

Rewarding teaching excellence: next steps

28th November 2018

Dr Ruth Graham

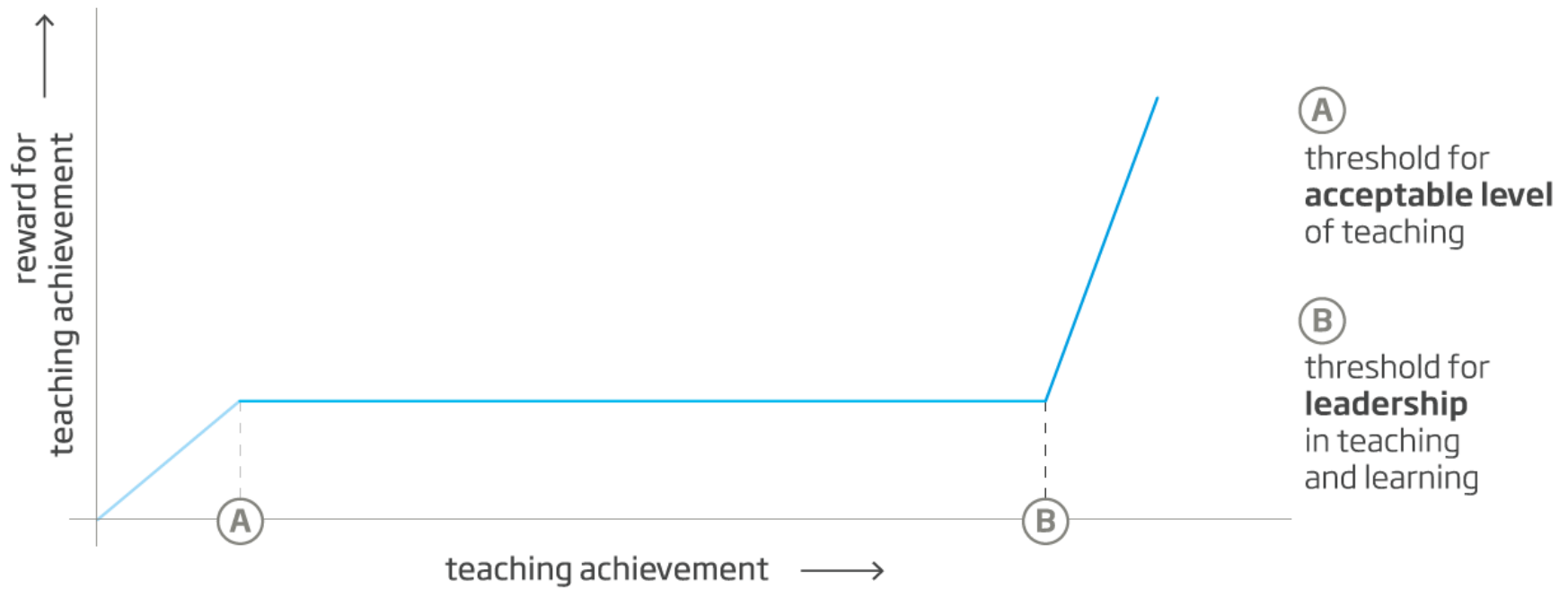


Outline of the talk:

- › Context for changing how universities evaluate and reward teaching
- › Overview of the Career Framework for University Teaching
- › Next steps:
 - Teaching Cultures Survey
 - Implementation Roadmap

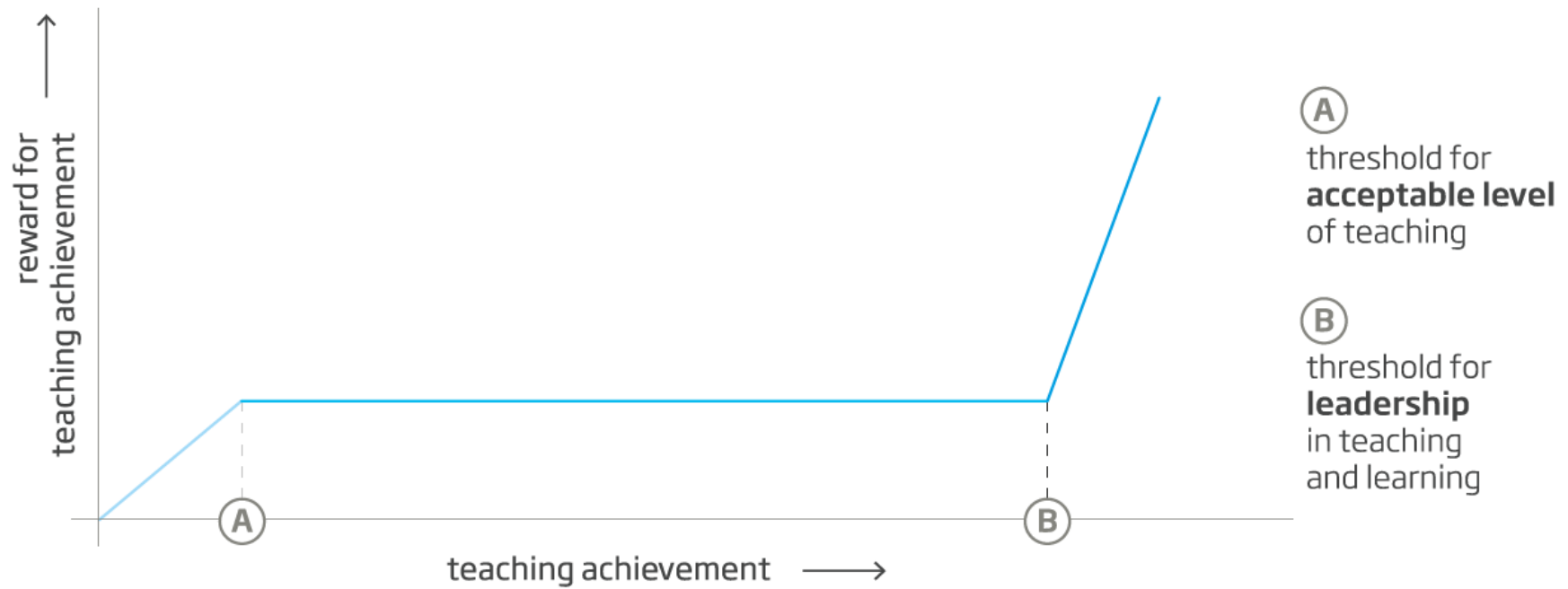
Context for changing how universities evaluate and reward teaching





Challenges:

- › the absence of clear and accepted definitions of progressive ‘levels’ of teaching achievement that punctuate each stage of the career ladder



Challenges:

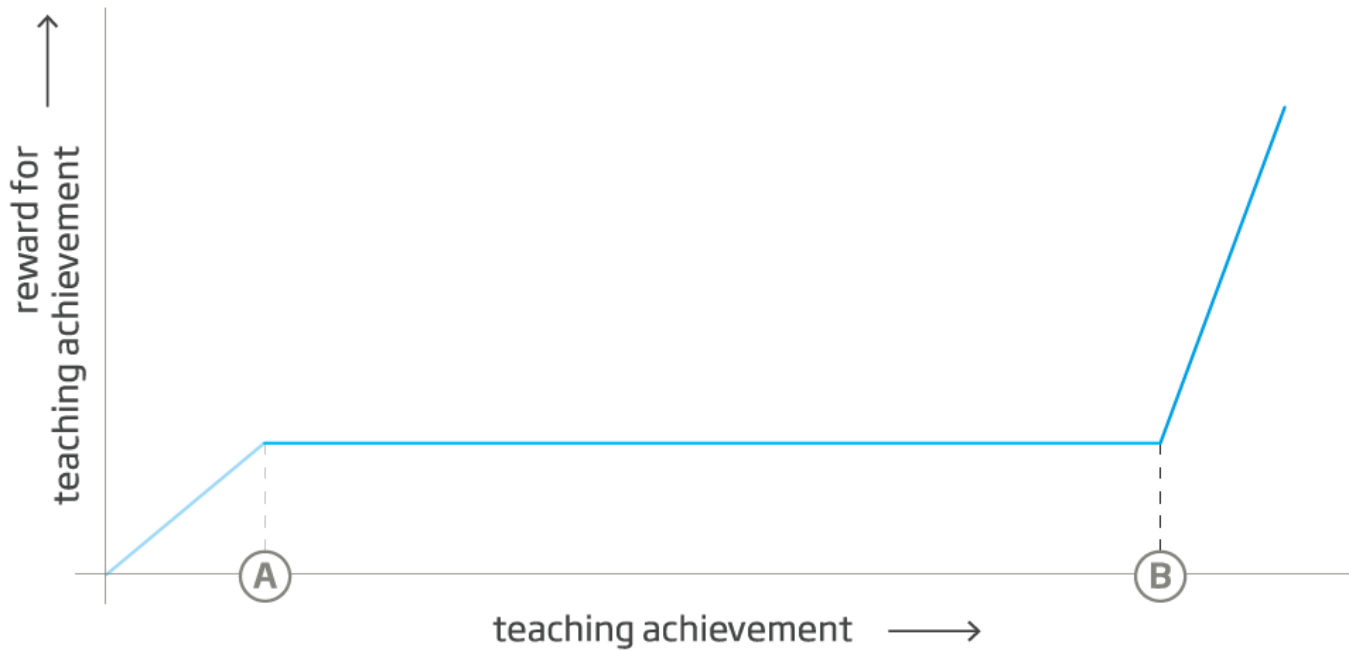
- › the absence of clear and accepted definitions of progressive ‘levels’ of teaching achievement that punctuate each stage of the career ladder
- › the inadequacy of the forms of evidence currently used to demonstrate and evaluate the teaching contribution of academics at each stage in their career progression

Overview of the Career Framework for University Teaching

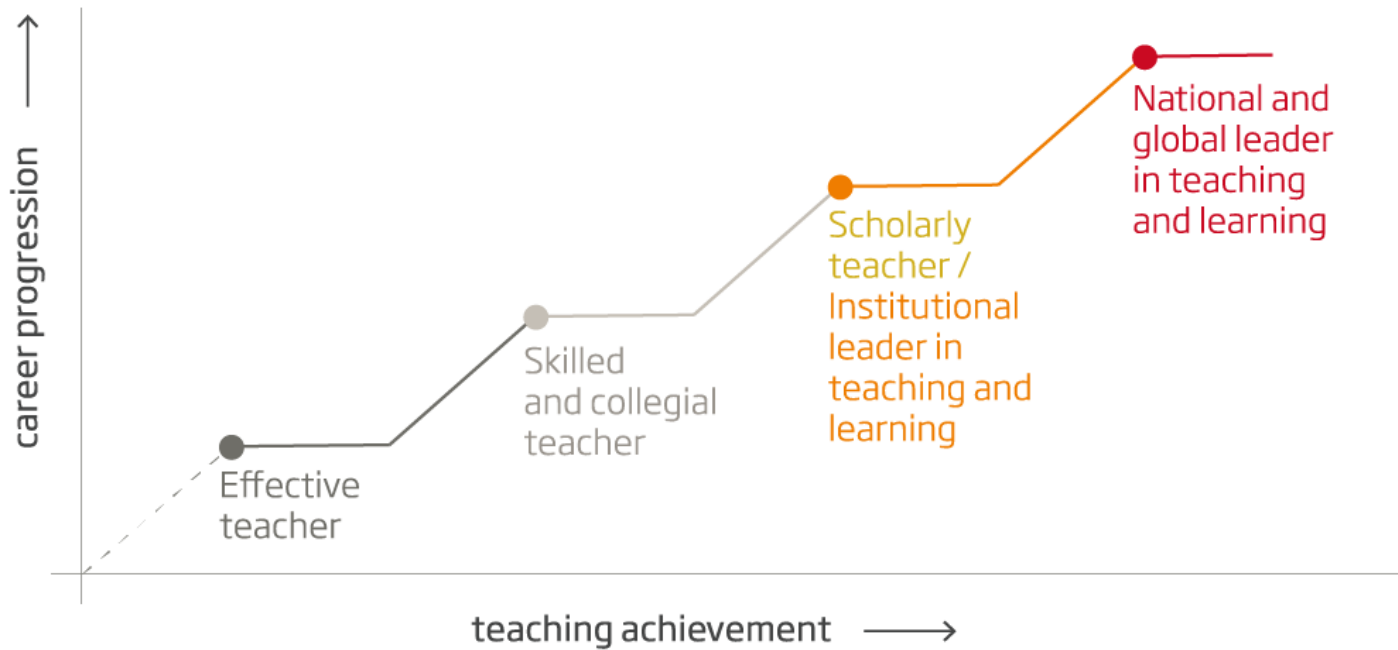
Goal:

to develop a new Framework for
the evaluation of teaching achievement
during academic appointment, promotion
and professional development
that is applicable to all disciplines
and all career pathways

The Career Framework for University Teaching



The Career Framework for University Teaching



For each level of teaching achievement, the Framework addresses three questions:



What is the academic's **sphere of impact** in their teaching and learning activities?



What **promotion criteria** define the academic's achievements in teaching and learning?



What **forms of evidence** can be used to demonstrate the academic's teaching achievements?



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What promotion criteria define the academic's achievements in teaching and learning?

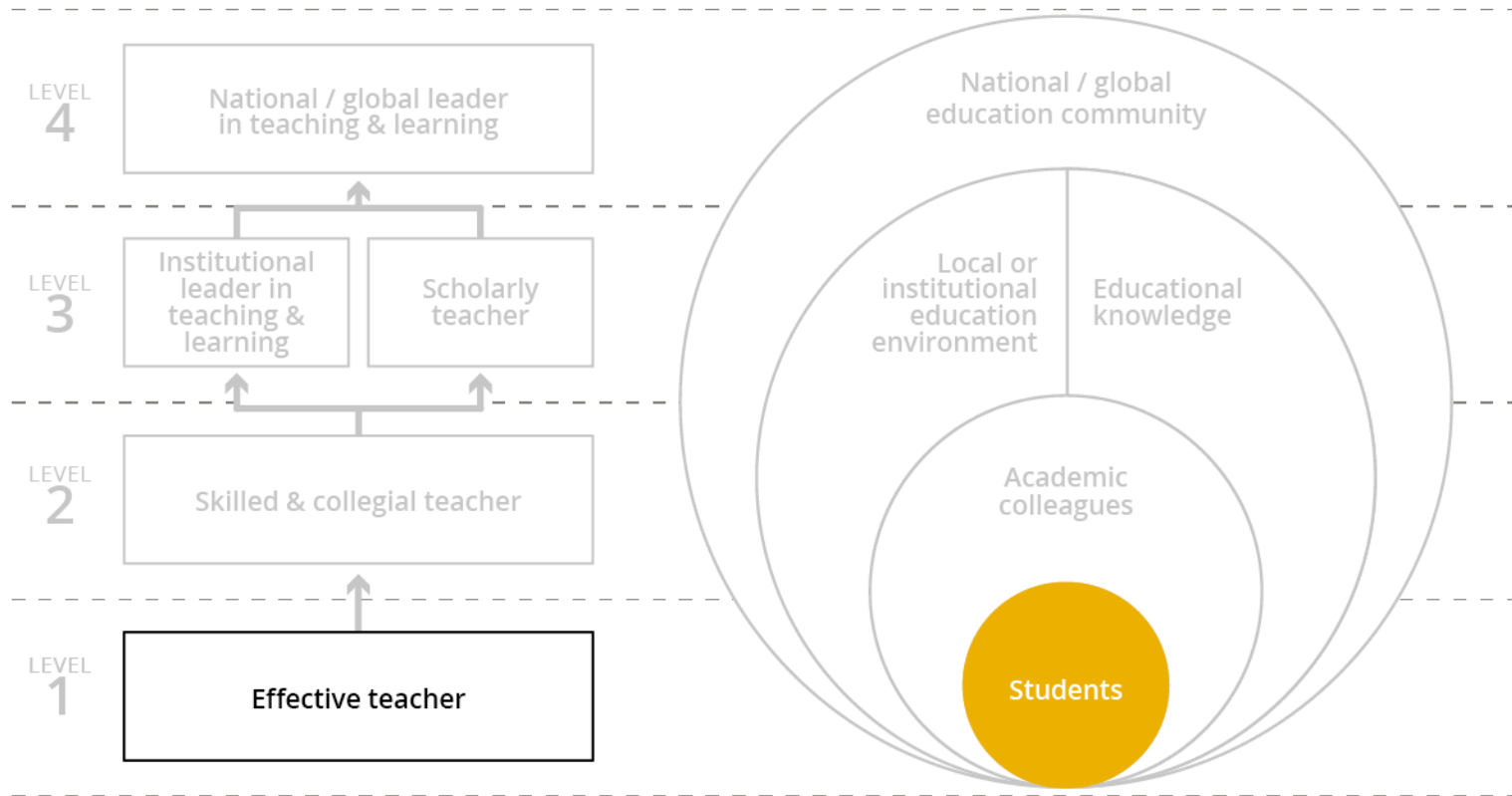


What forms of evidence can be used to demonstrate the academic's teaching achievements?



ROLES

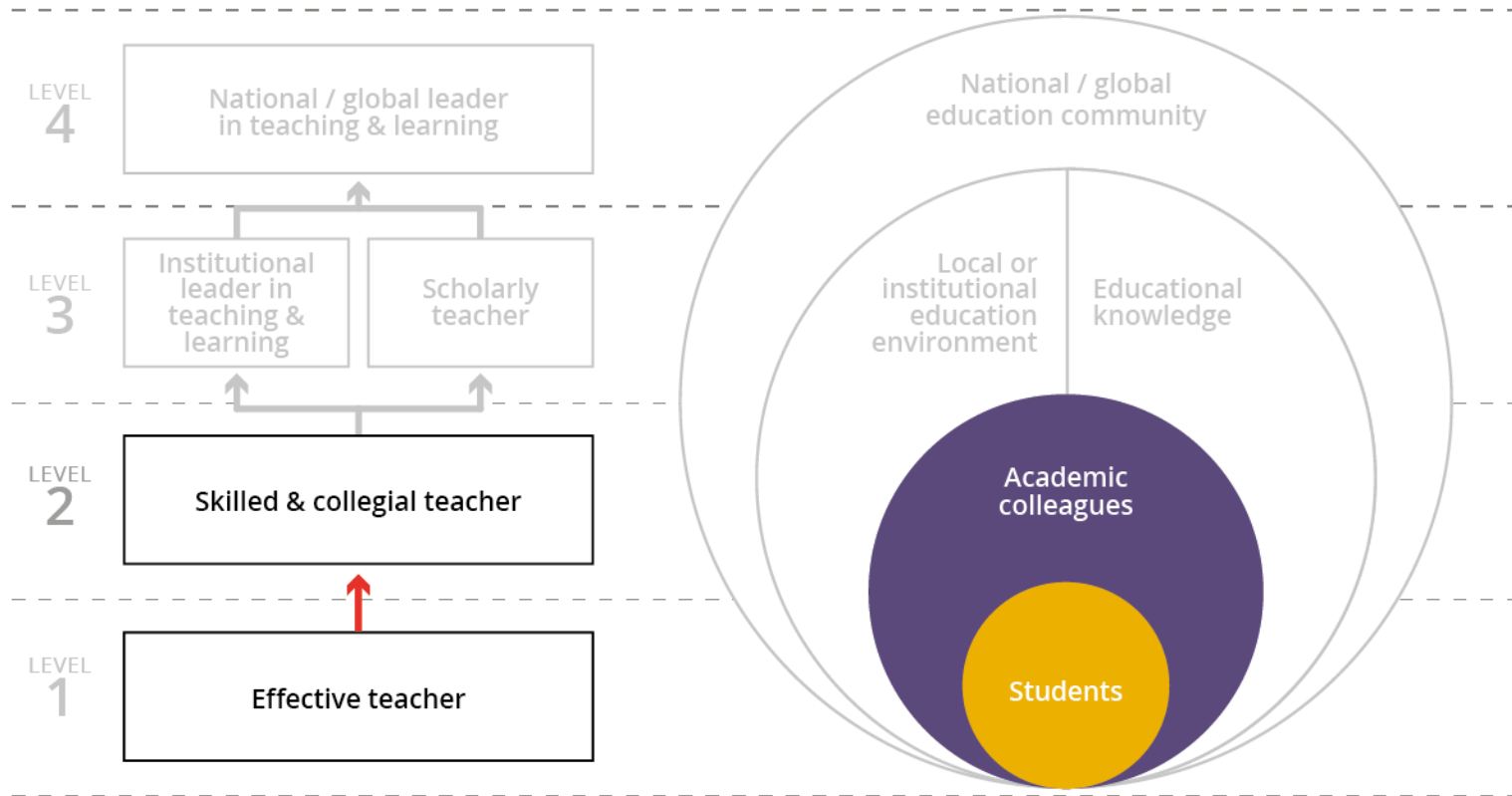
SPHERES OF IMPACT (CUMULATIVE)





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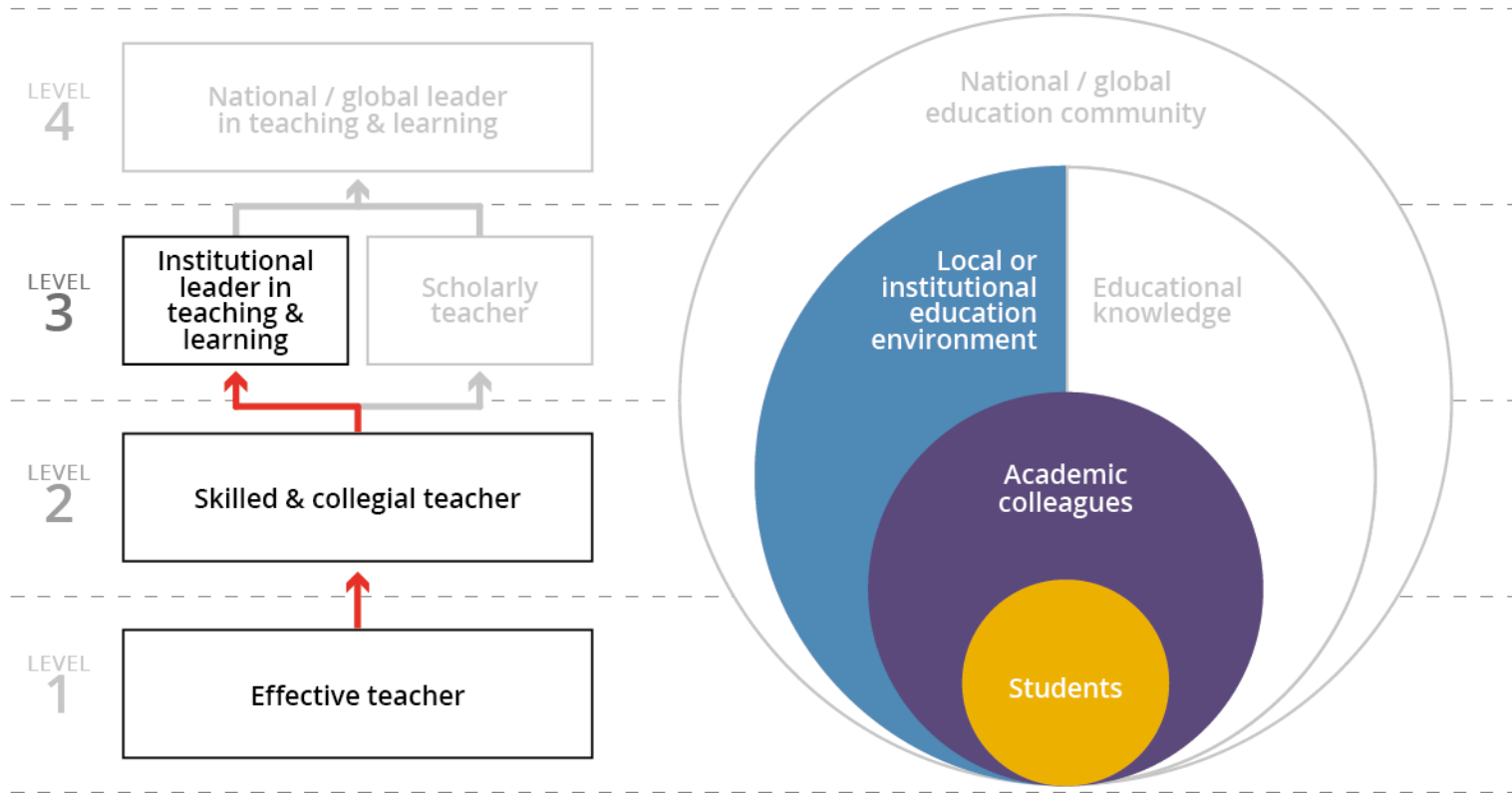
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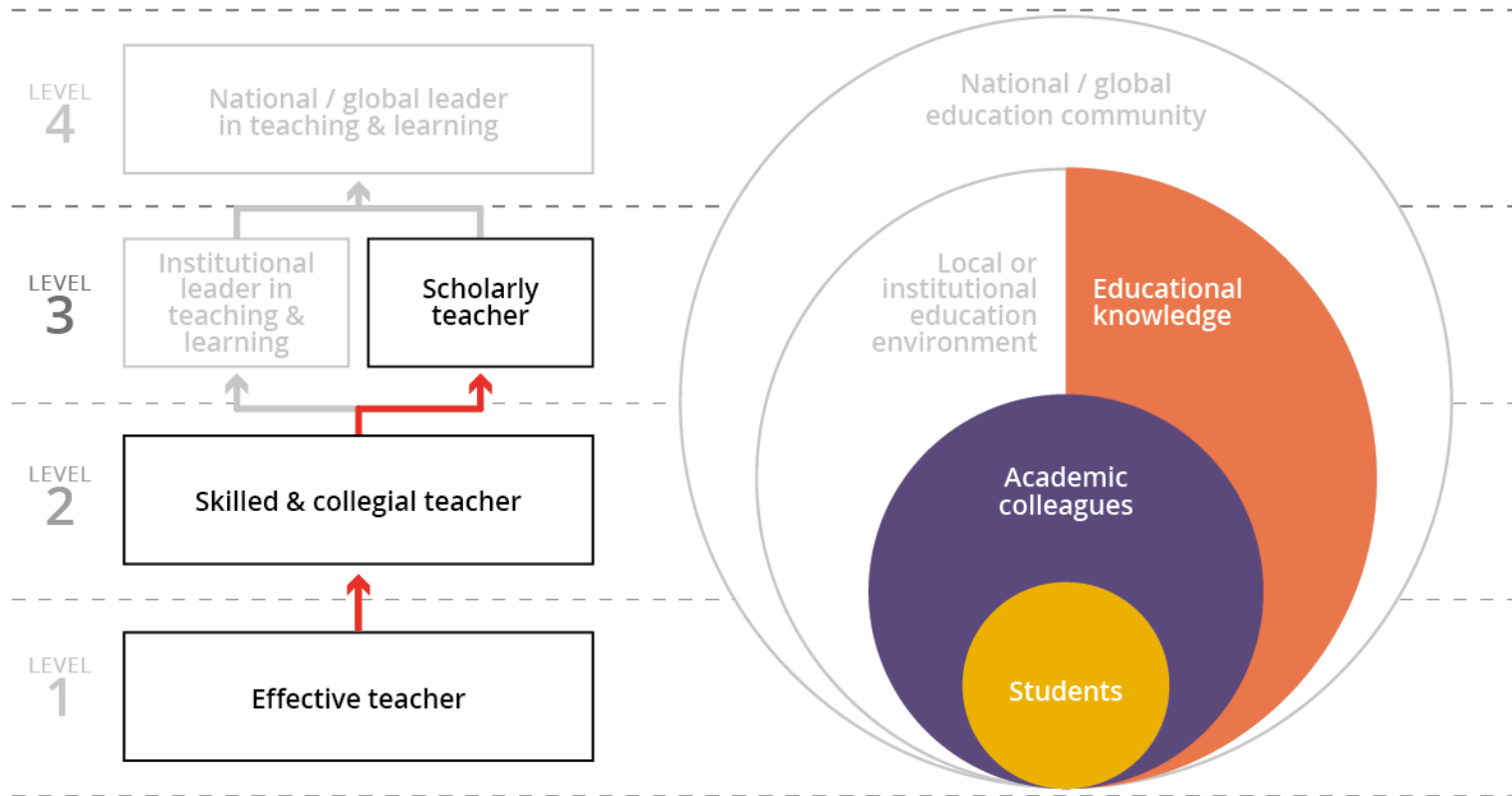
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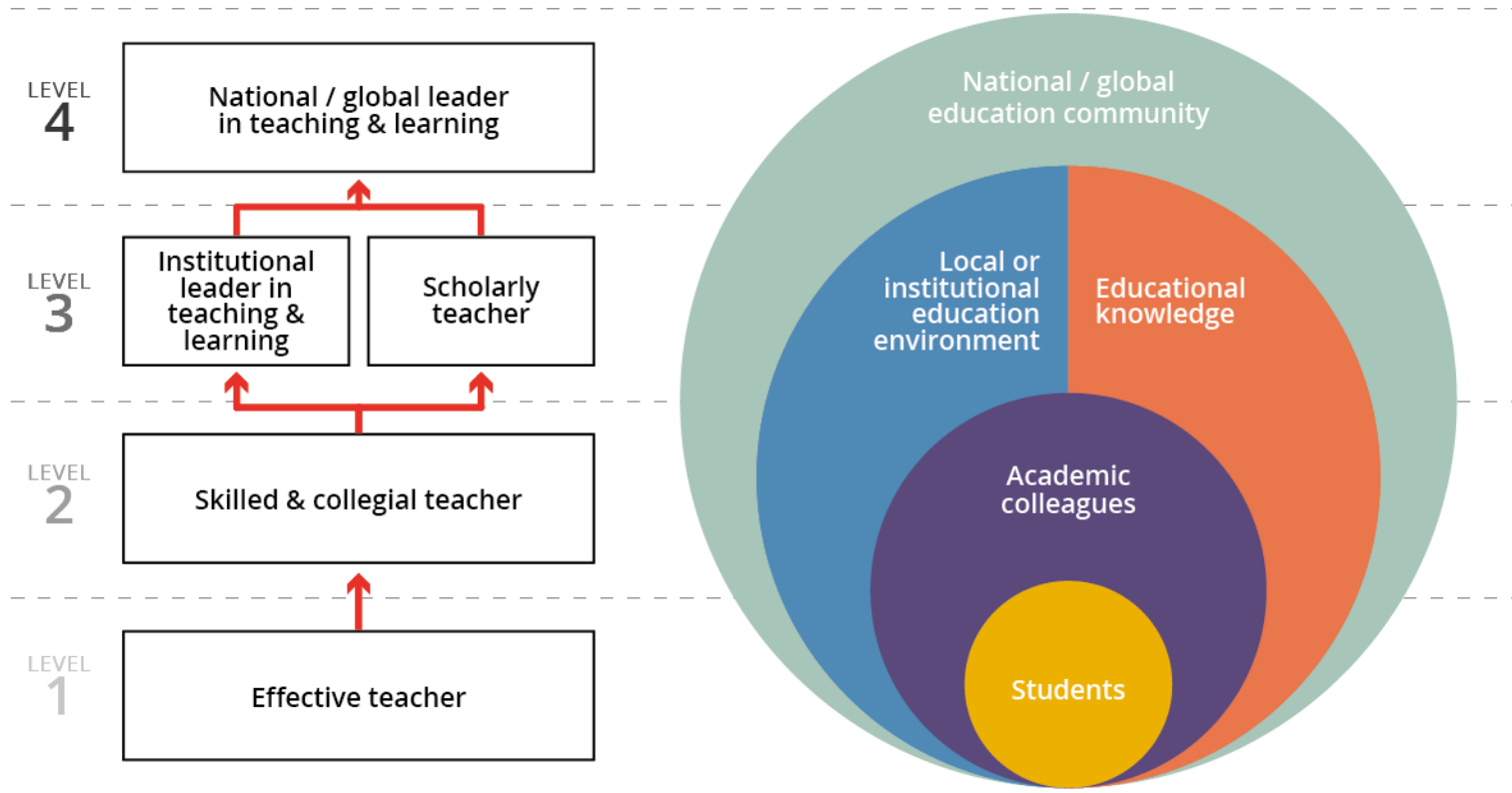
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The Career Framework for University Teaching



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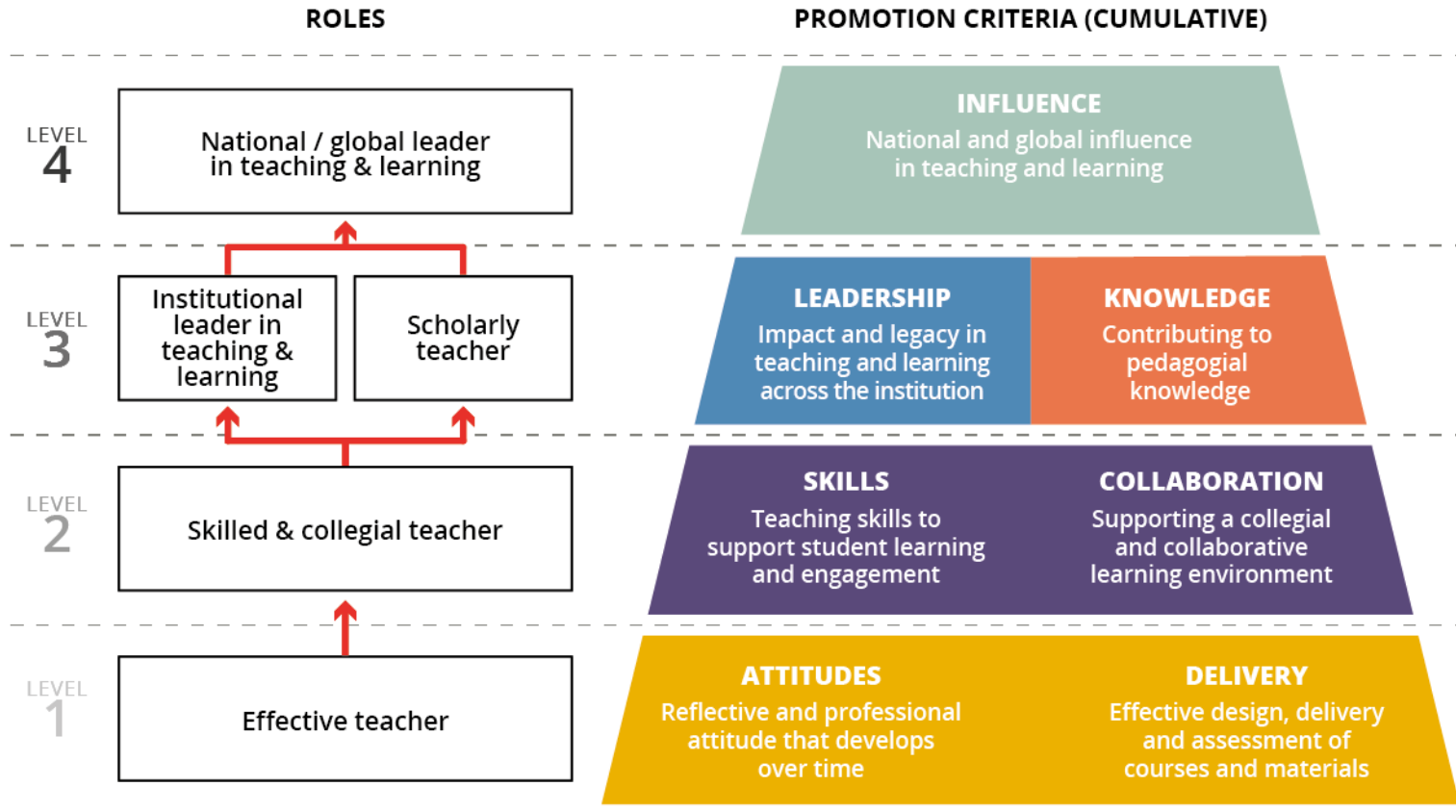
What is the academic's sphere of impact in their teaching and learning activities?



What promotion criteria define the academic's achievements in teaching and learning?



What forms of evidence can be used to demonstrate the academic's teaching achievements?





For each level of teaching achievement, the Framework addresses three questions:



What is the academic's sphere of impact in their teaching and learning activities?



What promotion criteria define the academic's achievements in teaching and learning?



What forms of evidence can be used to demonstrate the academic's teaching achievements?

Evidence domains

1. Self-reflection

2. Professional activities

approach

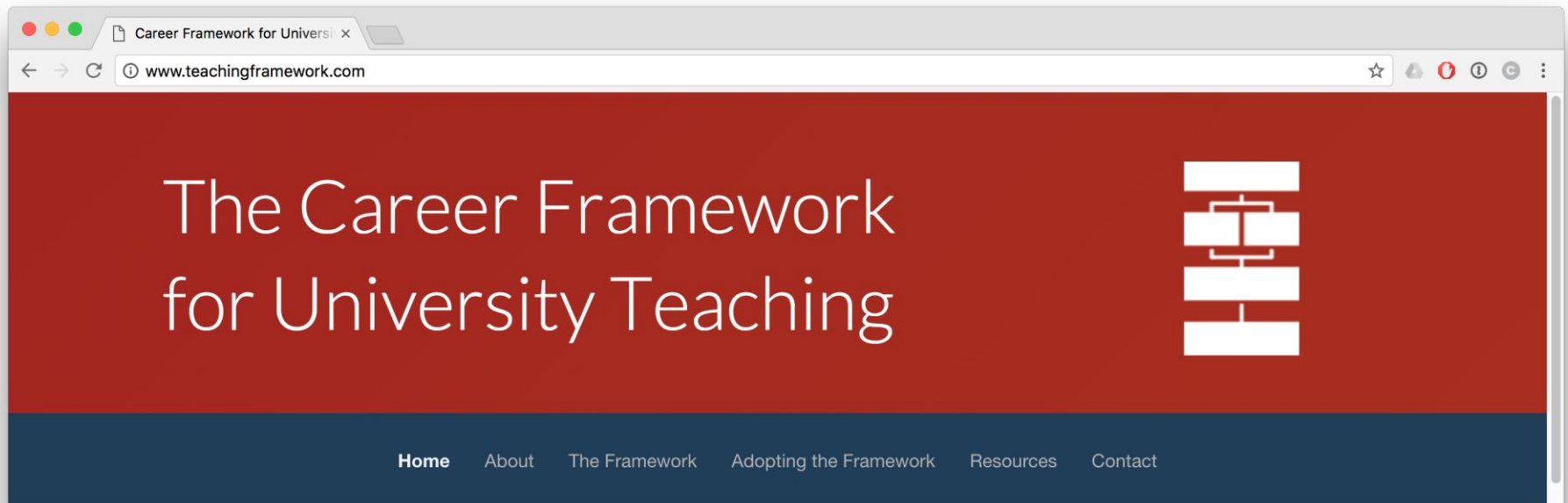
3. Measures of student learning

4. Peer evaluation

impact

	Self-assessment	Professional activities	Measures of student learning	Peer review and recognition
National and global leader	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning - Participation in and leadership of high-impact national and global educational programmes 	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> - Institutional surveys of student perception or experience - Institutional pass rates/progression rates - Standardised tests (institutional level) 	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> - Publications, citations, research grants and income within the field of teaching and learning - National and global press coverage - National/global awards and prizes
Institutional leader	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Leadership role in strategic institutional curriculum and/or policy development - Design and delivery of high-impact course innovation - Leadership of QA or accreditation processes - External reviewer/trainer/advisor 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Assessments made by graduate recruiters and employers - Students' self-reported learning gains, student engagement surveys (programme or institutional level) - Programme pass rates/progression rates - Concept tests or standardised tests (programme level) 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches - Reports from collaborators, external impact reports/case studies
Scholarly teacher	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Active use of 'Action Research' methods in their teaching practices - Invited speaker at key events in teaching and learning - Reviewer of scientific papers and articles about teaching and learning within and/or beyond own discipline - Visiting/honorary position held at other institutions - Active member of teaching and learning research group 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Students' self-reported learning gains (course level) - Student engagement surveys (course level) 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Letters of reference from research collaborators - Refereed conference and journal publications in teaching and learning - Research grants and income for teaching and learning development projects
Skilled and collegial teacher	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> - Mentoring and peer-coaching of teaching colleagues - Participation in programmes of educational reform, innovation and/or development - Membership of institutional educational committees - External examiner/trainer - Participation in teaching and learning conferences/events within and/or beyond their school or discipline 	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> - Retrospective assessment by alumni - Assessments made by graduate recruiters and employers with respect to specific courses/experiences - Student and/or institutional prizes/achievements that can be linked to specific course/programme - Student learning journals - Concept tests (course level) 	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> - Letters of reference from: staff mentees, external examiners and collaborators - Authorship of widely-used text books and e-learning materials - Pedagogical conference presentations - Institutional and national teaching awards/fellowships/prizes
Effective teacher	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	<ul style="list-style-type: none"> - Details of courses taught (student numbers, nature of teaching, assessment methods, etc.) - Details of student support and guidance provided - Participation in certification and training in teaching and learning - Samples of course materials - Construction of a teaching portfolio 	<ul style="list-style-type: none"> - Student evaluation surveys and student interview feedback - Informal and unsolicited student feedback - Pass rates, attrition rates and student progression that can be attributed to specific courses - Examination/assessment results, benchmarked against other cohorts - Evaluation of student products or projects 	<ul style="list-style-type: none"> - Peer observation of teaching - Peer review of course content, objectives and materials and/or teaching portfolio - Review and letters of reference from teaching mentor - Letters of reference from: students, alumni, Director of Studies, Head of School and course/programme leaders

www.teachingframework.com



The Career Framework for University Teaching



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Overview

The Career Framework for University Teaching is designed to guide and support the career progression of academics on the basis of their contribution to teaching and learning. Offering both a structured pathway for academic career progression and an evidence base on which to demonstrate and evaluate teaching achievement, the Framework provides a resource that universities can adapt to their academic career structures and progression points. It can be used at each stage of the academic career, including appointment, professional development, appraisal and promotion.

Next steps

Next steps:

- › **Teaching cultures survey:** longitudinal survey on the culture and status of teaching at 15 universities worldwide that have reformed (or are preparing to reform) how they reward and recognize teaching



*** 1. Which of the following is the closest fit to your current role?** 

- PhD student or GTA (Graduate Teaching Assistant) [ROUTES TO DISQUALIFYING PAGE IN LIVE SURVEY]
- Post-doctoral researcher/Post-doctoral fellow
- Tutor
- Demonstrator
- Research Fellow/Research Associate
- Senior Research Fellow
- Professorial Research Fellow
- Lecturer
- Senior Lecturer/Reader
- Professor/Chair/Personal Chair
- Teaching Fellow/University Teacher
- Senior Teaching Fellow
- Visiting Professor

Next steps:

- › **Teaching cultures survey:** longitudinal survey on the culture and status of teaching at 15 universities worldwide that have reformed (or are preparing to reform) how they reward and recognize teaching
- › **Implementation roadmap:** targeting universities that are preparing to make a change to how they reward teaching, it provides guidance on how the process of reform might be planned and implemented.

Implementation Roadmap

4TU.Federation

- What are the key steps in the process of change?
- What major challenges are typically faced?
- What common factors are associated with successful change?

What are the key steps in the process of change?

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1. Evidence-gathering and diagnostic
2. University statement of intent
3. Development of a draft framework
4. Community-wide consultation and iterative improvement to framework
5. Building community engagement
6. Preparation for framework's launch

What major challenges are typically faced?

1. Strongly-voiced push-back from academics
2. Mis-alignment of the vision with the practice
3. Low participation and 'trust' in new career opportunities

Culture and trust

- **Lack of engagement with the academic population** – no clear signal that significant change was coming
- **Insufficient engagement by university leaders** – change effort was delegated
- **Failure to invest in the new pathways and opportunities** – faculty are unwilling to take the risk of moving to new pathways

The change process

- **Lack of momentum** – *” the whole thing just drifted...”*
- **Lack of consulting , particularly amongst**
 - potential candidates for new pathway
 - governing bodies
 - groups with specific concerns
- **Lack of support and clear guidance for candidates**

What common factors are associated with successful change?

1. Open, community-wide consultation, often held one-to-one
2. Academic-led process
3. Engagement across the academic community
4. Building communities of practice
5. Strong leadership engagement
6. Investment in new education-focused roles

Thank you