Recognition of pedagogical merits

9th May 2023

Læringsfestivalen, NTNU

Advancing Teaching

Global collaboration of universities and educational researchers to improve the recognition, reward and evaluation of university teaching

Definition of 'university teaching'

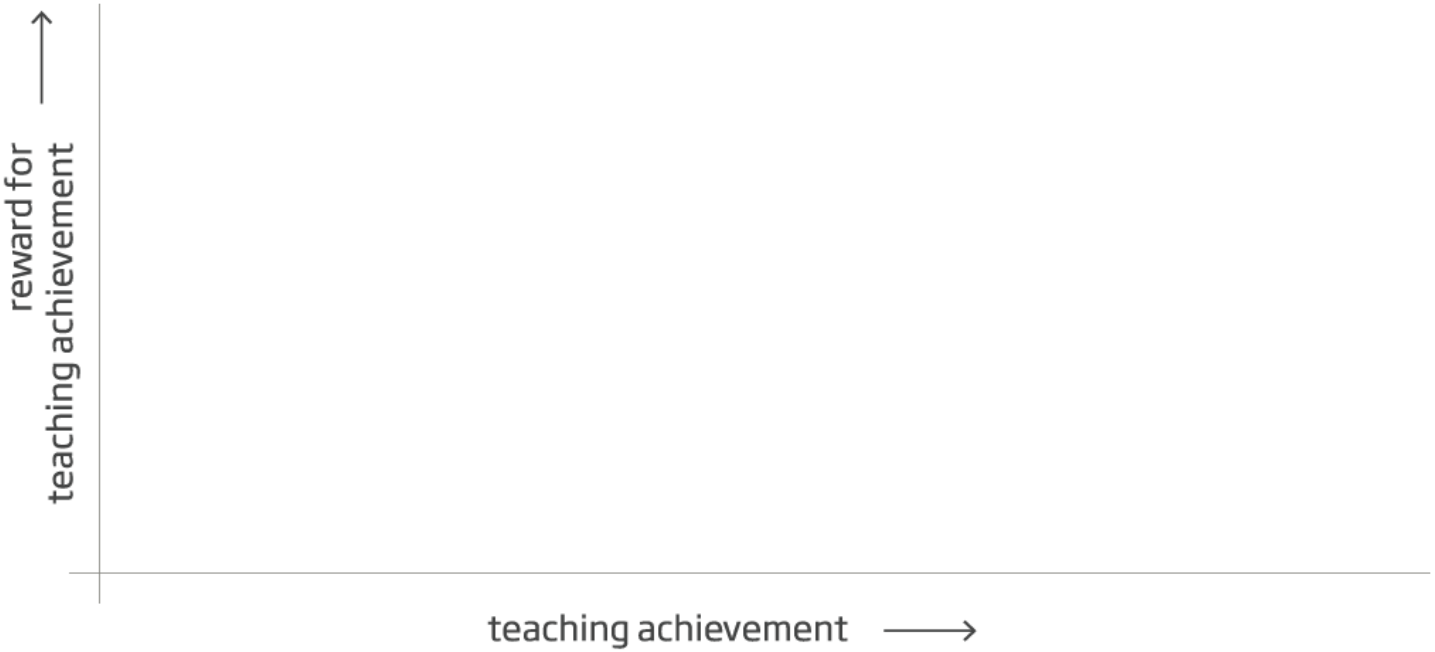
University teaching refers to all activities relating to teaching and learning at universities.

Examples could include: teaching students; curriculum development; pedagogical research in higher education; student supervision and the development of university educational policy/strategy.

Advancing Teaching

Global collaboration of universities and educational researchers to improve the recognition, reward and evaluation of university teaching

1. Career Framework for University Teaching
2. Global network to support institutional reform
3. Survey to track culture and status of university teaching


reward for
teaching achievement
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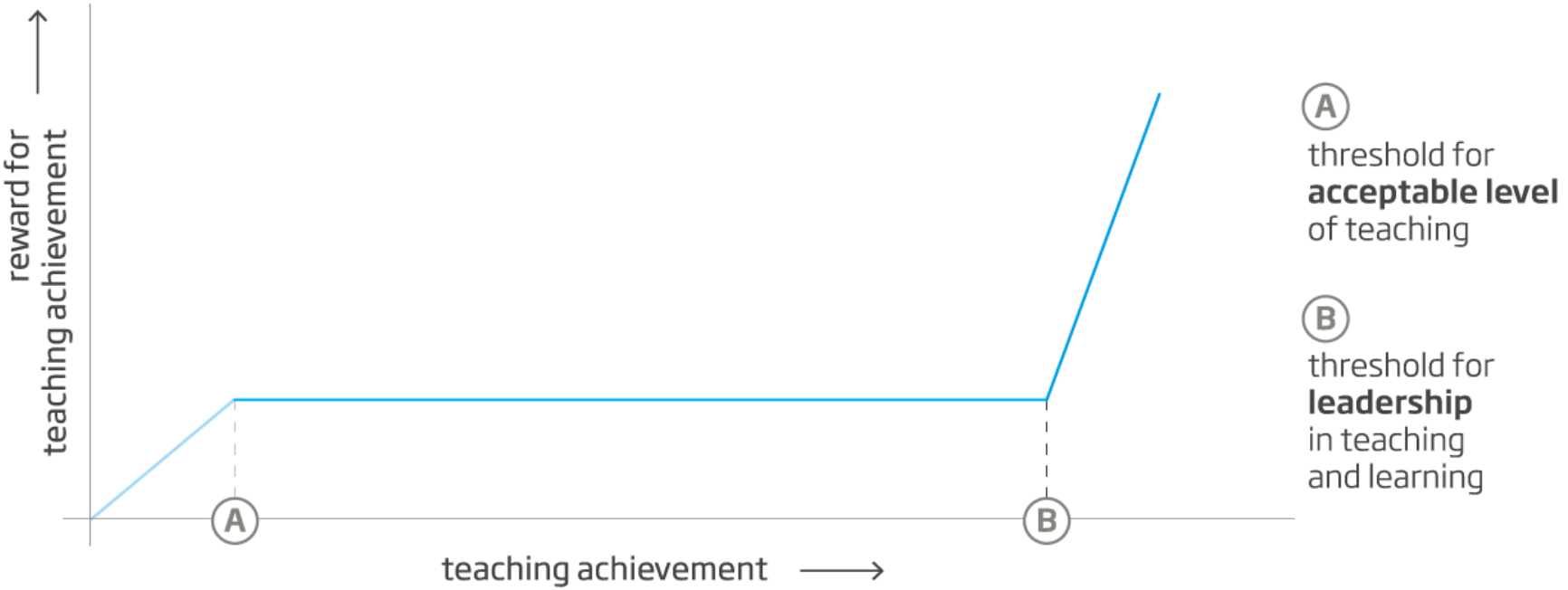
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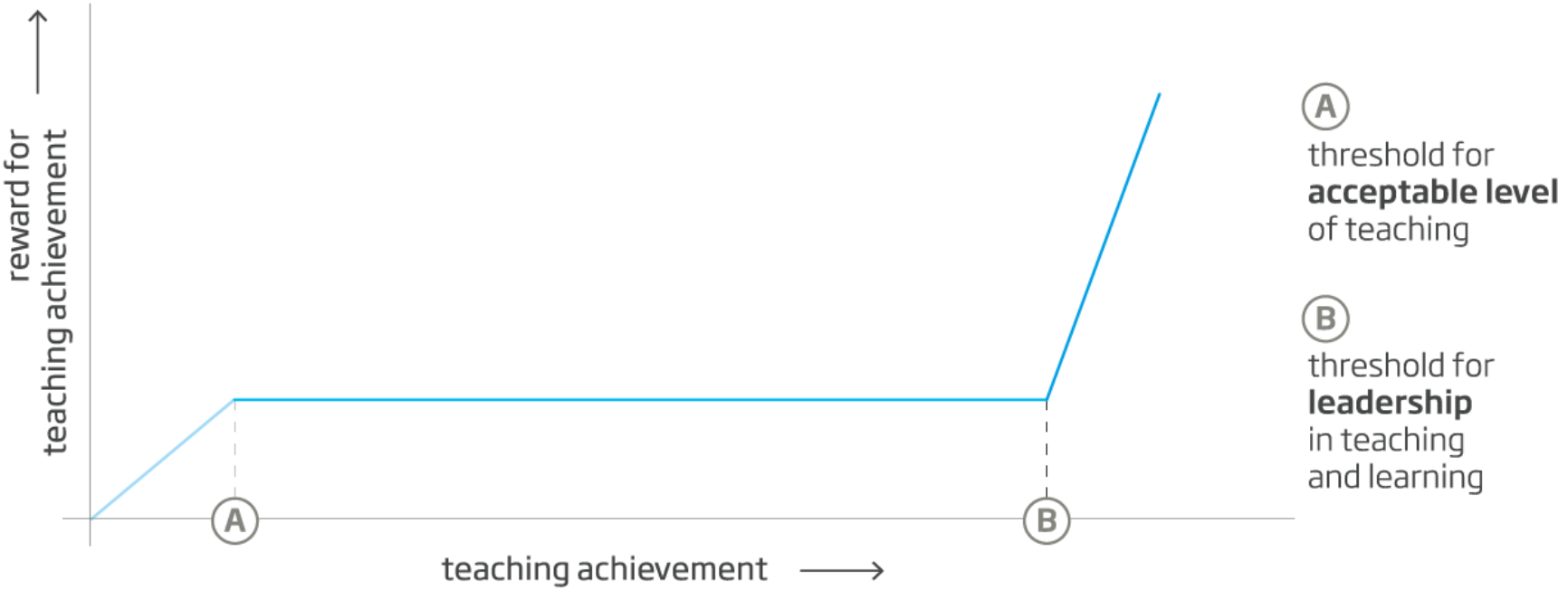
and learning

Challenges:

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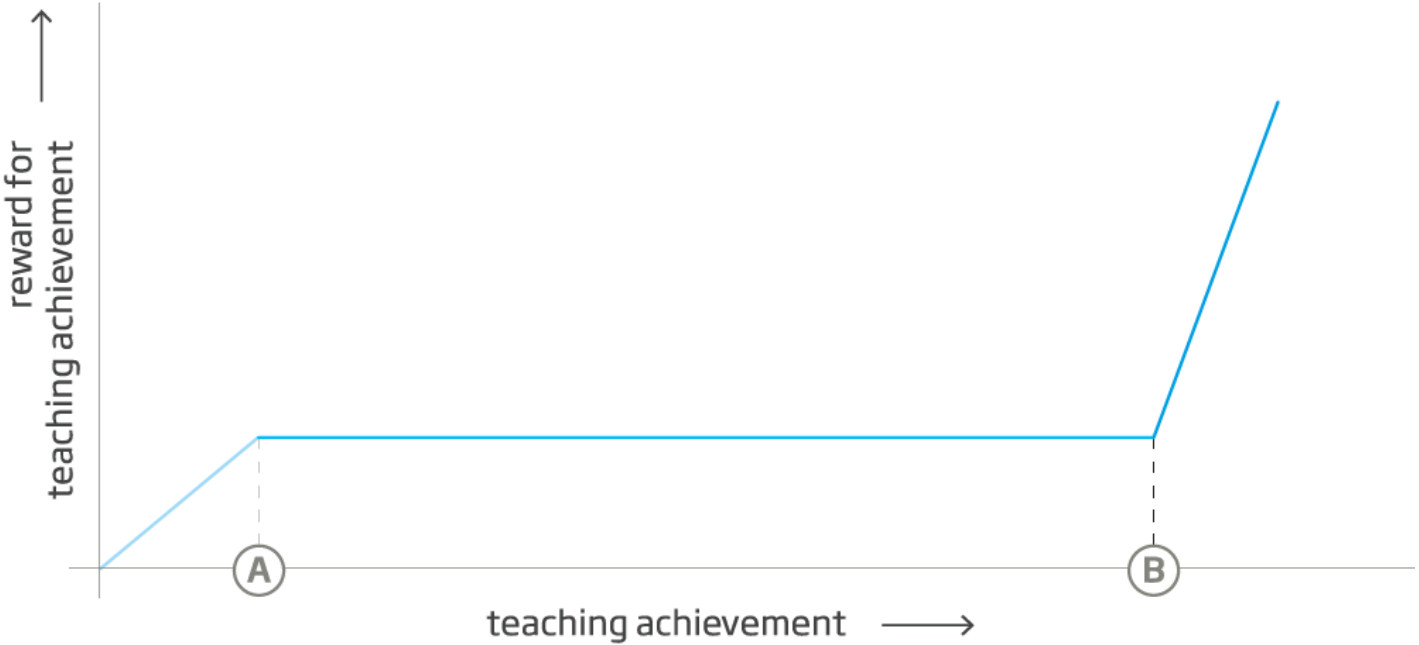
Challenges:

- 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

The Career Framework for University Teaching



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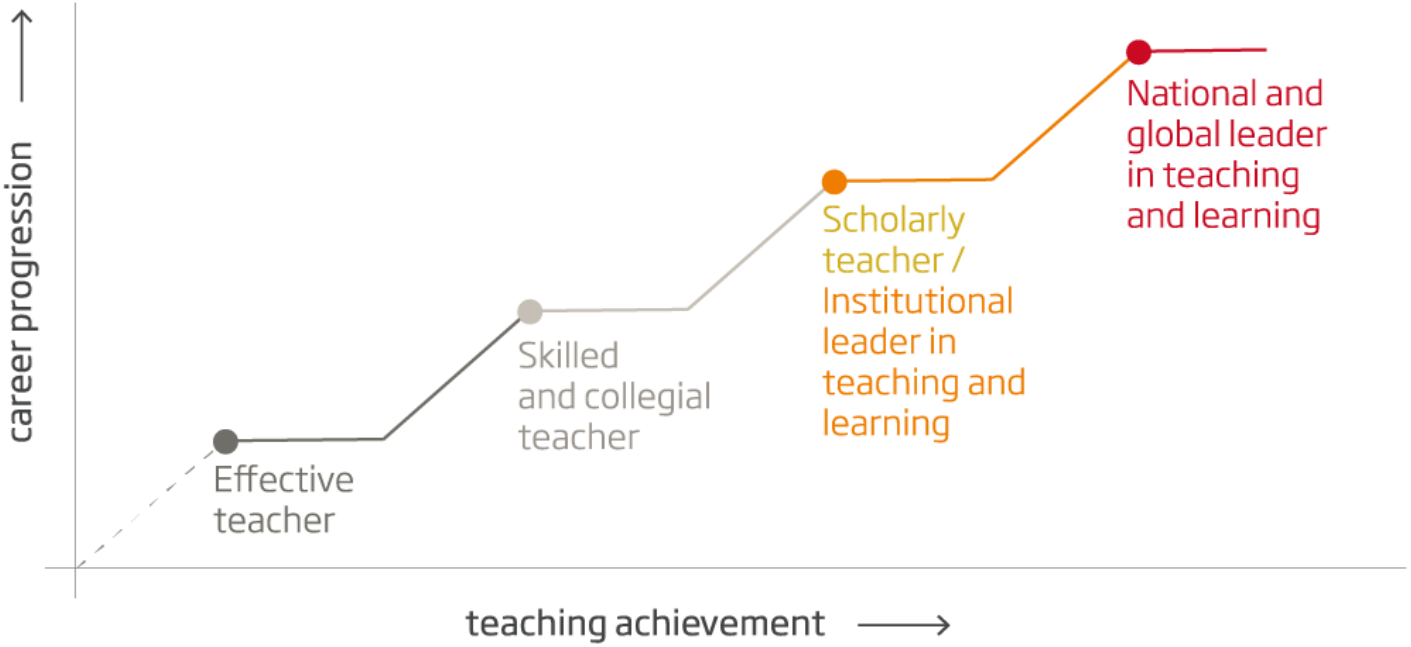
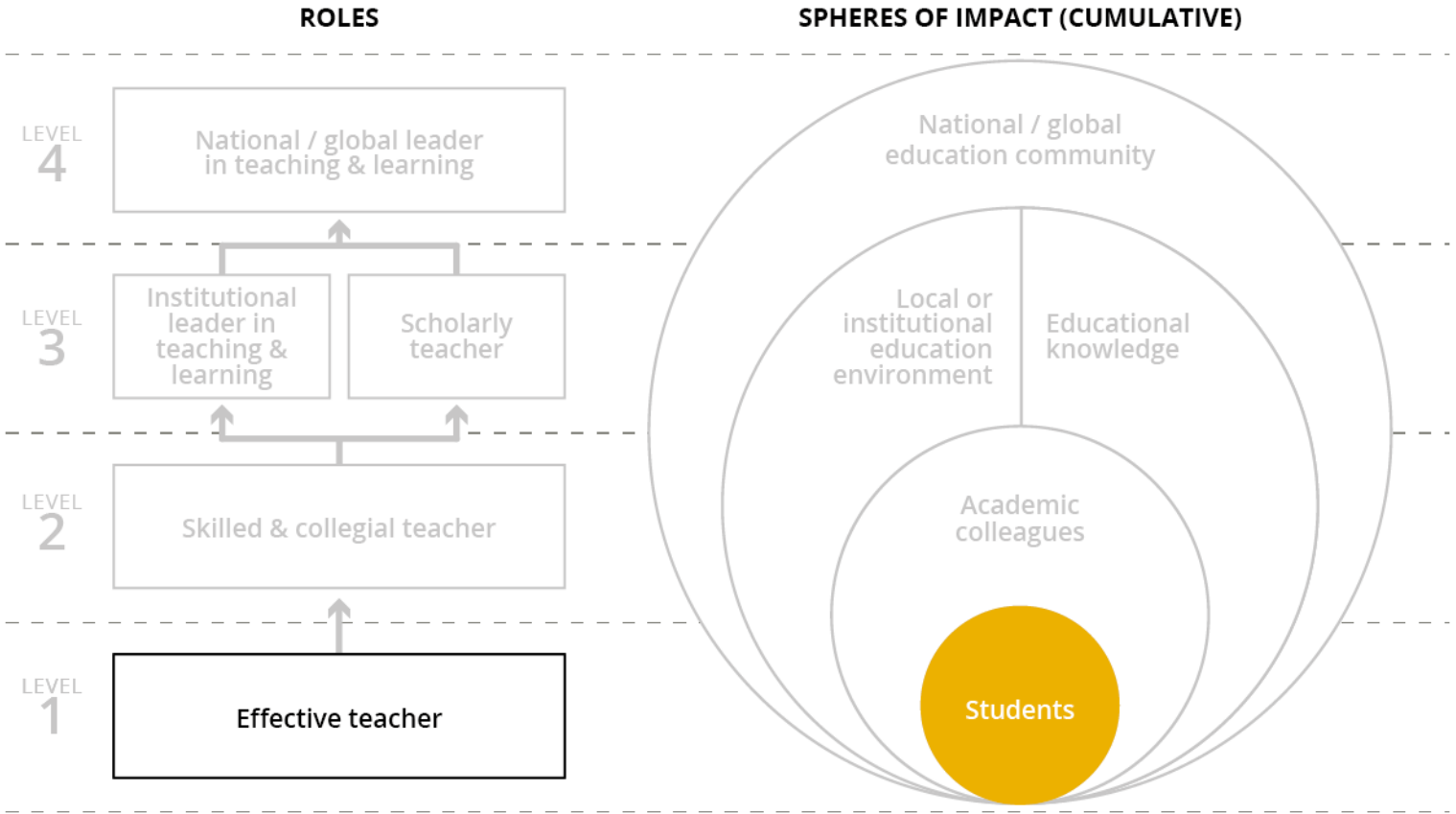


Framework parameters:

- The Framework is designed for application across **all disciplinary and geographic contexts**, and for **any higher education institution** where teaching takes place.
- The Framework is designed for use by **all academics with any responsibility for teaching**.

The Framework rests on the principle that all academics who teach – regardless of their role or professional priorities – should continue to strengthen the quality and impact of their teaching activities throughout their career.



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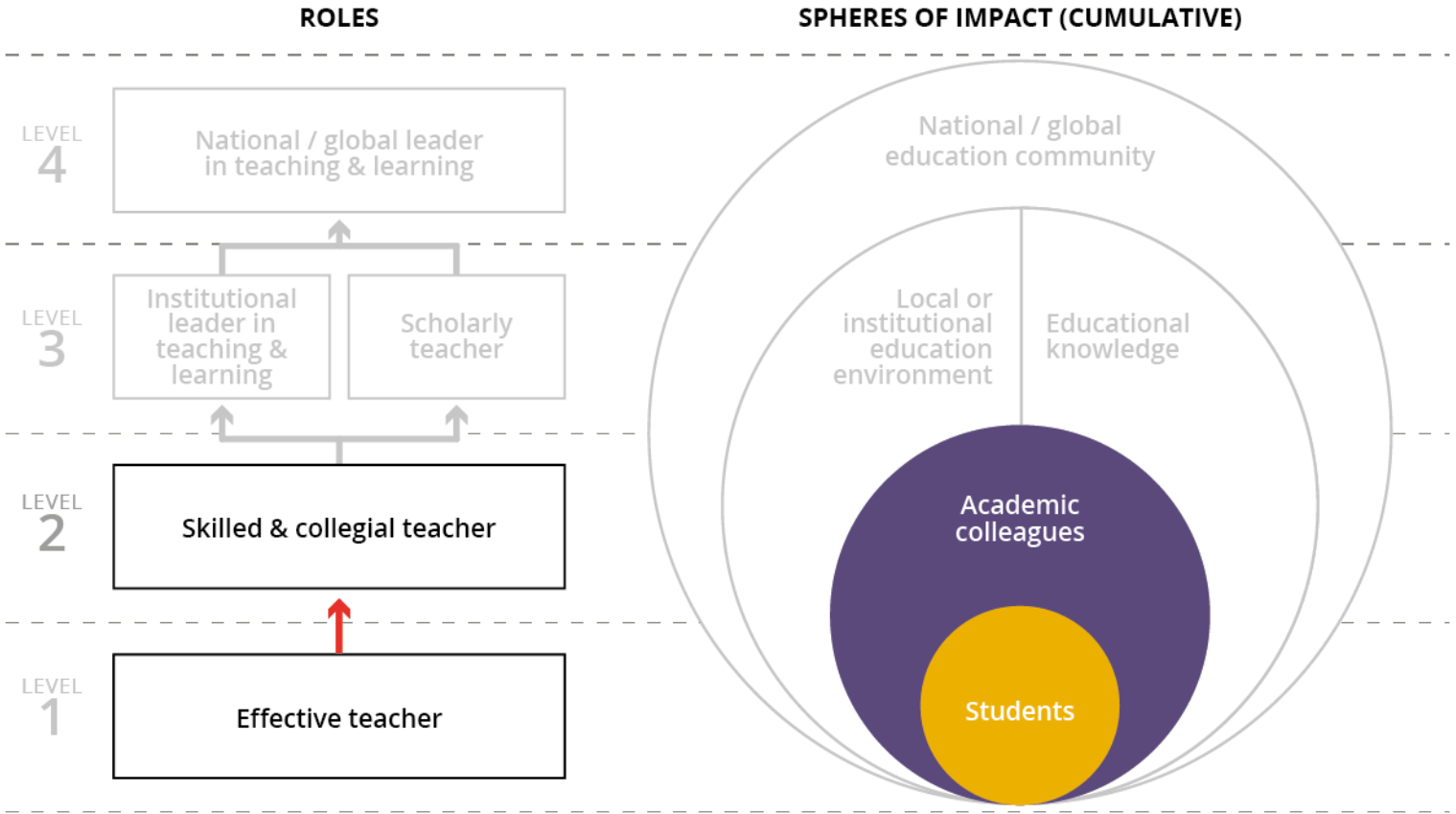

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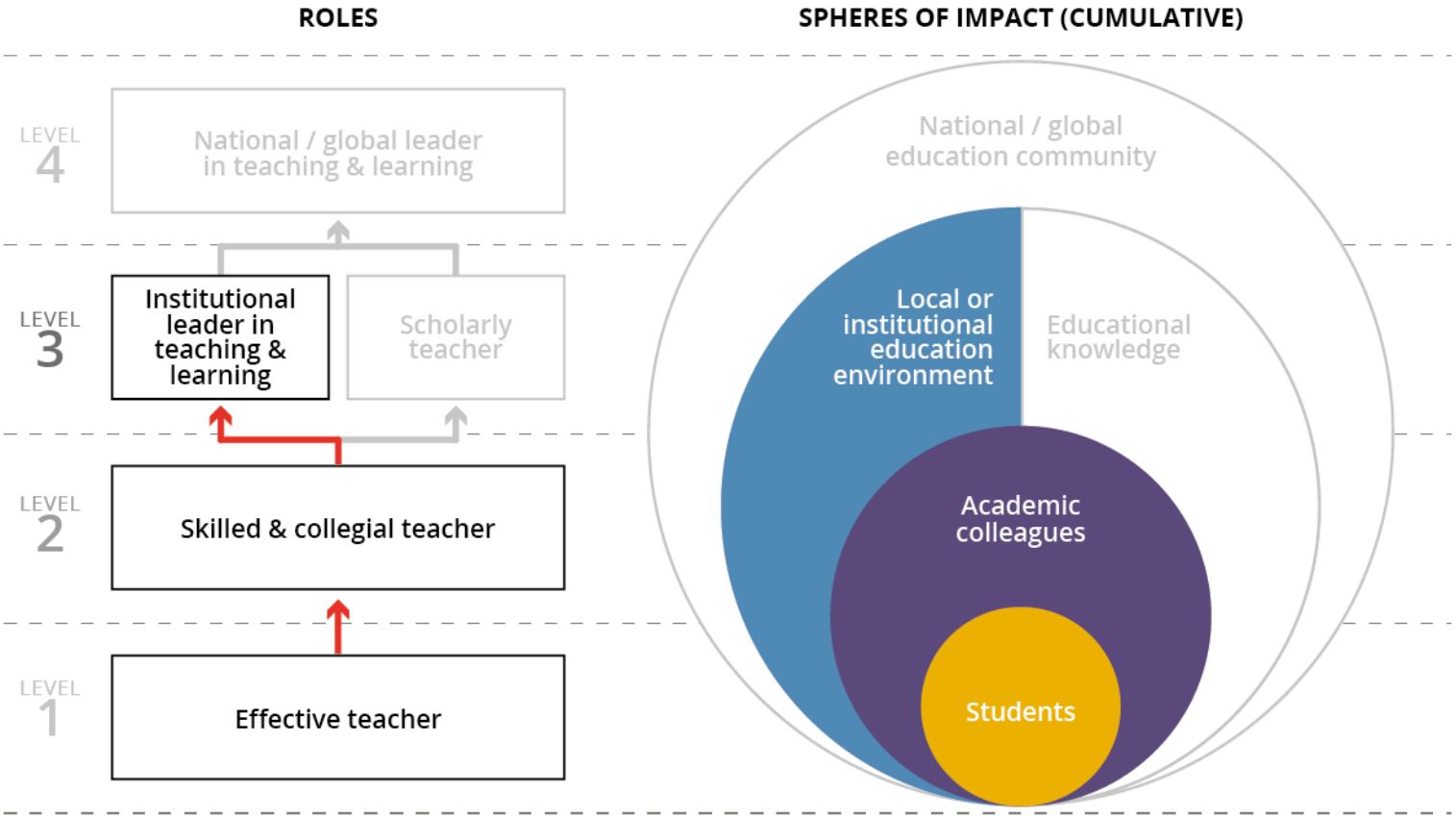

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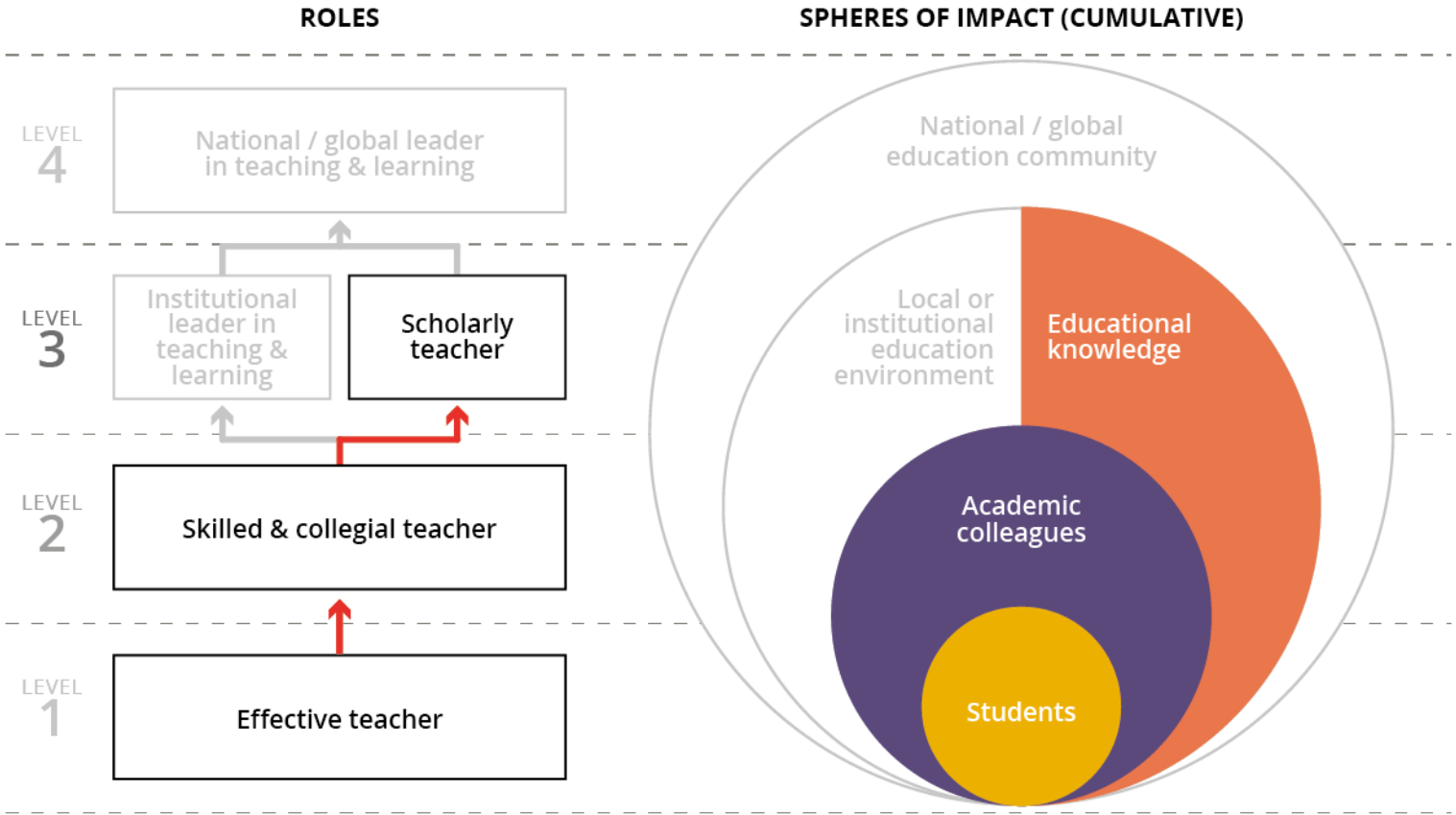

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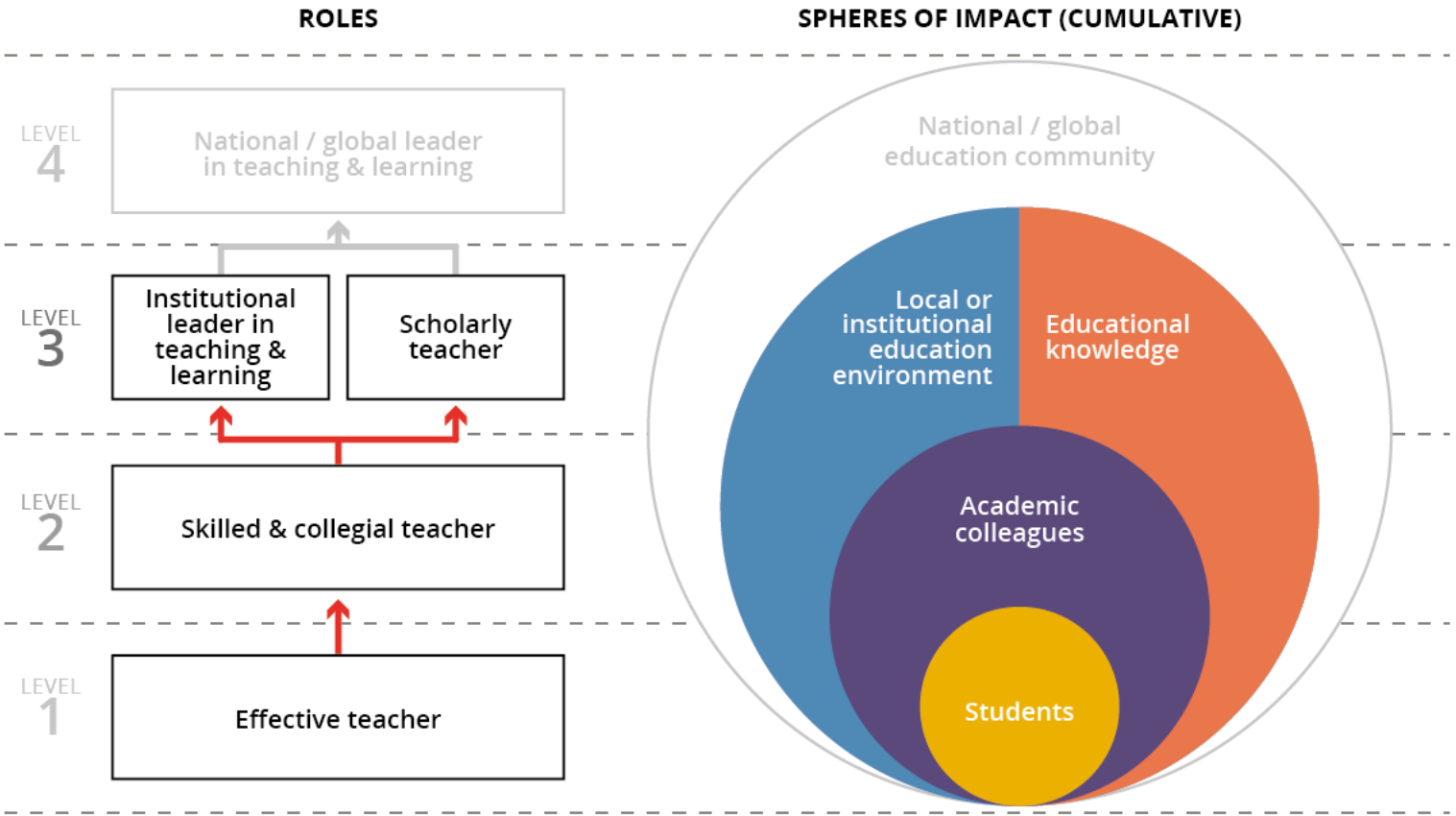

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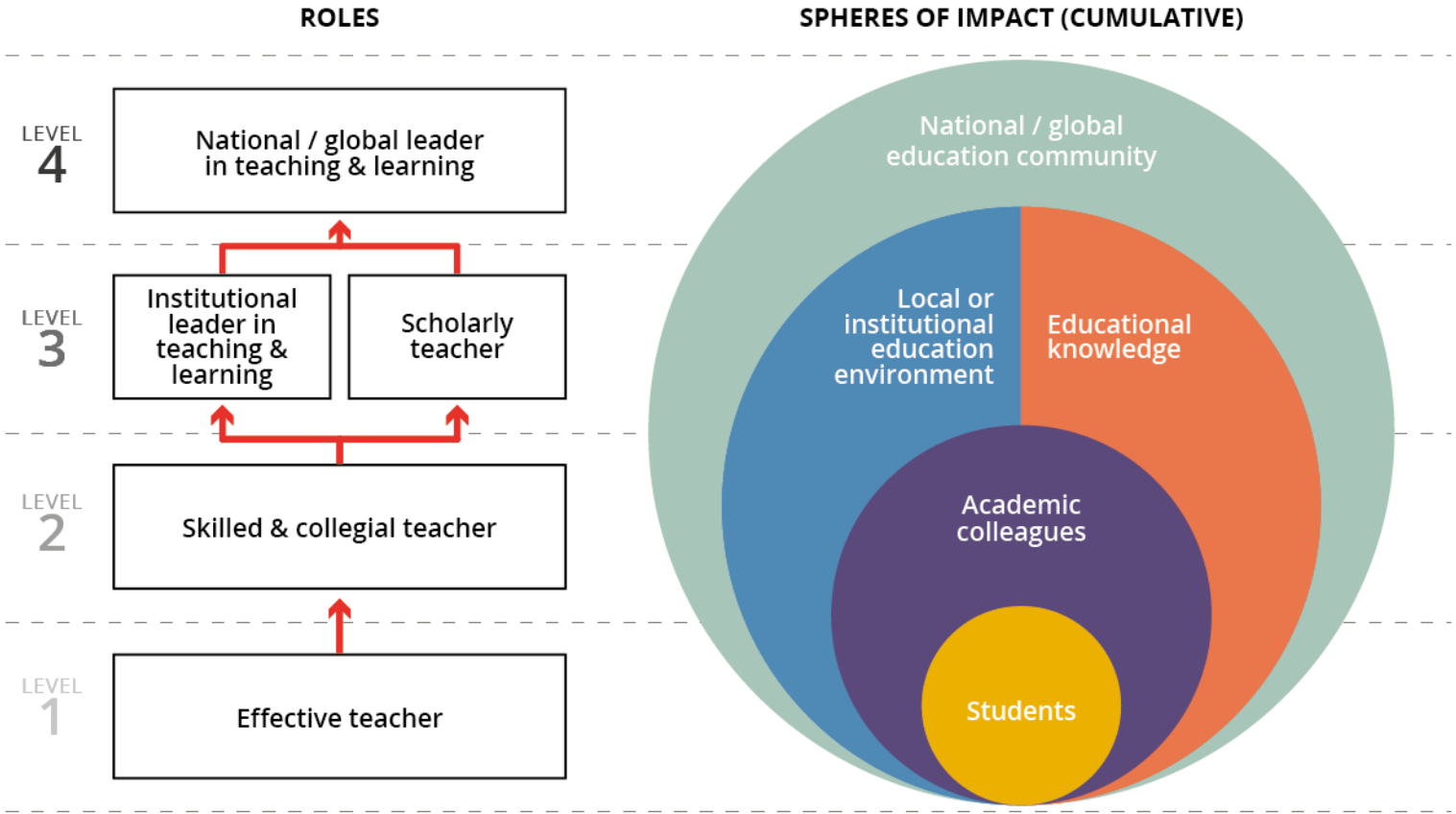

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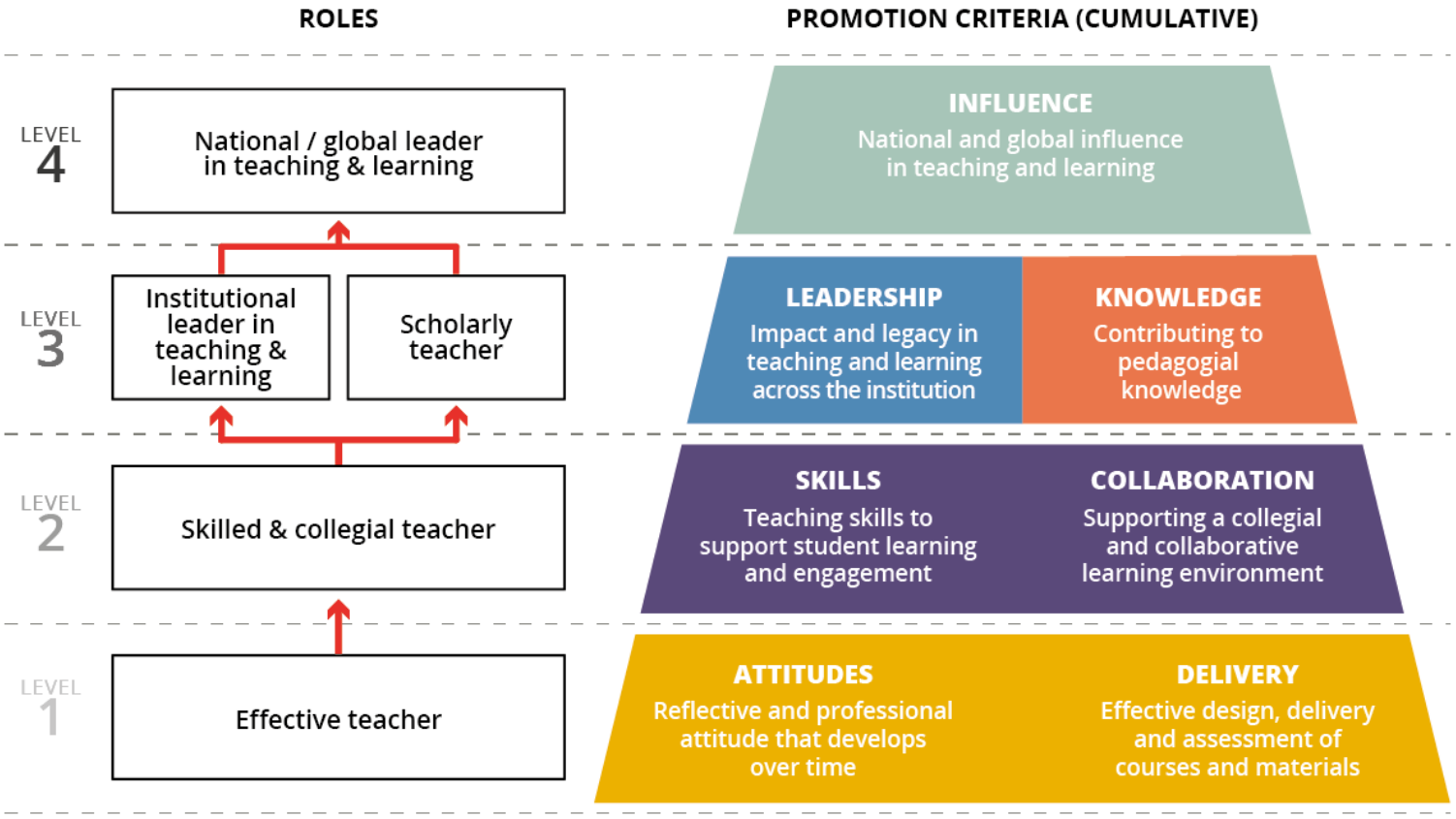

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Evidence domains:

1. Self-assessment 2. Professional activities	**approach**
3. Measures of student learning 4. Peer evaluation and recognition	**impact**

https://www.advancingteaching.com/framework/

	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: - 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: - 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: - 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: - 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: - 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: - 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: - 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: - Students' self-reported learning gains (course level) - Student engagement surveys (course level)	Sources listed for Skilled and Collegial Teacher, plus: - 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 - 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: - 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: - 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	- 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	- 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	- 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

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Advancing Teaching

Global initiative to improve the recognition, reward and evaluation of university teaching

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2. Global network to support institutional reform
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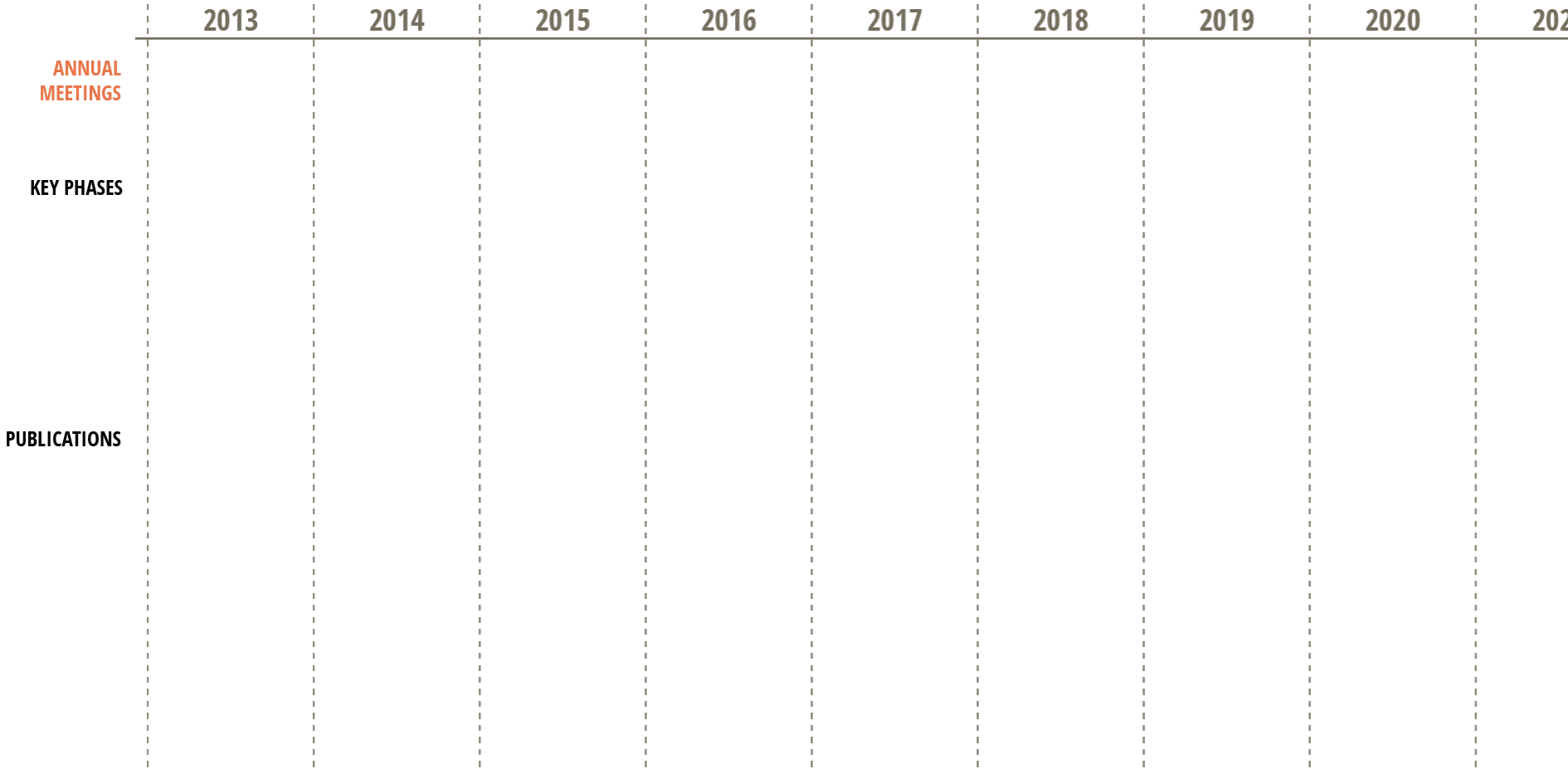
Advancing Teaching timeline



Advancing Teaching timeline

2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 202

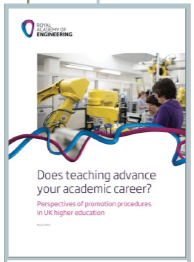
ANNUAL MEETINGS

KEY PHASES

Gather UK perspectives on reward of university teaching

SPONSOR: **Royal Academy of Engineering (UK)**

PUBLICATIONS



UK Report

"teaching is a second-tier activity"

"teaching just does not get you promotion. Pure and simple"

Advancing Teaching timeline

2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 202

ANNUAL MEETINGS

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KEY PHASES

- **Gather UK perspectives on reward of university teaching** — SPONSOR: Royal Academy of Engineering (UK)
- **Review of global best practice** — SPONSOR: RAEng (UK)
- **Develop draft Career Framework** — SPONSOR: RAEng (UK)
- **Pilot Career Framework for University Teaching** — SPONSOR: RAEng (UK)

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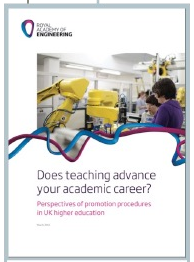
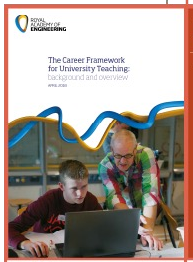


UK Report

Draft Framework



Final Report

Career Framework

Institutional reform: UCL (UK)

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UCL Academic Careers Framework

In 2017, UCL launched its Academic Careers Framework for 2017/18 promotion round.

The Framework focuses on the candidate's impact across four domains: teaching, research, institutional citizenship and enterprise/external engagement. Candidates must identify which of these four domains is: a **threshold** ability, a **core** ability and an **extended/specialist** ability.

UCL are currently working to improve annual appraisals and educational leadership track.

National collaborations for change:

- **Denmark:** following a bottom-up model for change to career pathways, led by Danish university leaders
- **Malaysia:** government-led initiative, asking all Malaysian universities to implement new academic career pathways
- **Norway:** development of ‘pedagogical merit’ system to support the reward of teaching
- **Netherlands:** ’bottom up’ collaboration, building on agreement of Rectors of Dutch research universities

National collaborations for change: Netherlands

National collaborations for change: Netherlands

Room for Everyone's Talent

Agreement by the Rectors of all 14 Dutch research universities, described as "*a new balance in the recognition and rewards for academics… includes placing less emphasis on the number of publications, and a greater emphasis on the other domains in which the academic is active, such as education and impact*".

Under development at all research universities since 2020 to establish common academic career pathways and reward systems.

Example: Utrecht University

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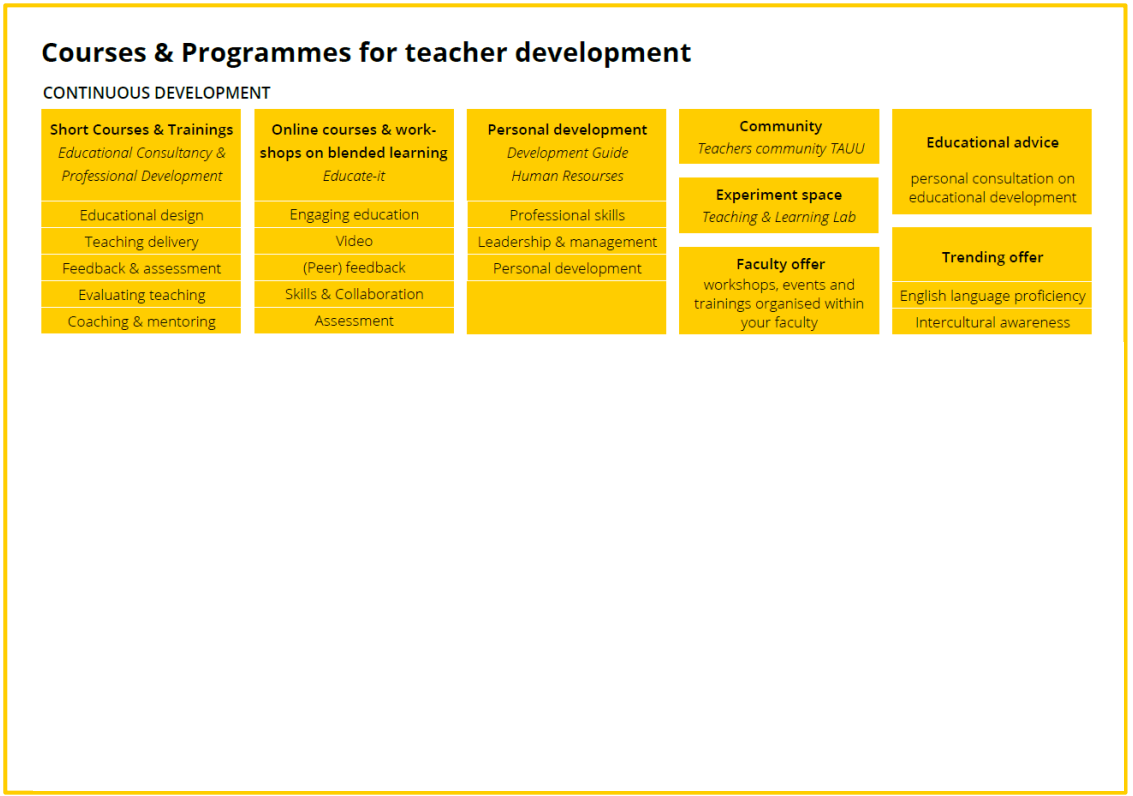

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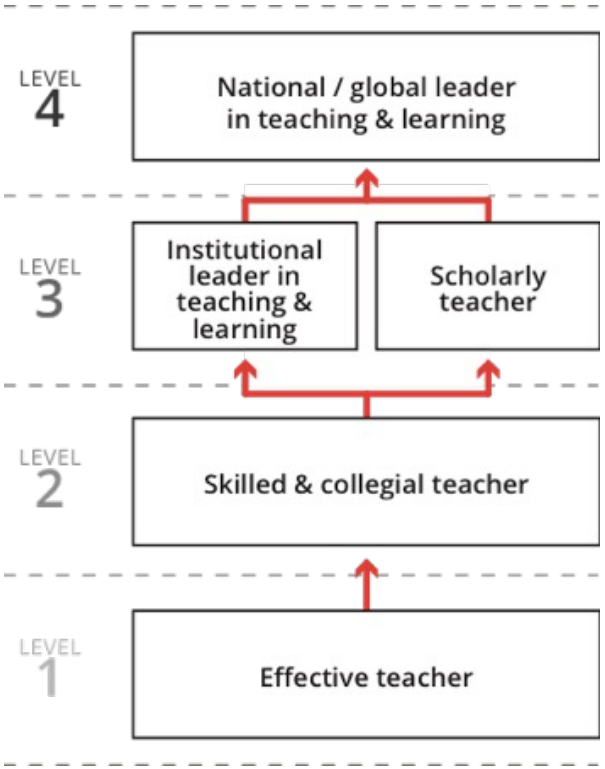

Courses & Programmes for teacher development

CONTINUOUS DEVELOPMENT

Short Courses & Trainings *Educational Consultancy & Professional Development*	Online courses & work-shops on blended learning *Educate-it*	Personal development *Development Guide Human Resourses*	Community *Teachers community TAUU*	Educational advice
Educational design	Engaging education	Professional skills	Experiment space *Teaching & Learning Lab*	personal consultation on educational development
Teaching delivery	Video	Leadership & management		
Feedback & assessment	(Peer) feedback	Personal development	Faculty offer workshops, events and trainings organised within your faculty	Trending offer
Evaluating teaching	Skills & Collaboration			English language proficiency
Coaching & mentoring	Assessment			Intercultural awareness

CAREER-ORIENTED DEVELOPMENT based on The Career Framework for University Teaching (teachingframework.com, Dr. R. Graham)

Effective teacher	Skilled and collegial teacher	Institutional leader in teaching & learning and/or Scholarly teacher	National and global leader in teaching & learning
Start to teach → University Teaching Qualification Programme (BKO*) → BKO	Introduction meeting → Portfolio track → Writing retreat → SKO	Educational Leadership Programme	Senior Fellow Programme
	From BKO to SKO**		
	Honours Teaching Programme		
	Masterclass Pedagogy in Education for Professionals (Life Long Learning)		
Roadmap for Educational Innovation and Scholarship training (planned Sept. 2019)	Scholarship of teaching & learning course (planned End 2019)	Educational Research Training Programme (planned End 2019)	
		Educational Management Programme	

* BKO: University Teaching Qualification ** SKO: Senior Teaching Qualification

DEVELOPMENT PROGRAMME & **CAREER TRACK full professor**
2 days per week, 3-5 years in own faculty, with focus on education

Between 2017-2022		
25 nominations	16 admitted (63%)	5 graduated (4 appointed professor, 1 in process)

Advancing Teaching timeline

2013 2015 2014 2016 2015 2017 2016 2018 2017 2019 2018 2020 2019 2021 2020 2022 202

ANNUAL MEETINGS

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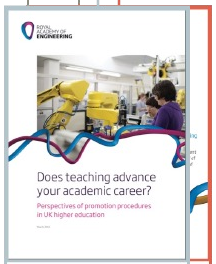
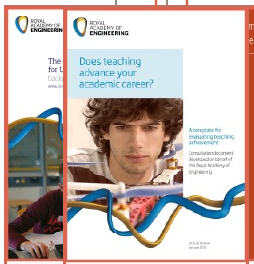


UK Report



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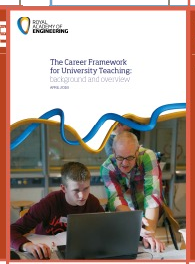
Draft Framework



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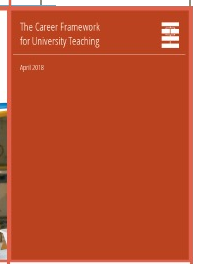

Career Framework

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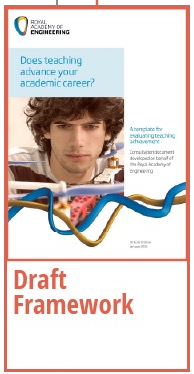
- Design global survey
- Develop Roadmap — SPONSOR: 4TU (NL)
- Run Teaching Cultures Survey — SPONSORS: Participating universities

PUBLICATIONS



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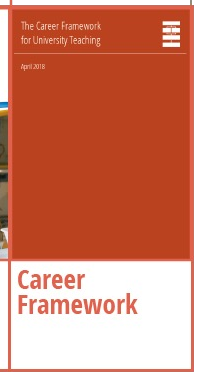
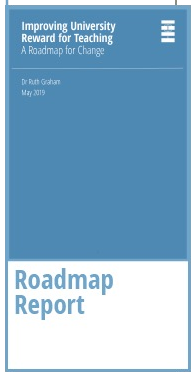
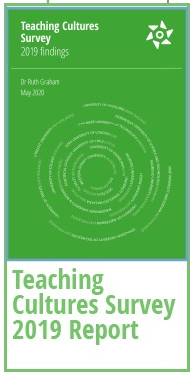


Career Framework



Roadmap Report



Teaching Cultures Survey 2019 Report

Advancing Teaching timeline

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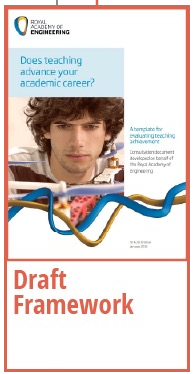
- Develop Roadmap — SPONSOR: 4TU (NL)
- Run Teaching Cultures Survey — SPONSORS: Participating universities
- Videos of practices & experiences — SPONSOR: Consortium (NL)
- Prepare second survey run
- Teaching Cultures Survey 2022 — SPONSORS: Participating universities

PUBLICATIONS



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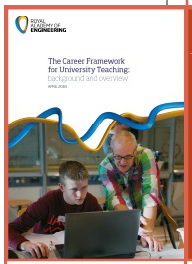
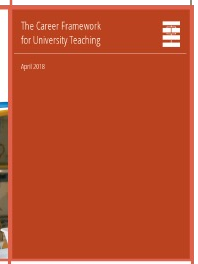


Final Report



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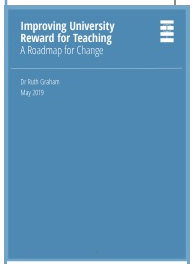
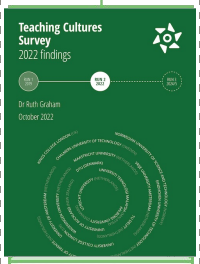


Roadmap Report

Teaching Cultures Survey 2019 Report



Teaching Cultures Survey 2022 Report

Advancing Teaching

Global initiative to improve the recognition, reward and evaluation of university teaching

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Teaching Cultures Survey

Survey timeline

10
countries

24
universities

2019:
15,659 participants

2022:
11,614 participants

Survey focuses in four areas:

1. Perceptions of the **institutional environment** for teaching and learning at their university
2. Perceptions of the underlying **cultures and priorities** of their universities with respect to rewarding university teaching
3. Experiences of the status of university teaching in key **institutional processes** (like promotion and annual appraisal)
4. Academics' **expectations and desires for change** in the future

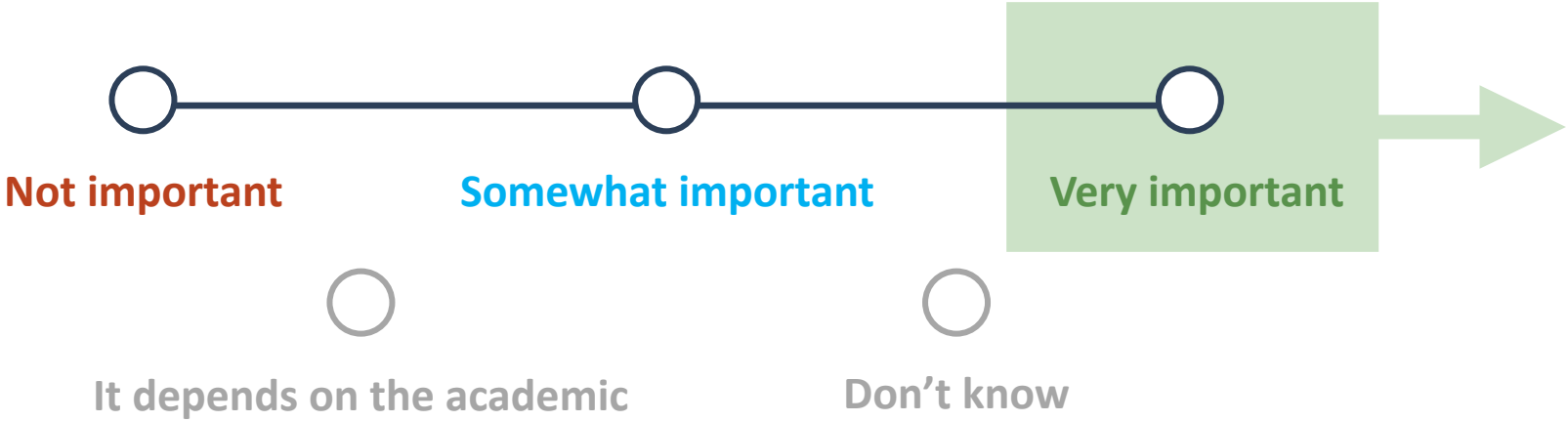
Academics experiences and priorities: promotion to full professorship

"How important **would you like** each of the following activities to be for promotion to full professor at your university (for a typical academic on a research/teaching contract)?"

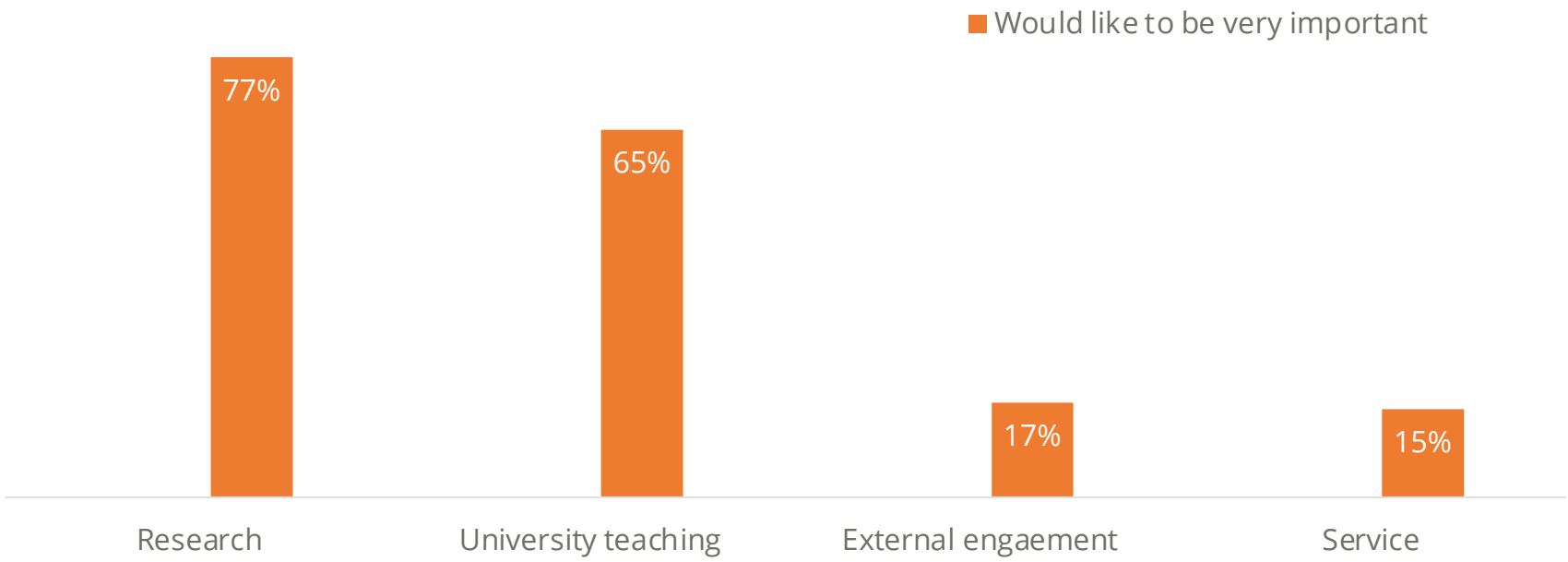
1. **university teaching**
2. **research**
3. **entrepreneurship**, enterprise & external engagement
4. **service** to the university / administration

Academics experiences and priorities: promotion to full professorship

"How important **would you like** each of the following activities to be for promotion to full professor at your university (for a typical academic on a research/teaching contract)?"

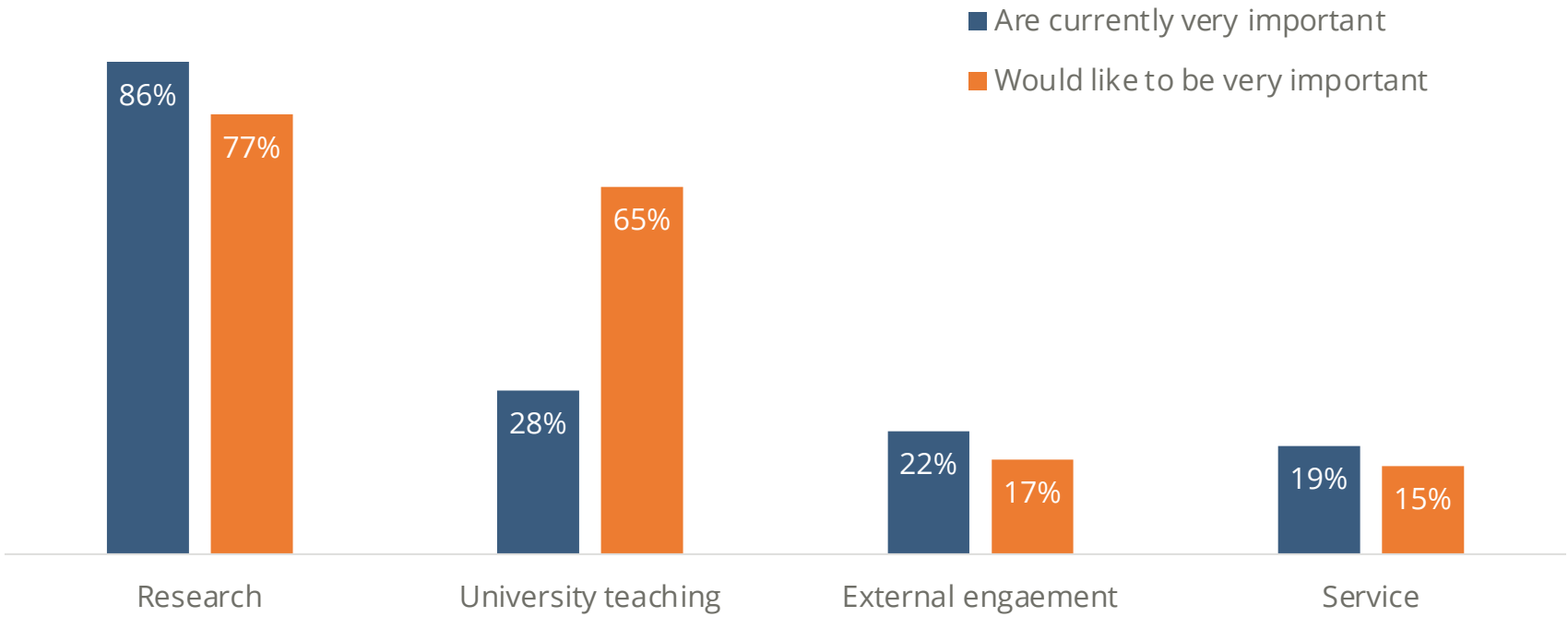


Respondents who would like each activity to be very important ....

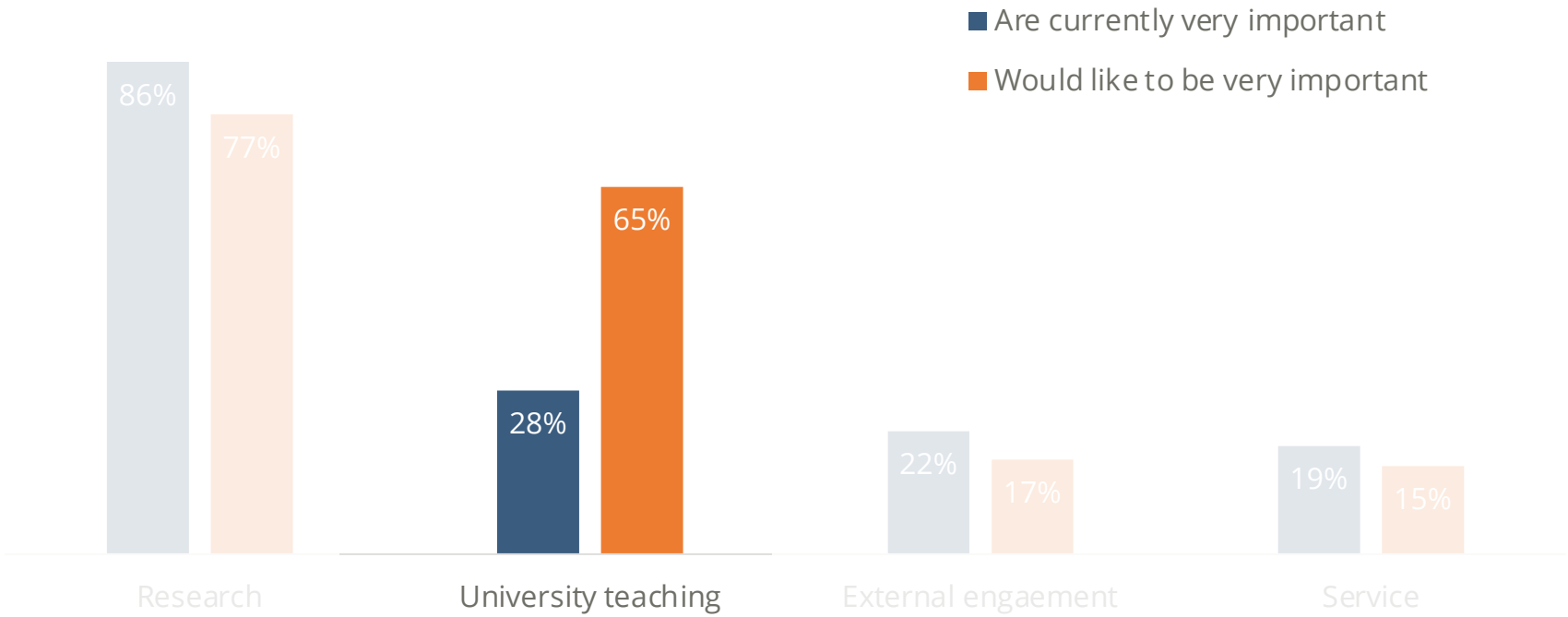


n = 9,847

… respondents who report each activity currently is very important

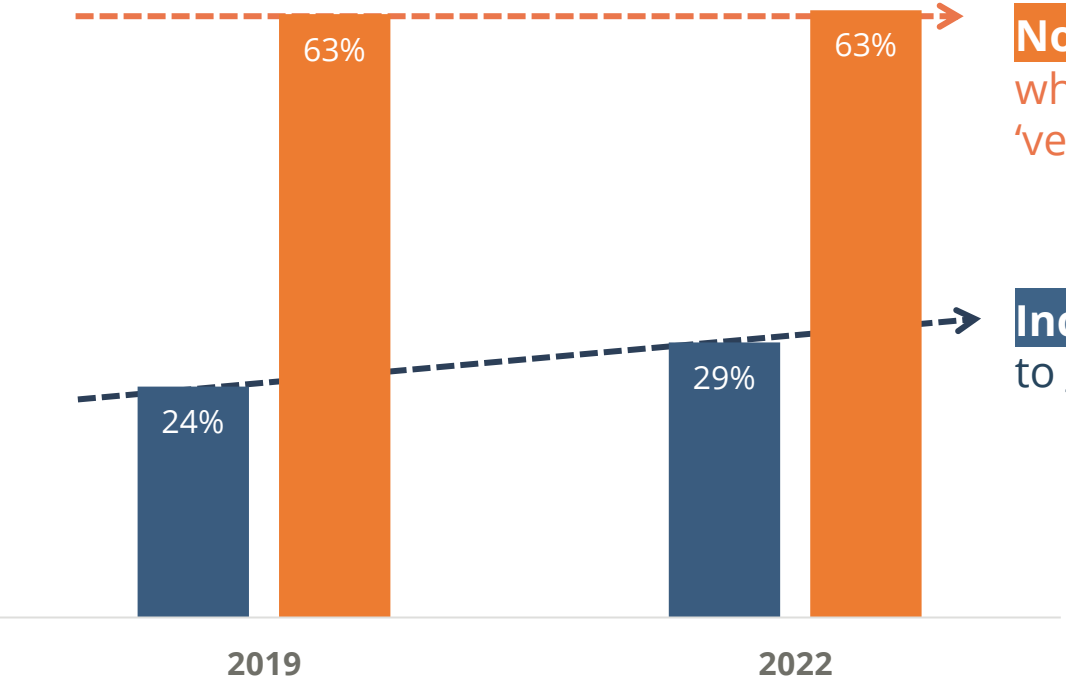


n = 9,847


Are currently very important
Would like to be very important
86%
77%
28%
65%
22%
17%
19%
15%
Research
University teaching
External engaement
Service

n = 9,847

Change over time at NTNU ...



Between 2019 and 2022...

No change in proportion who would like UT to be 'very important'

Increase of 5% reporting UT to currently be 'very important'

n = 1633 (2019) 1576 (2022)

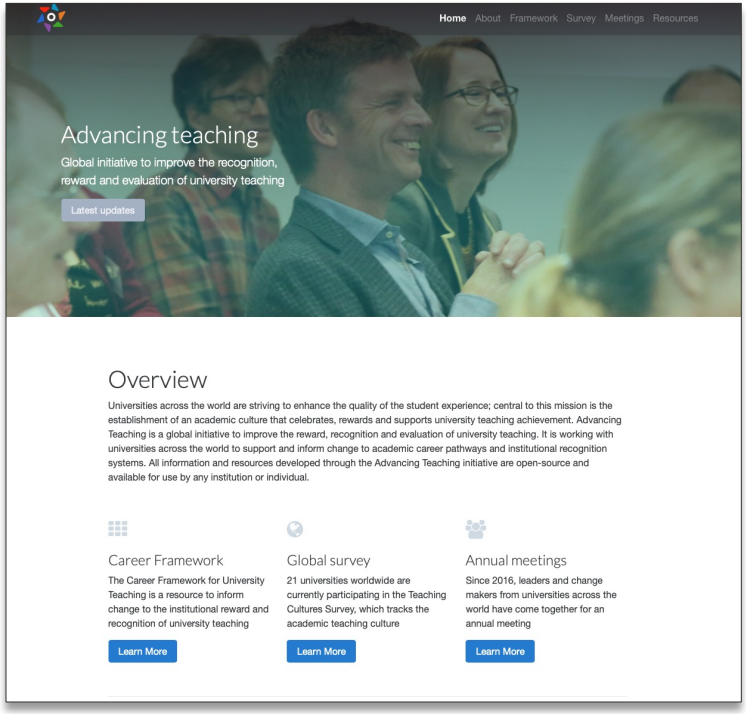
"How would you like the priority given to university teaching in academic promotions to change at your institution in the next five years?"

↗ increase ↘ decrease = stay the same ? don't know

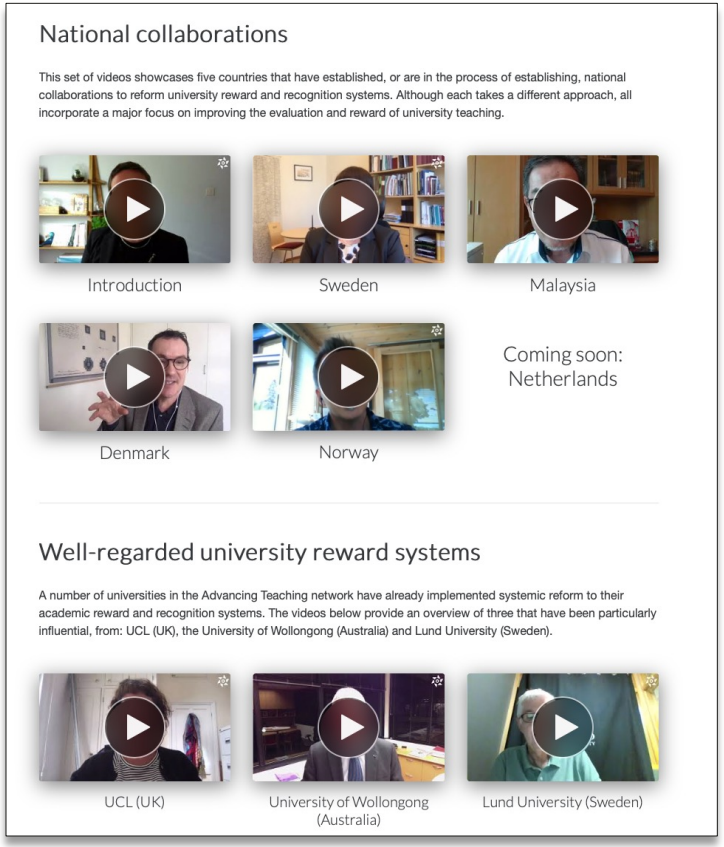
Rising to 71% amongst NTNU leaders

Advancing Teaching: next steps

1. **Next and final Teaching Cultures Survey:** 2024/25
2. **Network areas of focus:** pathways to educational leadership; collecting robust evidence of impact in university teaching; developing new institutional support systems; reforming all academic pathways
3. **Next project:** benchmark of global best practices

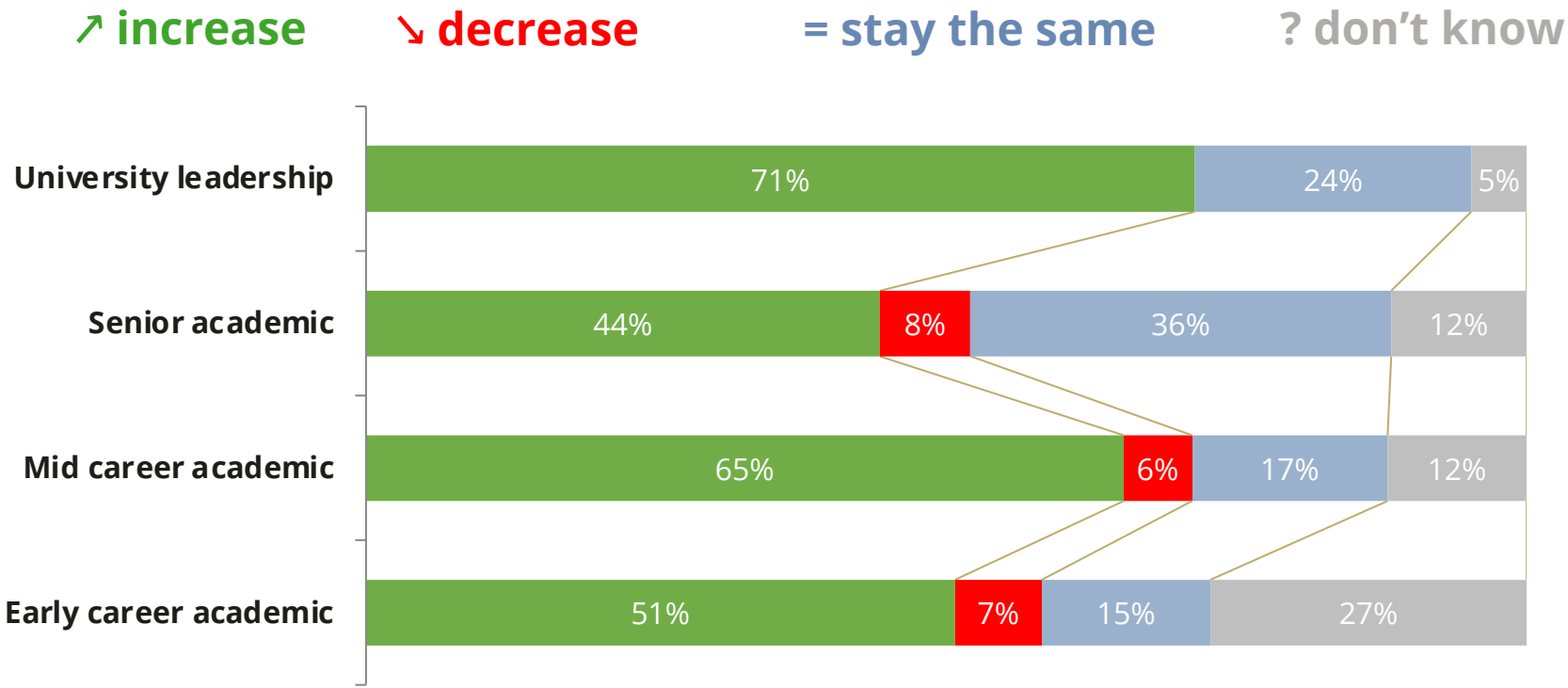


www.advancingteaching.com



Thank you

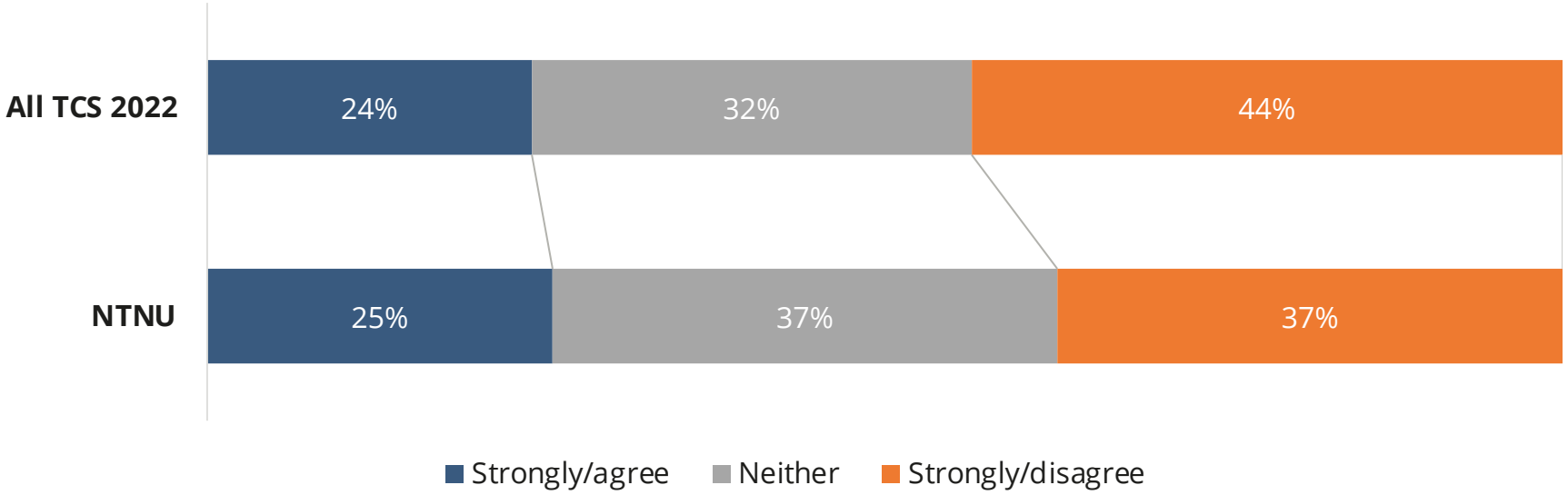
”How would you like the priority given to university teaching in academic promotions to change at your institution in the next five years?”



1 Perceived values of, and trust in, universities with respect to rewarding UT

Perceived values of university with respect to rewarding UT

"Time spent on university teaching has a positive impact on the career progression of academics at my institution"



Government support includes the Comenius Programme

Aim: *"to help teaching staff put their **ideas to innovate education into practice**. The Dutch Ministry of Education aims to contribute to more widely varied careers for teaching staff and researchers at universities by demonstrably appreciating excellent and inspired teaching"*

Three fellowships levels:

1. Teaching Fellow
2. Senior Fellow
3. Leadership Fellow

Budget: €6.2 million per year

COMENIUS PROGRAMME

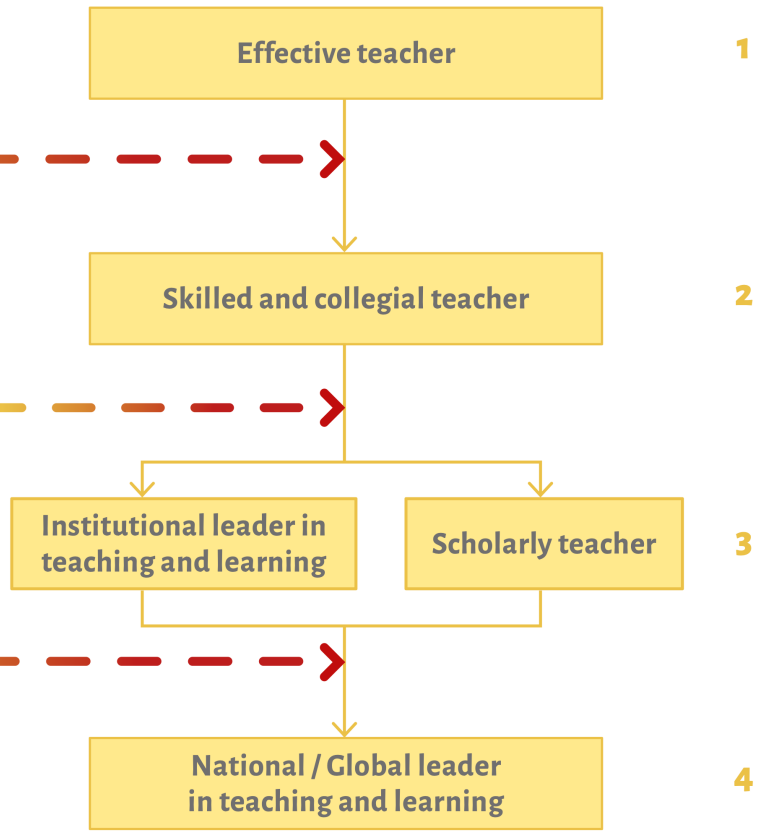
Comenius Programme Grants

Comenius Teaching Fellows

Required	At least 2 years of teaching experience
Duration	Max. 18 months
Impact	course level
Grant	€50,000

Comenius Senior Fellows

Required	At least 5 years of teaching experience
Duration	Max. 30 months
Impact	degree programme level / department level
Grant	€100,000

Comenius Leadership Fellows

Required	At least 7 years of teaching experience
Duration	Max. 42 months
Impact	institutional level
Grant	€500,000