Advancing Teaching improving the evaluation and reward of university teaching

5th annual meeting of the Advancing Teaching network
16th and 17th April 2020,
Trippenhuis, Amsterdam

Meeting focus and aims

This invite-only meeting brings together university leaders, institutional change agents and educational experts from across the world with a shared mission to improve the recognition and reward of university teaching. It builds on the various initiatives developed through the Advancing Teaching initiative, including the Teaching Cultures Survey and the Career Framework for University Teaching, which many of the institutions contributing to the initiative are using to guide and inform changes to their academic promotion pathways and/or other university reward systems.

The agenda for the two-day meeting has three overarching aims:

- to extend and support the global network of universities engaged in systemic reform of how they evidence, recognise and reward teaching achievement;

- to share insights into the change process, including the challenges of changing academic cultures, evidencing teaching achievement and aligning national frameworks;

- to present and discuss new activities developed through the Advancing Teaching initiative over the past year, such as the Teaching Cultures Survey, and to gather perspectives and advice on an upcoming initiative to build an open-source resource for evaluating teaching.

On registration, meeting participants were asked to identify any particular topics that they would like to be included in the meeting; these responses have been used to generate the meeting agenda (as provided overleaf). Each meeting session will open with short case study presentations from participants, drawn from across the spectrum of institutional initiatives and perspectives represented by the group.

Day one will explore the process of institutional change and the challenges and opportunities associated with national and global collaborations to improve the recognition of teaching.

Day two will focus on institutional processes needed to support change, as well as findings from the Teaching Cultures Survey and a planned initiative to inform the evaluation of teaching achievement.

As most participants will be travelling to the Netherlands for the meeting, the agenda allows for travelling time on the Thursday morning and Friday afternoon. Please note: the event is funded by a Dutch consortium (including the Dutch Ministry of Education, the Comenius network, the 4TU Centre for Engineering Education and the VSNU) so there is no charge for the meeting or for the dinner, but participants must cover their own travel and overnight accommodation costs.

Participants

The two-day meeting will be attended by around 50 participants from across the world; we will be welcoming both established members of the group and new participants. Most are university leaders and change agents at institutions engaged in systemic reform to institutional reward and recognition systems; a range of stages in the change progress will be represented, from universities that are just starting to build an institutional consensus for change to universities that have implemented reforms which they are now assessing. These university leaders and change agents will be joined by a small group with particular expertise in the evaluation and recognition of university teaching.

Venue and accommodation

The meeting and dinner will be held at the Trippenhuis in central Amsterdam (see here for maps and directions). Information on local accommodation is provided in the email confirming your registration for the meeting. This includes the 4* Eden Hotel Amsterdam and the 2* Holiday Inn Express Amsterdam City Hall, both of which are a 10 minute walk from the venue.

Day 1 agenda: Thursday 16th April 2020

12:00	**OPTIONAL: Introduction to the Career Framework for University Teaching.** For those that are new to the group or interested to find out more, this session will provide an overview of the Career Framework for University Teaching and allow participants to discuss and explore the model.
12:30	**Lunch and registration**
13:00	**Introduction**: including meeting aims, project background and self-introduction of all 50 meeting participants. [Ruth Graham]
13:50	**Welcome:** welcome on behalf of meeting sponsors [Pieter Duisenberg, Chairman, VSNU]
14:00	**Session 1. Challenges in the change process** The Roadmap for Change study built upon the experience of group participants to identify key stages in the process of changing institutional reward and recognition systems with respect to teaching. The meeting participants represent universities from all stages in this change process – ranging from those at the initial planning stages through to those that are looking at how to sustain and enhance changes that have already been made. Using the Roadmap, this session will explore the challenges associated with key steps in the change process. Case study presenters, each taken from different stages, will open the session by outlining their institutional vision for change and the key challenges they currently face. *Case study presenters*: Rhona Sharpe (University of Oxford, UK); Pat Connolly and Scott Bartholomew (Purdue Polytechnic Institute, US); Jens Bennedsen (Aarhus University, Denmark); Sam Smidt (UCL, UK)
15:15	Break and refreshments (plus group photograph)
15:45	**Teaching Cultures Survey:** Presentation of amalgamated survey findings from across the 21 universities (and 15,500 academics) that took part in the Teaching Cultures Survey 2019. [Ruth Graham] Short talks will also be given by two institutions that participated in the survey, to describe their experiences on how it feels to be a participating university, including how the survey was received by academics and the early impact of the findings on the institutional approach. *Case study presenters*: Graeme Aitken (University of Auckland, New Zealand); Han van Krieken (Radboud University, Netherlands)
16:15	**Session 2: National and global agreements for change:** This session explores the opportunities and challenges for establishing a common approach to rewarding and evaluating teaching across countries and regions. To open the session, case study presenters will highlight examples of four countries that are seeking to develop common nation-wide definitions and standards for university teaching achievement. Also discussed will be the role for the Advancing Teaching initiative in driving and supporting such cross-institutional collaborations. *Case study presenters*: Jan van der Veen (Twente University, Netherlands); Reidar Lyng (NTNU, Norway) Inger Askehave (Aalborg University, Denmark); Maria Lund Dahlberg (The National Academies of Science, Engineering and Medicine, US)
17:40	**Close of day and break.** Optional tours of the Trippenhuis (please sign up at registration)
19:30	**Drinks and dinner**

Day 2 agenda: Friday 17th April 2020

8:45	**Arrival and coffee**
9:00	**Welcome**: including outline of the day's agenda [Ruth Graham]
9:05	**Session 3. Institutional processes to support change** Improving the status and recognition of university teaching achievement is not only tackled through reforming formal appointment/promotion systems. Changes to broader institutional processes – such as to professional development systems, annual appraisals, mentorship systems or funding allocation models – are critical to achieving successful and sustainable change. This session will explore the role of such institutional processes and the challenges and opportunities associated with their alignment with reformed career pathways and reward systems. *Case study presenters*: Khairiyah Mohd Yusof (UTM, Malaysia); Katarina Winka (Umeå University, Sweden); Manon Kluijtmans (Utrecht University, Netherlands).
10:30	Break and refreshments
11:00	**Session 4. Next steps: focus on evaluating teaching achievement** Feedback from group participants consistently points to the difficulties faced in evaluating the quality and impact of the teaching achievement of individual faculty members, both during career advancement and ongoing professional development. For many institutions, this is a major inhibitor to change. It is clear that pockets of exceptional practice exist that, for example, employ a particular tool/technique to evaluate a specific aspect of an individual's teaching achievement. However, it is often difficult to identify these examples and synthesise the lessons learnt. In the final meeting session, a new project is proposed and discussed for the Advancing Teaching initiative: to build an open-source online resource to support the evaluation of an academic's quality and impact in teaching, which draws upon a critical review of global best practice approaches, and offers guidance and exemplars to individuals and institutions alike. The session will canvass views from participants on their priorities for such a resource. *Case study presenters on current best practice approaches:* Lori Breslow (MIT, US); Joe Chicharo (University of Wollongong, Australia); Johan Geertsema (NUS, Singapore)
12:30	**Close of meeting and lunch**