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Teaching Indicators Project

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Background



2013

Survey of Hot Topics in U21 Network

Need for a common framework that could be used across the Network to guide promotion to Professor for those in teaching only/intensive positions

2014

Framework Development Project

To analyse and assess the criteria and evidence used in U21 institutions' to evaluate teaching performance as part of promotion processes. To use these data to develop an initial framework of indicators

2015

Framework Re- Development Project

To test the face validity of the initial framework.

To identify how it could be improved.

To revise or redevelop the framework in light of this review

2016

Framework Validation Project

To establish the face validity – appropriateness, comprehensiveness and usefulness of the revised framework

- Survey
- Alignment of framework with original data set
- Case Study of use

2017

Indicators and Standards Project

To develop a range of indicative descriptive indicators and standards for each dimension of teaching included in the framework that might be used to guide criteria and standards for promotion

Framework Development Project

- Collected and analysed:
 - current promotion policies and procedures
 - promotion applications
 - teaching portfolios

to determine the nature of the indicators and evidence that were currently used across the U21 network in the promotion to the level of professor, academic staff in teaching only/focused positions

- Used these data to develop an initial proposed framework

Initial Proposed Framework



		Levels of Enactment		
		Practitioner	Manager	Leader
Dimensions of Teaching	Student learning and engagement			
	Enhancement of practice			
	Design - curriculum, learning contexts and materials			
	Scholarship, dissemination and esteem			

Testing the Initial Proposed Framework

- Found that:
 - The framework had merit
 - The “Levels of Enactment” were deemed appropriate in capturing the the different purposes that underlie different teaching roles
 - The “Dimensions of Teaching” were appropriate in capturing the different responsibilities assumed by teachers – regardless of role
- But
- The descriptors used to define the Dimensions of Teaching:
 - did not resonate with staff
 - did not always speak clearly to what teachers do



Framework Re-development Project

- Sought to address the issues identified in the testing of the initial framework by:
 - Redeveloping the descriptors for each of the Dimensions of Teaching
 - Establishing descriptors for each of the Levels of Enactment

First Revision of the Framework

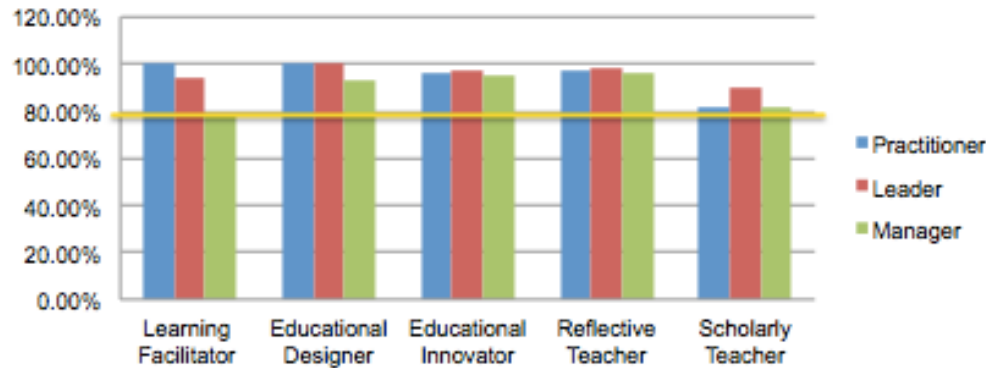
Dimension of Teaching		Form of Expression/Practice		
		Practitioner (Do) Focus on the work the individual does in any of these areas of teaching to <i>facilitate and support the learning of their</i> students	Leader (Develop) Focus on the work the individual does to <i>influence and support others</i> to innovate or change their practice in any of these areas of teaching	Manager (Enable) Focus on the work the individual does to create the <i>organizational conditions</i> necessary to enable and support learning and the development of teaching in any of these areas of teaching practice.
Learning Facilitator	That dimension of teaching that involves <i>engaging, challenging, scaffolding, supporting and providing students with feedback</i> on their learning			
Educational Designer	That dimension of teaching that involves <i>designing, developing and deploying resources, activities, learning support and assessment tasks within physical & digital environments</i> to enable and support learning			
Educational Innovator	That dimension of teaching that involves <i>creating and deploying novel resources, activities, learning support, assessment tasks, physical & digital environments</i> to enable and support learning			
Reflective Teacher	That dimension of teaching that involves the <i>systematic collection & analysis of data to inform ongoing efforts to assure and improve</i> the quality of one's teaching			
Scholarly Teacher	That dimension of teaching that involves <i>engaging with and contributing to the scholarship</i> of learning and teaching			

Framework Validation Project

- To test the face validity (i.e., the appropriateness,, comprehensiveness and fitness-for-purpose) of the revised framework.
- Three parallel elements to this project:
 - An online survey of stakeholders from across the U21 Network
(100 respondents, equal proportion male and female from U21 institutions in seven different countries)
 - A consideration of the alignment of the data set collected during the review of current practices and that informed the development of the initial framework, and the proposed dimensions and forms of expression in the revised framework
 - A consideration of the usefulness of the framework in supporting the process of re-developing promotion criteria for promotion to Professor of Teaching in a U21 member institution
(Over 200 staff involved in using the framework as part of this process)

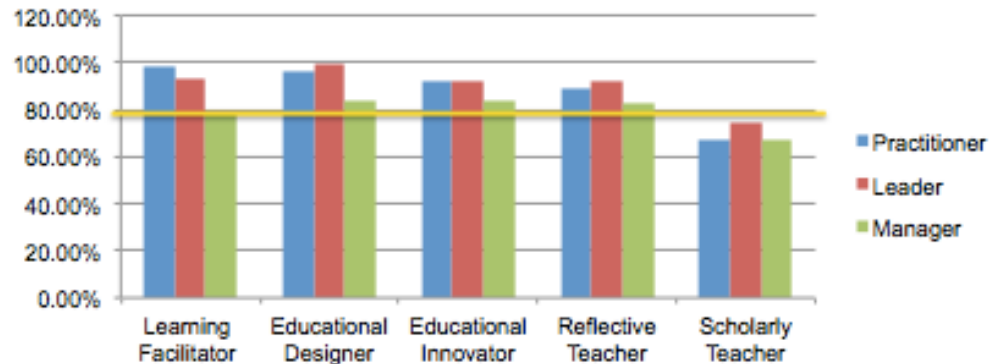
Outcomes of the Survey

Appropriateness



Relative levels of Agreement that each DIMENSION of teaching IS CURRENTLY part of a Teacher Practitioner, Teacher Leader, and Teacher Manager's role

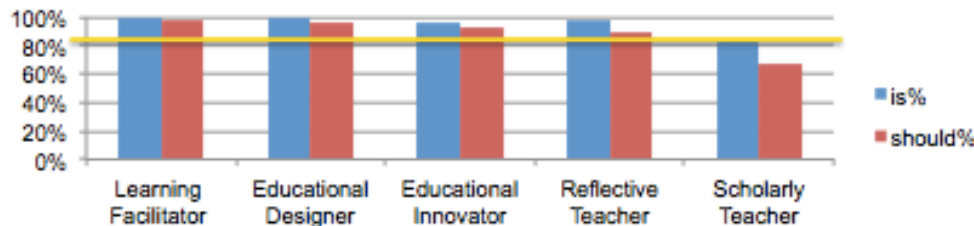
Relative levels of Agreement that each DIMENSION of teaching SHOULD BE part of a Teacher Practitioner, Teacher Leader, and Teacher Manager's role



Outcomes of the Survey

Appropriateness

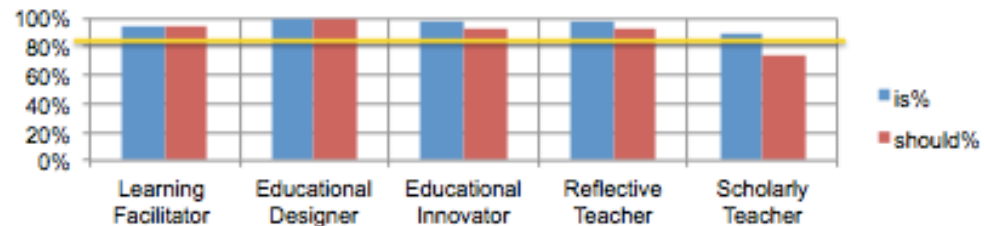
Teacher Practitioner



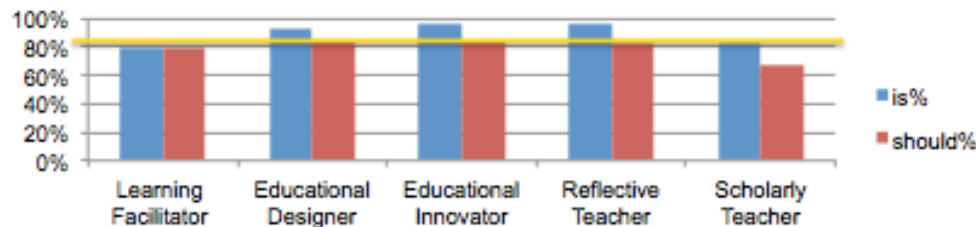
Relative levels of Agreement that each DIMENSION of teaching IS or SHOULD BE part of a Teacher PRACTITIONER's role

Teacher Leader

Relative levels of Agreement that each DIMENSION of teaching IS or SHOULD BE part of a Teacher LEADER's role



Teacher Manager

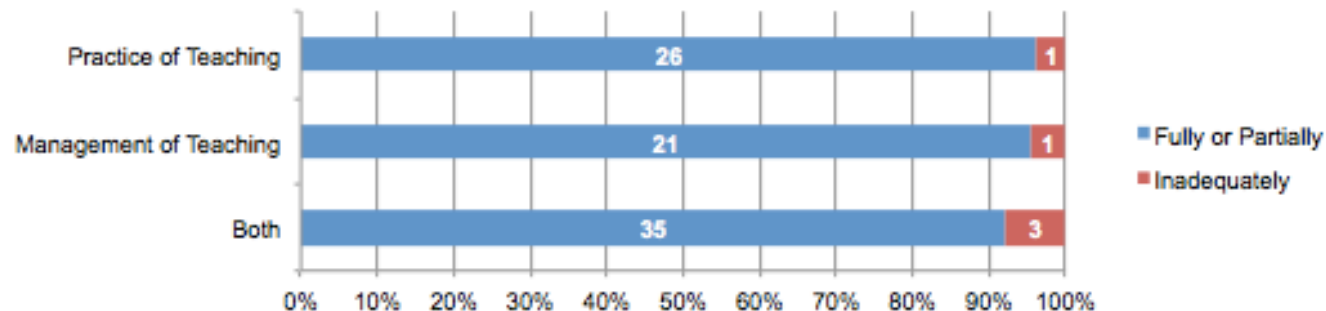


Relative levels of Agreement that each DIMENSION of teaching IS or SHOULD BE part of a Teacher MANAGER's role

Outcomes of the Survey

Comprehensiveness

Overall, 94.3% of respondents believe the proposed conceptual framework either fully or partially describes the range of activities/contributions that staff make to teaching in research intensive universities



Relative levels of agreement amongst staff with different responsibilities in relation to teaching that the dimensions of teaching included in the proposed framework comprehensively describe the range of activities/contributions staff make in relation to teaching

Outcomes of the Survey

Comprehensiveness

There were a number of specific comments from respondents about the comprehensiveness of the proposed conceptual framework.

In all cases, these were **suggestions for the inclusion of other “more specific dimensions”** like “administration” or “pastoral care”.

However, on careful analysis of these, *in every case*, the suggestions made:

- amounted to a calling out of a particular example of practice that could be considered ***a constituent or subsidiary element of an existing dimension*** of the proposed framework,

or

- ***arose from a lack of clarity*** in the ways in which the dimensions and roles in the proposed framework are defined.

Outcomes of the Survey

Comprehensiveness

Facilitating learning, for example, requires a huge amount of administrative work to ensure that students have all the information they need:

- to elect to undertake a course;
- to enroll in the course;
- to know how, when and where to engage in the course, what is required to pass the course, and what opportunities successful completion of the course may open up for them

Not to mention the administrative effort required to administer, grade and process student assessments.

But such administrative effort is also required to fulfil the responsibilities associated with each of the other dimensions of teaching.

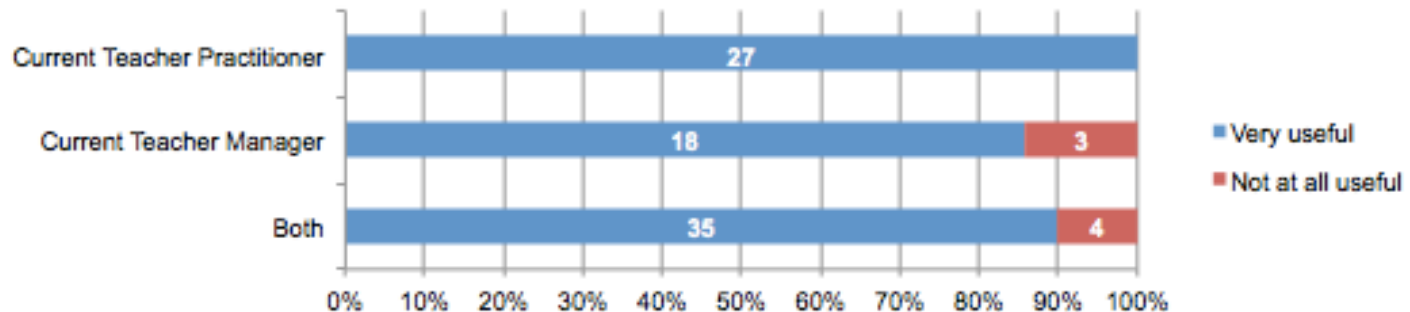
In **leading and managing** institution/faculty/school wide **educational innovation**, for example, the **Teacher Leader** must engage staff, communicate the nature of the change, and foster commitment to the change. The **Teacher Manager** must prepare and disseminate plans for realizing the change, negotiate and secure resources to support the change, and collect, manage and analyse data to monitor and evaluate progress towards achieving the change. In all cases, efficient and effective administrative processes will be required to enable and support these activities.

Including administration as either a new separate dimension or role in the proposed framework, **fails to recognize the inherent place of administration in each of the existing roles and dimensions**.

Outcomes of the Survey

Usefulness

Overall, 92.0% of respondents believe the proposed conceptual framework would be either Very Useful or Somewhat Useful for these purposes.



Relative levels of agreement amongst staff with different responsibilities in relation to teaching that the proposed conceptual framework for teaching WILL Be USEFUL in the review or further development of reward and recognition practices for staff involved in teaching

Outcomes of the Survey

Usefulness

The qualitative data in relation to this question also showed a high level of agreement that the proposed framework would be useful in further developing aspects of Human Resource Management policies and practices.

The framework [will be] most useful as a guide to senior staff appointing teaching staff to leadership positions.

[The framework will] be useful to outline expectations to new and existing staff (junior, mid-career, senior)

The framework's has potential use in the setting/review[ing] of promotion criteria for academics with teaching or with leadership responsibilities in respect of teaching at various levels of 'seniority'

The framework would be useful to . . . give Tenure and Promotion committees something to work with/ a means to assess beyond the notoriously unreliable course evaluations and the like.

Outcomes of the Survey



- The proposed framework is:
 - appropriate
 - comprehensive
 - useful