

Universitas 21 (U21)

Education Innovation Steering Group (EISG)



**The leading global network
of research universities
for the 21st century**

A Conceptual Framework for Teaching in U21 Institutions:

The Framework Validation Project

Final Report

February 2017

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Executive Summary

In October 2013, the Universitas 21 (U21) Education Innovation Steering Group (EISG) identified the need to develop:

- a common framework that could be used to guide practice across the network for evaluating teaching as part of academic promotion processes
- a pool of individuals within and across institutions who could act as expert peer assessors of evidence submitted in relation to teaching in promotion applications
- training and development opportunities for staff to become recognised (certified?) members of this U21 expert panel of assessors of teaching.

Throughout 2014 and 2015, based on an analysis of promotions policies, standards and applications from universities throughout the network, the U21 EISG developed a conceptual framework for teaching that it believed could be used to address the above needs. However, before moving to recommend or further develop the framework, the EISG sought to validate the framework amongst key stakeholders within the U21 network.

Throughout 2016, the U21 Conceptual Framework for Teaching – Validation Project, sought to test the appropriateness (face validity and fitness-for-purpose) of this framework with voluntary key stakeholders from amongst U21 member institutions, including individuals with management responsibilities for teaching ranging from Deputy Presidents/Vice Chancellors, through to Lecturers, Tutors, and Demonstrators, as well as institutionally recognised educational innovators and leaders.

Participants were provided with access to an online questionnaire that sought quantitative and qualitative information concerning (a) their experience (e.g. current role and responsibilities, appointment level, previous teaching experience) and (b) their level of agreement/disagreement with (i) the five DIMENSIONS of teaching included in the framework (Learning Facilitator, Educational Designer, Educational Innovator, Reflective Teacher, Scholarly Teacher), and (ii) whether they 'ARE' (already) or 'SHOULD BE' part of a higher education 'Teacher Practitioner', 'Teacher Leader' and/or 'Teacher Manager's' ROLE. Survey Responses were received from 127 individuals from seven different countries but of those, 27 forms were incomplete so a sample of 100 was achieved.

Ninety-one per cent of respondents held an academic appointment, 7% had a professional staff appointment, and 2% held both.

Academic respondents held appointments from Level A (Associate Lecturer, Tutor or Demonstrator) to Level E (Professor). Their responsibilities in relation to teaching varied but embraced: facilitation of learning, educational design and development, educational innovation and research, and the leadership and management of educational programs, staff, environments and resources. Their roles included: Deputy/Pro Vice Chancellor, Dean, Deputy/Associate Dean, Head of School, Program Director, Course Coordinator, Lecturer, Tutor and Demonstrator.

Results and findings from the survey were summarized from three different perspectives: the *appropriateness*, *comprehensiveness* and *usefulness* of the proposed framework.

To address the question of the *appropriateness* of the proposed framework, respondents were asked to indicate the level of their agreement (fully or partially) that each of the

DIMENSIONS of teaching included in the framework (i.e., Learning Facilitator, Educational Designer, Educational Innovator, Reflective Teacher, and Scholarly Teacher) IS currently, or SHOULD BE in the future, part of the responsibilities of a Teacher Practitioner, Teacher Leader, and Teacher Manager's role. There was strong general agreement (greater than 80%) that each of these DIMENSIONS of teaching are relevant/appropriate to all three roles.

Considerable qualitative support was also provided for the appropriateness of the proposed conceptual framework in the open-ended responses, where respondents generally acknowledged the appropriateness of each of the framework's DIMENSIONS of teaching for each of the three teaching roles examined. However, despite this support for the structure of the framework, views on the relative importance of each of the dimensions for each of the roles varied.

Being a *Learning Facilitator* was universally accepted as a 'given' core dimension of the work of a teacher regardless of their teaching role, but when individuals assume more senior roles as leaders and managers of learning and teaching, the time available/allocated to facilitating learning decreases. Regardless, according to respondents, learning facilitators engage students in the learning process, scaffold topic understanding, assist learners to make meaning whilst challenging and supporting them to apply ideas in the analysis and resolution of problems, and assesses and provide students with feedback on their learning to prompt further enquiry and development of understanding.

There was general support for the notion that *educational design* was an inherent dimension of teaching, but respondents made a number of observations in relation to these responsibilities. They noted that workload models and performance evaluation criteria, typically do not recognize the time individuals put into fulfilling the responsibilities associated with this dimension of teaching. Further, while there was broad agreement amongst respondents that the responsibilities of an educational designer are core to all three teaching roles (practitioner, leader and manager), there was some doubt expressed about the capacity of staff to address these responsibilities due to a general lack of knowledge, skills and expertise in this important area.

Responsibilities for *educational innovation* were also clearly understood by respondents to be a feature of all teaching roles but the nature and scope of the innovation expected varied. Minor innovations that manifest in changes within established normative practices or educational/learning designs (e.g., introducing video-taped lectures and digitised learning activities and resources to replace face-to-face lectures and seminars in existing programs or courses), were generally understood to be the responsibility of all staff regardless of role or experience. However, there were clear differences of opinion amongst respondents as to who should be responsible for major innovations that manifest in wholly revised program structures, curricula and learning designs, with some arguing that this type of innovation should be the responsibility of both junior, senior and teaching only staff.

Despite finding statistically significant differences in ratings given to those items associated with being a *reflective teacher*, the qualitative comments make it clear that respondents believe all teachers should engage in reflective teaching practices, regardless of their role or level of responsibility. Reflective practice, as far as these respondents were concerned, involves individuals or groups in ongoing cycles of 'planning, doing, checking and acting' to improve practice. However, while reflective practice was held to be a hallmark of teaching,

little insight was provided as to what would differentiate this practice across the different roles of practitioner, leader, and manager.

While statistically significant differences were recorded in ratings associated with the *scholarly teacher* dimension of the teacher practitioner, leader and manager roles, qualitative comments made it clear that respondents believe ALL teachers should engage in scholarly teaching practices. Three stair-cased typologies of scholarly teaching practice could be discerned from these comments:

Type 1: Literature informed practice: where the design, development, implementation, evaluation and review of all aspects of teaching occurs with reference to ideas found in the scholarly and professional literature.

Type 2: Reflective enquiry: where all aspects of teaching are routinely examined in light of existing scholarship and systematically collected evidence with a view to maintaining and/or improving the quality of learning outcomes and experiences

Type 3: Disseminated enquiry: where individuals/groups engage in systematic scientific investigations which examine the processes, structures and outcomes of higher education and disseminate these through a variety of peer reviewed channels,

with Type 1 approaches thought to be appropriate for all teachers regardless of the level of their teaching appointment, role or responsibilities; Type 2 approaches thought to be appropriate for all teachers at lecturer level and above, regardless of the nature of their teaching appointment, role and responsibilities, and Type 3 approaches, thought to be appropriate for all teachers in teaching-only or teaching-intensive positions, at lecturer level and above, regardless of the role or responsibilities they assume in relation to teaching. Lack of time, opportunity and support for scholarly teaching were cited as the key reasons staff found it difficult to practice teaching in a scholarly way.

Respondents to this survey provided strong qualitative support (a) for the inclusion in the framework of the *Teacher Leader* and *Teacher Manager* roles, (b) for the need to differentiate these roles from that of the *Teacher Practitioner*, and (c) for the need to differentiate the *Teacher Leader* from the *Teacher Manager*. In essence, the distinctions drawn amongst these roles suggest that the:

- *Teacher Practitioner* focuses on the *act* of teaching – what one does: to design and facilitate learning programs, activities and resources; to develop, assess and provide feedback on students' learning; to develop maintain and improve one's own knowledge skills and capabilities as a teacher.
- *Teacher Leader* focuses on *developing, influencing and supporting others* to maintain and improve the knowledge skills and capabilities of an effective teacher. They engage, challenge, scaffold, mentor and support others to design, develop, and deploy activities, assessments, and resources (physical and digital) to enable and support learning; they foster innovation, nurture effective reflection and encourage, scaffold and support engagement with, and/or contributions to, the scholarship of learning and teaching.
- *Teacher Manager* focuses on creating the organizational conditions necessary to enable and support high quality, effective and efficient learning facilitation, educational design, educational innovation, reflective and scholarly teaching.

Overall 94.3% of respondents believe the proposed conceptual framework either fully or partially describes the range of activities/contributions which staff make in relation to teaching in research intensive universities. Ninety-two percent of respondents agreed that the proposed framework would be either very useful or somewhat useful to their university in the review or further development of its reward and recognition practices for staff involved in teaching.

Based on these findings, it was concluded that there is good support amongst staff surveyed for the proposed framework, i.e., for the way the framework differentiates amongst different dimensions of teaching as well as different roles in relation to teaching, with the exception of the Educational Innovator dimension. Because the role of Teacher Leader is partially defined in terms of responsibility for leading and effecting educational innovation, the Educational Innovator dimension of teaching was thought to be redundant and could be removed from the framework without diminishing its appropriateness, comprehensiveness or usefulness.

Overall, the framework was deemed appropriate, comprehensive, and potentially useful.

Background

Internationally, present approaches to the definition, development, recognition and reward of teaching vary enormously throughout the higher education sector. These variations in approach largely stem from the lack of a common conceptual understanding as to the dimensionality of teaching. Thus, in some institutions, indicators of teaching performance are based solely upon measures of workload and/or student satisfaction, while in others they embrace measures of an individual's engagement in educational innovation, program or course management, and/or the scholarship of teaching.

In October 2013 the Universitas 21 (U21) Education Innovation Steering Group (EISG) identified, from a survey of the hot topics/challenges facing the institutions that make up the U21 network, the need to develop:

- a common framework that could be used to guide practice across the network for evaluating teaching as part of academic promotion processes
- a pool of individuals within and across institutions who could act as expert peer assessors of evidence submitted in relation to teaching in promotion applications
- training and development opportunities for staff to become recognised (certified?) members of this U21 expert panel of assessors of teaching.

Throughout 2014 and early 2015, Professor Graeme Aitkin from The University of Auckland, undertook a project to analyse the criteria and evidence currently used in U21 institutions' promotion processes to evaluate teaching performance. He did this with a view to developing a common conceptual framework for teaching in research intensive universities. This research was based on an analysis of the publicly available, or voluntarily submitted, promotion policies, procedures and documentation of U21 members.

In April 2015, Professor Aitkin presented the findings of this research to the U21 EISG who work-shopped and developed a potential conceptual framework for teaching that might guide the further development of a common framework of indicators, metrics and standards that could be used across the network for evaluating teaching as part of academic promotion processes.

Over the next six months, this framework was reviewed and critiqued with a small number of academic and administrative staff involved in the evaluation of teaching performance in *one* U21 institution to get a sense of its face validity or fitness-for-purpose. The outcomes of this very small scale, local review, suggested that before any further work on applying the conceptual framework to the development of indicators, measures, or standards for evaluating teaching might be undertaken, the framework needed to be tested amongst staff in the wider U21 Network. To this end the U21 Conceptual Framework for Teaching – Validation Project was established.

The Project

Aims

The U21 Conceptual Framework for Teaching – Validation Project seeks to test the appropriateness (face validity and fitness-for-purpose) of the proposed U21 EISG conceptual framework for teaching with voluntary key stakeholders from amongst U21 member institutions.

Specifically, the project seeks to explore stakeholders’ perceptions of:

- the appropriateness and comprehensiveness of the various dimensions of teaching included in the framework, and
- the likely usefulness of the framework in the development of indicators, measures, or standards for evaluating teaching.

Further, the project seeks to explore any differences in stakeholders’ perceptions of the above when they consider these questions in relation to the evaluation of teaching by staff of different rank.

The matrix below outlines the scope of the proposed U21 conceptual framework for teaching. It embraces five ‘dimensions of teaching’; each of which reflects a different set of core teaching responsibilities, and three ‘forms of expression’, each of which reflects a different role in relation to teaching.

Proposed U21 Framework for Conceptualizing 21 st Century Teaching				
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 <u>their</u></i> students	Leader (Develop) Focus on the work the individual does to <i>influence and support <u>others</u></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><u>organizational conditions</u></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			

Proposed Framework for Conceptualising 21st Century Teaching

Methods

Methodology

Given that the purpose of the project was to test with stakeholders from amongst U21 member institutions, the appropriateness (face validity and fitness-for-purpose) of the proposed U21 EISG conceptual framework for teaching, a survey approach was employed. The survey comprised both fixed and open-ended questions which were related to the constructs of the framework.

Target and Sample Populations

To ensure that respondents to this survey were representative of the range of different institutions within the U21 Network, ten geographically dispersed U21 member institutions in Australia, New Zealand, Singapore, Hong Kong, South Africa, United Kingdom, Ireland, Europe and North America were invited to participate in the survey. Each of these institutions nominated approximately 40 individuals in various roles, and with various backgrounds and experiences in relation to teaching in research intensive universities, who were invited to volunteer to respond to the survey. These included individuals in formal positions of management responsibility in relation to teaching, such as Deputy Presidents/Deputy Vice Chancellors, Deans, Heads of School, Program Directors, Course Coordinators and Course Convenors, as well as Teaching Award recipients, Lecturers, Tutors, and Demonstrators.

Data Collection

Individuals who volunteered to participate in the research were provided with access to an online questionnaire that sought information concerning each respondent's:

- background, experience, and gender (e.g., the nature of their current role and responsibilities, level of appointment, and previous teaching experience)
- level of agreement with the extent to which each of the five dimensions of teaching included in the U21 framework (that is, Learning Facilitator, Educational Designer, Educational Innovator, Reflective Teacher, Scholarly Teacher) 'ARE' or 'SHOULD BE' part of a higher education 'Teacher Practitioner' role; 'Teacher Leader' role; or 'Teacher Manager' role
- perceptions of the comprehensiveness and potential usefulness of the proposed framework.

Data Analysis

The quantitative data collected via this questionnaire were analysed first using Qualtrics Tools to generate simple descriptive statistics (counts, means, medians, percentages) and then by using SPSS to undertake more sophisticated statistical analyses (Non-parametric Friedman ANOVAs (related k samples)). The intention was to examine any statistically significant differences in the data.

The qualitative responses to the open-ended questions included in the survey were reviewed using QSR NVivo. Data were migrated from Qualtrics into NVivo and were auto-coded by sections that corresponded with the survey design. Word frequency passes were completed to identify key words in participants' responses, and from these, key themes and

difference were identified. The findings from the qualitative and quantitative data were then compared and used to further interrogate the data.

Respondents

Overall Number of Responses

Responses were received from 127 individuals from seven different countries. Of these, only 100 responses were used for analytic purposes, as 27 of these responses were incomplete. Figure 1 shows the percentage of completed responses from each of the countries represented in the respondent group.

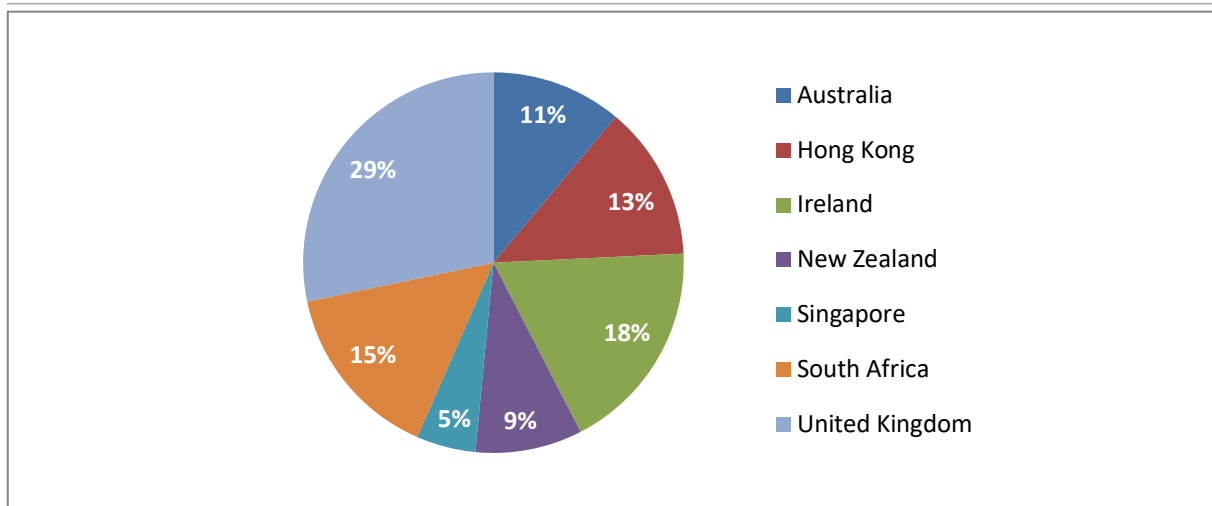


Figure 1: Percentage of Completed Responses by Country (N=100)

Gender of Respondents

Forty-six per cent of respondents identified as female, 50% identified as male, and 4% preferred not to say.

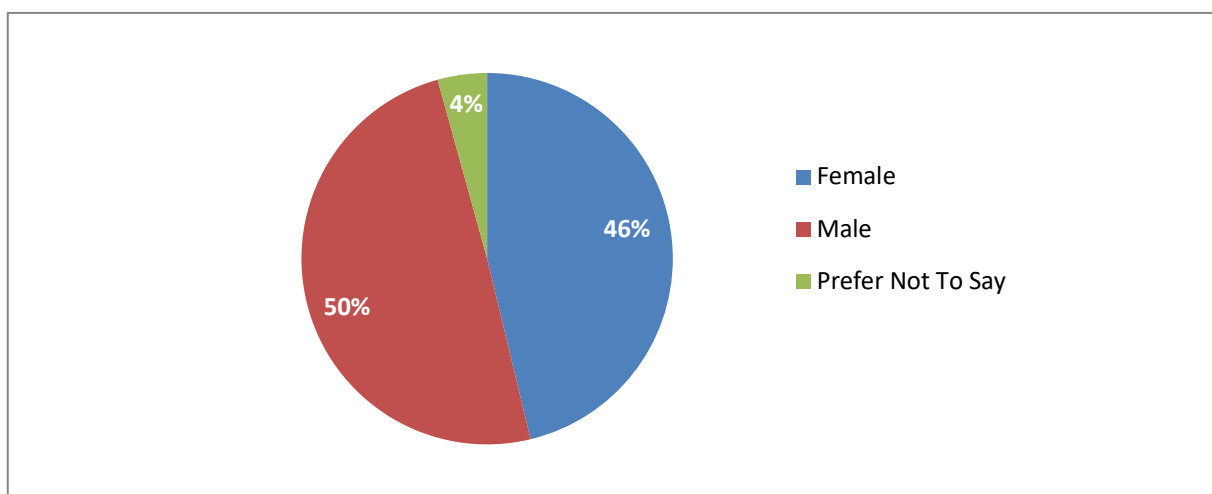


Figure 2: Percentage of Respondents by Gender (N=100)

Nature of Appointment

Ninety-one per cent of respondents reported holding an academic appointment, 7% reported holding a professional staff appointment, and 2% reported holding both.

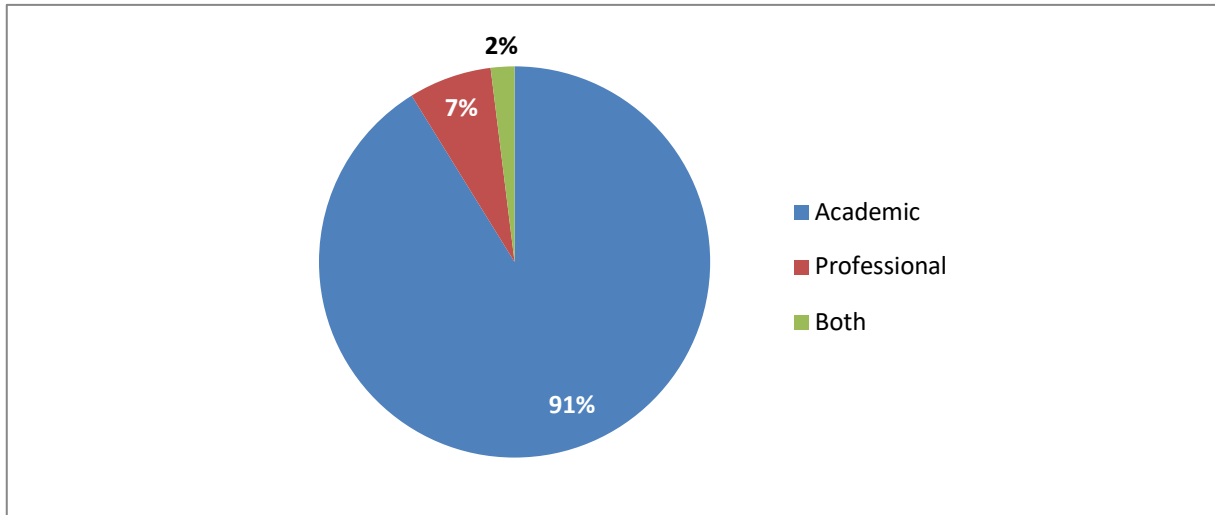


Figure 3: Percentage of Respondents by Nature of Appointment (N=100)

Respondents in Academic Positions

Respondents in academic positions occupy appointments at a range of different levels from Level A (often styled as Associate Lecturer, Tutor or Demonstrator) to Level E (often styled as Professor).

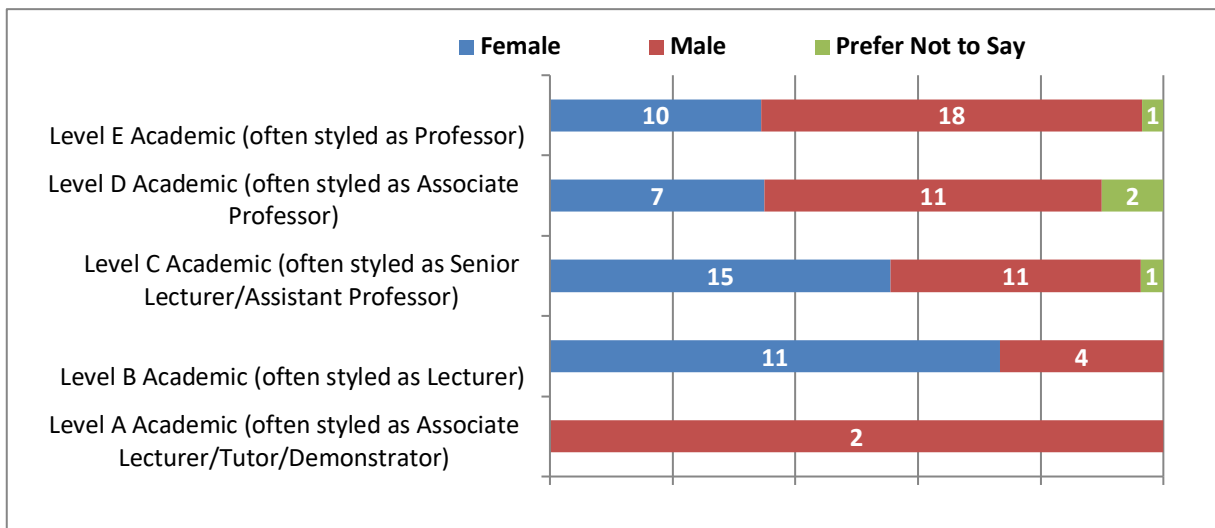


Figure 4: Number of Academic Respondents by Level of Appointment and Gender (N=93)

The vast majority of these academics occupy positions which require them to be active as both teachers and researcher. A small number of respondents occupy teaching or research only positions.

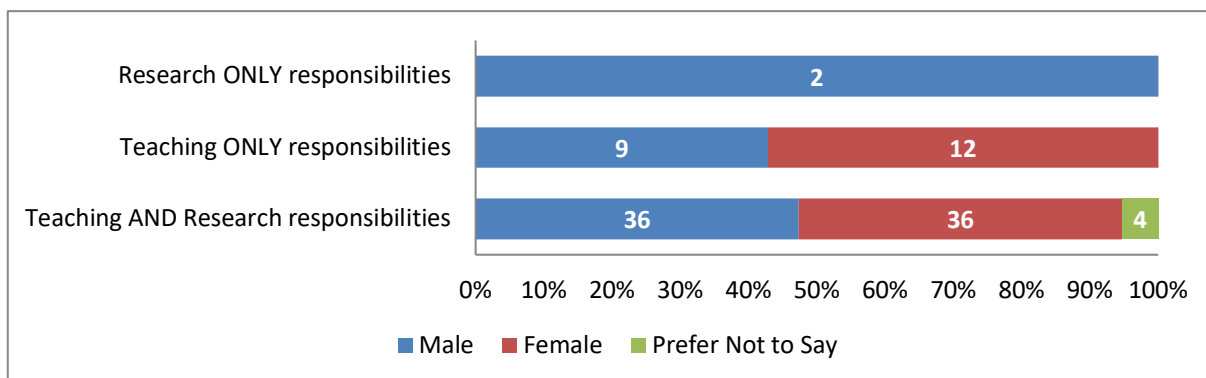


Figure 5: Number of Academic Staff Respondents by Type of Appointment and Gender (N=99)

Respondents in Professional Staff Positions

Respondents in professional staff positions occupy appointments at three different levels: Level 6 (often styled as Officer), Level 9 (often styled as Manager), and Level 10 or above (often styled as Director).

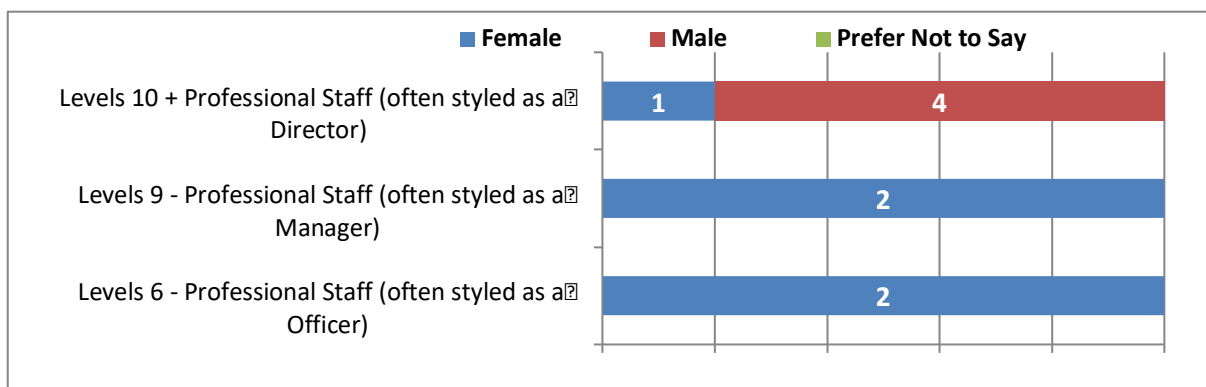


Figure 6: Number of Professional Staff Respondents by Level of Appointment and Gender (N=9)

The vast majority of these individuals at Level 6 occupy the position of educational developer, while those at Levels 9 and 10 typically report occupying roles that involve the management of educational development.

Teaching Related Responsibilities

Respondents assume a range of different responsibilities in relation to teaching regardless of the nature of their appointment. Figure 7 summarises the range of different combinations of teaching responsibilities reported.

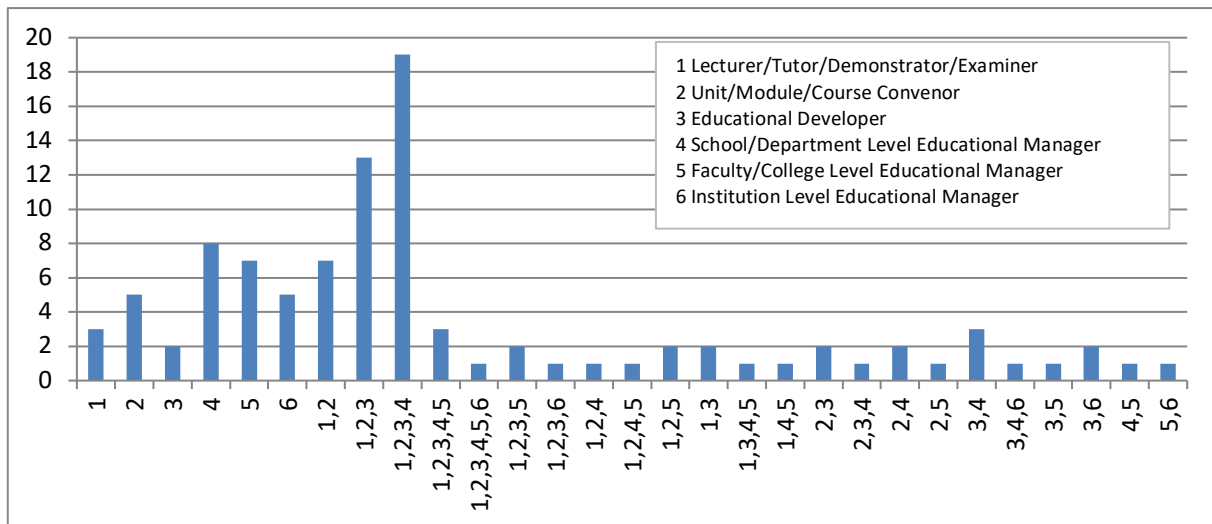


Figure 7: Respondents Reporting Different Combinations of Teaching Related Responsibilities (N=99)

Figure 8 illustrates the range of teaching related responsibilities assumed by academic staff, at different levels of appointment.

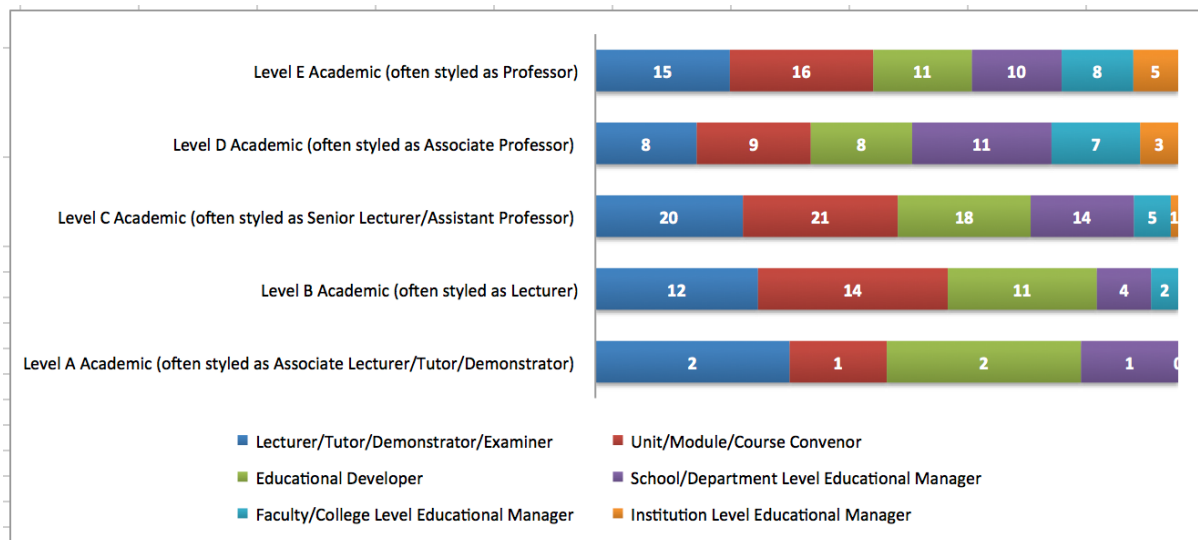


Figure 8: Number of Academic Staff by Level of Appointment and Teaching Related Responsibilities (N=93)

It is unsurprising that all but one institution level educational manager is appointed to an academic role at Level D or E. It is equally unsurprising that most of those appointed at Levels A, B, C and D report responsibilities for educational development, lecturing, tutoring, demonstrating, examining, and convening courses. What is worth noting, is the number of respondents holding Level E (Professor) appointments who are actively involved in teaching, course convening and educational development. This undoubtedly reflects the sampling method used for this research.

The responsibilities which respondents reported assuming in relation to teaching either focus on aspects of teaching that are directly related to the:

1. *practice* of teaching (i.e., the design, development, delivery and/or evaluation of learning and teaching), as in the case of:
 - Lecturers/Tutors/Demonstrators/Examiners who scaffold/facilitate/ assess student learning in a particular module/unit/course of study
 - Unit/Module/Course Convenors who plan, develop, deliver, evaluate, and revise single units/modules/course of study
 - Educational Developers who assist with the design/development/ deployment of the learning environments, activities, and resources associated with units/modules/courses of study

2. *management* of teaching programs, courses and infrastructure, as in the case of:
 - School/Department Level Educational Managers (e.g., Heads of School/Department, Program Directors)
 - Faculty/College Level Educational Managers (e.g., Deans, Deputy/Associate Deans)
 - Institution Level Educational Managers (e.g., Vice Presidents, Deputy/Pro Vice Chancellors)

or *both*.

Figure 9 shows the percentage of respondents who report occupying current appointments where the focus of their responsibilities is on either the *practice* of teaching, the *management* of teaching, or *both*.

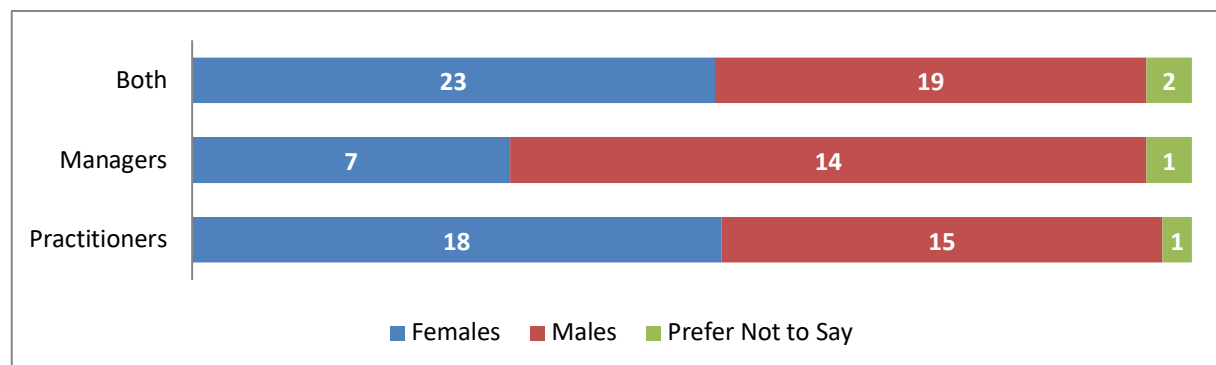


Figure 9: Number of Respondents by Focus of Responsibilities by Gender (N=100)

Previous Teaching Experience

Collectively, respondents have over four thousand (4,359) years of teaching-related experience in higher education institutions with another 144 years of collective teaching experience in other contexts such as schools, early childhood centres, vocational education and training colleges, government departments, corporate HR offices, and various non-government and charitable organisations. Figure 10 provides an overview of the collective

experience of the respondents in each of the roles they have occupied in relation to teaching.

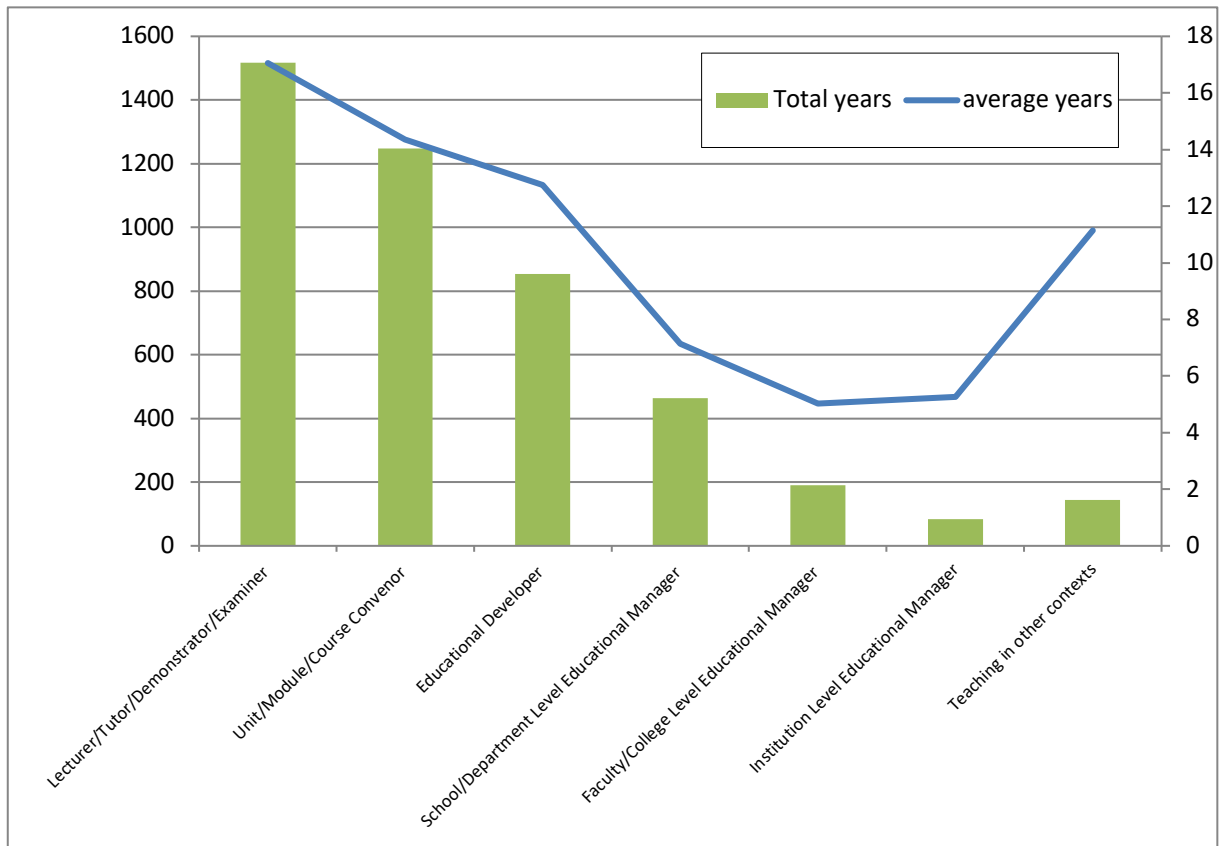


Figure 10: Number of Years of Respondents' Collective Experience in Teaching Inside and Outside Higher Education (N=100)

Summary

Based upon the above demographic data, it is clear that the respondents to this survey are:

- representative of the staff in research intensive universities from the perspectives of gender, nature and level of appointment, and roles and responsibilities in relation to teaching, and,
- that collectively, they have the necessary experience to be able to effectively comment on the issues which are the focus of this research.

Results and Findings

In this section results and findings of the survey are summarized from the three different perspectives which were the principal foci of the study:

- the APPOPRIATENESS of the proposed framework,
- the COMPREHENSIVENESS of the proposed framework, and
- the USEFULNESS of the proposed framework.

Appropriateness of the Proposed Framework

To address the question of the appropriateness of the proposed U21 Conceptual Framework for Teaching, respondents were asked to indicate the level of their agreement (fully or partially) that each of the DIMENSIONS of teaching included in the framework (i.e., learning facilitator, educational designer, educational innovator, reflective teacher, and scholarly teacher) **IS** currently, or **SHOULD BE** in the future, part of the responsibilities of a Teacher Practitioner, Teacher Leader, and Teacher Manager.

Quantitative Results

Figure 11 illustrates the relative levels of agreement amongst respondents that each of the DIMENSIONS of teaching included in the framework **IS** currently part of the responsibility of a Teacher Practitioner, Teacher Leader, and Teacher Manager.

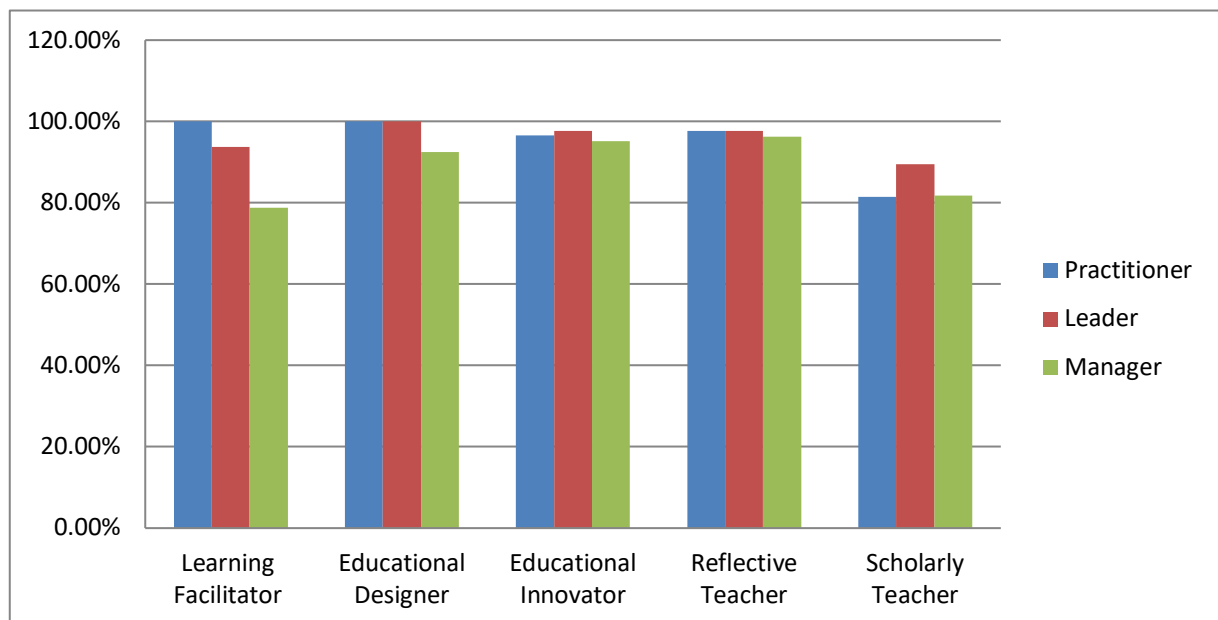


Figure 11: Relative levels of agreement that each DIMENSION of teaching IS currently part of a Teacher Practitioner, Teacher Leader, and Teacher Manager’s role

Table 1 below summarises the percentage of all respondents who agree that each of the DIMENSIONS of teaching included in the framework **IS** currently part of a Teacher Practitioner, Teacher Leader, and Teacher Manager’s responsibilities.

Table 1: Percentages of agreement that each dimensions of teaching IS part of the responsibilities of the Practitioner, Leader and Manager

<i>IS</i>	Practitioner X ² =75.48, df=8 ns	Leader X ² =22.71, df=8 p<.01	Manager X ² =24.03, df=8 p<.01
Learning Facilitator	100.0%	93.7%	78.8%
Educational Designer	100.0%	100.0%	92.5%
Educational Innovator	96.5%	97.6%	95.1%
Reflective Teacher	97.6%	97.7%	96.3%
Scholarly Teacher	81.4%	89.5%	81.7%

Figure 12 illustrates the relative levels of agreement amongst respondents that each of the DIMENSIONS of teaching included in the framework **SHOULD BE** part of a Teacher Practitioner, Teacher Leader, and Teacher Manager’s responsibilities in the future.

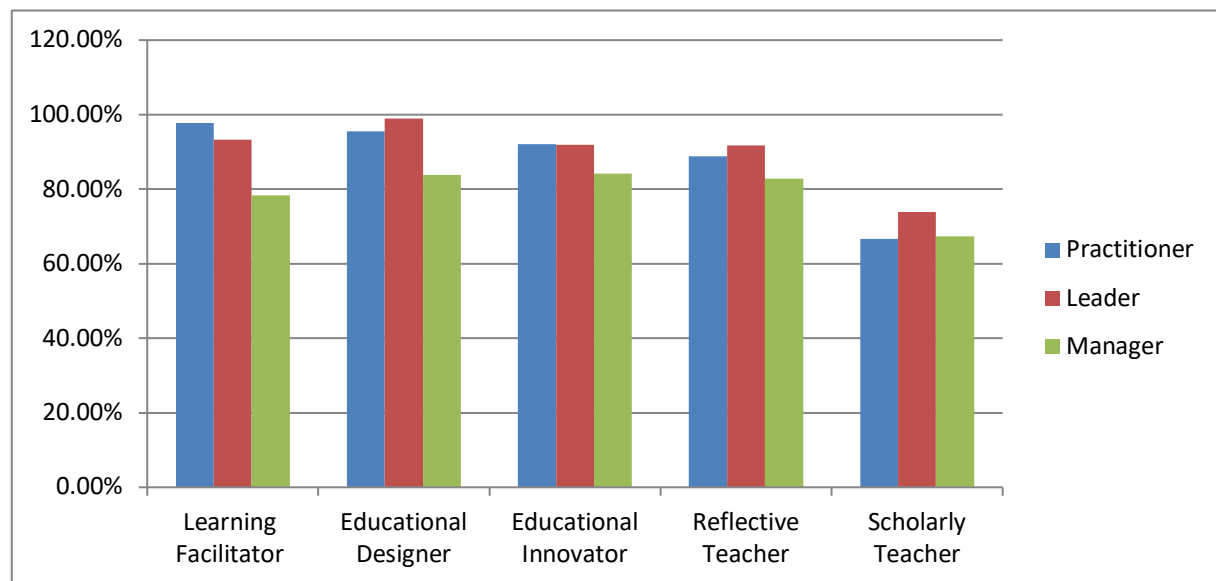


Figure 12: Relative levels of agreement that each DIMENSION of teaching SHOULD BE part of a Teacher Practitioner, Teacher Leader, and Teacher Manager’s role

Table 2 below summarises the percentage of all respondents who agree that each of the DIMENSIONS of teaching included in the framework **SHOULD BE** part of a Teacher Practitioner, Teacher Leader, and Teacher Manager’s responsibilities in the future.

Table 2: Percentages of agreement that each dimensions of teaching SHOULD BE part of the responsibilities of the Practitioner, Leader and Manager

SHOULD BE	Practitioner X ² =110.43, df=8 ns	Leader X ² =39.02, df=8 ns	Manager X ² =11.24, df=8 ns
Learning Facilitator	97.8%	93.3%	78.4%
Educational Designer	95.6%	98.9%	83.9%
Educational Innovator	92.1%	91.9%	84.1%
Reflective Teacher	88.8%	91.8%	82.8%
Scholarly Teacher	66.7%	73.8%	67.4%

As can be seen from Figures 13, 14 and 15 below, which compare respondents’ level of agreement that each of the DIMENSIONS of teaching included in the framework **IS** currently, or **SHOULD BE** in the future, part of a Teacher Practitioner, Teacher Leader, and Teacher Manager’s roles, there is strong general agreement (greater than 80%) in most cases that each of these DIMENSIONS of teaching ARE RELEVANT /APPROPRIATE to the role of the Teacher Practitioner, Teacher Leader and Teacher Manager.

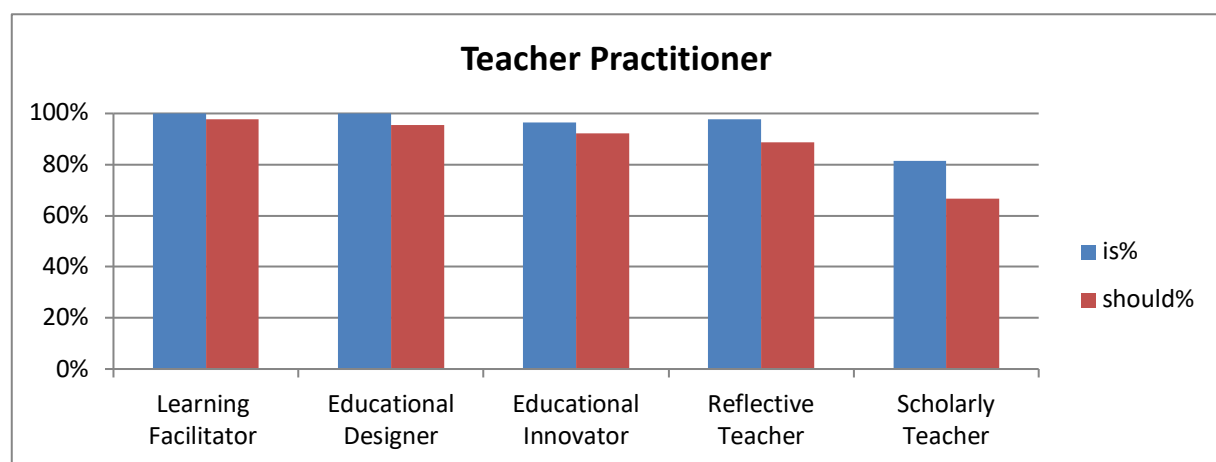


Figure 13: Relative levels of agreement that each DIMENSION of teaching IS or SHOULD BE part of a Teacher PRACTITIONER’s role

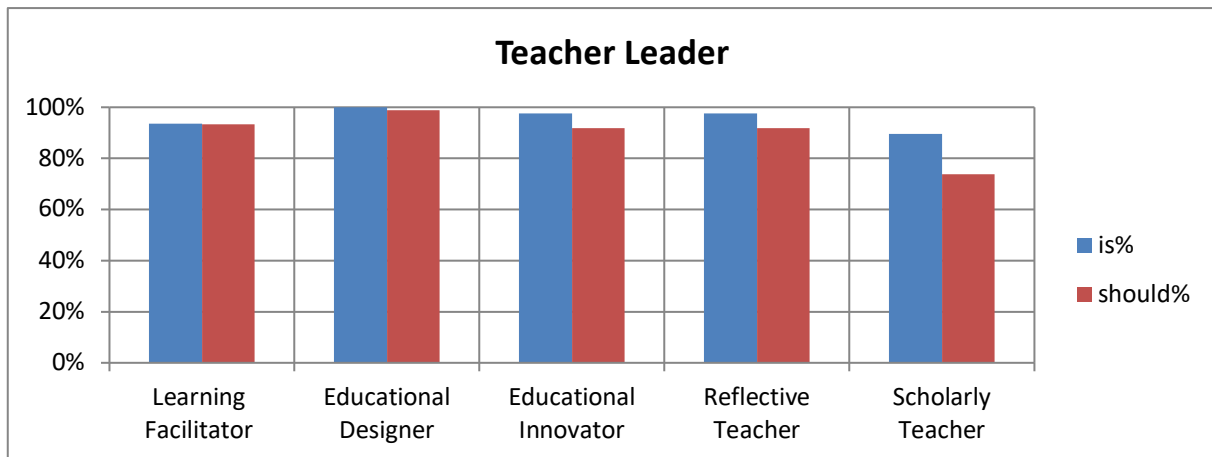


Figure 14: Relative levels of agreement that each DIMENSION of teaching IS or SHOULD BE part of a Teacher LEADER's role

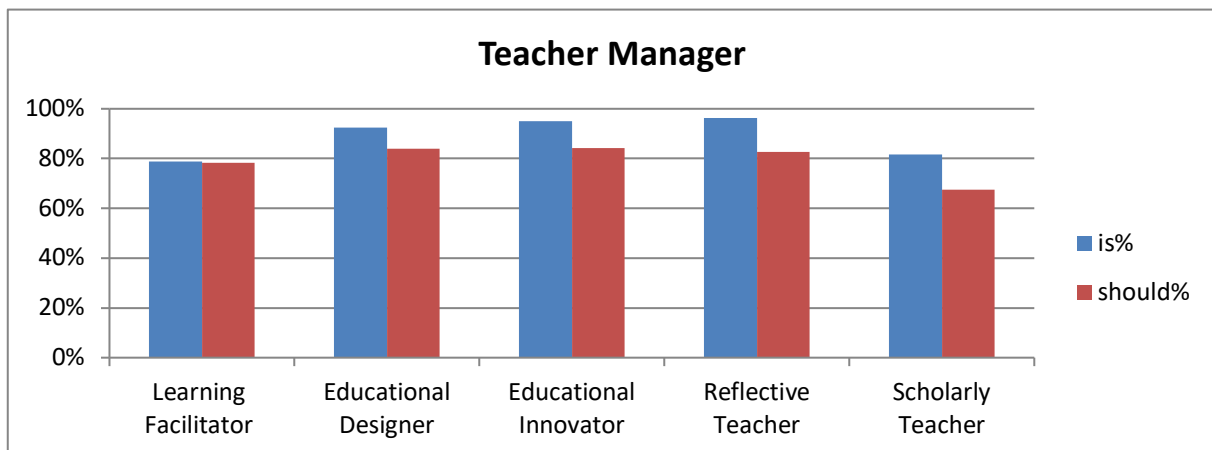


Figure 15: Relative levels of agreement that each DIMENSION of teaching IS or SHOULD BE part of a Teacher MANAGER's role

Qualitative Findings

There was considerable support for the appropriateness of the proposed conceptual framework in the open-ended responses to this survey. However, while respondents generally acknowledged the appropriateness of the framework's DIMENSIONS of teaching (i.e., learning facilitator, educational designer, educational innovator, reflective teacher, scholarly teacher) for each ROLE (teaching practitioner, teacher leader and teacher manager) or form of expression, the relative importance of each of these dimensions to each of the roles was understood to vary. This variation in the importance of each of these dimensions to each role is discussed in the following sections.

The Learning Facilitator

Being a *Learning Facilitator* was universally accepted as a 'given' core dimension of the work of a teacher regardless of their teaching role (practitioner, leader, or manager). Time is routinely allocated in the workload allocations of staff, regardless of their teaching role(s), to fulfil these responsibilities. However, as some respondents point out, when individuals assume more senior roles and take on the responsibilities of leaders and managers of learning and teaching, time allocated to the facilitation of learning tends to decrease.

I see this as becoming progressively less as you move through Senior Lecturer / Assistant Professor, Associate Professor, Professor as this [progression] increases the person's responsibility to inspire staff and build capacity to engage.

I would expect that more senior academics would be more engaging and challenging [in their teaching], although I am not sure I agree this is actually the case. In my experience, it is generally the case that more junior academics dedicate more of their time to supporting students and providing them with feedback.

According to respondents a *learning facilitator*:

- engages students in the learning process
- scaffolds their developing understanding of a topic
- assists them to make meaning of new ideas
- challenges and supports them to apply these new ideas to the analysis and resolution of problems
- assesses their learning, and,
- provides them with feedback that assists them to further develop or refine their understanding of a topic.

These matters are not contested.

The Educational Designer

Design is to learning preparation as delivery is to learning facilitation. This was clearly the view of most of the respondents to this survey, as illustrated by the following quotes from two different respondents:

This skill and role goes hand-in-hand with the role of learning facilitator. Resources have to be designed first and then used in ways which facilitate learning.

I am delighted to see the different dimensions in the framework recognising the[se] aspects of teaching. Especially delighted that the framework recognises design for learning in addition to the facilitation of learning; this dimension is frequently missing as we focus on performative (entertainment elements) and innovative aspects of teaching.

However, while there was general support for the notion that educational design was an inherent dimension of teaching, respondents made a number of observations in relation to these responsibilities.

First, that workload models typically do not recognize the time individuals put into fulfilling the responsibilities associated with this dimension of teaching:

The key thing here is to ensure that there is a realistic appreciation of the time needed to design learning effectively.

Those with 'local' (e.g. School) leadership might more reasonably be expected to engage in teaching because their leadership role is narrower in scope. Those with institutional level responsibilities would find it much more difficult to do so because the balance and scope of responsibilities would be much more demanding of time.

Second, that the effective design of educational programs, assessments and resources requires knowledge and skills that most academic staff do not possess, and typically only develop over time and with experience.

Experience here is important and is very often shaped by the extent to which an [individual] has been immersed in a discipline.

Third, that in the absence of formal preparation programs to assist junior academic staff to develop the knowledge, skills and capabilities for effective educational design, long immersion and experience in the educational design processes of their faculty/discipline is critical to support such development. As one respondent observed, the lack of training opportunities to support staff to fulfil the educational design responsibilities associated with their teaching role makes it incumbent upon those in more senior leadership and management roles in relation to teaching, to empower staff by coaching, mentoring and taking a lead in the design and development of programs and courses that more junior staff can use to facilitate learning.

I see this [the role of educational designer] as becoming progressively more important as you move through Senior Lecturer/Assistant Professor, Associate Professor, Professor as this will ... empower staff to facilitate learning.

While there was broad agreement amongst respondents that the responsibilities of an educational designer are core to the roles of a Teacher Practitioner, Teacher Leader and Teacher Manager, there was some doubt about the capacity of academics to address all of these, in combination with, the responsibilities associated with the other dimensions of teaching included in the framework. As one respondent observed:

While these dimensions are certainly not mutually exclusive, it might be impossible for all teacher leaders to be full engaged with all of these dimensions.

The Educational Innovator

While responsibilities for educational innovation were clearly understood by respondents to be a feature of all teaching roles (practitioner, leader or manager) the nature and scope of the innovation expected varied.

A distinction appeared to be drawn between what might be described as: (a) *minor innovation* that manifests itself in changes to existing practices within established normative practices or educational/learning designs (e.g., introducing video-taped lectures and digitised learning activities and resources to replace face-to-face lectures and seminars in

existing programs or courses), and (b) *major innovations* that manifest in wholly revised program structures, curricula and learning designs.

Typically, respondents considered the former to be amongst the responsibilities of all teachers regardless of their roles and experience:

I don't think that educational innovation differentiates the different academic grades. It seems to me that this is a style or approach to teaching that may be found at all levels.

However, there were clear differences of opinion amongst respondents as to who should be responsible for the latter type of educational innovation, with some arguing that this type of innovation should be the responsibility of both junior, senior and teaching only staff:

- junior staff

Junior academics should be educational innovators because they are 'fresh' and motivated.

- senior staff

All staff should be involved in educational innovations - but, again, it seems likely that with experience coming from academic rank (perhaps not with a research focused appointment) that innovation and implementation will differentiate academic rank.

Senior academics should be exemplars of educational innovation because of their more extensive experience.

- teaching only staff

Innovation is a speciality which is best achieved by staff on teaching only contracts. They have the time and more motivation to do a good job in this area. Essentially being good at teaching innovation is one of the few ways these staff can distinguish themselves. Staff on teaching and research contracts have other ways to excel and indeed are encouraged to focus on their scientific research.

For a number of respondents, it was not clear that it is necessary to have the responsibilities of the Educational Innovator as a dimension of teaching, when the role of Teacher Leader is defined in terms of engagement in educational innovation.

The Reflective Teacher

Despite the fact that the quantitative results of this survey found statistically significant differences in the ratings that were given to those items that examined whether the responsibilities associated with being a reflective teacher ARE currently evident or SHOULD BE evident in a teacher's practice regardless of the role under consideration (teacher practitioner, teacher leader, or teacher manager), the qualitative comments make it clear that respondents believe ALL teachers SHOULD engage in reflective teaching practices regardless of their role or level of responsibility.

All academic staff should be reflective teachers in all their taught courses.

I expect all staff, Deans, Associate Deans, Heads of School and Program Coordinators to be routinely evaluating teaching. Associate Deans should do this at the Faculty level; Heads of School at the

School level; Program Coordinators at the program level. Individual staff should do this after every course.

Underlying respondents' comments is a common understanding of what it means to be 'reflective'. Specifically, respondents felt that reflective practice involves individuals or groups in ongoing cycles of 'planning, doing, checking and acting' to improve practice.

However, despite the apparent agreement as to what reflective practice involves, as was the case in relation to teachers' educational innovation responsibilities, a variety of opinions were expressed as to how these reflective teaching responsibilities should be exercised.

For some, being a reflective teacher means that one acts independently to...

...amongst other things, maintain a learning and teaching portfolio, gather evidence of reflections on student feedback, self-assessment and their appraisal of practices for encouraging student improvement and development.

For others, being a reflective teacher means participating with colleagues in a collective and ongoing process of evaluation and renewal of practice. As two different respondents argued:

I think practitioners should also be expected to contribute to establishing a supportive community of teachers who contribute to the teaching and learning culture of the university. I think this is a dimension of what it means to be a reflective teacher. No teacher should be exempted from this.

I think a teacher practitioner should fulfill all these roles to be effective, but having the time (and sometimes expertise) to do so, is a challenge. I therefore have become more-and-more convinced of the need (both ontologically and in terms of resources) of collective / group teaching.

Not all respondents, however, believe that systematic data collection and reporting of the reflective process is either necessary or desirable:

I believe a good reflective teacher does not always require to systematically collect and analyse data; often the reflective process is more dynamic and may require an individual teaching session to [be] modified as it is being delivered to suit the needs of the learner . . . teaching should be student focused rather than process driven.

Too often, according to some respondents...

...student evaluations are the sole source of data in support of the evaluation of teaching practice, despite the equally important need to collect [other] data

Instead, there was a belief that data which can be used to assess curricula and learning designs, teaching and learning materials, and the physical and virtual environments in which learning occurs was more desirable.

Despite strong support for the notion that reflective practice should be a hallmark of all teaching practice regardless of role (practitioner, leader or manager), little insight was provided by respondents as to what would differentiate this practice amongst those who assume these different roles.

The Scholarly Teacher

As in the case of the reflective teacher discussed above, the quantitative results of this survey found statistically significant differences in the ratings that were given to those items that examined whether the responsibilities associated with being a scholarly teacher ARE currently evident or SHOULD BE evident in a teacher's practice regardless of the role under consideration (teacher practitioner, teacher leader, or teacher manager).

However, despite these differences, the qualitative comments make it clear that respondents believe that ALL teachers, regardless of their role or level of responsibility, SHOULD engage in scholarly teaching practices.

The main issues associated with this finding relate to the question of 'What does scholarly teaching mean?'

A variety of understandings of this concept are revealed in comments provided by respondents. For some, being a scholarly teacher means that the individual engages in one or more of the following practices.

They:

- make their decisions in relation to the design, development, implementation, evaluation and review of their educational programs, activities and practices on the basis of evidence-based advice found in the scholarly and professional literature (Type 1)
- adopt an enquiry based approach to their teaching, whereby they actively examine their teaching and its impact on students in light of existing scholarship, in efforts to maintain and/or improve the quality of their students' learning outcomes and experiences (Type 2)
- engage in systematic scientific investigations which examine the processes, structures and outcomes of higher education and disseminate these through a variety of peer reviewed channels. (Type 3)

For others, being a scholarly teacher means the individual engages in all of the above. But what SHOULD we expect of individuals in different roles and at different stages of their career?

The qualitative comments provided by respondents don't directly answer this question but they hint at some possible models and raise some significant issues that will need to be addressed in finalising the development of this framework.

The first of these issues concern Teaching-only or Teaching-intensive positions. As the following comment from a respondent indicates, in some institutions, teaching only positions appear to be conceived narrowly as service providers in which incumbents are expected to spend all/most of their time on the delivery of programs and courses.

I disagree with the notion of contributing to the scholarship of learning and teaching because a) this is not allowed for in the workload allocation for a teaching-only member of staff and b) it is not necessarily rewarded.

If this is the case, questions must surely be raised as to the effectiveness of such appointments in the institution's presumed endeavour to maximise the quality of their educational programs and resources. How are these individuals, who presumably are appointed as specialist expert teachers, expected to maintain and develop their expertise so

that they can lead educational innovation and support their institution to realise their goals for the development and delivery of high quality educational programs and resources?

Workload issues are also raised by respondents as being critical to an individual's capacity to assume the responsibilities of a scholarly teacher, regardless of the definition adopted. Junior academics, for example, report not having time to pursue scholarly teaching practices.

Very often one is so busy with just getting through preparing and grading papers, tests, etc. that one cannot get to being scholarly and reflecting, especially in one's early years. Also, if one goes straight into teaching in higher education there is usually no TRAINING for HE teaching like there would be for High School teaching so one is really dropped in at the deep end.

Lack of time is also cited by respondents as a key reason why senior staff find it difficult to practice their teaching in a scholarly way. As one respondent indicated:

Current workload models or circumstances make engaging with, and contributing to the development of both eLearning and teaching very difficult, because doing so often happens at the expense of quality research. There is a tension between the roles of being a [quality] researcher and a scholarly teacher.

The questions of 'when and to what extent institutions should expect teaching staff to engage in these various types of scholarly teaching practice' were addressed indirectly by many respondents. The picture that emerges from these responses is that:

- a **Type 1** approach to scholarly teaching practice (i.e., where the individual makes their decisions in relation to the design, development, implementation, evaluation and review of their educational programs, activities and practices on the basis of evidence-based advice found in the scholarly and professional literature) should be expected of ALL teachers regardless of the nature (teaching only, teaching and research) or level (tutor, lecturer, senior lecturer, Associate Professor or Professor) of their appointment, or the roles and responsibilities they assume in relation to teaching (teacher practitioner, teacher leader, or teacher manager).
- a **Type 2** approach to scholarly teaching (i.e., where the individual adopts an enquiry based approach to their teaching, whereby they actively examine their teaching and its impact on students in light of existing scholarship, in efforts to maintain and/or improve the quality of their students' learning outcomes and experiences) should be expected of all teachers regardless of the nature (teaching only, teaching and research) of their appointment or the role and responsibilities they assume in relation to teaching (teacher practitioner, teacher leader, or teacher manager) at lecturer level and above.
- a **Type 3** approach to scholarly teaching (i.e., where the individual engages in systematic scientific investigations which examine the processes, structures and outcomes of higher education and disseminate these through a variety of peer reviewed channels) should be expected of all teachers in teaching-only or teaching-intensive positions regardless of the responsibilities they assume in relation to teaching (teacher practitioner, teacher leader, or teacher manager) at lecturer level and above.

Collectively, this means that while teacher practitioners are expected to base their decisions in relation to the design, development, implementation, evaluation and review of their educational programs, activities and practices on advice found in the scholarly and professional literature, they should not be expected to engage in research that contributes

back to the literature, unless they are in teaching-only or teaching-intensive positions at the level of lecturer or above.

While this appears to be the dominant view, at least one respondent expressed an alternate opinion:

Requiring that excellent teacher practitioners relate what they do to scholarship can be counter-productive. Not only does it mean that excellent teaching may be less valued (since it is not 'scholarly'), but it also means that practitioners may regard scholarship with skepticism.

However, as another respondent suggested:

How can a teacher be reflective in systematic collection and analysis of data without grounding such reflection in theory and the literature, in other words without being involved in the scholarship [of teaching and learning]?

Having to this point discussed the relevance of the proposed DIMENSIONS of teaching for the work of teachers in all three ROLES (practitioner, leader and manager), the following sections examine some of the particular issues related to the roles of the Teacher Leader and Teacher Manager.

The Teacher Leader

According to the construct of the Teacher Leader that is embedded in the proposed framework, the dimensions of a Teacher Leader's practice are the same as those of the Teacher Practitioner. However, the role of the Teacher Leader is differentiated from that of the Teacher Practitioner by its purpose, foci and form of expression. While the Teacher Practitioner's focus is on the *act* of teaching – what one does to design and facilitate learning programs, activities and resources to develop, assess and provide feedback on their students knowledge, skills and capabilities, the focus of the Teacher Leader's role is on *developing, influencing and supporting others* to innovate or change their teaching practices.

To this end, the purpose of the Teacher Leader's work in relation to each of the dimensions of teaching might be described as *developing others' capacity to*:

- engage, challenge, scaffold, support, assess and provide students with feedback on their learning (i.e., to be an effective Learning Facilitator)
- design, develop, and deploy learning activities, assessment tasks, and resources in physical and digital environments to enable and support learning (i.e., to be an effective Educational Designer)
- create and deploy novel learning activities, assessment tasks, and resources in physical and digital environments to enable and support learning (i.e., to be an effective Educational Innovator)
- systematically collect and analyse data to inform ongoing efforts to assure and improve the quality of teaching (i.e., to be an effective Reflective Teacher)
- engage with and/or contribute to the scholarship of learning and teaching (i.e., to be an effective Scholarly Teacher).

Considerable support for this notion of Teacher Leadership can be found in the qualitative responses to this survey. For example, in relation to the role of the Teacher Leader in:

- developing the capacity of others to be *better learning facilitators*, respondents observed that:

Anybody leading a team of teachers should take on the extra responsibility [of acting] as [a] mentor.

[The teacher leader] needs to be involved with colleagues / student reps in improving what is delivered by a teaching team for a course or program.

The teacher leader has the duty to guide his team towards more engagement . . . with students around their learning [through the] provision of timely feedback, etc.

- developing the capacity of others to be more effective *educational designers*, respondents observed that the teacher leader...

...[should have] a wide range of involvement in program and course design.

Has the duty to guide his team towards improved design.

- developing the capacity of others to be more effective *educational innovators*, respondents observed that:

Proposing new methods or [the] introduction of best practice, and

Bringing new ideas about how a subject might be taught or assessed, identifying new types of resource or teaching intervention[s], and introducing methods that they found useful as learners are all responsibilities of the teacher leader.

- developing the capacity of others to be more effective *reflective teachers*, respondents observed that leadership is exercised through:

Initiating curriculum reviews in which existing approaches are challenged and new approaches encouraged or indeed required if need be

[the] engagement of others in data analysis ... in using data to inform future teaching and learning design and practices.

- developing the capacity of others to be more effective *scholarly teachers*, respondents observed the teacher leader should be:

Update with the latest strategies of teaching and learning to guide the learning facilitator on the application thereof

Advocating the value of external scrutiny and peer scrutiny of teaching, encouraging research and reflection into teaching and learning design, and supporting publishing and external engagement with relevant bodies that support and develop teaching practice

While far from an exhaustive set of quotes from respondents on the role of the *teacher leader*, this selection is sufficient to demonstrate the considerable alignment between respondents' understandings of the role of teacher leaders and the construct of teacher leadership included in the proposed framework

The Teacher Manager

Like the Teacher Leader, in the construct of the *Teacher Manager* that is embedded in U21's proposed conceptual framework for teaching, the dimensions of a Teacher Manager's role are the same as those of the Teacher Practitioner but the role of the Teacher Manager is differentiated from that of the Teacher Practitioner by its purpose, foci and form of expression. While the Teacher Practitioner's focus is on the *act* of teaching, the focus of the Teacher Manager's role is on *creating the organizational conditions necessary to enable and support* learning and the development of teaching, in any of its various dimensions.

As a consequence, the Teacher Manager's role might be characterized by efforts to create the organizational conditions necessary to enable and support high quality, effective and efficient:

- learning facilitation
- educational design
- educational innovation
- reflective teaching, and
- scholarly teaching.

As with the Teacher Leader, there is strong support for this notion of the Teacher Manager's role in the responses to this survey. For example, the following are phases taken directly from the comments provided by respondents in relation to the role of the Teacher Manager. Collectively, they describe ways in which Teacher Managers are understood to enable and support each of these dimensions of teaching. Moreover, Teacher Managers are seen as being able to empower and sustain each of these dimensions of teaching by:

Having the ability and power to influence ... up the organisation, or, if in a senior role, across the organisation

Negotiating appropriate resources (space, funds, staff) to enable teaching staff and student performance

Coordinating activities and ... deploying resources in alignment with [the plans of] learning facilitators.

Being innovative

Enhancing the teaching environment

Providing training sessions [to up-skill staff]

Ensuring that systems and processes are aligned with new directions and enabling innovation

Making educational policy

Systematically collecting and analyzing data

Reflecting [on these data] in a scholarly manner.

Further, according to the respondents to this survey:

Teacher managers need to understand and have experience of each of these dimensions of teaching if they are to effectively create the organisational conditions under which others are enabled and supported to fulfil these different roles.

Teacher managers should have (had) first-hand experience in teaching. Otherwise, they lack credibility when assisting other teachers.

Comprehensiveness of the Proposed Framework

To address the question of the *comprehensiveness* of the proposed U21 Conceptual Framework for Teaching, respondents were asked to indicate the extent (fully, partially or inadequately) to which the proposed dimensions of teaching included in the framework describe the range of activities/contributions that staff, regardless of role or academic rank, make in relation to teaching in research intensive universities.

Quantitative Results

Overall (see Table 3 below), 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.

Table 3: Respondents' views about the comprehensiveness of the framework across teaching responsibilities

	Fully	Partially	Inadequately	%Total Agree	Total
$\chi^2 = 4.98, df=12 p<.05$					
Focus of Current Teaching Responsibilities					
Practice of teaching	59.3%	37.0%	3.7%	96.3%	33
Management of teaching	54.5%	40.9%	4.5%	95.5%	22
Both	52.6%	39.5%	7.9%	92.1%	44
	55.2%	39.1%	5.7%	94.3%	99

Figure 16 illustrates the consistency of this belief across all respondents, regardless of whether the responsibilities of their current appointment focus on the practice or management of teaching, or both.

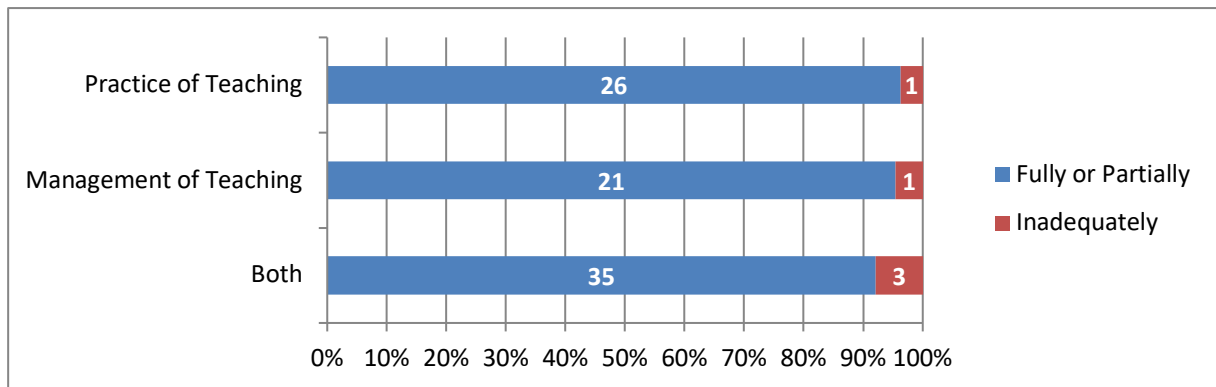


Figure 16: Relative levels of agreement amongst staff with different responsibilities in relation to teaching that the dimensions of teaching included in the proposed framework comprehensively describe the range of activities/contributions staff make in relation to teaching.

Qualitative Findings

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'. 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.

Two examples serve to illustrate these points.

The first focuses on a suggestion that there is a need to include 'administration' as a dimension of the framework. However, administration is inherent in each of the existing dimensions and roles that comprise the proposed framework.

Facilitating learning, for example, requires a huge amount of administrative work. This work is central to ensuring that students have all the information they need to choose to undertake a course; enrol in the course; and know:

- how, when and where to engage in the course
- what is required to pass course assessments, and
- what opportunities successful course completion may bestow.

Moreover, substantial administrative effort is typically associated with administering, grading and processing student assessments.

Similarly, leading and managing learning and teaching, like teaching itself, requires considerable amounts of administration. In leading and managing any educational innovation – be that at institution/faculty/school-wide levels, the Teacher Leader must engage staff, communicate the nature of the change, and foster commitment to that 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 each case, effective and efficient administrative processes will be required to enable and support these activities.

Including administration, therefore, 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.

A second example focuses on a respondent who noted that ‘pastoral care’ and ‘mentoring of other teaching colleagues’ could be added as new dimensions to the framework. However, once again, both of these activities could be considered as a subsidiary activity to one of the existing roles or dimensions of the proposed framework.

Pastoral care, for example, might be considered a subsidiary activity of the ‘Learning Facilitator’ dimension of teaching in the case of the pastoral care of students, or it may be considered to be a subsidiary activity of the Teacher Leader role as is the case when pastoral care of staff is provided.

Usefulness of the Proposed Framework

To address the question of the likely usefulness of the proposed U21 Conceptual Framework for Teaching, respondents were asked to respond to the question:

‘How useful would a fully developed version of this conceptual framework be to your university in the review or further development of its reward and recognition practices for staff involved in teaching?’

Quantitative Results

Overall (see Table 4 below), 92.0% of respondents believe the proposed conceptual framework would be either Very Useful or Somewhat Useful for these purposes.

Table 4: Respondents’ views about the usefulness of the framework across teaching responsibilities

	Very useful	Somewhat useful	Not at all useful	tot % agree	Total
$\chi^2= 21,56, df=12 p<.05$					
Focus of Current Teaching Responsibilities					
Practice of Teaching	55.6%	44.4%	0.0%	100.0%	33
Management of Teaching	57.1%	28.6%	14.3%	85.7%	22
Both	53.8%	35.9%	10.3%	89.7%	71
	55.2%	36.8%	8.0%	92.0%	126

Figure 17 illustrates the consistency of this belief across all respondents, regardless of whether the responsibilities of their current appointment focus on the practice or management of teaching, or both.

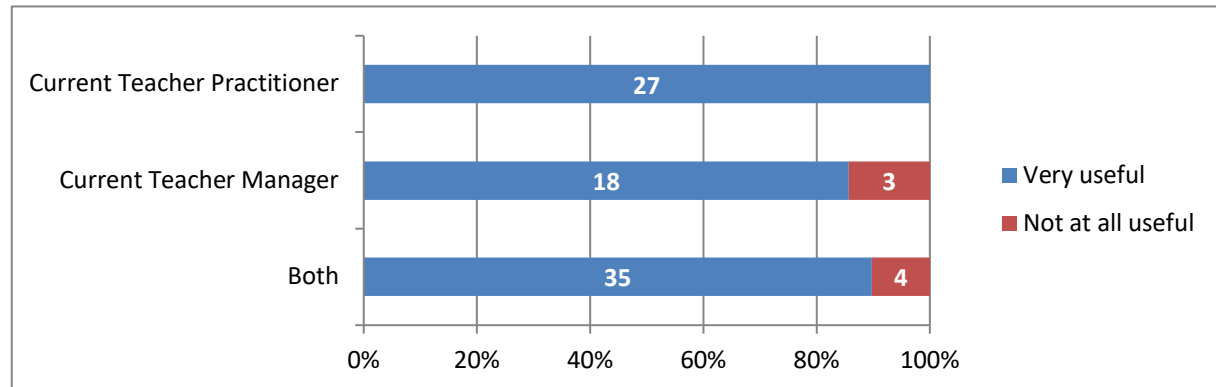


Figure 17: Relative levels of agreement amongst staff with different responsibilities that the proposed conceptual framework will be useful in the review or further development of reward and recognition practices for staff involved in teaching

Qualitative Findings

The qualitative data in relation to this question also showed that there was a high level of agreement amongst respondents that the proposed conceptual framework for teaching would be useful to their university in further developing aspects of their Human Resource Management policies and practices.

In relation to *recruitment and selection*, one respondent noted:

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

Appointments are typically centred on research before teaching. This framework would usefully alter that emphasis.

On the topic of *orientation and induction* of new staff or staff to new positions of responsibility, respondents observed that:

The framework will be useful as a guide to . . . providing teaching staff with guidance [in relation to their roles and responsibilities].

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

In regard to *performance management and promotion*, one respondent suggested that:

The framework's potential use in:

- the setting/review of promotion criteria for academics with teaching or with leadership responsibilities in respect of teaching at various levels of 'seniority', and
- the (re)design of a peer review of teaching framework

should definitely be explored.

Another suggested that 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.

Despite these very positive comments, not everyone was convinced that the proposed framework could contribute to the recognition and reward of staff involved in teaching. As one respondent put it:

I think that the framework is a useful way of conceptualising various roles that academic staff have in relation to their teaching. I don't see how it could contribute to reward and recognition.

Conclusions and Recommendations

The U21 Conceptual Framework for Teaching - Validation Project sought to test the appropriateness (face validity and fitness-for-purpose) of the proposed U21 EISG conceptual framework for teaching with voluntary key stakeholders from amongst U21 member institutions. More specifically, the project sought to explore stakeholders' perceptions of:

- the appropriateness and comprehensiveness of the various dimensions of teaching included in the framework, and
- the likely usefulness of the framework in the development of indicators, measures, or standards for evaluating teaching.

Conclusions

Based on the quantitative results and qualitative findings summarised and discussed throughout this report, the Project Team believe that there is substantial and sufficient evidence to support the following claims:

- There is good support amongst staff of the U21 institutions surveyed for the proposed framework.
- There is good support for the way the framework differentiates amongst different dimensions of teaching and different roles in relation to teaching.
- There is good support for each of the different dimensions of teaching except for the Educational Innovator dimension.
- There is sufficient evidence to suggest that since the role of Teacher Leader is partially defined in terms of responsibility for leading and effecting educational innovation, the Educational Innovator dimension of teaching can be removed from the framework without diminishing the appropriateness, comprehensiveness or usefulness of the framework.
- The framework is deemed to be appropriate, comprehensive, and potentially useful to research intensive universities in further developing their HR policies and practices in relation to staff involved in teaching.
- With further work to:
 - remove the ambiguity in some of the terminology used within the framework
 - draw clearer distinctions between:
 - the role of the Teacher Practitioner, Teacher Leader and Teacher Manager, and,
 - the activities associated with being a Reflective Teacher and a Scholarly Teacher

the framework provides a solid conceptual base from which to develop indicators, metrics and standards for assessing teaching performance.

Recommendations

Based on these conclusions, the Project Team recommends:

1. That the U21 Education Innovation Steering Group (EISG) revise the current Conceptual Framework for Teaching in the following ways:
 - a) remove the Educational Innovator dimension of teaching from the framework.
 - b) remove any ambiguity in the terminology used in the framework.
 - c) redraft the descriptors associated with:
 - the role of the Teacher Practitioner, Teacher Leader and Teacher Manager, and
 - the responsibilities of the Reflective and Scholarly Teacher in order to draw clearer distinctions between them and,
 - d) populate each of the framework's cells with examples of practice indicative of the relevant role and dimension.
2. That the U21 EISG prepare and disseminate guidelines on how the framework might be used to review and revise policies and practices related to:
 - a) Job design
 - b) Recruitment and Selection
 - c) Induction and Orientation
 - d) Performance Review and Development
 - e) Promotion and Career Developmentof staff with teaching responsibilities.
3. That the U21 EISG publish the revised framework and guidelines on the U21 Website.
4. That the U21 EISG use the framework as a basis for recruiting and developing the members of the U21 Panel of Teaching Experts.
5. That the U21 EISG recommend that members of the Network adopt the revised Conceptual Framework for Teaching as a basis for reviewing and further developing their HR policies and practices in relation to teaching.