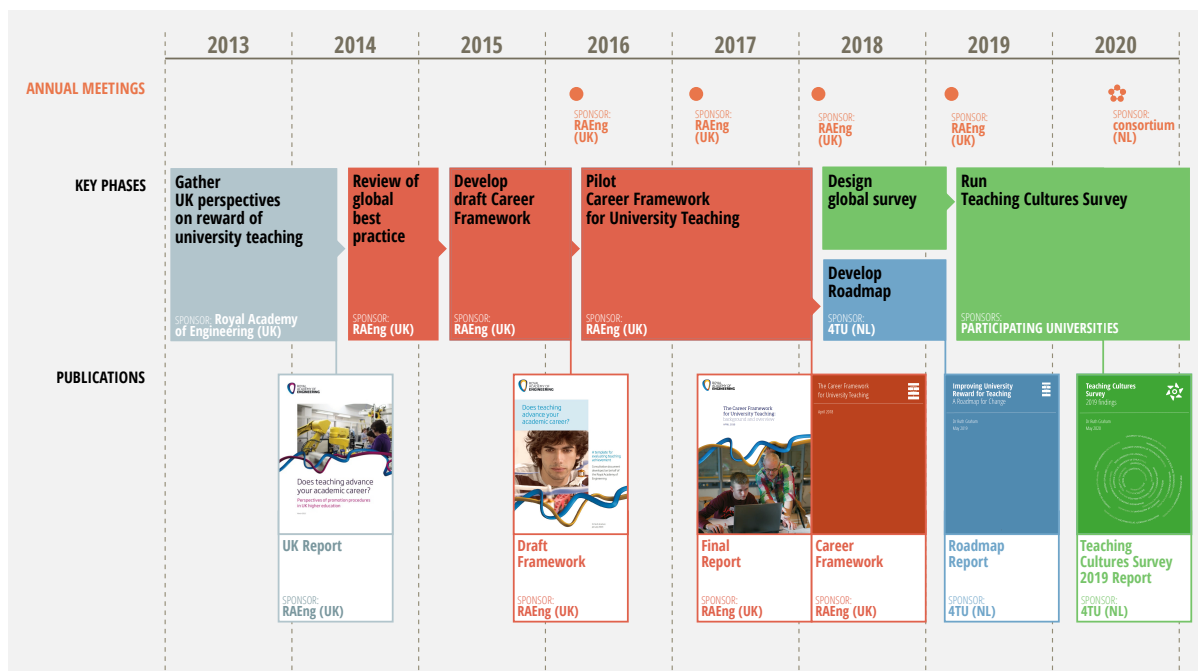


Timeline of the Advancing Teaching initiative



The Advancing Teaching initiative brings together pedagogical researchers and university leaders from across the world with a shared goal to improve the reward and recognition of university teaching. Outlined below is a timeline of activities for the Advancing Teaching initiative to date.



The Advancing Teaching initiative was seeded in 2014 with the publication of a study of UK academics that identified a widespread perception that teaching played only a marginal role in university career advancement. It also highlighted two structural barriers to the systemic reform of academic career pathways: (i) the absence of a clear definition of teaching achievement at each stage of the career ladder; and (ii) the inadequacy of the forms of evidence used to demonstrate and evaluate the teaching achievements of academics. These findings were the springboard for the development of the Career Framework for University Teaching, a tool to guide and support the career progression of academics on the basis of their contribution to teaching and learning. Following four years of development and piloting at universities across the world, the Career Framework for University Teaching was published in 2018 and has subsequently been adopted and adapted by over 50 universities worldwide.

Since 2016, university leaders and educational experts from across the world engaged in the reform of academic career pathways have come together for an annual meeting; due to Covid-19, the 2020 meeting was delivered online via videos and webinars. These meetings have been a springboard for many of the new activities developed through the Advancing Teaching initiative. These include the Roadmap for Change, a review of past initiatives to reform university academic pathways to identify critical challenges and success factors, and the Teaching Cultures Survey, a cross institutional survey that captures and tracks the culture and status of university teaching across the academic community.