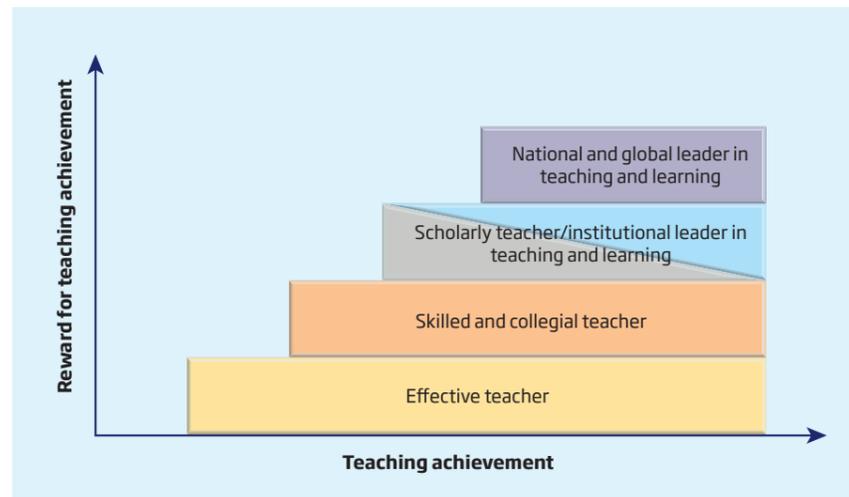


Structure of the template

The template has three constitutive elements. The first element is the specification of progressive levels of teaching achievement. The second element is the criteria that would underpin progression to each of these levels. The third element is the evidence that candidates and universities would use to assess achievement of the criteria.

The template defines four levels of teaching achievement, from the threshold for acceptable university teaching – an ‘effective teacher’ – through to an individual with influence and impact on an international stage – a ‘national and global leader in teaching and learning’. On the basis of these levels, Figure 2 illustrates how progressive improvements in teaching achievement would be recognised and rewarded using the template.



The two initial levels of the template – ‘effective teacher’ and ‘skilled and collegial teacher’ – are primarily concerned with the candidate’s direct impact on student learning. Beyond this point, the template offers two parallel branches for progression – one focused on impact on the educational environment and one focused on impact on educational knowledge – and candidates can opt to focus on one or a combination of these branches. Both branches offer a pathway for progression to the fourth level, as a recognised national and/or international leader in teaching and learning.

Figure 2. A model for rewarding progressive improvements in teaching achievement

For each level, the template provides a corresponding definition of teaching achievement, identifies the promotion criteria and indicates the types of evidence that could be used to demonstrate achievement of the criteria. A summary of the key evidence that guided the design of each of these elements of the template is provided on the next page.



- Definition of teaching achievement:** Teaching achievement in higher education rests on a wide range of contributions to the environment and processes that support student learning and therefore does not lend itself to a single definition. However, teaching achievement can be evidenced through the candidate’s impact. The template is built around three dimensions of impact: (i) direct impact on student learning, (ii) impact on the environment for teaching and learning within and beyond the candidate’s university, and (iii) impact on pedagogical scholarship, that influences both knowledge and practice. The definitions of teaching achievement provided in the template – corresponding to each level illustrated in Figure 2 – draw on the pedagogical research literature, good practice across the world and guidance from experts in teaching and learning. In particular, the work of Kreber (2002), Boyer (1990) and Shulman (2000) guided the definitions of ‘skilled and collegial teaching’ and ‘scholarly teaching’, and the work of various Swedish pedagogical experts (Ryegård et al, 2010; Olsson and Roxå, 2013) guided the definition of the ‘effective teacher’. Institutional impact in education is often overlooked in the literature on the recognition of teaching achievement (Gunn and Fisk, 2014; Fung and Gordon, 2016). The definitions of the ‘institutional leader in teaching and learning’ and aspects of the ‘national and global leader in teaching and learning’ provided in the template were therefore guided primarily by feedback from the academic community and good practice at key universities across the world.
- Promotion criteria:** The promotion criteria provided in the template were informed by various examples of good practice, including the Higher Education Academy Fellowship scheme (UK), Uppsala University (Sweden), University of South Australia (Australia) and Chalmers University of Technology (Sweden) as well as key sources in the field (including: King et al, 2009; Olsson and Roxå, 2013; Academy of Medical Sciences, 2010; Gunn and Fisk, 2014; HEA, 2011).

- Evidence that could be used to demonstrate achievement of the criteria:** The final element of the template provides five different evidence domains that can be used to demonstrate achievement in teaching and learning. This section of the template was guided by (i) best practice in university promotion guidelines, such as at the University of Wollongong, University of South Australia, the University of Edinburgh and Hong Kong University of Science and Technology, (ii) key literature on evidence that can be used to demonstrate teaching achievement (including: King et al, 2009; Academy of Medical Sciences, 2010; Fox and Hackerman, 2003; Henderson et al, 2014; Chism, 2006; Gibbs 2014; OECD, 2013), and (iii) protocols proposed for categorising evidence of teaching achievement (including: Breslow, 2007; Smith, 2008; HEA 2013; Wills et al, 2010; Gunn and Fisk, 2014).

The final report, to be published in 2016, will provide full details of the process by which the template has been developed, as well as the evidence that informed its content and approach.

It should be reiterated that the template is aimed primarily at recognising and rewarding teaching achievement among T&R academics, although it will undoubtedly have applicability for individuals on teaching- and learning-focused pathways. The template has also been developed for application in a range of disciplinary and institutional contexts.