



Career Framework for Advancing University Teaching
A Global Movement Towards Rewarding Teaching Excellence

www.teachingframework.com

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LEAD
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CONSULTANT
2015-18



WITH FEEDBACK FROM EXPERTS &
U. LEADERSHIP ACROSS MULTIPLE
INSTITUTIONS & DISCIPLINES
INCLUDING MEDICINE, ETC.

ASIA	AUSTRALIA	EUROPE	SOUTH AMERICA	UNITED STATES	UNITED KINGDOM
NUS, Singapore	UNSW	Dutch Govt.	UTEC, Peru	(Harvard, SEAS/FAS)	Royal Academy
UTM, Malaysia		U. Twente, NL	(PUC, Chile)	(MIT)	U. College London
Skoltech, Russia		Chalmers, Sweden			(Imperial College)
		DTU, Denmark			(U. Edinburgh)
Julia C. Lee		(EPFL, Switzerland)			

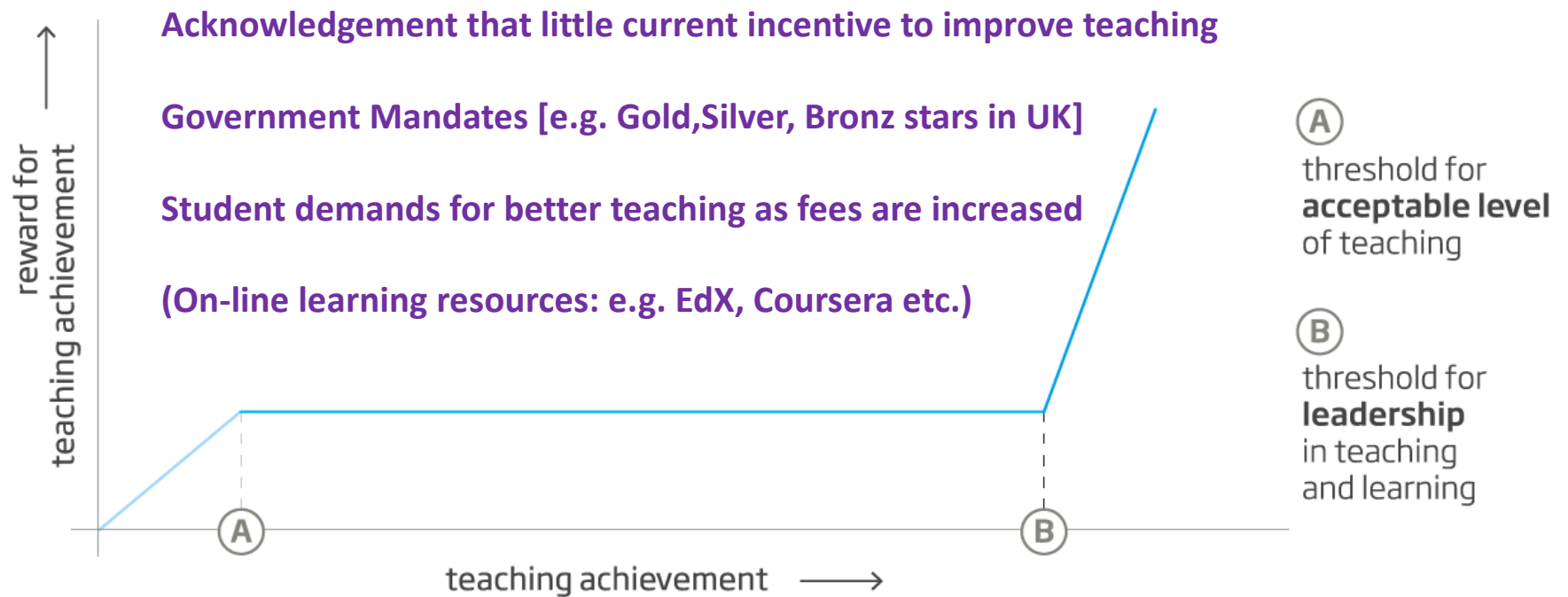
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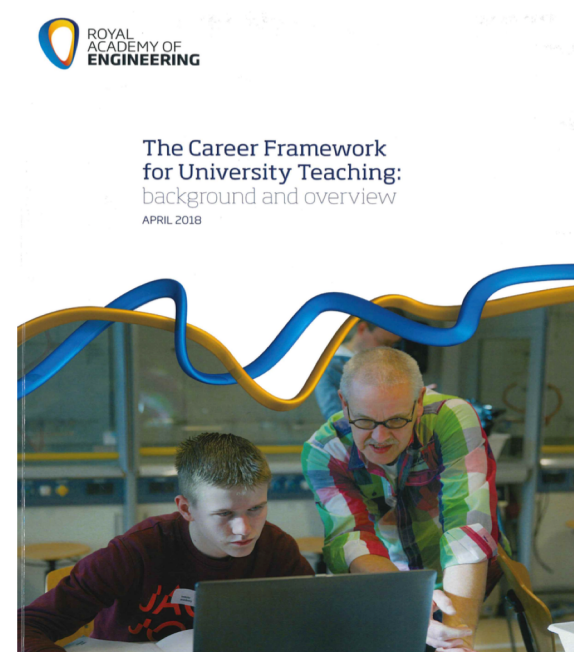
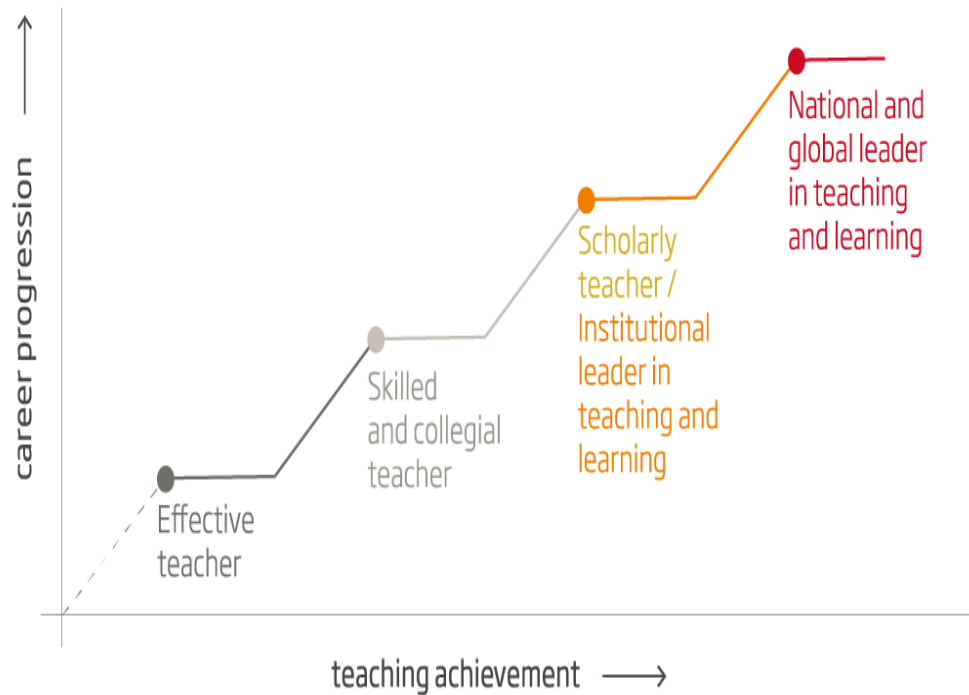
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Motivation for Developing Framework



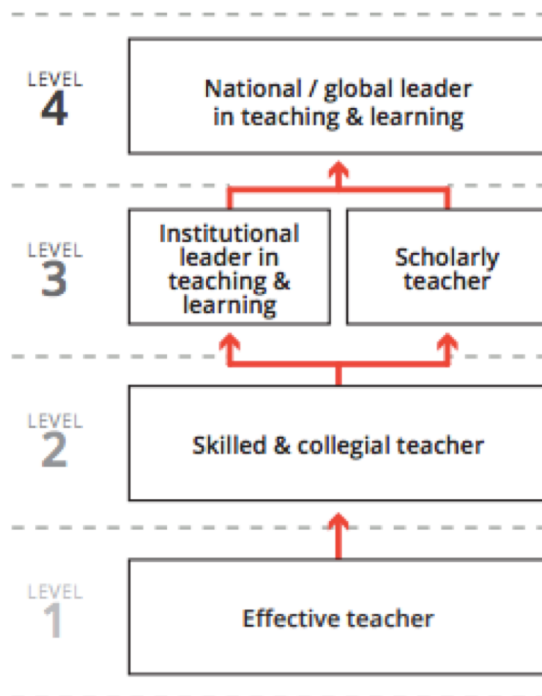
THE RAE CAREER FRAMEWORK FOR UNIVERSITY TEACHING

A Metric for Evaluating Teaching Achievement



COPIES AVAILABLE

The RAE Career Framework for University Teaching



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



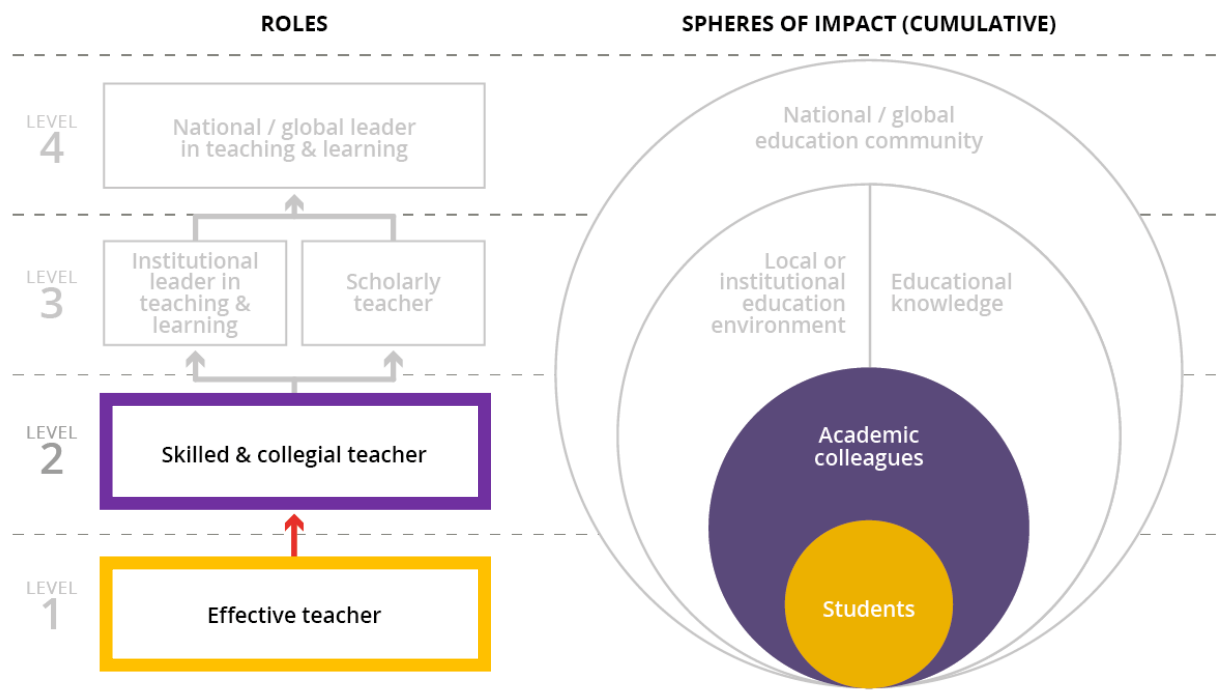
what is the academic's **sphere of impact** in their teaching and learning activities?

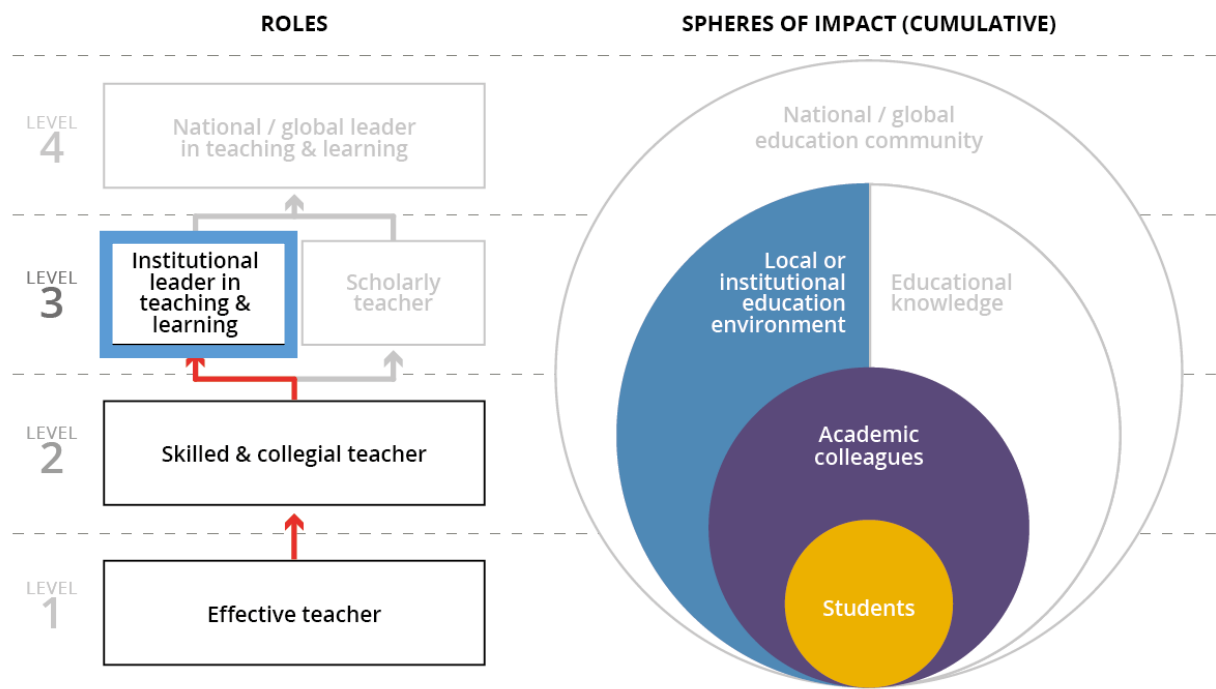


what **promotion criteria** define the academic's achievements in teaching and learning?

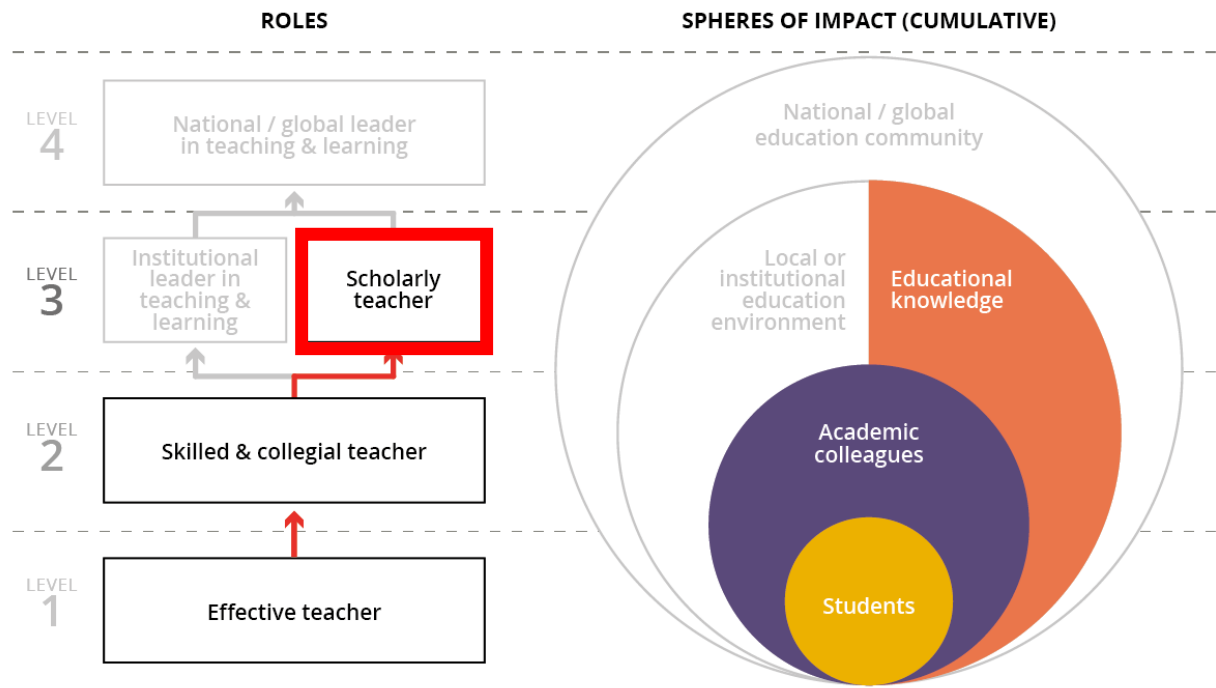


what **forms of evidence** can be used to demonstrate the academic's teaching achievements?

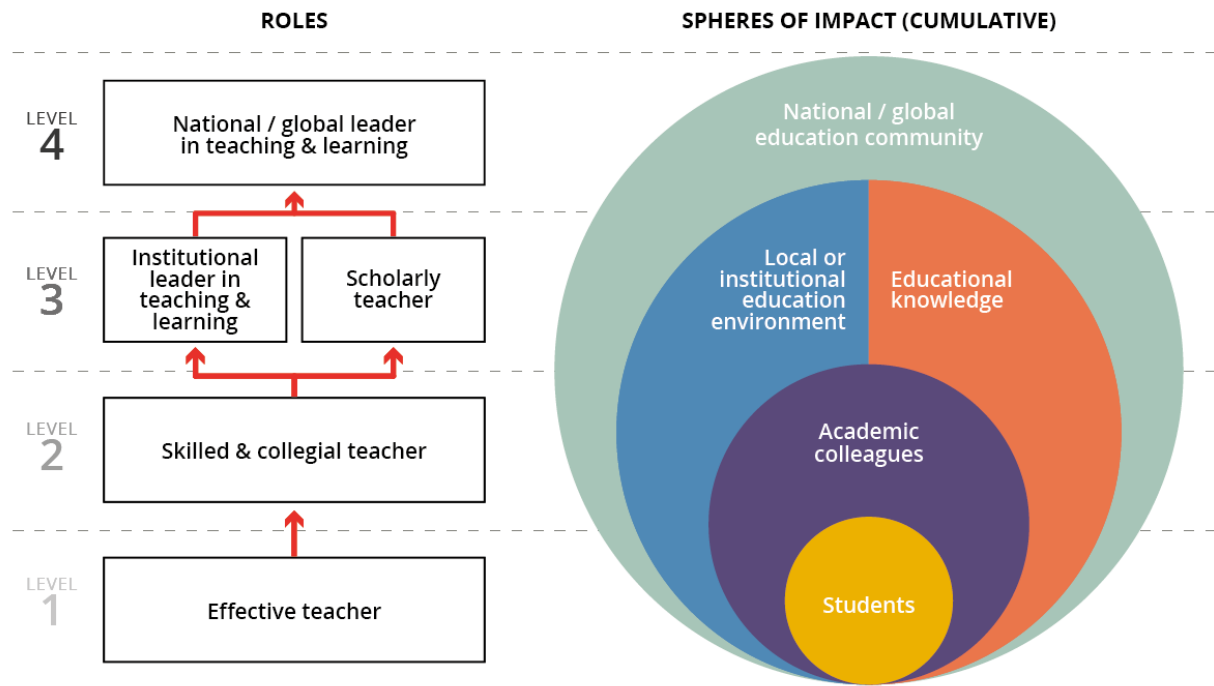




The Career Framework for University Teaching



The Career Framework for University Teaching

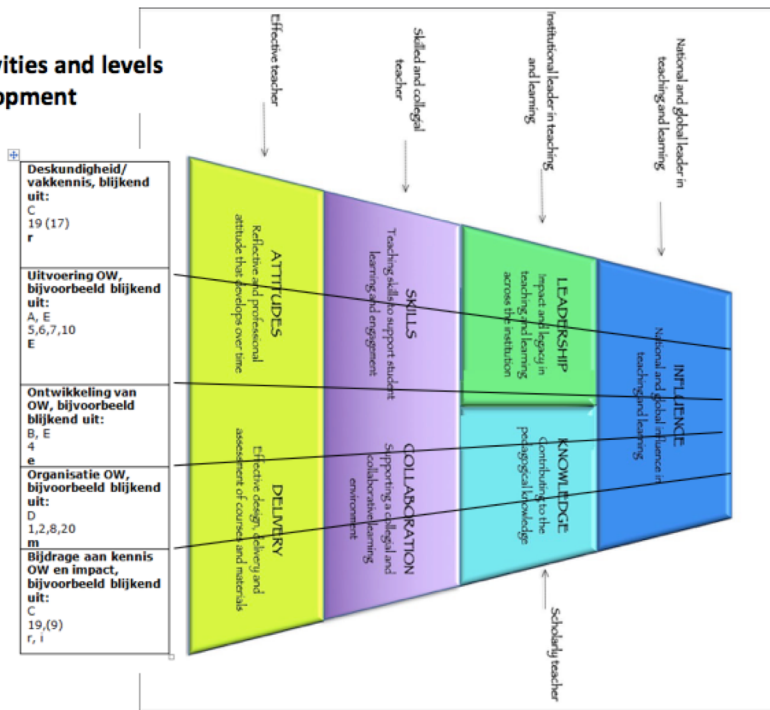


EXAMPLE FORMS OF EVIDENCE FOR PROMOTION APPROACH IMPACT

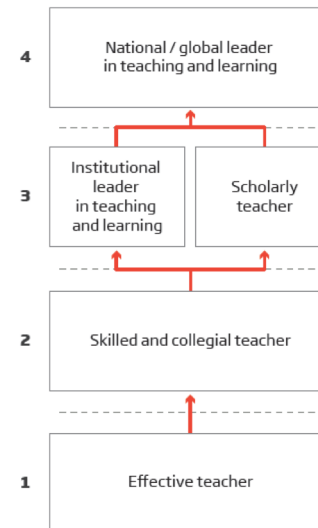
	Self-assessment	Professional activities	Measures of student learning	Peer review and recognition
National and global leader	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Sources listed for 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

UNIVERSITIES AND THE FRAMEWORK

Key-activities and levels of development



CAREER FRAMEWORK FOR UNIVERSITY TEACHING



UNIVERSITY OF TWENTE ACADEMIC CAREER PATHWAY

Example: candidate's focus is

Education 75%	Research 25%
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Full Professor
Education Performing at level 4 of the Framework
Research Equivalent to Associate Professor

Associate Professor
Education Performing at level 3 of the Framework
Research Equivalent to Assistant Professor

UNIVERSITY OF TWENTE TEACHING QUALIFICATIONS

Senior University Teaching Qualification
(voluntary)

University Teaching Qualification
(mandatory)

GOVERNMENTS & THE FRAMEWORK

Universiti Teknologi Malaysia (UTM)

Following a call from the national government, all Malaysian universities are developing new unified academic career pathways.

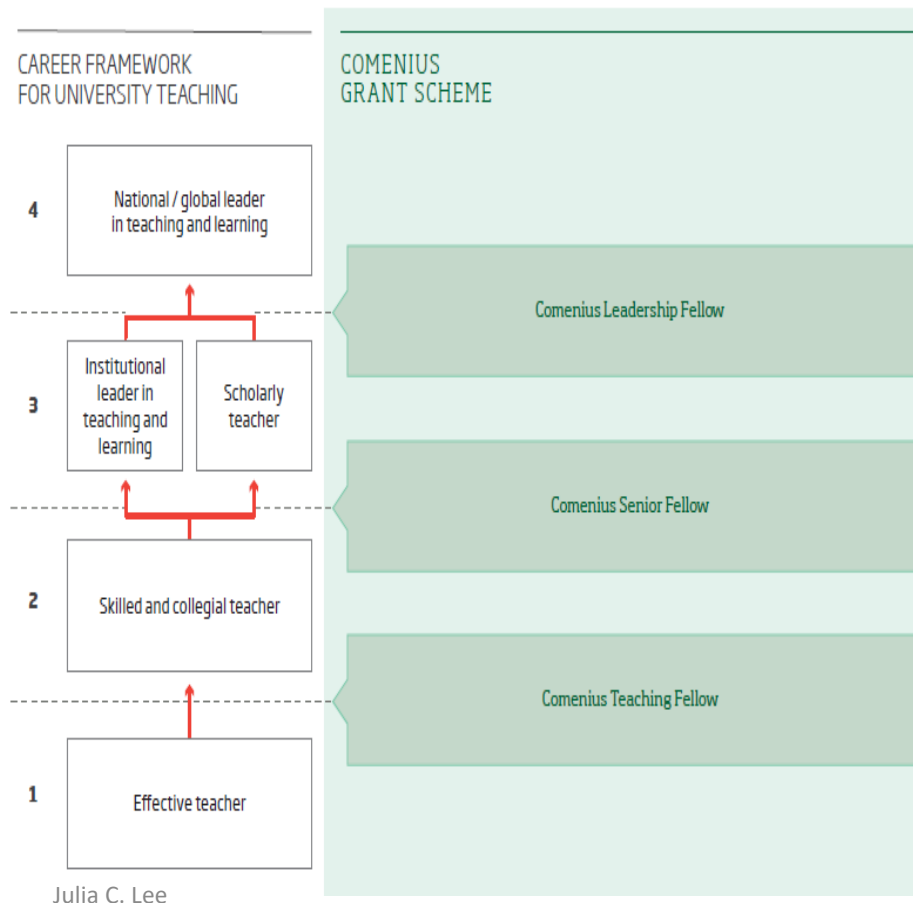
UTM is using the Framework to inform its radical overhaul of its career pathways and academic reward systems. These will be rolled out in early 2019.

Comenius Grant Scheme Ministry of Education, Netherlands

Launched in 2017, this national bursary scheme is designed to support innovation in university teaching. The Framework was used to inform the three 'tiers' of fellowship offered:

1. Teaching Fellow (€50k grants)
2. Senior Teaching Fellow (€100k grants)
3. Leadership Fellow (€250k grants)

GOVERNMENTS & THE FRAMEWORK



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GOVERNMENTS & THE FRAMEWORK

2017 Comenius Awards

- Total budget €6M
- 74 projects
- 350 letters of intent / 247 proposals

- 46 Teaching Fellows
- 22 Senior Fellows
- 6 Leadership Fellows

Julia C. Lee

Comenius Grant Scheme

Ministry of Education, Netherlands

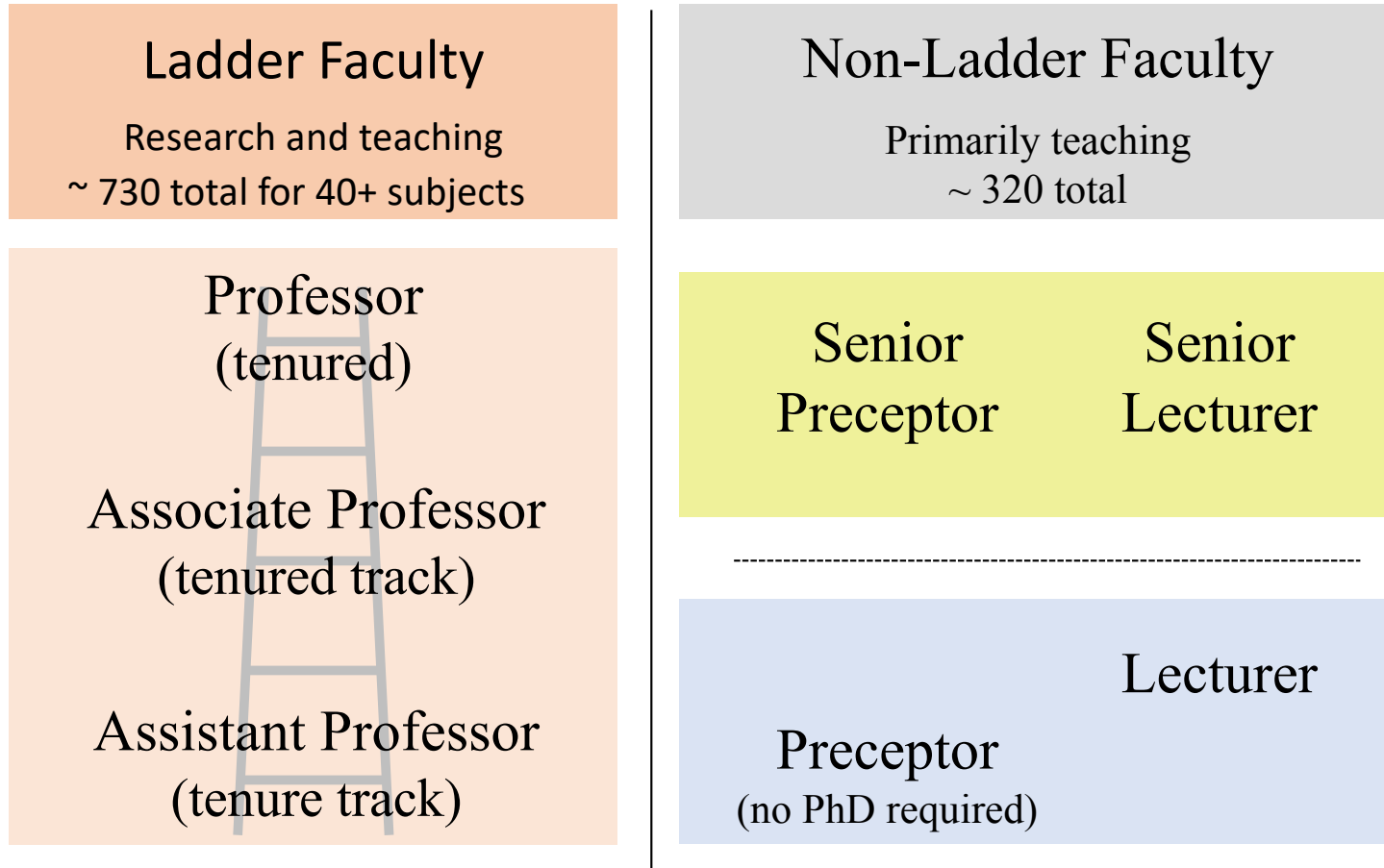
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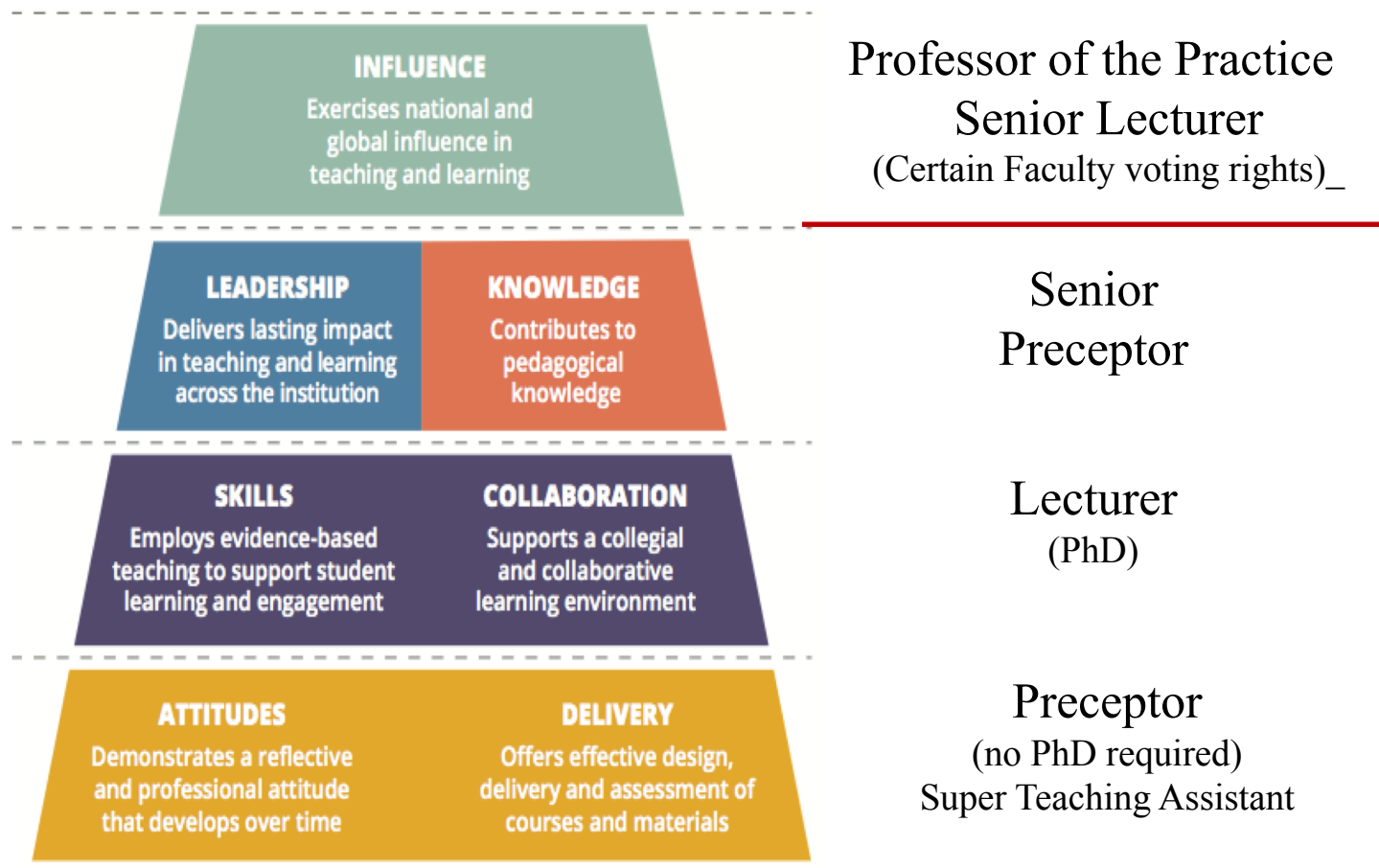
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30+ KNOWN UNIVERSITIES
USING FRAMEWORK SINCE APRIL
PUBLICATION TO INFORM/ENACT CHANGE

The dual-population of faculty at FAS



Rough Expectations for Harvard Non-Ladder Faculty?



FRAMEWORK (MODIFIED) RELEVANT FOR HARVARD?

- To support non-ladder careers whether internal or external to Harvard
- As a means to reward > baseline level teaching of ladder faculty
- If so, how can we support and incentivize?
 - E.g. Help build a “portable” teaching profile

FRAMEWORK NEXT STEPS

- Implementation toolkit – 9 months
- Longitudinal survey to assess teaching culture (12 top research led universities signed on) – 2019-23
- Develop suite of metrics to assess teaching achievement at institutional level (e.g. for global university rankings)
- Collaboration on external peer review
- Extending the framework scope to cover all academic activities (research, innovation, administration)

GOALS TODAY

- How do we **support** ALL faculty to be better teachers?
- How do we **incentivize** ALL faculty to improve teaching?

SUPPORTING / INCENTIVIZING FACULTY

1. What might be useful in **HELPING** / **INCENTIVIZING** faculty improve their teaching practice?
2. In your own/school context, what challenges/obstacles do you see to **HELPING** / **INCENTIVIZING** faculty improve their teaching practice?
3. What are promising practices (in your context or elsewhere) for **HELPING** / **INCENTIVIZING** faculty improve their teaching practice?
4. Should we support this at the department, school or university level? If yes, how, and do we devise different support to different cohorts (e.g. ladder vs. non-ladder)
5. What particularly important ideas emerged in your discussion that you'd like to share with the larger group?