

# Breaking down barriers to systemic educational change: global collaboration to reform the reward of university teaching

23<sup>rd</sup> March 2023

**d.school, Stanford University**



## 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 collaboration

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



# Advancing Teaching collaboration

- 1** Why should universities change their academic career pathways?
- 2 What might new career pathways and support systems look like?
- 3 How are universities capturing and tracking the impact of reform?
- 4 Where are global exemplars of good practice?

# Advancing Teaching timeline

2013

2014

2015

2016

2017

2018

2019

2020

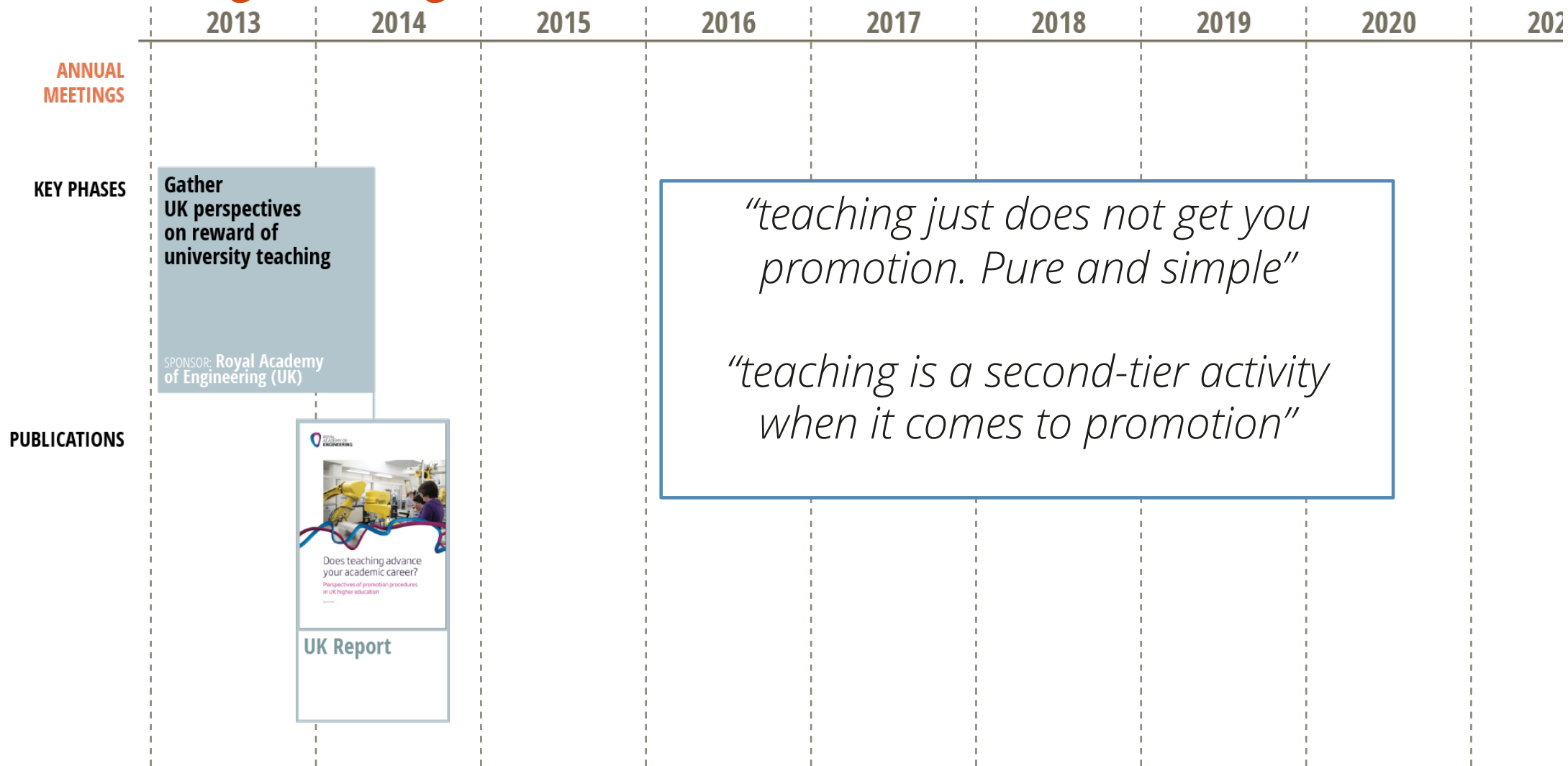
2021

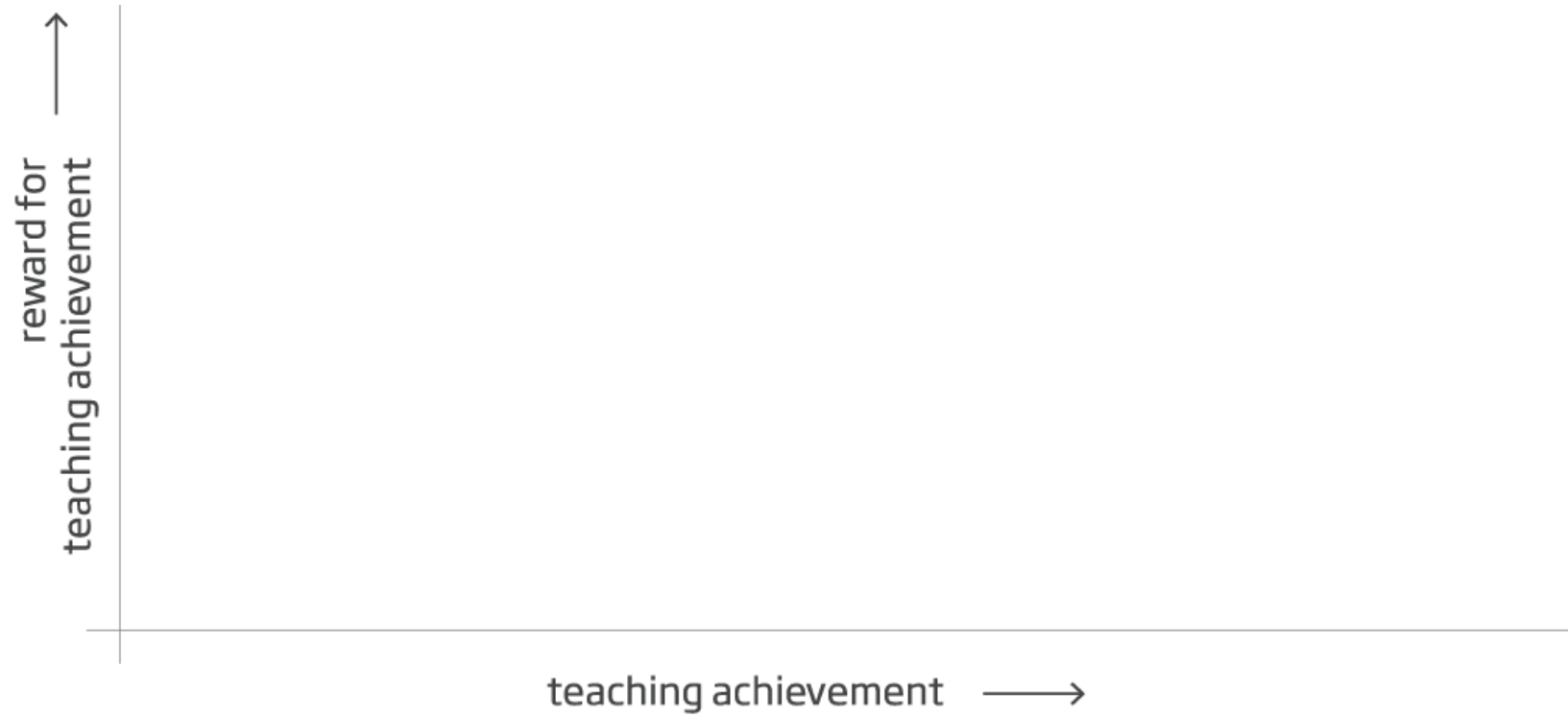
ANNUAL MEETINGS

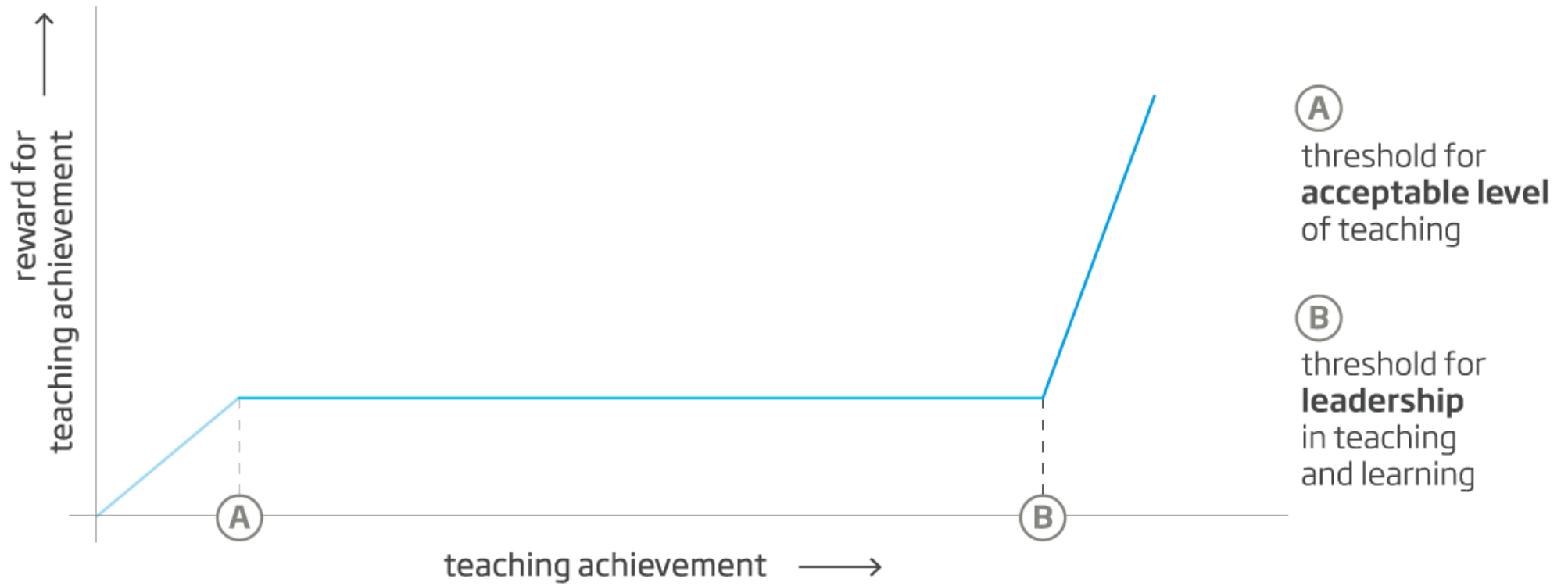
KEY PHASES

PUBLICATIONS

# Advancing Teaching timeline



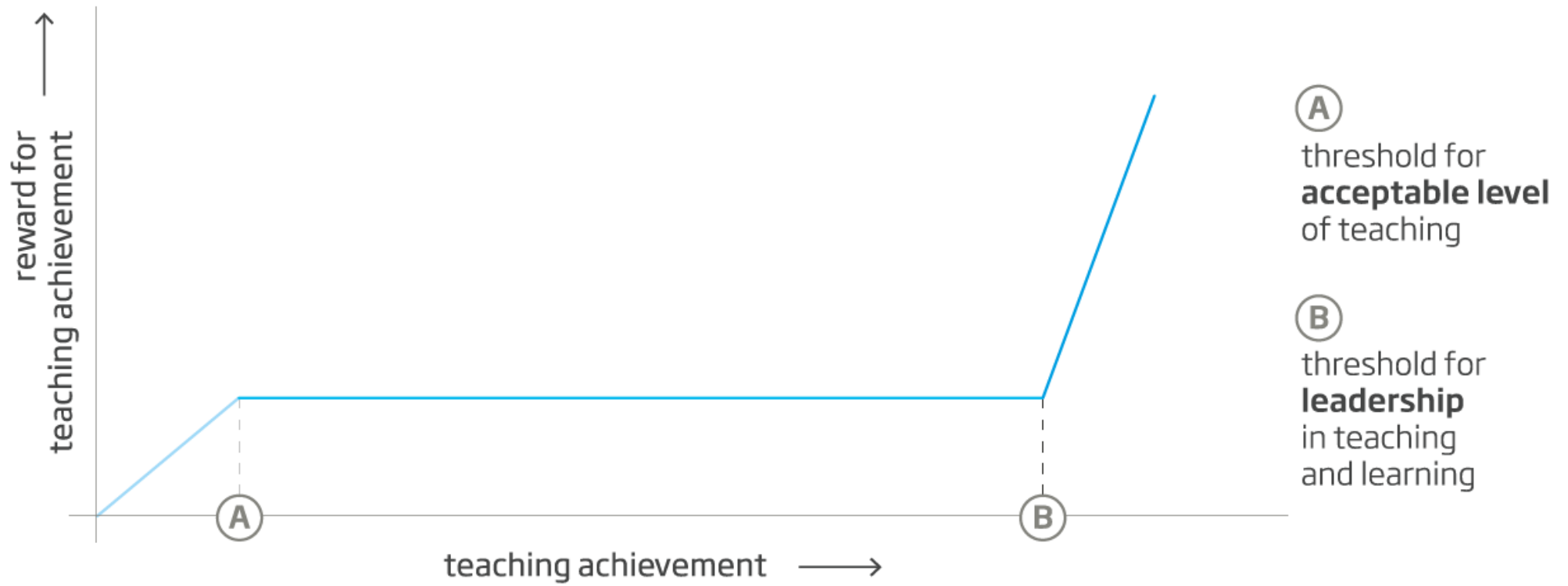






## Challenges:

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



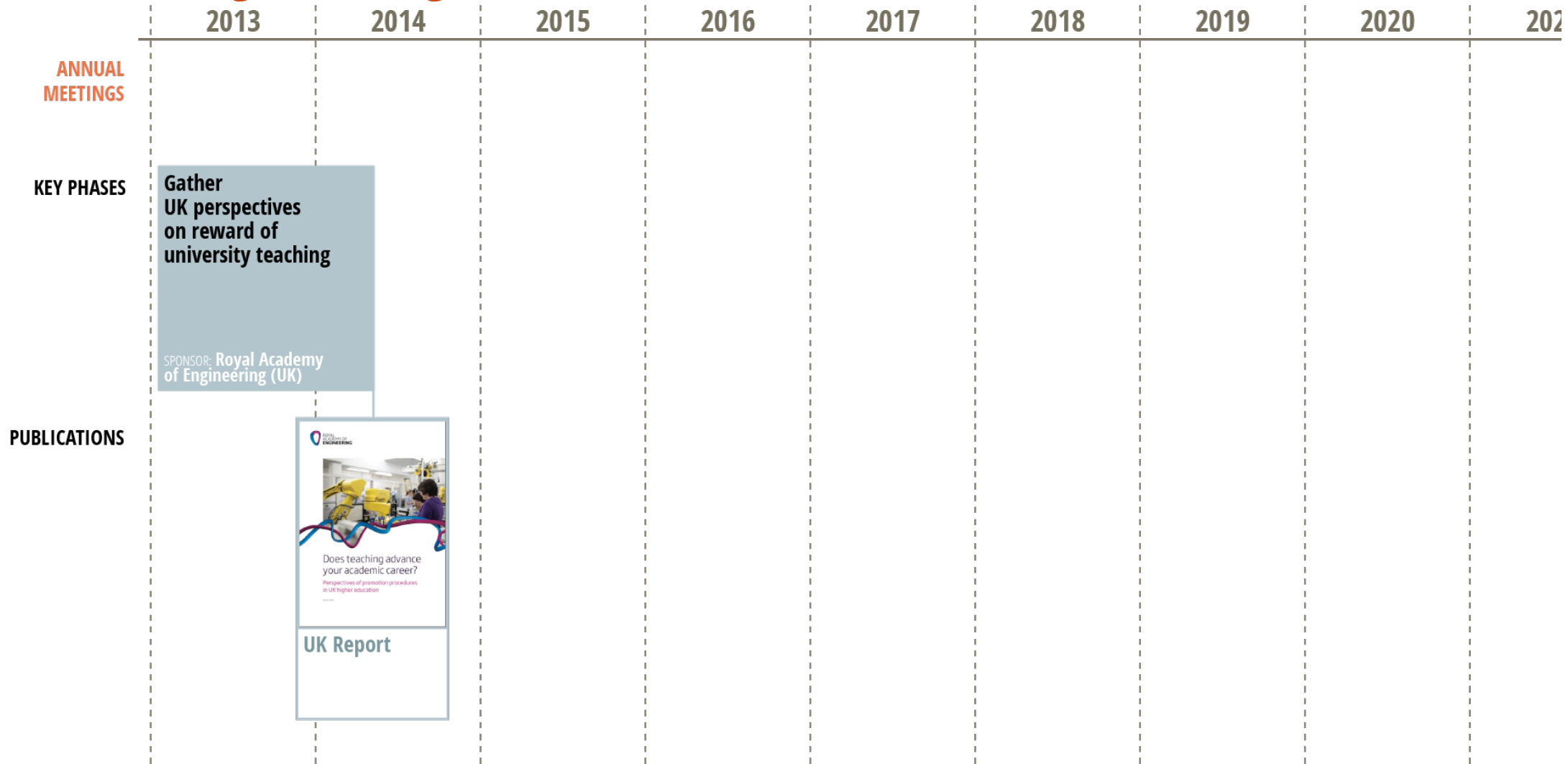
## Challenges:

- › 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

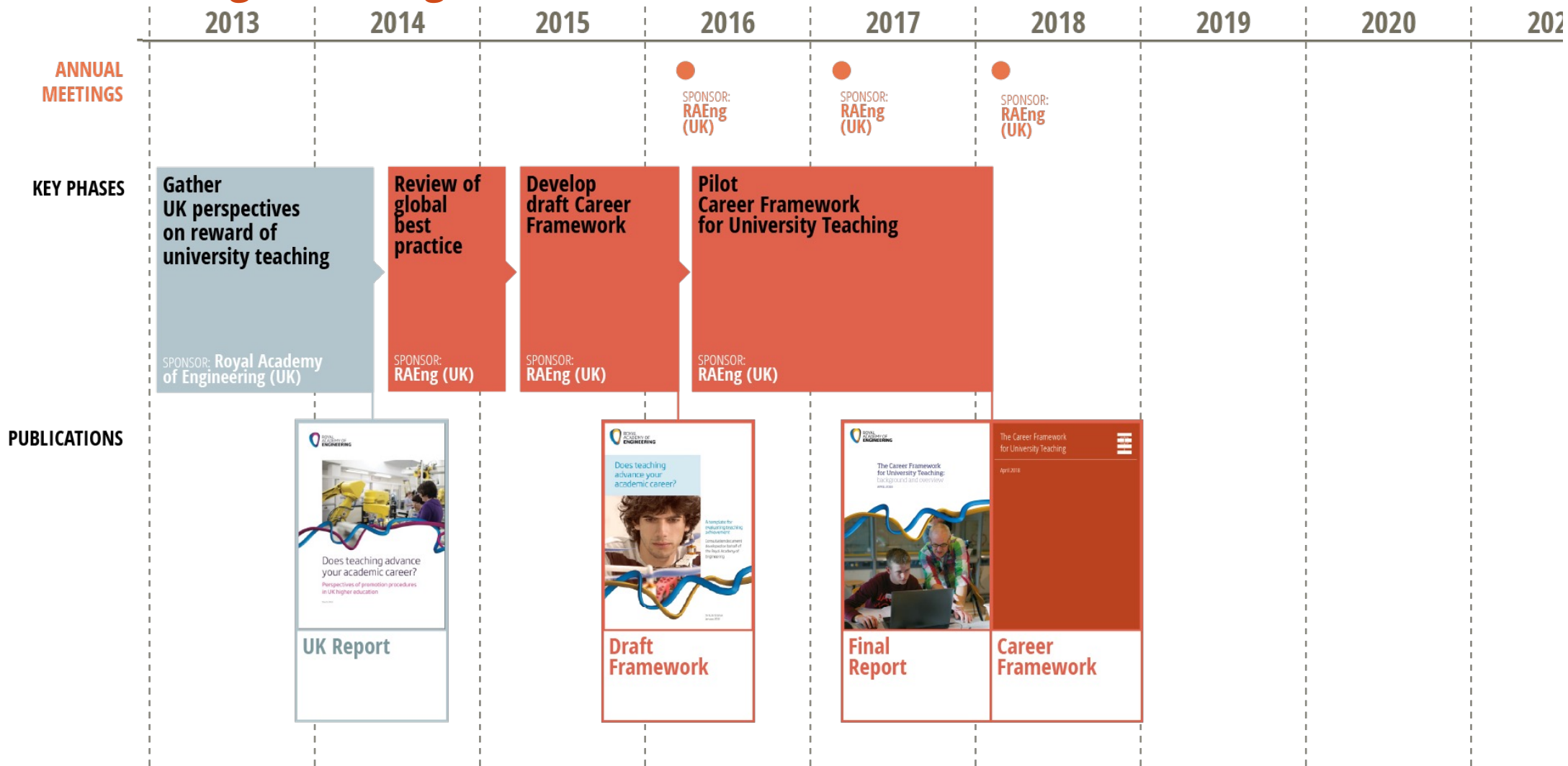
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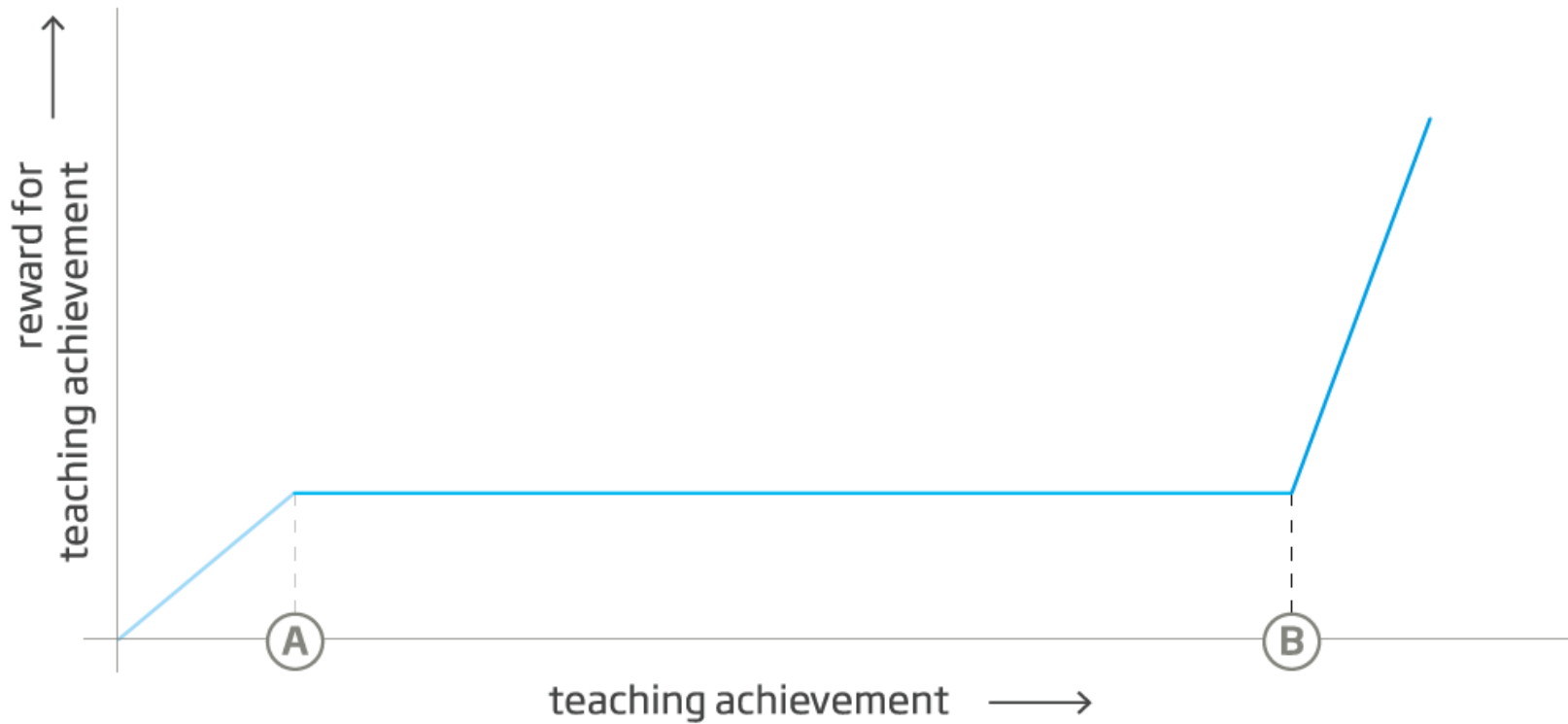
# Advancing Teaching timeline



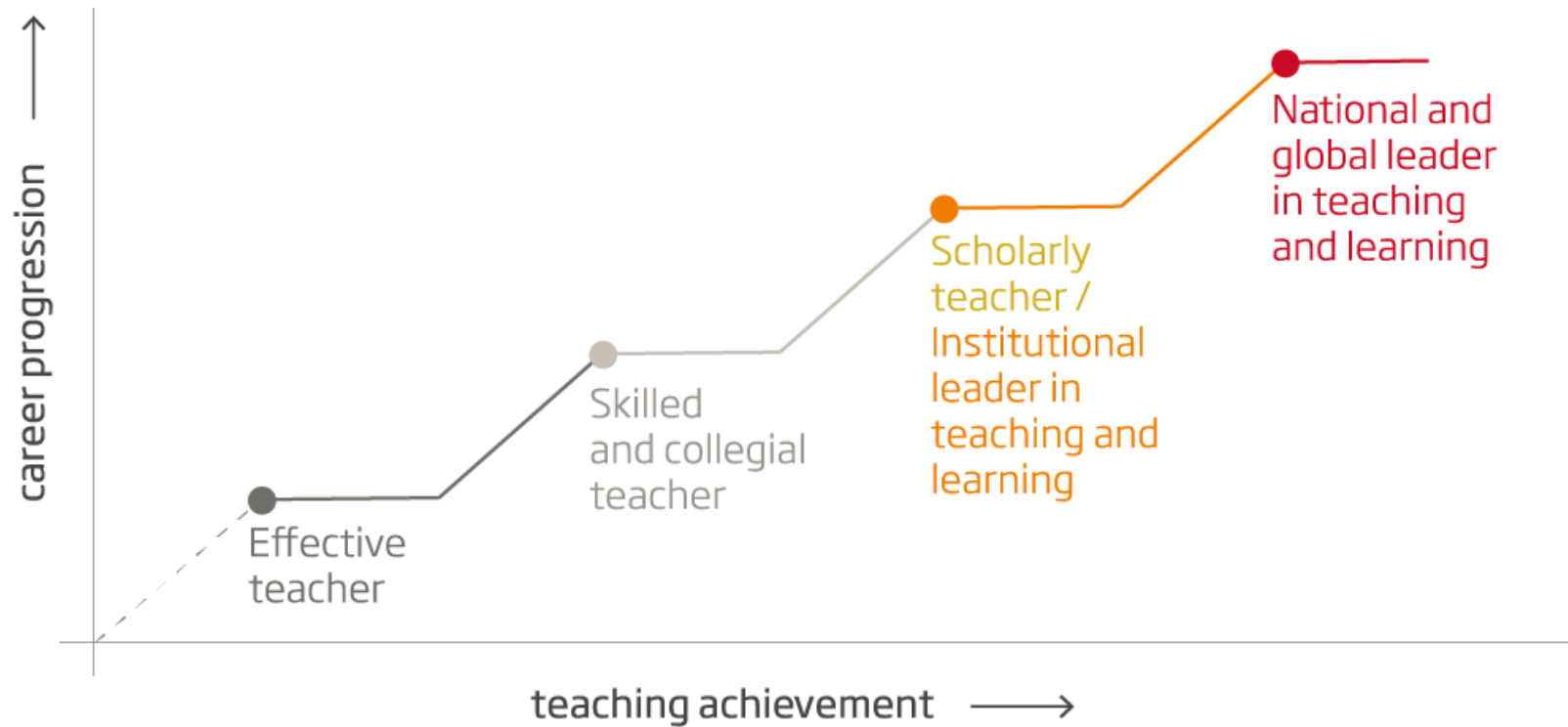
# Advancing Teaching timeline



# The Career Framework for University Teaching



# The Career Framework for University Teaching

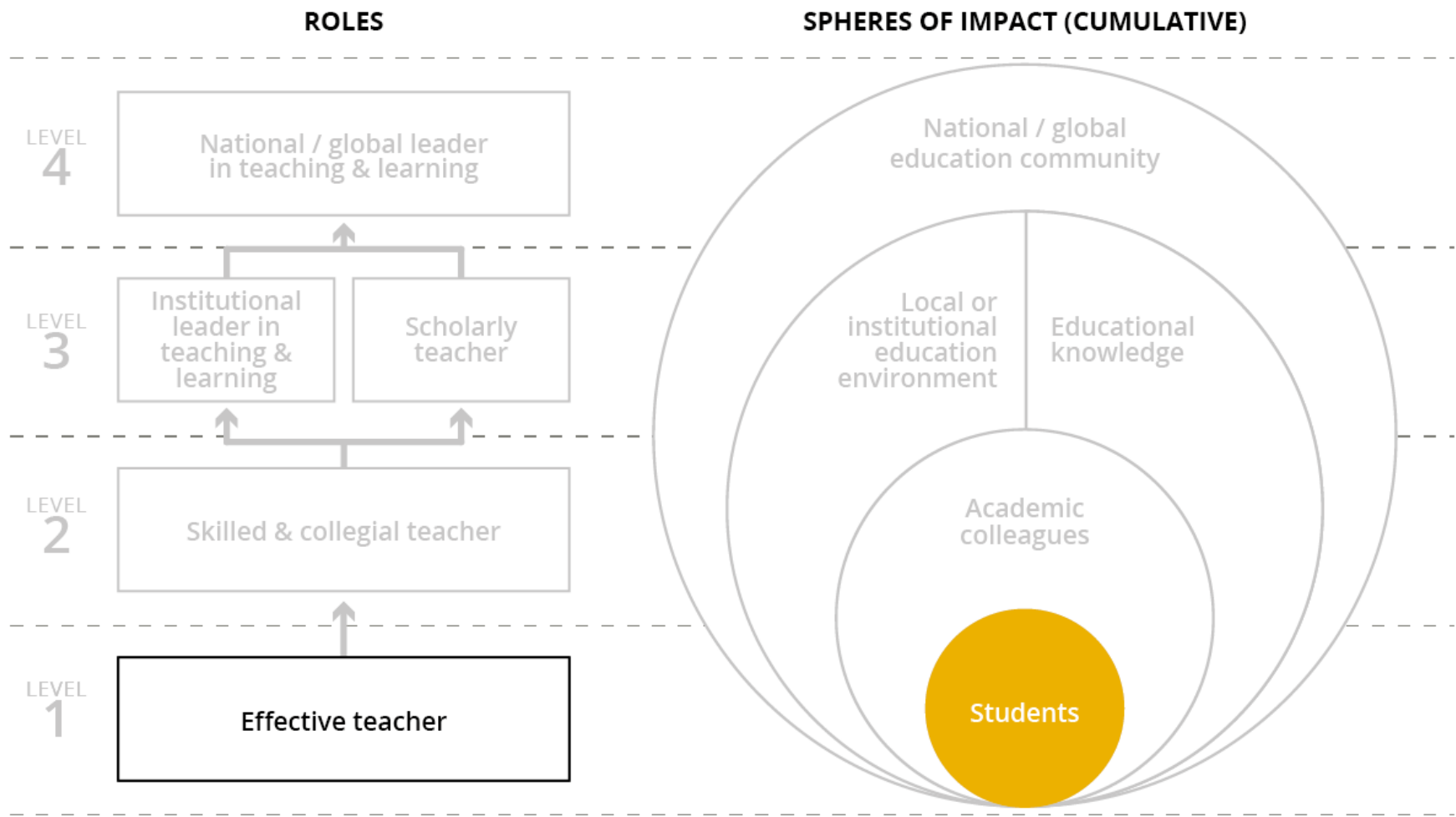


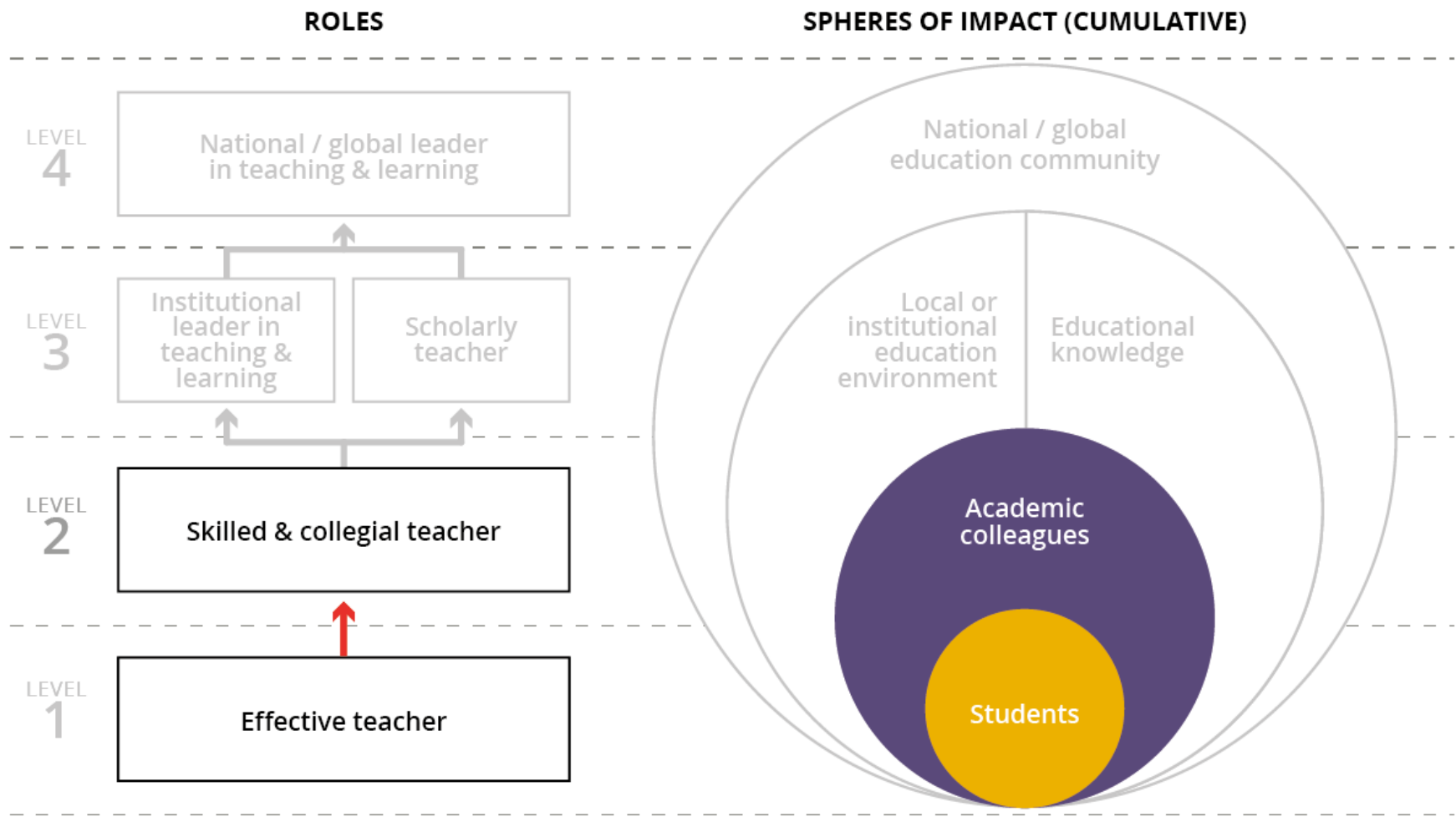


## Framework parameters:

- 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**.

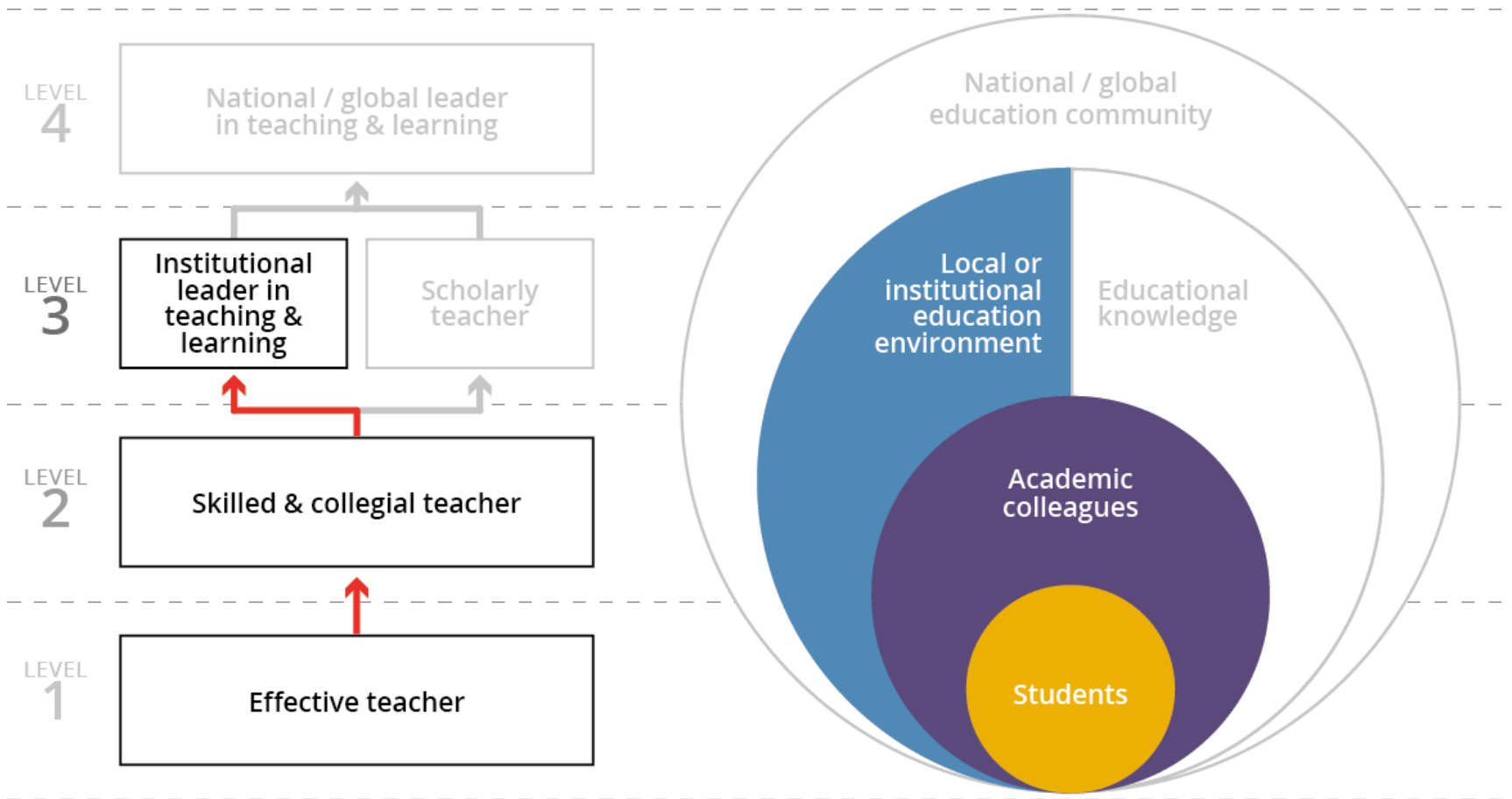
The Framework rests on the principle that all academics who teach – regardless of their role or professional priorities – should continue to strengthen the quality and impact of their teaching activities throughout their career.

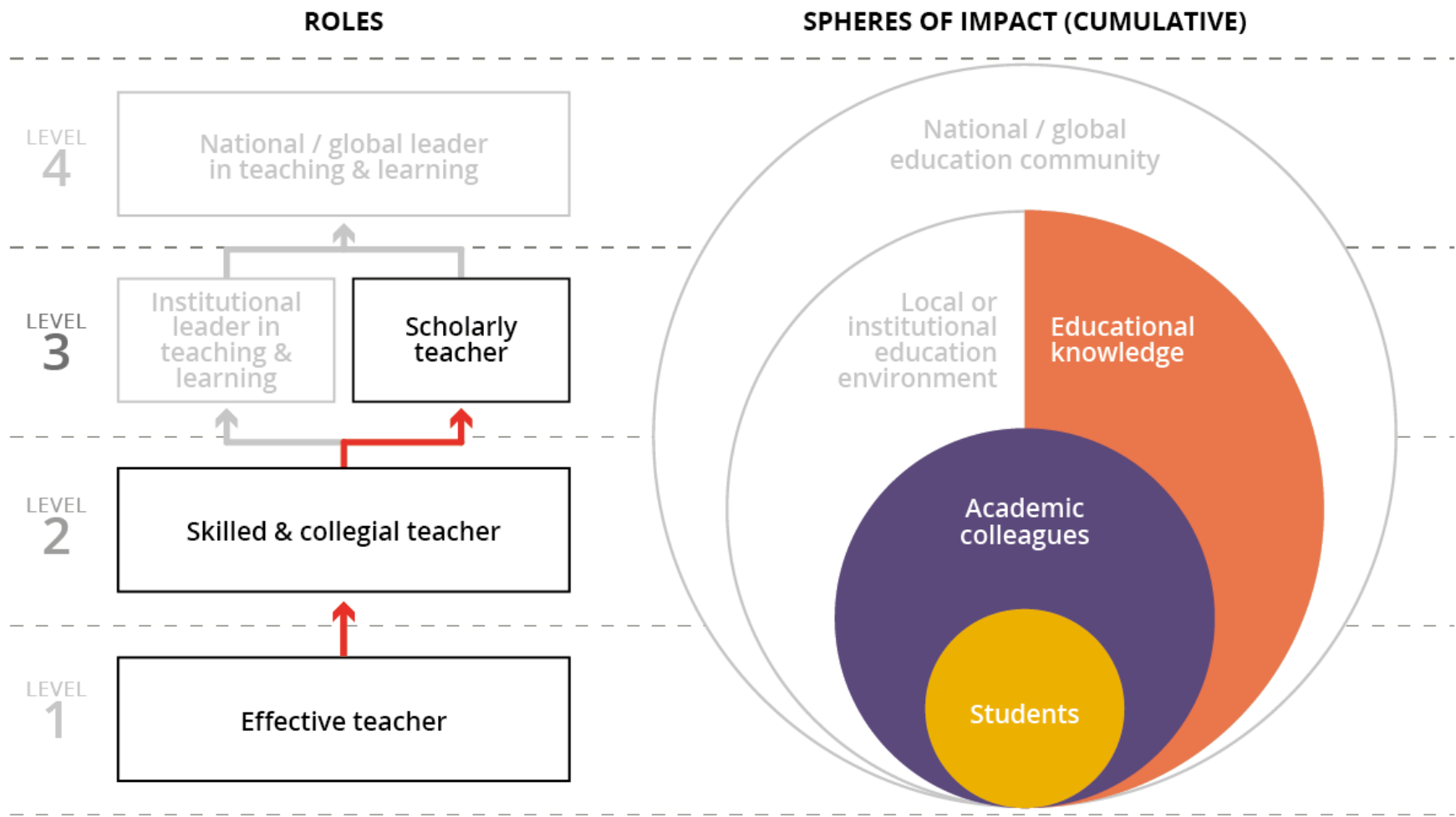


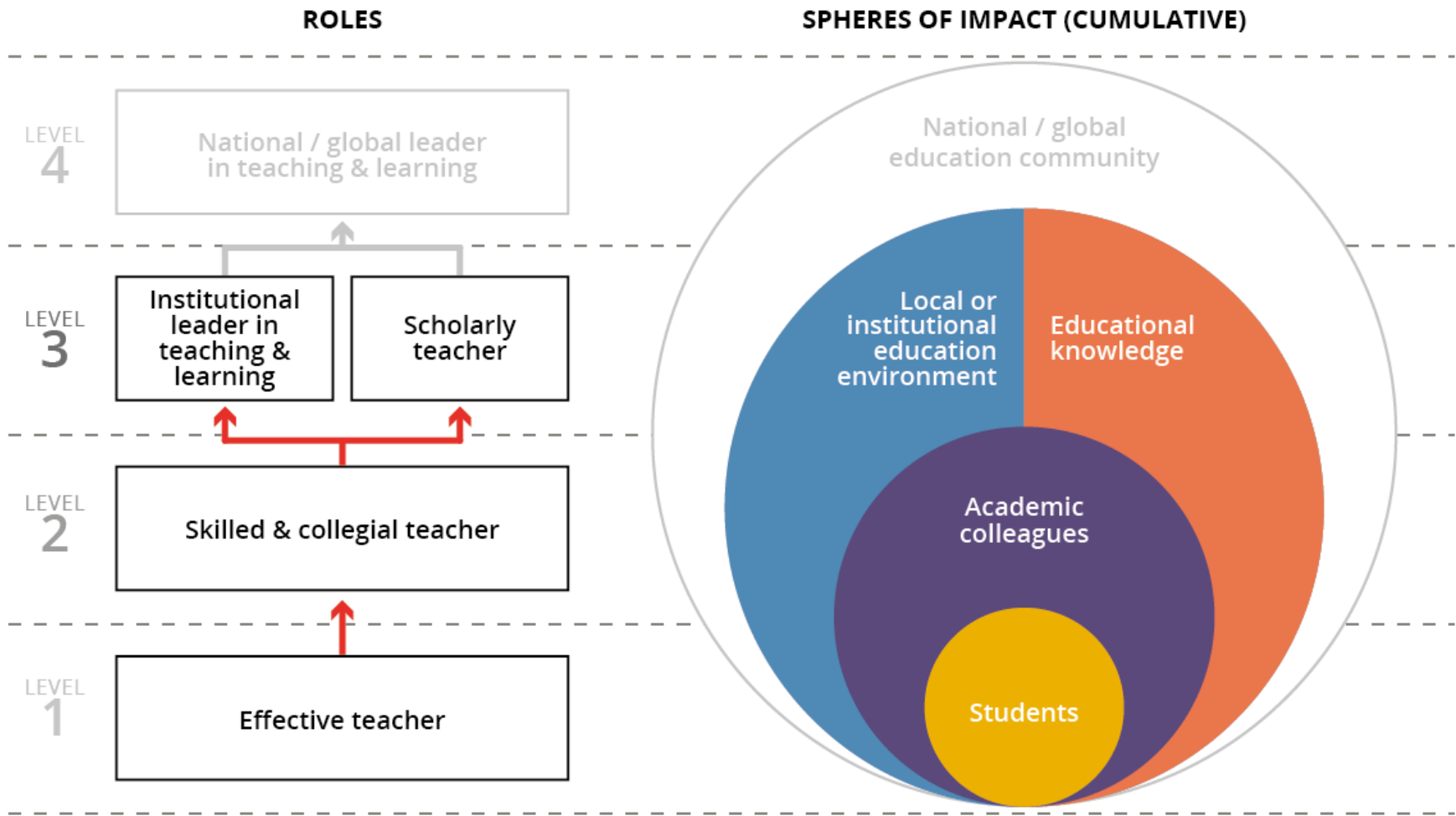


## ROLES

## SPHERES OF IMPACT (CUMULATIVE)







## ROLES

LEVEL  
4

National / global leader  
in teaching & learning

LEVEL  
3

Institutional  
leader in  
teaching &  
learning

Scholarly  
teacher

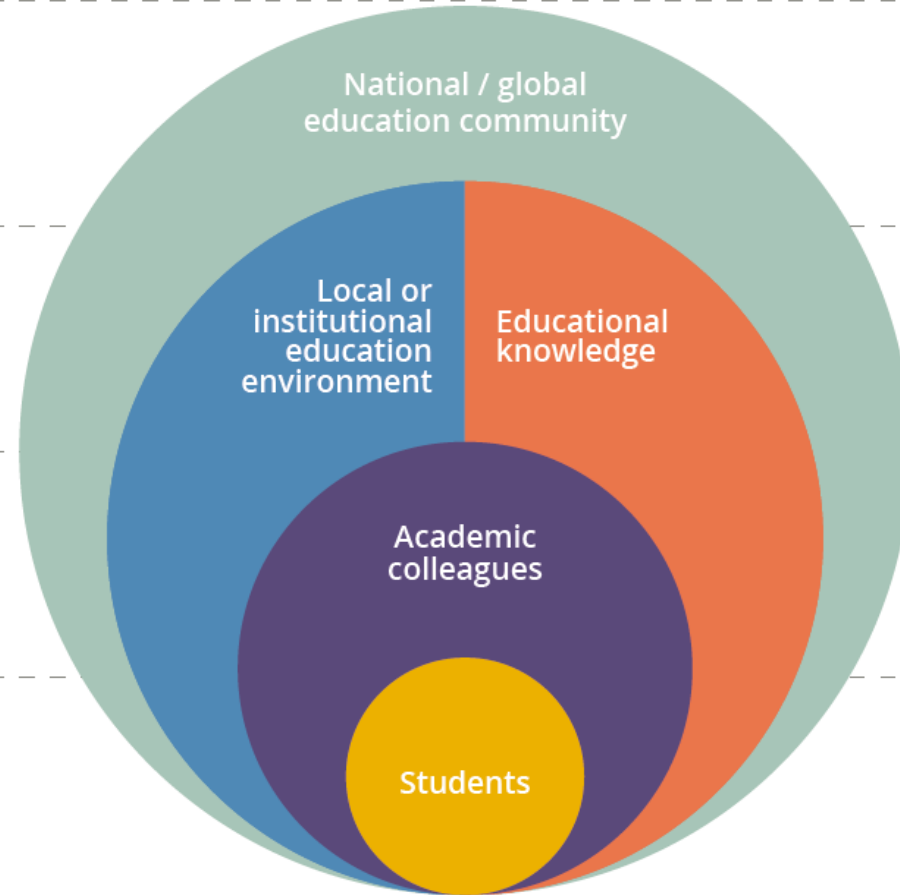
LEVEL  
2

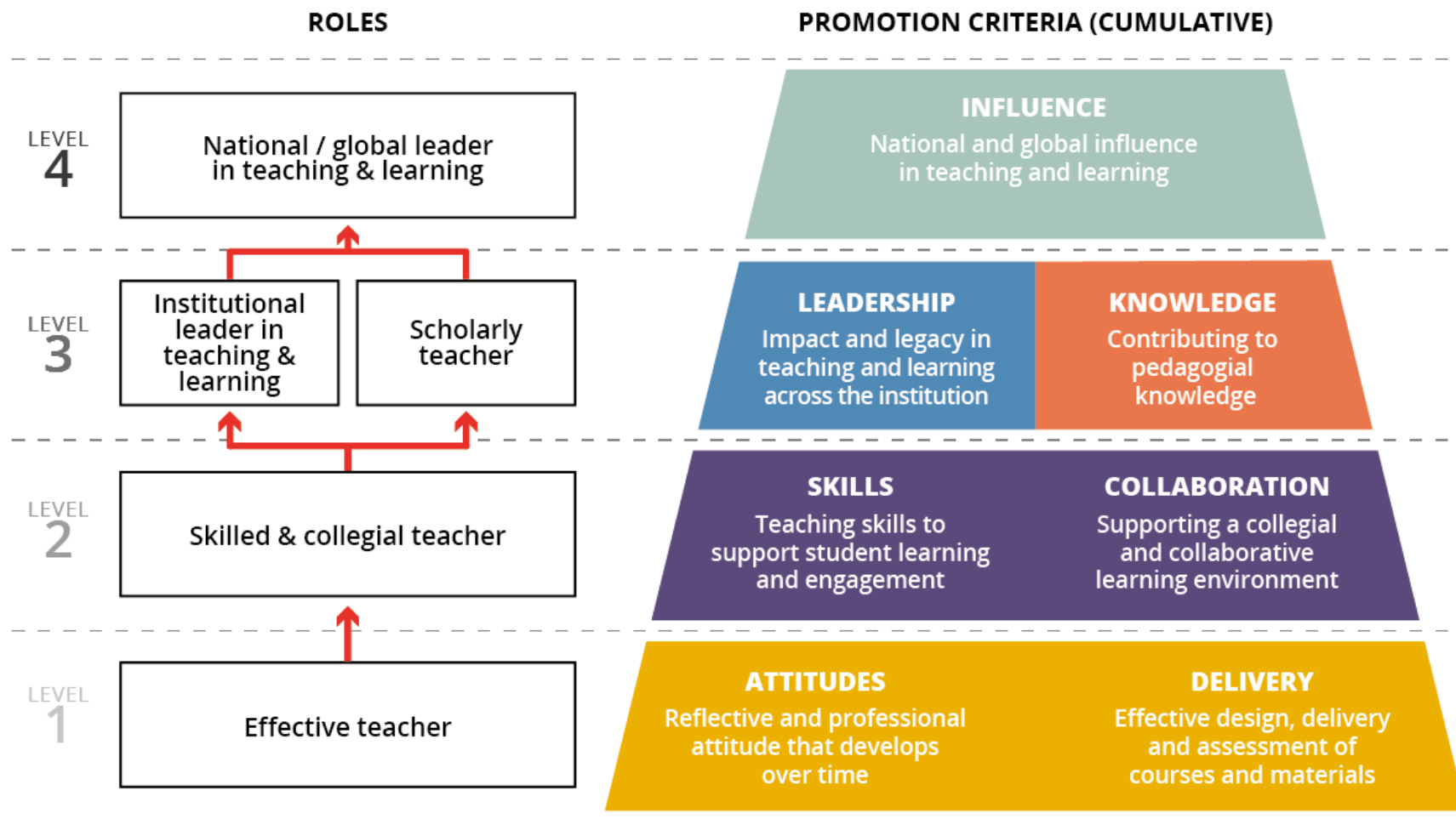
Skilled & collegial teacher

LEVEL  
1

Effective teacher

## SPHERES OF IMPACT (CUMULATIVE)



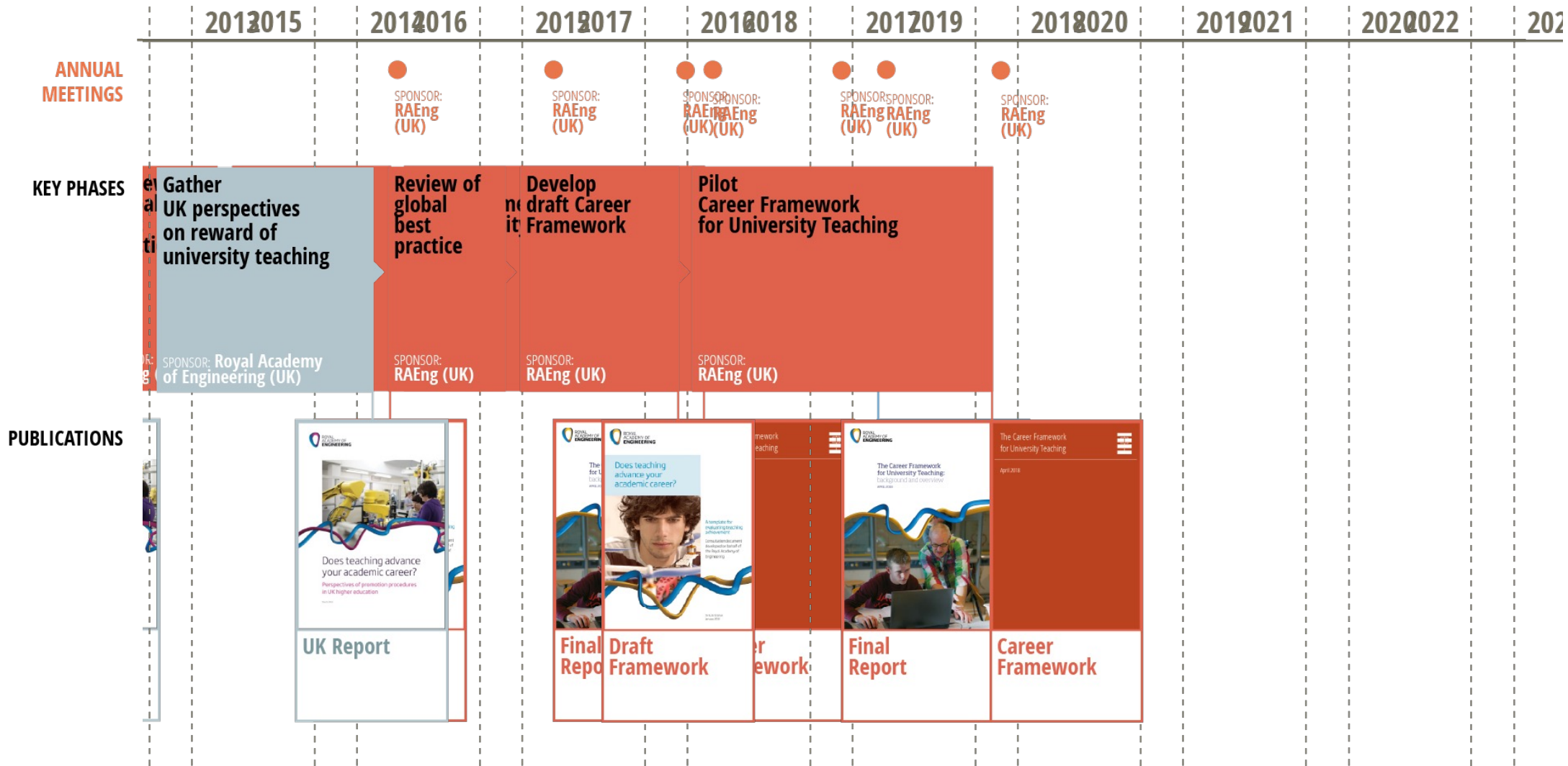




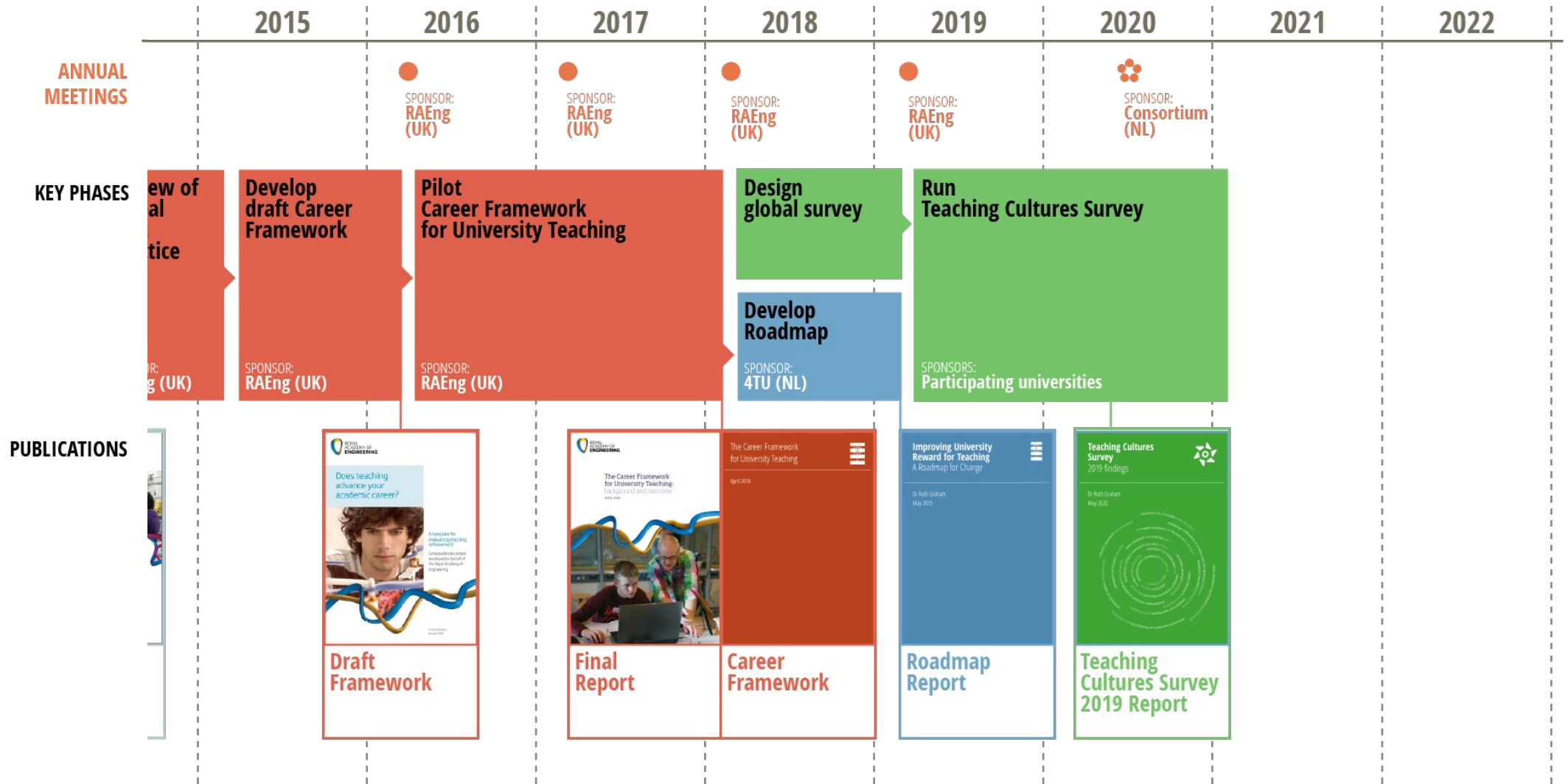
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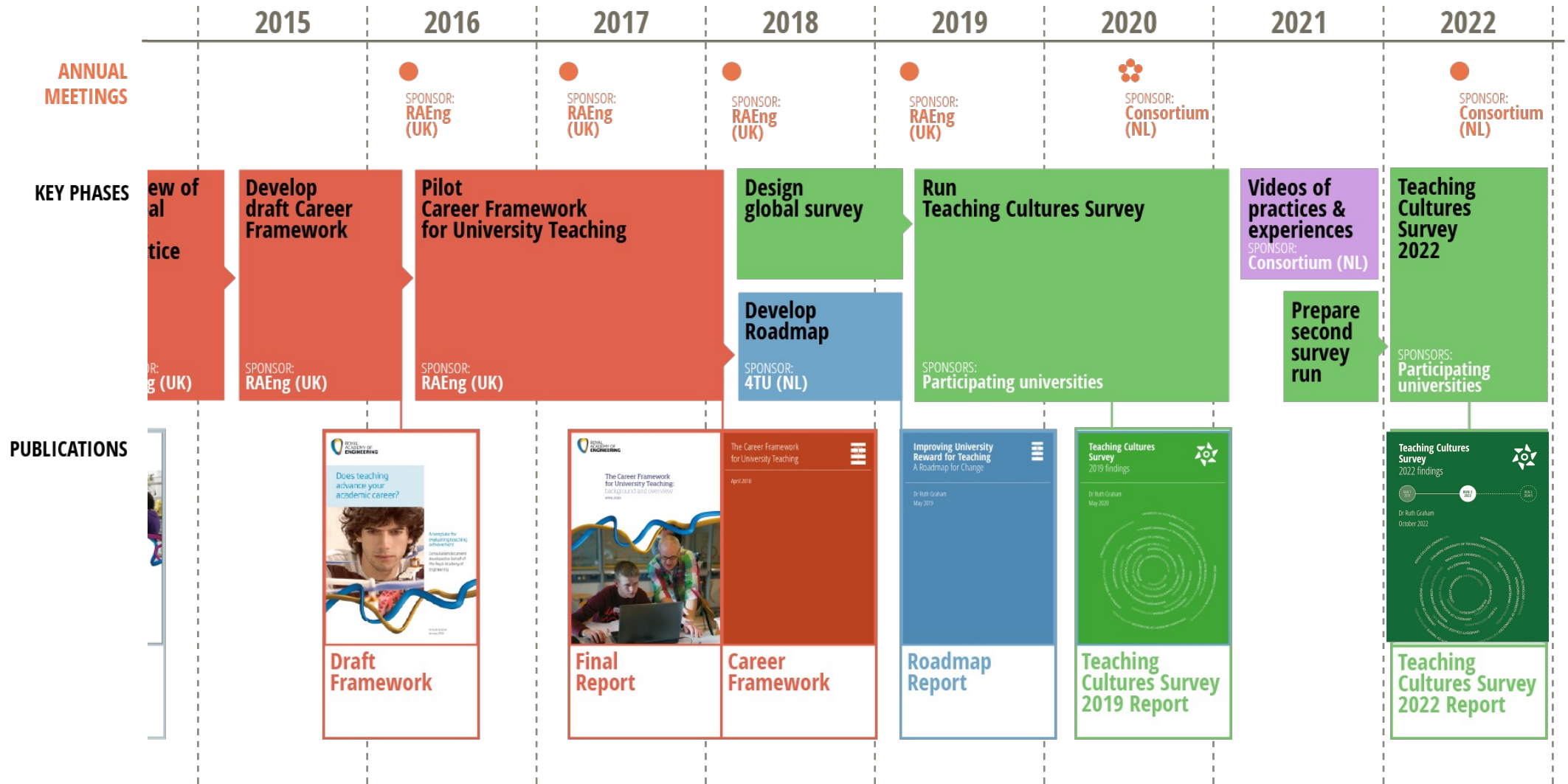
# Advancing Teaching timeline



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# Advancing Teaching timeline





# Teaching Cultures Survey

- › **Aims:** to enable universities to explore and track the culture and status of teaching at their institutions and compare outcomes with peer universities worldwide
- › **Participating universities:** self-selecting group of 25 research-intensive universities that are committed to teaching, with most engaged in systemic change to academic career pathways and reward systems

# Participating institutions

**25**  
universities

**10**  
countries

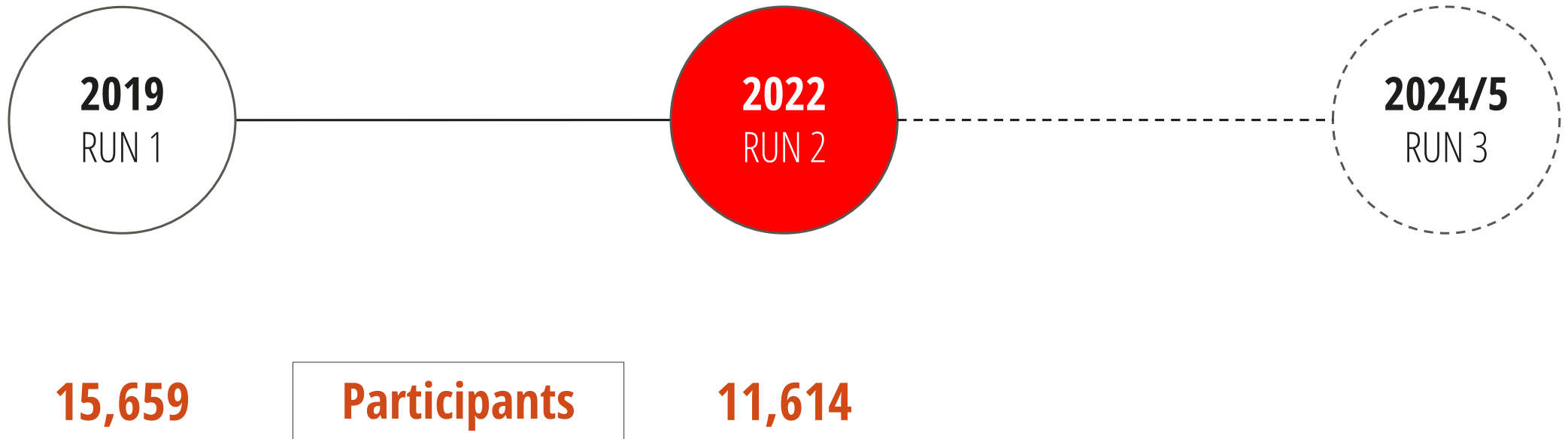


## Survey focuses in four areas:

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



## Survey timeline



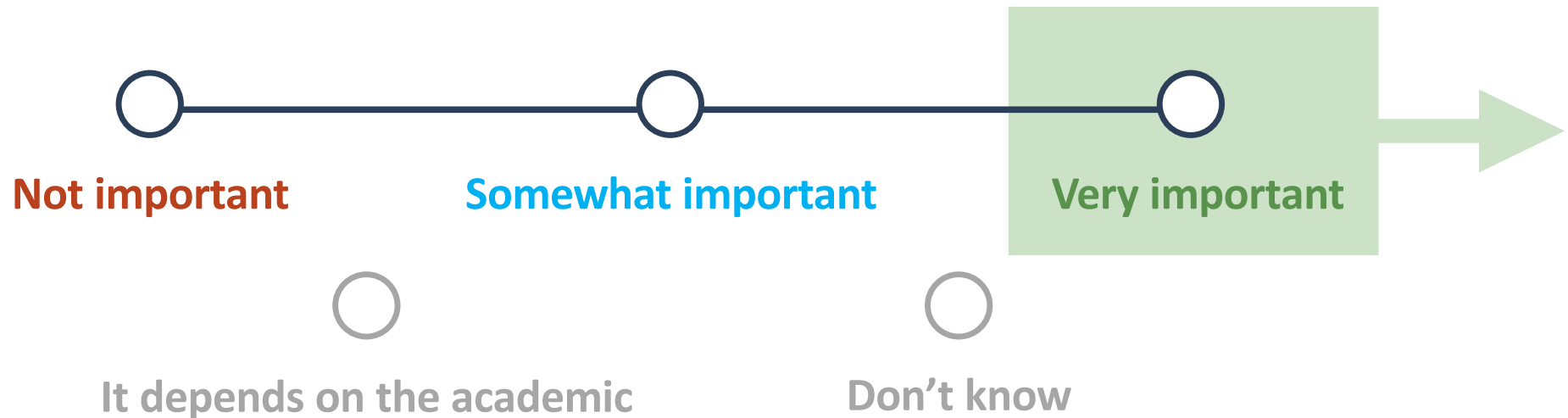
# Academics experiences and priorities: promotion to full professorship

“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)?”

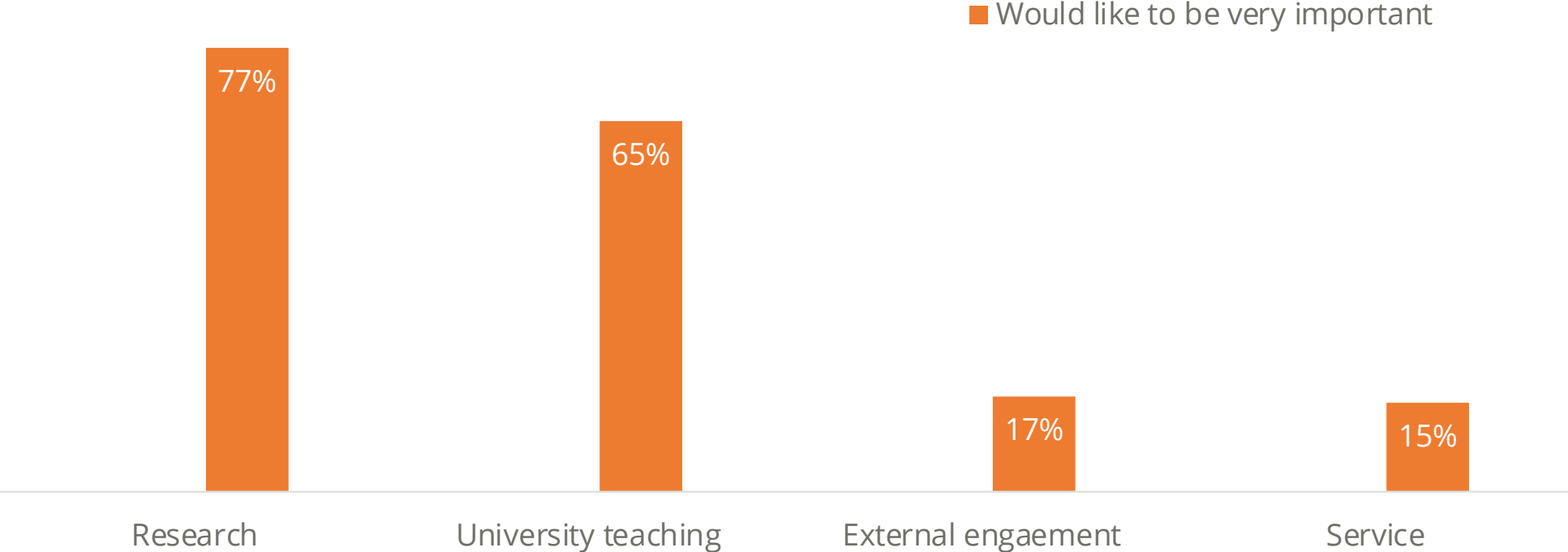
1. **university teaching**
2. **research**
3. **entrepreneurship**, enterprise & external engagement
4. **service** to the university / administration

# Academics experiences and priorities: promotion to full professorship

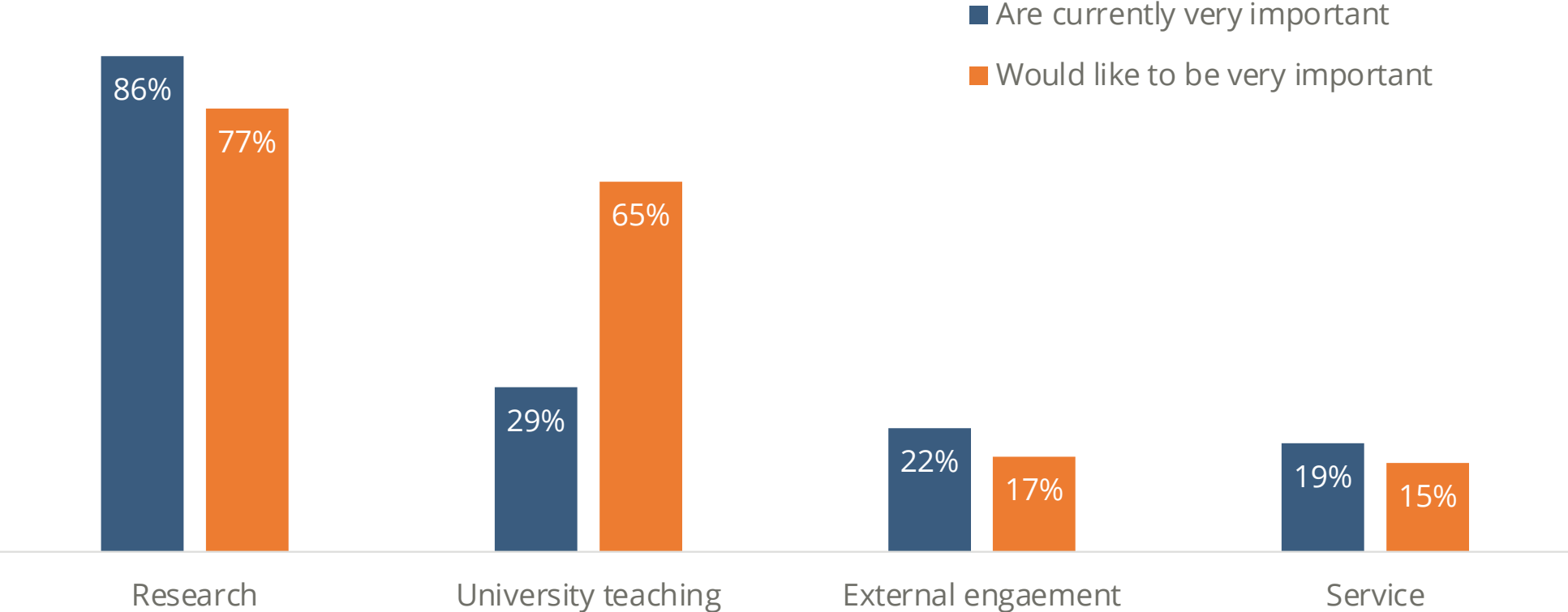
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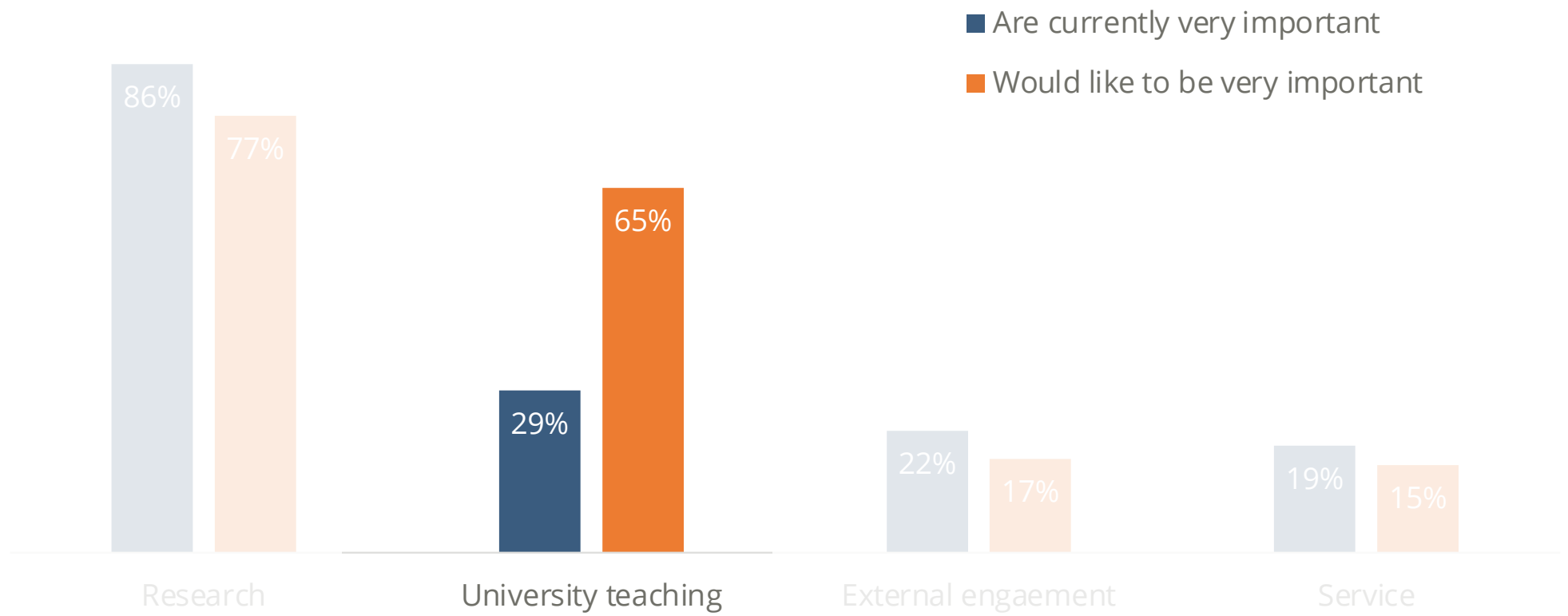


# Respondents who would like each activity to be very important ....



# ... respondents who report each activity currently is very important

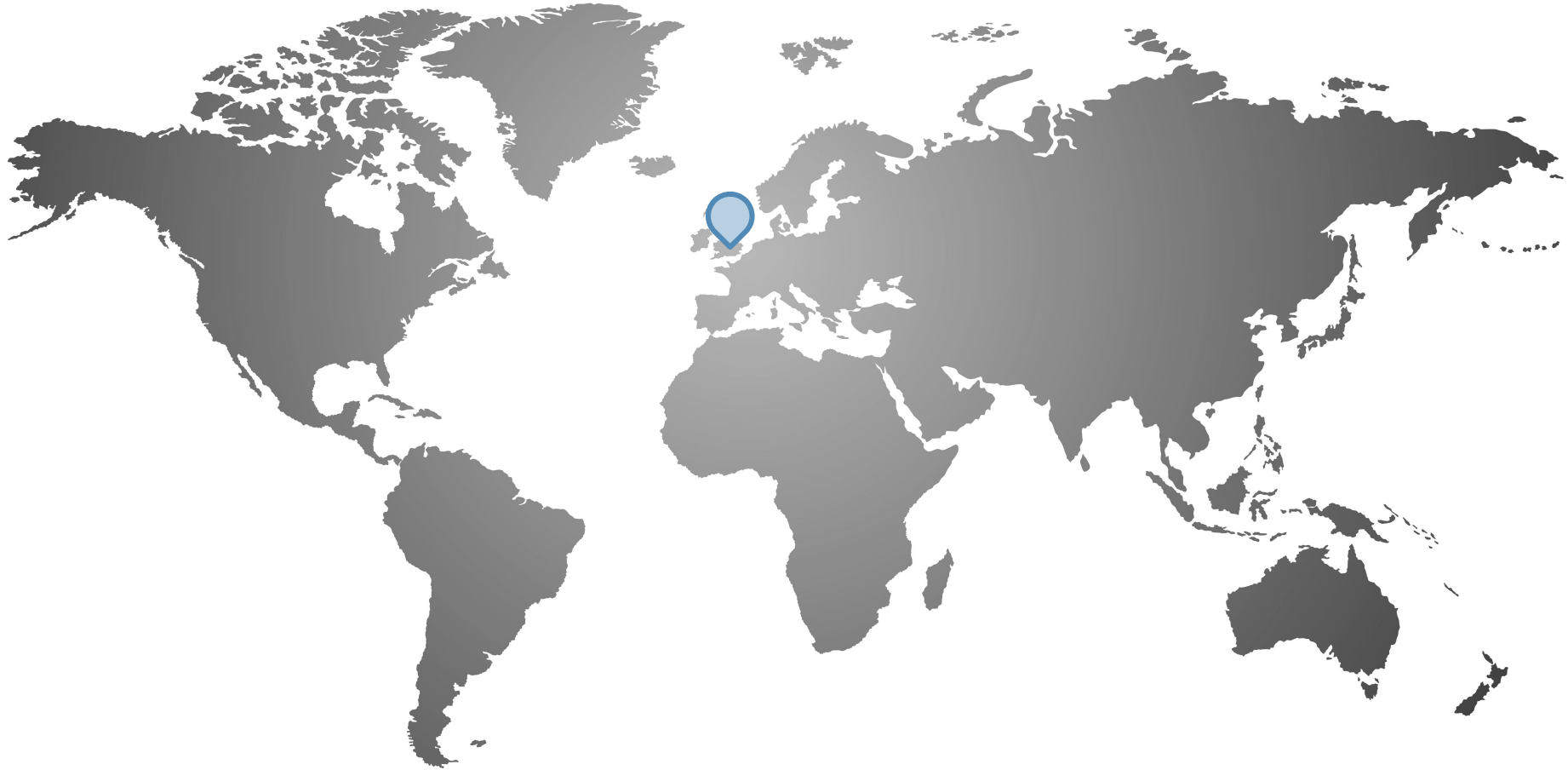




# Advancing Teaching collaboration

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## 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 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"*.

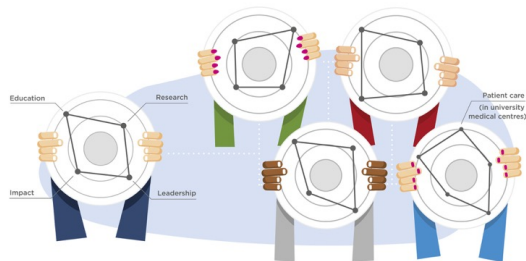
Under development at all research universities since 2020 to establish common academic career pathways and reward systems.



# National collaborations for change: Netherlands

## WHAT WE AIM FOR

### Diversifying and vitalising career paths



We enable more diversity in career paths and profiles for academics

### Achieving balance between individuals and the collective



We assess academics based on both their individual and their team performance

### Stimulating open science



We encourage academics to share their research outcomes with society

## 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 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

## Teaching Careers Framework

Level

Effective teacher

1

Skilled and collegial teacher

2

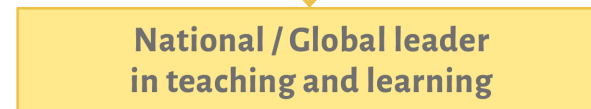
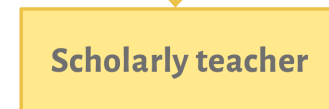
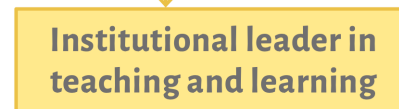
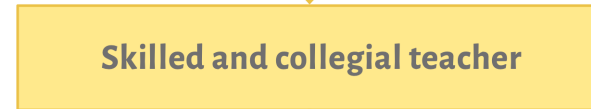
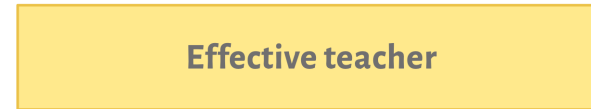
Institutional leader in teaching and learning

Scholarly teacher

3

National / Global leader in teaching and learning

4

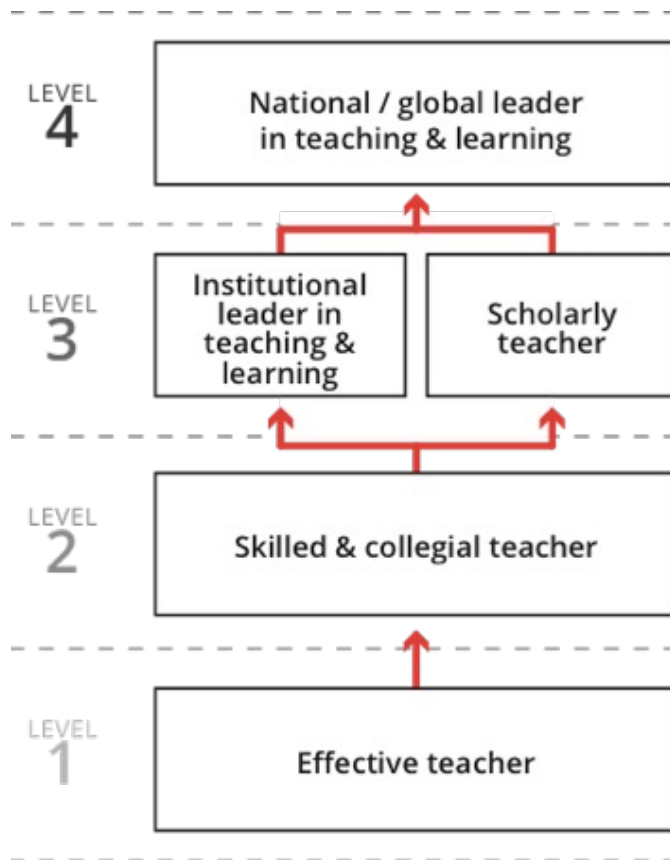


## Example: Utrecht University





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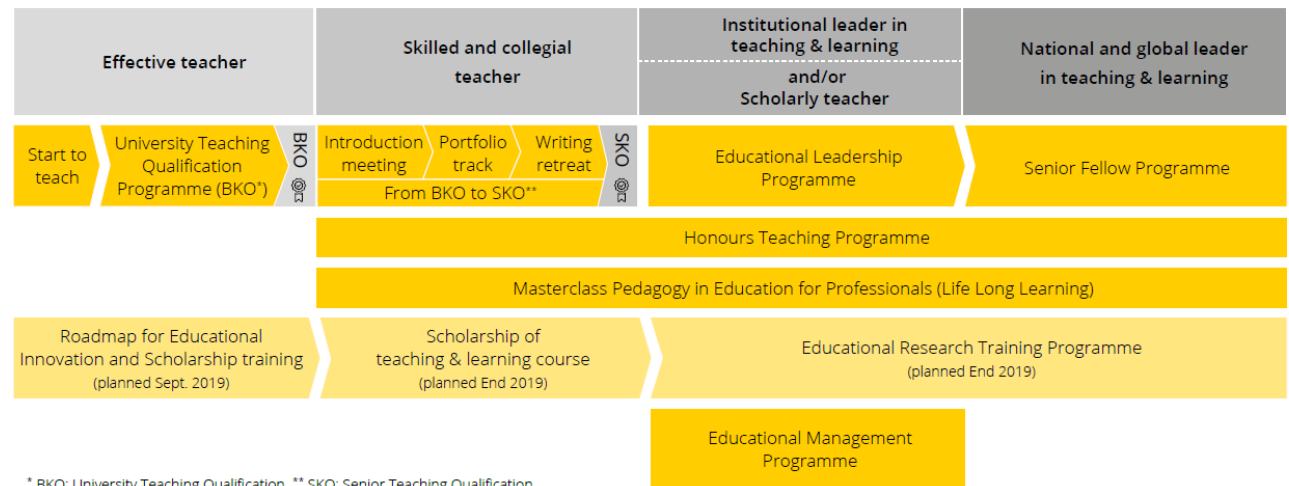


## Courses & Programmes for teacher development

### CONTINUOUS DEVELOPMENT

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

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



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

Home About Framework Survey Meetings Resources

## Advancing teaching

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

Latest updates

### Overview

Universities across the world are striving to enhance the quality of the student experience; central to this mission is the establishment of an academic culture that celebrates, rewards and supports university teaching achievement. Advancing Teaching is a global initiative to improve the reward, recognition and evaluation of university teaching. It is working with universities across the world to support and inform change to academic career pathways and institutional recognition systems. All information and resources developed through the Advancing Teaching initiative are open-source and available for use by any institution or individual.

**Career Framework**

The Career Framework for University Teaching is a resource to inform change to the institutional reward and recognition of university teaching

[Learn More](#)

**Global survey**

21 universities worldwide are currently participating in the Teaching Cultures Survey, which tracks the academic teaching culture

[Learn More](#)

**Annual meetings**

Since 2016, leaders and change makers from universities across the world have come together for an annual meeting

[Learn More](#)

[www.advancingteaching.com](http://www.advancingteaching.com)

## National collaborations

This set of videos showcases five countries that have established, or are in the process of establishing, national collaborations to reform university reward and recognition systems. Although each takes a different approach, all incorporate a major focus on improving the evaluation and reward of university teaching.



Introduction



Sweden



Malaysia



Denmark



Norway

Coming soon:  
Netherlands

## Well-regarded university reward systems

A number of universities in the Advancing Teaching network have already implemented systemic reform to their academic reward and recognition systems. The videos below provide an overview of three that have been particularly influential, from: UCL (UK), the University of Wollongong (Australia) and Lund University (Sweden).



UCL (UK)



University of Wollongong  
(Australia)



Lund University (Sweden)

# Advancing Teaching collaboration

**Does teaching advance your academic career?**

...for a growing number of universities worldwide,  
the answer to that question is changing...

# Advancing Teaching: **next steps**

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

Thank you