Career Framework for University Teaching

Guidance for University Partners

Dr Ruth Graham, May 2017

1. Background

The Royal Academy of Engineering (RAEng) commissioned a study to improve the recognition of teaching excellence in higher education. The study is developing a transparent and robust framework for the evaluation of teaching achievement at all stages of the academic career, including appointment, promotion and professional development.

A pilot version of this framework – the *Career Framework for University Teaching* (the Framework) – was launched by the RAEng in February 2016. The Framework covers teaching and research (T&R) career pathways as well as education-focused pathways, and is designed for use across disciplinary, institutional and geographic contexts. Its development is informed by feedback from the international academic community, by educational research and by good practice from across the world. Further details on the Framework and the process by which it was developed are available at www.evaluatingteaching.com.

The next stage of the study is to evaluate how well the pilot Framework operates in practice. Working with university partners from across the world, feedback will be captured on the design, approach and impact of the Framework, thus enabling iterative refinements to be made. University partners are drawn from institutions worldwide that are already engaged in internal discussion about reshaping their reward and/or appraisal processes with respect to teaching. Feedback from the university partners will be elicited between January 2016 and September 2017. The Framework was also discussed at two meetings of international university partners, held in February 2016 and April 2017 respetively.

2. University feedback

A group of 16 university partners from across the world will provide feedback about the design, approach and impact of the Framework. This feedback will both enable iterative refinements to be made to the design of the Framework and support the development of case studies for the final project report. Some universities will be basing their feedback on a review of the written Framework while others will be basing their feedback on their experience of using the Framework in practice, either by piloting it or by using it to inform a revision of their institutional reward/appraisal processes.

It should be noted that the university feedback is designed to improve the Framework and provide guidance on its implementation. Issues of confidentiality will be respected; no information relating to individual institutions will be published without the explicit agreement of the university concerned.

Universities are invited to frame their written feedback around the following questions:

1. Does the Framework have the potential to improve how teaching and learning is evaluated and recognised at your university? What particular benefits does the Framework offer?

2. To what extent is the Framework, in its current form, transferable to your institutional appointment, promotion and/or professional development processes? Is the Framework suitable for application across all disciplines offered at your university?

3. How could the design/approach of the Framework be improved? What factors (if any) would prevent you from adopting aspects of the Framework within your institution?

4. Is the guidance information provided to support the Framework's implementation (see http://evaluatingteaching.com/Resource/) sufficient and suitably adaptable for application within your institution? Would any further/different guidance or background information be helpful?

Where possible, feedback on the above questions should be based a range of views from across the institution. It would be helpful if these included representatives from HR, teaching and learning support functions, faculty at different career stages, promotion committee members, senior management and department heads. Each university can decide the most appropriate process by which this feedback should be captured.

The final date for submission of feedback by university partners is **30th September 2017**.