoring.
- Secretary of the Association of National Teaching Fellows
- Secretary to the International Phonetic Association's Permanent Council for the Organisation of the International Congress of Phonetic Sciences
- Trustee of the English Speaking Union.

I am on the advisory board of the quarterly Babel: The Language Magazine and write a regular column entitled "Giving voice a voice".

Year of National Teaching Fellowship award

National Teaching Fellowship 2018

What are your interests and expertise in HE learning and teaching?

My main interests and expertise are in working with students as partners, both in the curriculum and in extra-curricular activities. I am currently working on an internally-funded podcast project with student partners, "The First in Family Podcast", aimed at supporting first generation students and their families navigate entering and succeeding at university. I have also published in the area of innovation in phonetics teaching and learning, and what lessons we can

learn from the pandemic. I work as a mentor to colleagues, too; I have a successful track record supporting teaching-intensive colleagues in their bids for promotion and in mentoring applicants for UK National Teaching Fellowships.

Has the Teaching Fellowship award made a difference to your work and life? If yes, in what ways?

It has introduced me to a network of like-minded people. Attending the Association of National Teaching Fellows' Symposium in May 2025 was so uplifting! And I learned a lot about ways to make good use of Generative AI and resources to support the development of scholarship in higher education, among other things.

What influences your pedagogic work?

My influences are many, but I would say the innovative work of others influences me most.

What inspires you in your teaching?

Working with students from a range of backgrounds and cultures and seeing them succeed.

Research interests

Working with students as partners; teaching and learning phonetics; speech prosody (e.g., rhythm, intonation) in global Englishes and among children with speech and language differences.

Wider interests and activities?

I am a classic rock vocalist in my spare time. See <http://www.swallownow.co.uk> (currently redirects to Facebook). The photo below is me performing with my classic rock covers band, Swallow (I'm the one in the wig).

**Selected Publications:****I am best known for the following:**

- Knight, R.-A. and Setter, J. (2022). *The Cambridge handbook of phonetics*. Cambridge University Press.
- Roach, P., Setter, J. and Esling, J. (2011). *The Cambridge English pronouncing dictionary* (18th edn.). Cambridge University Press.
- Setter, J. (2019). *Your voice speaks volumes: It's not what you say but how you say it*. Oxford University Press.
- Setter, J. and Jenkins, J. (2005). Pronunciation: state-of-the-art review article. *Language Teaching*, 38(1), 1-17.

Setter, J., Dovchin, S. and Ramjattan, V. A. (eds.) (in press). *The Oxford handbook of language and prejudice*. Oxford University Press.

For a longer list, see my university profile page: [Link](#)

X / website links

<https://www.reading.ac.uk/elal/staff/professor-jane-setter>

I am on X but don't use it anymore:
@janesetter

Bluesky: @janesetter.bsky.social – I am not very active on this platform since moving from Twitter