國際上可供我國發展教學升等制度參考之做法

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大綱
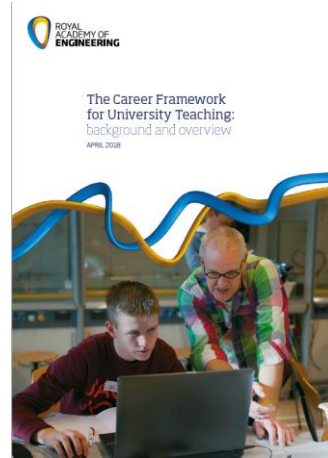
一、大學教學的職涯架構(The Career Framework for University Teaching)

英國皇家工程學院(Royal academy of engineering)委託Dr. Ruth Graham發展

經四年蒐集全球高教教與學專家之觀點，及世界各國大學之作法開發測試而成

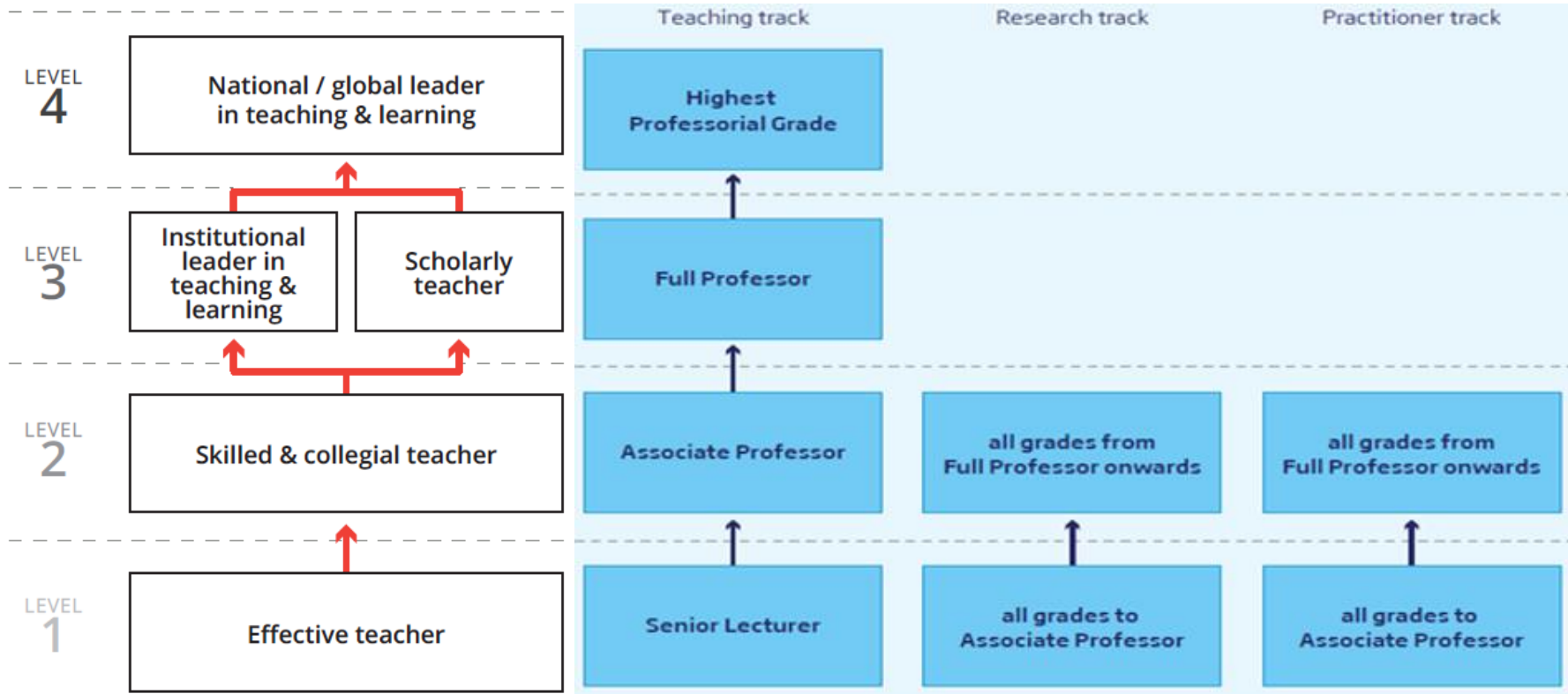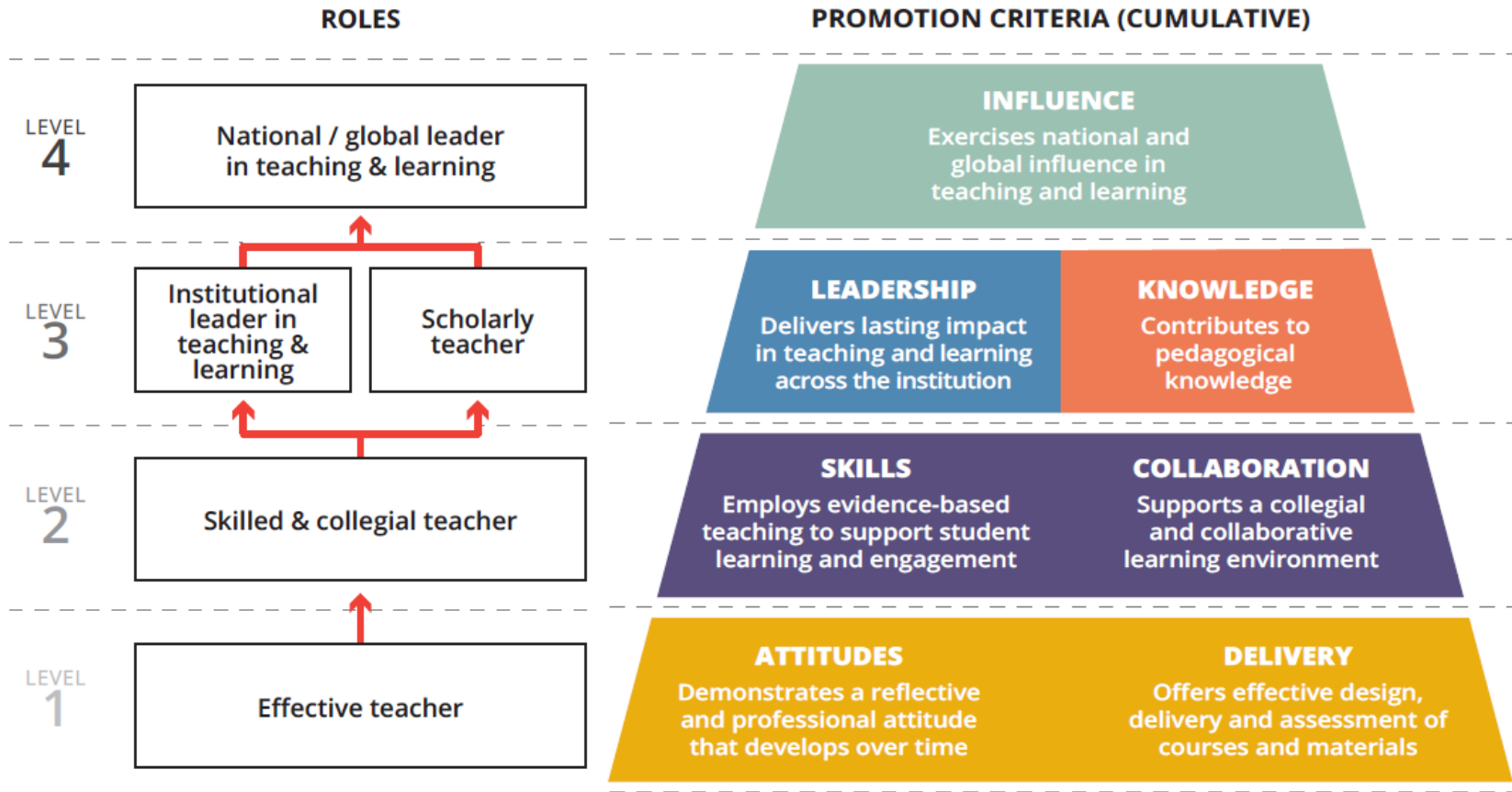用以引導和支持學術生涯各個階段的教學成就，**可運用於教師評鑑、獎勵、聘任和升等過程，適用所有類型大學的所有學科。**

The Career Framework for University Teachers Guidance note for university managers（2018, April）. Retrieved October 15, 2022, from https://www.rhgraham.org/resources/Career-Framework-University-Guidance-Note.pdf

55% teaching-related activities
25% discipline specific research

25% teaching-related activities
55% discipline specific research

ROLES

		Teaching track	Research track	Practitioner track
LEVEL 4	National / global leader in teaching & learning	Highest Professorial Grade		
LEVEL 3	Institutional leader in teaching & learning / Scholarly teacher	Full Professor		
LEVEL 2	Skilled & collegial teacher	Associate Professor	all grades from Full Professor onwards	all grades from Full Professor onwards
LEVEL 1	Effective teacher	Senior Lecturer	all grades to Associate Professor	all grades to Associate Professor

Universiti Teknologi Malaysia (UTM) major career pathways

Royal academy of engineering (2018). The Career Framework for University Teaching: Background and overview.

ROLES

PROMOTION CRITERIA (CUMULATIVE)

LEVEL 4

National / global leader in teaching & learning

INFLUENCE
Exercises national and global influence in teaching and learning

LEVEL 3

Institutional leader in teaching & learning

Scholarly teacher

LEADERSHIP
Delivers lasting impact in teaching and learning across the institution

KNOWLEDGE
Contributes to pedagogical knowledge

LEVEL 2

Skilled & collegial teacher

SKILLS
Employs evidence-based teaching to support student learning and engagement

COLLABORATION
Supports a collegial and collaborative learning environment

LEVEL 1

Effective teacher

ATTITUDES
Demonstrates a reflective and professional attitude that develops over time

DELIVERY
Offers effective design, delivery and assessment of courses and materials

Royal academy of engineering (2018). The Career Framework for University Teaching: Background and overview.

升等佐證資料

項目	說明
自我評估 （**Self-assessment**）	**描述和反思個人的教學方法**，著重於課堂教學和學習的自我反思，敘述**學生學習目標、個人教學理念、評量方法及未來發展計劃**四個關鍵部分
專業活動 （**Professional activities**）	描述個人在**教學和學習方面的專業活動**，所提供貢獻之性質、數量和範圍，以及他們有興趣和專長的特定領域，例如所接受之教學訓練、教育影響
學生學習的評量 （**Measures of student learning**）	**對學習評量方法及結果的分析，及結果如何影響其教育方法的反思。**包括**直接評量**（捕捉學生群體的知識/技能/態度，從而評估學生長時間的學習表現），與**間接評量**（學生學習相關證據，如學生評估調查、學生學習結果之自陳報告、學生回饋與學業成就、通過率、雇主回饋）
同儕評鑑和認可 （**Peer evaluation and recognition**)	**大學內外部同行的評估**，如**對機構內部教學和學習的影響**（如教學觀摩、試教、推薦信等），**對機構外部教學知識的貢獻**（期刊研討會發表、教學研究獎助經費、編寫教科書或數位教材、外部推薦信等），及**尊重與認可**（如教學獎項、新聞報導等）

整理自 https://www.teachingframework.com/framework/promotioncriteria/

TABLE: Examples of evidence that could be included in a promotion case for each level of teaching achievement, structured within four evidence domains

	Self-assessment	Professional activities	Measures of student learning	Peer review and recognition
National and global leader	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Sources listed for Institutional Leader in Teaching and Learning, plus: - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning - Participation in and leadership of high-impact national and global educational programmes	Sources listed for Institutional Leader in Teaching and Learning, plus: - Institutional surveys of student perception or experience - Institutional pass rates/progression rates - Standardised tests (institutional level)	Sources listed for Institutional Leader in Teaching and Learning, plus: - Publications, citations, research grants and income within the field of teaching and learning - National and global press coverage - National/global awards and prizes
Institutional leader	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	Sources listed for Skilled and Collegial Teacher, plus: - Leadership role in strategic institutional curriculum and/or policy development - Design and delivery of high-impact course innovation - Leadership of QA or accreditation processes - External reviewer/trainer/advisor	Sources listed for Skilled and Collegial Teacher, plus: - Assessments made by graduate recruiters and employers - Students' self-reported learning gains, student engagement surveys (programme or institutional level) - Programme pass rates/progression rates - Concept tests or standardised tests (programme level)	Sources listed for Skilled and Collegial Teacher, plus: - Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches - Reports from collaborators, external impact reports/case studies
Scholarly teacher	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	Sources listed for Skilled and Collegial Teacher, plus: - Active use of 'Action Research' methods in their teaching practices - Invited speaker at key events in teaching and learning - Reviewer of scientific papers and articles about teaching and learning within and/or beyond own discipline - Visiting/honorary position held at other institutions - Active member of teaching and learning research group	Sources listed for Skilled and Collegial Teacher, plus: - Students' self-reported learning gains (course level) - Student engagement surveys (course level)	Sources listed for Skilled and Collegial Teacher, plus: - Letters of reference from research collaborators - Refereed conference and journal publications in teaching and learning - Research grants and income for teaching and learning development projects
Skilled and collegial teacher	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	Sources listed for Effective Teacher, plus - Mentoring and peer-coaching of teaching colleagues - Participation in programmes of educational reform, innovation and/or development - Membership of institutional educational committees - External examiner/trainer - Participation in teaching and learning conferences/events within and/or beyond their school or discipline	Sources listed for Effective Teacher, plus: - Retrospective assessment by alumni - Assessments made by graduate recruiters and employers with respect to specific courses/experiences - Student and/or institutional prizes/achievements that can be linked to specific course/programme - Student learning journals - Concept tests (course level)	Sources listed for Effective Teacher, plus: - Letters of reference from: staff mentees, external examiners and collaborators - Authorship of widely-used text books and e-learning materials - Pedagogical conference presentations - Institutional and national teaching awards/fellowships/prizes
Effective teacher	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	- Details of courses taught (student numbers, nature of teaching, assessment methods, etc.) - Details of student support and guidance provided - Participation in certification and training in teaching and learning - Samples of course materials - Construction of a teaching portfolio	- Student evaluation surveys and student interview feedback - Informal and unsolicited student feedback - Pass rates, attrition rates and student progression that can be attributed to specific courses - Examination/assessment results, benchmarked against other cohorts - Evaluation of student products or projects	- Peer observation of teaching - Peer review of course content, objectives and materials and/or teaching portfolio - Review and letters of reference from teaching mentor - Letters of reference from: students, alumni, Director of Studies, Head of School and course/programme leaders

二、國外大學所設計之教學升等作法

（一）加拿大University of British Columbia(UBC）

	教授升等管道 （the Professoriate Stream）	教育領導升等管道 （the Educational Leadership Stream）
職級	教授 （Professor）	教學教授 （Professor of Teaching）
	副教授 （Associate Professor）	教學副教授 （Associate Professor of Teaching）
	助理教授 （Assistant Professor）	教學助理教授 （Assistant Professor of Teaching）

審查項目	學術活動 （Scholarly Activity）	
	教學 （teaching）	教學 （teaching）
	服務 （service）	服務 （service）
		教育領導 (educational leadership)

1.學術活動 （Scholarly Activity）的審查重點

有三種形式，可選擇一種或組合，重視質量和重要性：

➤ 傳統學術(traditional scholarship)

已發表作品之發表處品質、作品數量、對其領域或學科的整體影響，重視實質性外部同行評審。

➤ 教學學術(scholarship of teaching)

- 不等於優秀的教學，而是對教學和學習的改進做出更廣泛的貢獻，超出自己教學職責。
- 獨創性或創新，具重要性和影響，重視外部同儕審查，在公共領域傳播，為他人大量持續使用
- 在教學學術方面是領導者，具有傑出的地位或專業知識。

➤ 專業貢獻(professional contributions)

傑出的建築、藝術或工程設計，或在藝術或專業領域的具傑出創造性之表現與專業作品

2.教學（teaching）表現的審查重點

◍ 教學評鑑應基於教師教學的有效性（effectiveness）而非受歡迎程度（popularity）

◍ 有效性指標：對主題的掌握、對該領域最新發展的熟悉程度、準備情況、教學演示、

學生參與、對學生的回應/可及性、對學生智力和學術發展的影響

與學生學習有關的評量、並展示學術教學方法。

◍ 教學評鑑方法：學生意見、同儕評估、課程材料和評量、指導論文的質量等。

總結性教學同儕審查評分量尺（the Summative Peer Review of Teaching Rubric）

由特設工作小組於2019 年開發完成。
不同學院線上與實體課程版本及指南

從**學習設計、教學活動和教育者發展**
三個面向來判斷教師的教學，並分為
卓越、傑出、出色、高品質、成功、
發展中、較差七個發展等級。

	Learning Design	Teaching Activities	Educator Development
Exceptional An educator held in the highest regard by their peers and the institution, who achieves lasting impact in teaching and learning over a sustained period. An exemplary role model in enhancing teaching and supporting learning.			
Outstanding A distinctive educator, recognized by peers for the quality of their teaching. Displays a strong and evident commitment to teaching and learning and its continuous improvement, and has made significant contributions to this.			
Excellent An expert educator within their discipline, recognized as such by their peers. Commitment to and engagement in the enhancement of teaching and learning.			
High Quality A highly effective educator within their discipline, as judged by peers, who demonstrates a highly collegial approach to enhancement of teaching and learning.			
Successful A competent educator, as judged by experience and achievement, with a sincere, collegial commitment to the teaching & learning mandate of the discipline.			
Developing An engaged but developing educator, requiring some experience, opportunity, mentorship and/or support to enhance their teaching practice.			
Poor An educator who falls short of the expectations of teaching quality, for reasons of either commitment and/or ability.			

UBC（2019）.A rubric for Summative Peer Review of Teaching. Retrieved from https://ctlt2013.sites.olt.ubc.ca/files/2019/07/2019-07-17_sprt_rubric_.pdf

TEACHING ACTIVITIES | Command of subject matter; engagement of and with students in teaching, learning and assessment activities across an individual's entire teaching contribution; effective and student-centred communication of concepts, ideas and material that reflects developments in the field; the ability to support/positively challenge the intellectual development of students.

對應不同等級教師之升等最低要求的形容用語。

- Assistant Professor (3.06) — potential for successful teaching
- Associate Professor (3.07) — evidence of successful teaching beyond that of an Assistant Professor
- Full Professor (3.08) — high quality in teaching
- Instructor (3.02) — evidence of ability and commitment to teaching
- Senior Instructor (3.03) — evidence of excellence in teaching
- Professor of Teaching (3.04) — outstanding achievement in teaching

Exceptional	Esteemed by peers as an educator of the very highest caliber. Displays a mastery of a variety of effective instructional approaches across a range of contexts applicable to the field (e.g. laboratory, practice-based environments, fieldwork, community placements, consultations, etc.), resulting in consistently high engagement of and achievement by learners. Exceptional teaching that is sustained over a long period of time across varying courses and settings. Examples may include: • Esteemed as a "master teacher" in the institution, potentially recognized externally (3M teaching fellowship or other external awards of similar caliber, etc.). • Actively seeks to understand areas students find challenging, and develops strategies to highlight and address these difficulties.
Outstanding	Recognized by peers to be an educator of remarkable quality. Teaching demonstrates a balance of support for and challenge of students in an expertly effective manner, with consistently excellent engagement and outcomes. Examples may include: • Appreciation for elements of material students find challenging, and deployment of consistent and deliberate strategies to highlight and address these difficulties. • Expert management of learning activities, with strong student engagement throughout. • Teaching materials and/or instructional approaches are used by others.
Excellent	An expert teacher who consistently can both use and adapt discipline-appropriate, student-centered learning strategies to various contexts. Consistent focus on methods and approaches to improve engagement of students to deepen and enhance their learning. Examples may include: • Deep (beyond the learning activity) and broad (implications of material) command of subject matter. • Regularly solicits and acts on feedback from students on their learning (e.g. mid-course evaluations, mid-placement feedback, evaluative comments in small group learning, etc.). • Teaching is highly engaging and demonstrates understanding of student learning, difficulties with material/topics.
High Quality	A highly effective teacher who demonstrates broad command of subject matter and employs discipline-appropriate student-centered learning strategies. Effectively engages students in appropriate ways to support their learning. Examples may include: • Shows clear command of subject matter; includes examples of current trends and innovations in field, makes connections to other courses/fields of study. • Effective use of student-centered approaches and learning strategies (e.g. clickers, pair-share, small group discussion, peer feedback, laboratory and clinical activities, etc.). • Provides fair, consistent assessments and timely feedback to students (e.g. on midterms, activities in practice settings). • Consistently demonstrates professional behavior in learning and mentoring activities, with attention to diversity of students' needs/abilities.
Successful	A consistently professional educator, who sets clear expectations and shows concern for student success, creates an engaging environment conducive to learning, and demonstrates expertise with subject matter. Examples may include: • Expectations for students are readily apparent (e.g. goals for learning, relationship to other areas of the curriculum). • Creates a respectful, inclusive and engaging atmosphere for dialogue and learning. • Demonstrates up-to-date knowledge of recent developments/issues within the field (and/or how to access information) and models their application successfully (e.g., practice guidelines, expected competencies for the profession). • Effectively balances learner's needs with other involved parties (e.g., interactions with patients, in court, students and teachers in placement settings, etc.).
Developing	Educator demonstrates awareness of gaps in teaching practice (as it relates to student engagement, preparedness, presentation style, discipline-appropriate approaches to teaching, etc.). Efforts and commitment to improve. Examples may include: • Seeks to use a variety of teaching methods or frameworks to gain experience and insight into appropriate teaching approaches for the content and context they are working with. • Minor issues with professionalism towards teaching. • Limited evidence of use of discipline-appropriate approaches proven to support student learning. • Some issues with subject matter knowledge.
Poor	Teaching raises serious concerns in relation to one or more of the following: professionalism, organization and preparation; the ability to engage students; the knowledge of subject matter. Examples may include: • Unprofessional behavior, cancelling teaching activities, non-inclusive or hostile approaches. • Uses a single approach to teaching when the material or the context calls for different approaches to optimize student learning. Shows no interest in, and/or resistance to, considering alternative approaches. • Failing to provide clear and timely guidance on expectations, assessments etc. • Teaching at a level inappropriate for the course and/or failure to respond to significant student concerns.

UBC（2019）A rubric for Summative Peer Review of Teaching GUIDANCE NOTES. Retrieved from https://ctlt2013.sites.olt.ubc.ca/files/2019/07/2019-07-17_sprt_guidance_notes_.pdf

3.教育領導（Educational Leadership）表現的審查重點

○ **對教學、學習和評量的創新和改進**，影響超出課堂、系所、學科或機構

○ 對課程開發和更新的重大貢獻

○ 促進跨學科、跨專業和跨機構合作之教學和學習相關活動

○ 申請及參與教與學之學術

○ 對教和學應用及理論之出版品，如同儕評審之專業期刊、研討會、書籍章節、教科書等。

○ 為地方、國家和國際組織之研討會、計劃、專題討論、座談會、工作坊等教和學活動之貢獻。

○ 確保教和學創新之資金或資源，領導資助計劃或活動。

○ 獲得獎勵，其他對教學和學習活動之卓越認可。

○ 建立教育卓越的能力，如對同事的指導和啟發，指導學科教學法之研究計畫。

○ 擔任校內教育領導職，所推動之相關活動。

二、國外大學所設計之教學升等作法

（二）英國　University of Glasgow

五種學術職涯升等管道，多可從第7等逐漸升等至第10等

Grade	Research & Teaching	Research	Research Scientist	Learning, Teaching & Scholarship	Academic Clinician
10	Professor			Professor	Professorial Academic Clinician
9	Senior Lecturer / Reader	Senior Research Fellow	Senior Research Scientist	Senior Lecturer / Reader	Senior Academic Clinician
8	Lecturer	Research Fellow	Research Scientist	Lecturer	Academic Clinician
7	Lecturer	Research Associate	Associate Research Scientist	Lecturer	Associate Academic Clinician

University of Glasgow（n.d.）。Academic appointment & promotion policy：Academic career tracks。Retrieved from https://reurl.cc/0X4jvY

- **升等要求同樣嚴格，需付出同等的心力，但所提供的候選人檔案不同**

研究與教學升等路徑 (Research & Teaching)		學習、教學和學術升等路徑 （Learning, Teaching & Scholarship）
A：研究與學術 （research & scholarship）	A1：產出（outputs）	A：學習與教學實踐 （learning & teaching practice）
	A2：獎助（award generation）	
	A3：指導（supervision）	
B：影響（impact）		
C：學習和教學實踐 （learning & teaching practice）		B：學術、知識交流和影響 （scholarship, knowledge exchange & impact）
D：領導、管理和參與 （leadership, management & engagement）		C：領導、管理和參與 （leadership, management & engagement）
E：尊重（esteem）		D：尊重（esteem）

- 升等職級越高越重視學術產出
- 8級較重「學習與教學實踐」，佔60％。
- 10級較重「學術知識交流與影響、領導管理與參與」，佔60％

University of Glasgow（n.d.）。Academic appointment & promotion policy：Academic career tracks. Retrieved from https://reurl.cc/0X4jvY

學習、教學和學術升等路徑（Learning, Teaching & Scholarship）

審查項目	可提出之佐證資料類型
A：學習與教學實踐（learning & teaching practice）	• **對教學、課程、評量進行反思並採創新方法**，開發**新教材**、開發**創新課程**、**跨學科**教學合作；運用**科技**強化學習、教學和評量 • 支持合作及包容性的學習環境；引入新的學習形式 • 完成**教學專業訓練**、獲得**教學獎勵**
B：學術、知識交流和影響（scholarship, knowledge exchange & impact）	• **教與學學術**之成就 • 期刊文章、教科書、專業指導、字典、對研究資料庫之貢獻等產出 • 參加**學習及教學有關之外部機構**，與外部組織建立夥伴關係 • 指導研究生、獲得外部資金
C：領導、管理和參與（leadership, management & engagement）	• **強化學生學科學習經驗之行政表現** • 影響學科之學習和教學文化的證據 • **領導課程開發、研究計畫團隊和活動** • 對政策制訂、學科/學校/學院委員會、品質保證評鑑之貢獻 • 對教學和學習之管理，如課程導師的協調；學生聯絡委員會主席。
D：尊重（esteem）	• 為外部機構的教與學研討會或活動之貢獻 • 教與學期刊或書籍的編輯委員會成員或審稿者

University of Glasgow（n.d.）. Academic Promotion Criteria Research & Teaching Grades 7-9. . Retrieved from https://reurl.cc/gMx0Eb

從國外作法反思我國教學升等制度之發展

（一）釐清對教學升等教師之任務與期望，作為發展教學升等審查指標之基礎

（二）若教學升等和學術升等教師僅在於研究種類及教學績效要求的差別，則可思考教學升等所採用研究類型之審查指標

（三）從教育領導的角度設計課堂教學之外教學相關績效與成就的審查項目

感謝聆聽！

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