



Strengthening the reward of university teaching in Austria: a conversation starter

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Introduction

The *Federal Ministry for Women, Science and Research* convened a national exchange in December 2025 that set out an ambition to strengthen how university teaching is rewarded in academic careers across Austria. To support this discussion, the Ministry commissioned this snapshot review of the current landscape for change in Austria, set within a global context in which universities and national systems are increasingly seeking to strengthen the reward of university teaching.

The purpose of this review is not to evaluate individual universities, provide a complete account of the views of the Austrian academic community, or offer recommendations for change. Rather, it is offered as a conversation starter to support discussion about the opportunities for strengthening the reward of university teaching in Austria within the context of wider global developments.

The report is built on two sources of insight. The **first** is the author's wider experience of global changes in how university teaching is rewarded, including reform models developed both by individual universities and by national systems. This includes insights generated through the *Advancing Teaching*¹ initiative as well as outputs such as the *Global Mapping study*² and *Teaching Cultures Survey*³ (TCS). Throughout the report, examples are drawn from global contexts that offer relevant points of comparison for Austria, with particular attention to research-intensive and broadly comparable higher education contexts, including Switzerland and Germany. Some examples included in this report draw on supplementary discussions with individuals directly involved in their design and implementation.

The **second** source of insight is a set of confidential informal interviews with a small sample of individuals (n=23) who provided perspectives on the current context and priorities for strengthening the reward of university teaching in Austria. Of these interviewees, three were Ministry representatives and four were international observers who offered external perspectives on the context for change in Austria. The remaining interviews (n=16) were held with Austrian academics across different career stages and institutional roles – including early-career academics, research group leaders, department heads, teaching awardees and university leaders – drawn from 11 diverse Austrian universities. Anonymity was protected: interviews were conducted with the assurance that any views expressed would not be attributed to specific individuals or institutions. Quotes from interviewees are used throughout the report to illustrate the themes that emerged.

Drawing on these two sources of insight, the report is structured around four questions:

- 1. What is the current context for change? 3**
To what extent is university teaching currently rewarded in academic careers in Austria? What features of current institutional cultures and systems are likely to shape the direction and opportunities for change?
- 2. What are the challenges and concerns? 5**
What are the main challenges facing efforts to strengthen how university teaching is rewarded in Austria?
What concerns are likely to be raised by the academic community in response to a national change?
- 3. What are the priorities for change? 10**
What specific changes – for example to career pathways, the evaluation of university teaching, or appointment criteria – are seen as appropriate in the Austrian context and most likely to be beneficial?
- 4. What strategies should be used to drive change? 14**
What change strategies appear most likely to be effective in the Austrian higher education context?
How might reform be designed to achieve both national coherence and institutional ownership?

The following points should be noted when reading this report:

- The interview **sample is small and should not be considered representative** of the Austrian academic community as a whole. In particular, Austrian Rectors and Vice-Rectors (n=5) were over-represented, as were individuals who were broadly supportive of the direction of change proposed by the Ministry. In addition, 14 of the 23 individuals consulted were among those suggested by the Ministry as potential interviewees.
- Only **themes raised repeatedly across interviews** are reported; views expressed by a small number of individuals are not included unless they add important context or perspective. There may therefore be important themes missing from this report simply because they were not consistently raised by the particular group of interviewees consulted.
- The report **does not identify specific practices or innovations from within Austria** by name; while some interviewees highlighted practices that differed markedly from wider sector norms, these have not been singled out in this report. The only named examples of practice included in the report are those drawn from outside Austria.
- When discussing career progression in Austria, the term **appointment** is used as the primary framing, as this appears to remain the most common route to career advancement in Austrian universities; unless otherwise stated, the term *appointment* should be understood to also include *promotion* and other internal progression routes where these exist.
- The study focuses on **traditional academic roles** at Austria's 22 public universities and does not address specialist teaching roles such as senior lecturer positions.

Definitions used in the report:

- **University teaching⁴:** all activities relating to teaching and learning at universities. Examples include: curriculum development; teaching students; pedagogical research; student supervision; and educational policy making.
- **Reward of university teaching:** how an academic's contribution to university teaching influences their career advancement through appointment and promotion.
- **Pedagogy/pedagogical:** the theory, practice and development of university teaching and learning. In Austrian and wider German-speaking higher education contexts, comparable concepts are often described using the term *didactic* (*Didaktik / Hochschuldidaktik*).
- **Annual review (Mitarbeitergespräch):** a structured discussion between an academic and their line manager relating to development, performance and future objectives, typically held annually. In some institutions, these processes may also inform decisions relating to career progression and reward.

1. What is the current context for change?

Interviewees were asked to reflect on the role that university teaching currently plays in academic career progression in Austria. Taken together, their feedback suggests that university teaching is rarely, if ever, a decisive factor in appointment decisions. While some institutional variation was evident, career advancement was reported to be driven overwhelmingly by the candidate's research achievement, particularly their publications and external research income.

Figure 1 illustrates a model for how university teaching is typically rewarded in academic careers in research-intensive universities worldwide. The model is often used to highlight the limitations of traditional approaches to rewarding university teaching and the rationale for reform. It shows the relationship between an individual academic's achievement in university teaching (horizontal axis) and how this achievement influences career progression within their institution (vertical axis). Academics may see their career progression constrained if their university teaching falls below an acceptable threshold level (point A), and exceptional contributions to university teaching may, in rare cases, carry weight in appointment decisions (point B). However, only a small minority of academics are affected in either case. The educational achievements of most academics typically fall between these two thresholds and therefore often have no real impact on their career advancement. Efforts to strengthen the reward of university teaching at institutions worldwide are often focused on defining and rewarding progressive levels of university teaching achievement between these two thresholds.

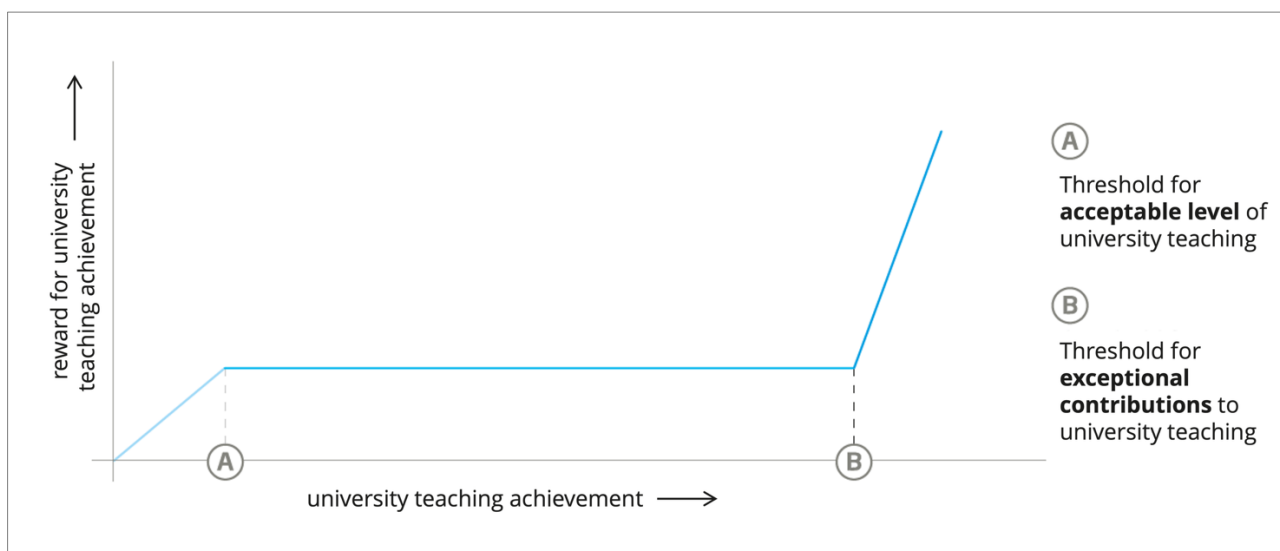


Figure 1. A model for how university teaching achievement is often rewarded in academic careers at research-intensive universities worldwide

Interviewee feedback suggested that Austria's starting point for change differs in several important respects from the model illustrated in Figure 1. It was widely noted that *"you will not be punished for bad teaching"*, with substandard university teaching (point A) rarely presenting a barrier to career advancement. Interviewee feedback suggested that, in the rare cases where substandard university teaching does influence career decisions, this was typically linked to workload fulfilment and *"not doing your share of teaching"* rather than failure to meet educational quality standards. Most interviewees also reported that the *"top end of the recognition spectrum is absent"* in Austria (point B), with exceptional achievement in university teaching carrying little or no weight in appointment decisions. In the words of one interviewee, *"you can do bad teaching without consequences and exceptional teaching without benefit"*. While university teaching has formal visibility in Austrian professorial appointment processes –

such as through the delivery of ‘test lectures’ and the representation of students on appointment committees – it was noted that these elements rarely influence outcomes in practice.

Many interviewees also reflected on the distinctive features of the Austrian higher education system that shape how university teaching is perceived, evaluated and rewarded. Alongside the autonomy of Austria’s public universities, interviewees consistently highlighted two interconnected features that were seen to distinguish Austrian universities from many global peers:

- **the Humboldtian tradition** in which “*research and teaching are intrinsically enmeshed*” and scholarly authority in university teaching is derived primarily from research expertise. Several interviewees spoke about *Habilitation*, the formal qualification in the German-speaking tradition that grants academics “*teaching authorisation*”. They noted that this process of conferring authorisation-to-teach rests overwhelmingly on research achievement, with university teaching playing only a limited role in the assessment process.
- **high and inflexible teaching loads** were noted to be a distinctive feature of Austrian universities, with academics contracted to deliver a fixed number of teaching hours each week. Unlike many research-intensive universities globally, teaching loads in Austria increase with academic seniority, with full professors expected to deliver eight teaching hours per week regardless of research standing or external research income. Many interviewees attributed these high and inflexible loads to the open admission system in Austrian universities and the broader demands associated with student progression and completion. It was also noted that these pressures have intensified in recent years following the transition from traditional *Lehrstuhl* structures towards broader faculty-based models, leaving less scope for professors to delegate teaching responsibilities to members of their research groups.

Interviewees emphasised that these traditions underpin many of the distinctive strengths of Austrian universities, including the close relationship between research and university teaching and the expectation that students are taught by leading researchers within their fields. However, many also pointed to a disconnect between the idea of “*research and teaching being intrinsically linked*” and an academic reward system overwhelmingly dominated by research. This imbalance was noted to shape Austrian university teaching cultures in several important ways. In particular, interviewees repeatedly characterised the academic discourse around university teaching as being focused primarily on **meeting teaching-load expectations** rather than on broader educational contribution, pedagogical development or educational impact. As reflected throughout this report – and explored in more detail in Chapter 2.1 – this pervasive view of “*teaching as a burden*” was a recurring theme of interviewee feedback and was noted to play a crucial role in shaping university teaching cultures and incentives.

Interviewees also reflected on the wider historical context that has shaped recent discussions around the reward of university teaching. They described a 30-year period in which Austrian universities strengthened their global research standing, with publications and external research income emerging as the dominant currency of academic advancement, and university teaching progressively sidelined within academic careers. In more recent years, however, it was noted that “*the pendulum has started to swing back*”. The introduction of the “*active student model*”, linking institutional income to student progress, was noted to be a major turning point, establishing clearer incentives to improve student learning and success. Recent years have also seen several Austrian universities introduce changes such as mandatory pedagogical training for early-career academics and more structured approaches to defining and evaluating university teaching. While these developments are significant, interviewees noted that they remain piecemeal and practices vary considerably between institutions. It is within this broader context of institutional and national change that the drive to strengthen the reward of university teaching was launched by the Ministry in December 2025.

2. What are the challenges and concerns?

Interviewees identified a range of challenges and concerns associated with efforts to strengthen the reward of university teaching within Austrian academic careers. As discussed in turn below, three broad themes emerged: (1) cultural barriers to change; (2) structural barriers to change; and (3) wider concerns about the potential impact of reform.

2.1 Cultural barriers

As noted in Chapter 1, interviewee feedback pointed to a national higher education environment that tends to *“see teaching as a burden, not a value”*, with university teaching framed as an activity that competes directly with research for time and attention. In the words of one interviewee, *“teaching is understood by many staff as something which takes away research time... something that they have to do because it’s mandatory”*. Interviewees suggested that, as a result, university teaching was often discussed primarily in terms of workload compliance rather than its impact on student learning and progress: *“people always talk about the load with respect to teaching, always the load... if you do it, then nobody talks about the quality of this teaching”*. This deep-rooted culture, combined with a Humboldtian tradition that positions university teaching as an expression of research expertise, was noted to present two distinct cultural barriers to strengthening the reward of university teaching in Austria:

1. **Teaching as a private practice.** University teaching in Austria was characterised as an overwhelmingly individualised activity where, in many institutions, *“99% of all the classes are taught only by one person”*. Workload allocation systems were noted to further disincentivise team-teaching, with teaching hours often divided across contributors rather than allocated in full to each academic. It was suggested that this model had fostered a *“solo teaching culture”* in which *“you as the professor are the sole captain of your course”*, and where external scrutiny of university teaching is often resisted and interpreted as challenging an academic’s disciplinary authority. Interviewee feedback suggested that this deep-rooted culture may present a significant barrier to the introduction of new approaches to evaluating university teaching as well as any new expectations for ongoing pedagogical training and development.
2. **Disincentives to educational innovation and reform.** Many interviewees highlighted growing calls for pedagogical and curricular renewal within Austrian universities, including the shift towards student-centred learning. They also noted, however, that such reform often requires significant development time – time that is largely unrecognised within existing teaching workload allocation systems that primarily credit in-class contact hours. Instead, existing systems were reported to favour the repeated delivery of established courses, where preparation demands are substantially lower and only limited revision is required from year to year. Several interviewees went on to suggest that educational innovation and curriculum renewal often remain invisible to line managers and appointment decision-makers, making it difficult to reward such contributions even where the will to do so exists.

Looking internationally, efforts to strengthen the reward of university teaching have often been preceded by structural changes intended to drive systemic change in educational cultures and practices. For example, more than a decade before major reforms to reward and recognition systems were launched in the Netherlands in 2019⁵, all Dutch universities introduced mandatory pedagogical training for new academics⁶, with many institutions extending these expectations to all teaching-active academics. It is similarly notable that the TCS 2025³ survey – which focuses exclusively on universities actively engaged in strengthening the reward of university teaching – identified widespread support for

pedagogical development, with 84% of academics reporting that subject expertise alone was insufficient for excellent university teaching⁷. Interview feedback suggests, however, that this level of support for educational training may not yet be shared across the Austrian academic community.

Looking beyond Austria, some institutions have sought to drive educational, cultural, and reward-system change concurrently. One example is the Technical University of Munich (TUM), a research-intensive university operating within a broadly similar Humboldtian tradition and high-teaching-load environment evident in many Austrian universities. In recent years, TUM has introduced reforms to its educational approach, systems of reward, and the institutional processes through which university teaching is valued, evaluated and supported within academic careers, as outlined in Box 1.

Box 1: **Technical University of Munich (TUM), Germany**

Over the past decade, TUM has undertaken systemic changes to its educational approach, curriculum and culture, as well as to the systems through which university teaching is rewarded in academic careers. This vision is articulated in the *TUM Teaching Constitution*⁸ which reaffirms the university's commitment to "*uniting excellent research with excellent teaching*" and sets out its new educational priorities and approach.

TUM's **educational reforms** are framed around a set of graduate competency profiles alongside wider efforts to rethink "*the spirit of education*" at the university. This has included:

- **curricular and pedagogical reform:** embedding challenge-based learning⁹ across TUM programmes, including the introduction of cross-disciplinary *Project Weeks*¹⁰, in which students and academics work together on complex real-world problems;
- **extracurricular learning pathways:** the creation of new thematic learning pathways through the *TUM Learning Pathways* (LEAP) initiative¹¹, combining curricular and extracurricular learning around major themes such as sustainability, entrepreneurship and artificial intelligence.
- **AI and educational technology:** the development of an *AI constitution*¹² focused on strengthening capacity in educational technology and rethinking the role of campus-based learning in the age of AI.

At the same time, TUM introduced a series of structured reforms intended to strengthen both the **reward of university teaching** and the **wider educational cultures** needed to support these changes. Building on the *Teaching Constitution*, these institution-wide changes have included:

- **pedagogical training:** the introduction of compulsory pedagogical training¹³ for all new TUM academics, a deliberate move away from the voluntary participation model used previously;
- **appointment and promotion criteria:** strengthening the prominence of university teaching within TUM's academic careers¹⁴, including requirements for all successful candidates to demonstrate at least "*very good performance in Academic Teaching, clearly exceeding the norm*". Different levels of emphases between research and university teaching are also possible in this framework: promotion to full professor may be based either on excellence in research with very good performance in university teaching, or excellence in university teaching with very good performance in research.
- **demonstrating achievement:** a requirement for all candidates to submit a teaching portfolio¹⁵ that provides evidence of quality, achievement and broader contributions in university teaching;
- **teaching load allocations:** while retaining standard expectations, such as nine teaching hours for full professors, TUM has introduced greater flexibility in what 'counts' towards teaching allocations, including pedagogical training, educational leadership, interdisciplinary or extra-curricular teaching, and time spent developing new courses and embedding new pedagogies.

These reforms were developed incrementally over more than a decade, shaped not only by a long-term vision but also by responsiveness to external disruptions – most notably the shift to online teaching during the pandemic and the rapid emergence of AI – which created new momentum and opportunities for change.

2.2 Structural barriers: institutional systems and processes

Experiences from forerunner universities worldwide suggest that revising academic career pathways and appointment criteria alone is unlikely to drive systemic change in how university teaching is valued and rewarded in practice. Equally important is the alignment of wider institutional systems and processes on which such policy changes rely. Interview feedback suggested that the supporting institutional processes through which university teaching is defined, evaluated, supported and assessed in Austria may present particular barriers to reform:

- **Barrier 1: How are expectations for university teaching defined?** Interviewees emphasised the importance of establishing shared definitions for university teaching, including clearer developmental pathways and expectations across different career stages. It was widely noted that most Austrian universities currently lack such guiding frameworks, with interviewees emphasising that the absence of shared definitions and developmental standards makes cultural reform significantly harder to achieve. Looking internationally, well-regarded² frameworks can be found at institutional level (e.g. University of Kansas¹⁶), national level (e.g. Ireland¹⁷ and Denmark¹⁸) and transnational level (e.g. the Career Framework for University Teaching¹⁹).
- **Barrier 2: How is university teaching evaluated?** While clear exceptions exist, student surveys remain the dominant mechanism through which quality and impact in university teaching are evidenced across Austrian universities. Significant concerns were raised, however, about the validity and robustness of these surveys, including doubts about survey design, participation rates and the potential for bias. Growing concern about over-reliance on student surveys has driven major advances globally. Much of this activity has focused on two strands of work: redesigning surveys to capture learning experience rather than student satisfaction²⁰ and developing rubrics to help academics identify and present broader evidence of their distinctive contribution to university teaching²¹. However, interviewees consistently reported that student survey scores play little or no formal role in most Austrian \$98 professorial appointments. Instead, teaching-related evidence was reported to rely primarily on the test lecture and information about the candidate's teaching workload (such as the number of courses taught), with limited scope to capture measures of the quality, achievement or impact of their educational contribution.
- **Barrier 3: How is ongoing development in university teaching scaffolded and reviewed?** Globally, annual reviews (*Mitarbeitergespräch*) have often been used as an important lever for changing attitudes and expectations around how university teaching is defined and rewarded, opening up new conversations about progression and reflective practices among both academics and line managers. However, interview feedback pointed to substantial variation across Austrian universities in whether, or how regularly, such reviews are held. Where reviews do take place, university teaching was noted to rarely feature in the discussion beyond workload management and "*if you have fulfilled requirements*". It was consistently reported that there is typically no expectation for reflection or discussion of ongoing development in university teaching.
- **Barrier 4: Who assesses candidates?** Across global efforts to strengthen the reward of university teaching, appointment committees are consistently identified as one of the major barriers to change – in their awareness of new expectations, their willingness to enact them in practice, and their capacity to evaluate evidence of quality and impact in university teaching. **Box 2** outlines two European examples of how universities have sought to address these challenges. In Austria, appointment committee membership is selected by the Senate. Committee membership consists primarily of professors, alongside student and mid-career academic representatives, with assessment informed by external reviewers drawn from the candidate's research field. Unlike many universities in Northern and Western Europe, Austrian appointment committees do not typically include individuals with specific expertise in evaluating university teaching.

Experiences from universities worldwide suggest that addressing any one of these barriers alone is rarely sufficient to drive broader cultural change. Frameworks to define and evaluate university teaching (barriers 1 and 2) have long been a central focus of reform efforts. More recently, however, attention has turned to the institutional processes through which such expectations are enacted in practice, particularly annual review and candidate assessment (barriers 3 and 4), which are increasingly recognised as critical determinants of whether policy change will translate into institutional practice.

Box 2: **Emerging global practices in how candidates are assessed**

The effective reward of university teaching ultimately rests on the university's capacity to conduct informed, transparent and robust assessments of each candidate's educational achievement and impact. In most research-intensive universities worldwide, these assessments draw on the judgement of two groups: external disciplinary reviewers and internal appointment committees (typically comprising senior professors and institutional leaders). However, the capacity of these groups to make evidence-based assessments of candidates' impact and achievement in university teaching can be limited. While change in these areas has often proved challenging, a growing number of universities have sought to strengthen the expertise and evaluative capacity of each of these groups:

- **external peer reviewers** play a crucial role in providing independent assessments of candidates. To complement traditional research-focused disciplinary review, a growing number of universities are now seeking to strengthen external reviewers' capacity to assess a candidate's approach and impact in university teaching. To support these shifts, a national programme²² has been established in Sweden to train academics nationwide to act as external pedagogical assessors for appointments, promotions and other reward processes. Over the past 15 years, this initiative has helped establish a national community of 330 reviewers who are trained to assess candidates' educational approach and impact through expert evaluation of their teaching portfolios. Reviewers may either be invited specifically to evaluate a candidate's educational achievement or, more commonly, selected as external reviewers with expertise to evaluate **both** research and educational achievement. Around one third of these reviewers also serve on appointment or promotion committees within their own institutions, helping to strengthen educational expertise within internal decision-making processes.
- **appointment committees** typically make final decisions on a candidate's appointment or promotion based on the evidence collected during the application process. Recognising that these committees have traditionally been composed primarily of experts in research, some universities have worked to adjust their membership and expertise base to better reflect new expectations around university teaching. For example, Eindhoven University of Technology (TU/e) in the Netherlands recently introduced a pilot approach in which appointment committee members are selected to reflect the profile and specialisms of the candidate under review. So, if a candidate places substantial emphasis on university teaching within their academic profile²³, the composition and expertise of the committee membership is adjusted accordingly.

Together, these examples reflect a growing international focus not only on **how** universities define, evaluate and support achievement in university teaching, but also on **who** is responsible for assessing it.

2.3 Concerns expressed by the academic community

While many interviewees were supportive of national efforts to strengthen the reward of university teaching, they nonetheless expressed a range of concerns about how such reform might be designed, implemented and experienced in practice. As discussed in turn below, these concerns broadly fell into two categories: concerns about the potential unintended consequences of reform, and concerns that reform efforts may ultimately fail to deliver meaningful change.

2.3.1 Concerns about unintended consequences of reform

Interview feedback pointed to four broad concerns that were likely to emerge across parts of the Austrian academic community about the potential unintended consequences of reform:

1. **Dilution of global standing:** the concern that strengthening the role of university teaching in academic careers could weaken research quality and output, potentially compromising the global competitiveness and standing of Austrian universities and their academic communities.
2. **Increasing the pressures on academics:** the concern that reform efforts could place further pressures on academics who already feel overwhelmed by university teaching workloads and the constraints these place on the time available for research.
3. **Threats to university autonomy:** the concern that a Ministry-led national reform risks imposing mandatory, inflexible requirements that take insufficient account of institutional missions, profiles and contexts, thereby eroding the autonomy of Austrian universities.
4. **Impact on early-career academics:** the concern that reform could undermine the protection currently afforded to early-career academics from heavy teaching loads, reducing the time available for research development and weakening their future academic career prospects.

Many of these concerns appear rooted in a perception that strengthening the reward of university teaching could ultimately take Austrian universities out of alignment with the norms and expectations of the world's leading research-intensive institutions. Similar concerns have accompanied reform efforts in other national systems, including the Netherlands²⁴ and Norway²⁵. Viewed in a wider global context, however, it is striking how many top-ranked universities are now – or have recently – worked to strengthen how university teaching is evaluated and rewarded. Indeed, if universities in the US and China are excluded, the vast majority of institutions ranked in the top 40 of the *QS World University Rankings 2026*²⁶ have either introduced or are actively preparing for such reforms. For some institutions – such as UCL (UK), UNSW (Australia), the University of Hong Kong (Hong Kong), TU Delft (Netherlands) and UBC (Canada) – these changes (or plans for change) are substantial.

2.3.2 Concern that reform will not deliver meaningful change

A further set of concerns came from interviewees who were broadly supportive of reform but expressed reservations about whether planned changes would deliver meaningful impact in practice:

1. **Policy-practice disconnect:** the concern that universities may formally strengthen the place of university teaching in reward systems while practices remain unchanged: i.e. the same profile of academics continue to be appointed for the same reasons by the same decision-makers.
2. **Weak national policy levers:** the concern that the Ministry lacks sufficiently effective financial or regulatory mechanisms to drive systemic change across all Austrian universities, increasing the risk of superficial or symbolic reform rather than deep-rooted institutional change.
3. **Resistance from influential groups:** the concern that a small but influential group of senior academics have the standing and institutional influence to block, dilute or slow reform efforts, while academics more supportive of reform remain reluctant to express their views publicly.
4. **Limits of structural reform:** the concern that changes to criteria, policies and procedures governing the reward of university teaching will not produce lasting systemic change without broader shifts in how university teaching is perceived, discussed and valued across institutions.

Taken together, these concerns suggest that meaningful reform will depend not only on changes to policies, but also on the collective will and capacity to translate them into practice.

3. What are the priorities for change?

Interviewees were asked to identify their priorities for strengthening the reward of university teaching within Austrian academic careers. Many spoke about how changes to reward systems would only be effective if delivered alongside broader reforms to educational cultures and practices. This chapter therefore considers priorities for change through two lenses: first, the wider structural and cultural changes to university teaching that were identified as important preconditions for reform (Section 3.1); and, second, specific priorities for change to how university teaching is rewarded (Section 3.2).

3.1 Broader cultural and educational change in university teaching

The need for broader changes to educational cultures and practices across the national sector was a repeated theme of interviewee feedback. They pointed to the importance of fostering cultures in which academics perceive *“teaching as a privilege, not a burden”* and view the education of students as *“the activity through which universities have their most direct impact on future generations”*. Four areas were consistently highlighted as priorities for reform in the Austrian context:

- **Making education visible:** It was widely noted that academics’ educational contributions – including those that have a profound impact on student engagement and learning – often remain hidden from line managers and institutional decision-makers. In particular, substantial contributions to university teaching such as curriculum reform, pedagogical innovation and team teaching were often described as unacknowledged and *“almost invisible”* beyond immediate colleagues. Interviewees repeatedly pointed to the need to increase the visibility of academics’ educational contributions, making it easier to identify, showcase and recognise good practice.
- **Changing teaching workload models:** Interviewees repeatedly pointed to the limitations of teaching workload models that focus primarily on contact hours and in-class delivery. Several suggested that if universities wished to improve educational quality and impact, institutional workload systems may need to recognise the training and development time inherent in designing and delivering new pedagogies, courses, programmes and educational initiatives. Box 1 outlines how TU Munich has adapted its teaching workload model, which now recognises a broader set of activities such as pedagogical training, educational leadership, and extra-curricular teaching.
- **Building communities of practice:** It was widely reported that *“teaching is simply not talked about”* within day-to-day academic life, with few established forums through which academics from different disciplines can exchange educational ideas and practices. Opportunities for academics to come together nationally to discuss university teaching and learn from colleagues at other institutions were also noted to remain limited. Establishing institutional and national communities of practice was proposed as one way to encourage a cross-fertilisation of educational ideas and foster cultures in which university teaching is more openly discussed.
- **Strengthening educational development and innovation:** Interviewees also highlighted the importance of increasing capacity for educational innovation across the academic community. Some advocated introducing mandatory pedagogical training for all early-career academics nationwide. Others noted that a major barrier to educational innovation is the limited time available to academics, pointing to the potential benefits of creating protected time within academic workloads to develop and deliver new educational ideas. Indeed, a growing number of universities worldwide have introduced schemes that allow academics to ‘buy out’ a portion of their time to lead major educational initiatives, such as the *Pedagogical Ambassador Project*²⁷ at Stockholm University and the *Education Centre Fund*²⁸ at Utrecht University.

Viewed in a global context, it is striking how many universities are currently seeking to strengthen the reward of university teaching **alongside**, rather than after, broader efforts to shape institutional cultures and practices around education. These changes often combine reform to career pathways with wider initiatives to increase the visibility of university teaching, strengthen communities of practice and create new opportunities for educational development and innovation. For example, the École Polytechnique Fédérale de Lausanne (EPFL) in Switzerland recently launched the *s'EPanouir-Flourish*²⁹ initiative to drive educational change across the university; one of the five working groups³⁰ is focused on "*ensuring that teaching is an enjoyable, rewarding challenge*". This group combines activities to re-evaluate the place of university teaching within academic career pathways with broader efforts to strengthen educational cultures. Several indicators of this cultural change are being actively tracked over time, including through a longitudinal survey of staff perceptions and the prominence given to university teaching within institutional communications, news and events. As part of the wider *s'EPanouir-Flourish* initiative, EPFL has also established a *Teaching Development Fund*³¹ to support educational experimentation and the development of new pedagogical approaches.

3.2 Priorities for strengthening the reward of university teaching

Efforts to strengthen the reward of university teaching worldwide are often guided by a small number of overarching principles for change. **Box 3** outlines a selection of principles adopted in different international reform efforts. Interviewees were asked to consider each principle and discuss the extent to which it would represent appropriate and effective ambitions in the Austrian context. Overall, there was particularly strong support for Principles 1, 3 and 4, and almost universal rejection of Principle 6. Taken together, interviewees' responses to the six principles provide insight into their broader priorities and preferences for reform. Their feedback on each principle is summarised overleaf.

Box 3: Guiding principles for change

Listed below are various principles that have guided some of the most prominent efforts to improve the reward of university teaching worldwide. Together, they reflect different views about what a stronger system for rewarding university teaching could look like.

1. What constitutes achievement and the criteria governing career progression should be as **clearly defined in university teaching as they are in research**.
2. The standard expected of academics in university teaching should **rise at each stage of the career ladder**, as it does in research.
3. The ways in which **university teaching is evaluated** should be robust, trusted by the academic community, and not reliant solely on simplistic measures such as student evaluation scores.
4. A candidate's contribution to university teaching should **carry real weight in academic appointment** decisions and contribute meaningfully to outcomes.
5. Academics should be able to place **different levels of emphasis** on university teaching, research and other activities in their careers, rather than all academics being expected to place an equal emphasis on university teaching and research.
6. Universities should create a **new career pathway** for academics who focus primarily on university teaching – one that offers genuine opportunities for advancement, including to the most senior academic levels.

Principle 1: Defining university teaching. Interviewees expressed strong support for establishing a national framework to define achievement and progression in university teaching. A shared set of standards – offering a common language across institutions, disciplines and academic groups – was described by many as an essential precondition for strengthening the reward of university teaching nationwide: *“without a framework, without something concrete to communicate around, cultural reform is impossible”*. It was widely noted that any framework should remain aligned with wider international standards related to university teaching, to support academic mobility and the recruitment of international talent, while still preserving flexibility for Austrian academics to *“fly in their own way as teachers”*.

Principle 2: Raising expectations with progression. Around half of Austrian interviewees expressed support for the principle that academics should continue to improve their achievement in university teaching at each career stage, rather than simply continuing to meet a minimum threshold level of competence throughout their careers. However, support was conditional on establishing clear progression criteria and clarity about the forms of evidence required to demonstrate achievement. Several suggested that progression criteria for early-career academics should focus primarily on the development of pedagogical skills through training and reflective practice, rather than demonstrated educational impact. At the same time, many questioned whether any expectations for continuous progression in university teaching would remain realistic or desirable beyond the full professor stage.

Principle 3: Strengthening evaluation tools. Almost all interviewees spoke about the need to strengthen the ways achievement and impact in university teaching are evaluated. As discussed in Chapter 2, student surveys were widely viewed as offering insufficient, unrepresentative and, for several interviewees, actively misleading indicators of academics’ educational contributions. However, there was no clear consensus about what sources of evidence should be used to complement existing approaches; instead, interviewees emphasised the importance of flexibility and avoiding imposing undue burdens on universities or academics. At the same time, several cautioned against creating a purely metrics-based model for university teaching, particularly at a time when such approaches are being challenged in research assessment; for these interviewees, qualitative and narrative evidence was preferred.

Principle 4: Ensuring university teaching counts. Most interviewees expressed strong support for the principle that university teaching should play a more prominent role in academic appointment decisions. However, some argued that meaningful progress would first require greater honesty about the current disconnect between policy and practice, noting that university teaching is often seen to have limited influence on career decisions even in institutions where formal mechanisms for recognition already exist. Views diverged on the relative weight that should be given to university teaching and research in appointment decisions; while some supported equal weight in principle, others questioned whether full parity would be appropriate within an international academic labour market that continues to place a dominant emphasis on research achievement.

Principle 5: Diversifying academic careers. While some interviewees were unfamiliar with the concept of ‘blended’ academic career tracks (as described in Box 4), over half expressed broad support for the creation of more flexible academic pathways that accommodate different academic profiles and routes for career advancement. However, their support was often conditional on maintaining a clear expectation that research remains a substantial and integral component of all academic careers. Several also expressed concern that increased flexibility could function primarily as a mechanism for research-focused academics to reduce their teaching commitments, rather than enabling genuine diversification in either direction. Several interviewees rejected the principle outright, arguing that academic careers should continue to combine both research and teaching in equal measure rather than accommodate differentiated profiles. In the words of one interviewee, *“the mission of the university is research and teaching. This is essential and there’s no quid pro quo... we should not separate them.”*

Principle 6: Establishing education-focused paths. Almost all interviewees expressed scepticism or opposition to the creation of education-focused academic career pathways across Austrian universities. Two distinct concerns were raised. The first was a perceived status problem: interviewees pointed to experiences from universities worldwide suggesting that academics whose primary identity is as a teacher often lose standing within the scientific community regardless of how their role is formally designated. Several also highlighted existing education-focused roles in Austria, particularly senior lecturer positions, as evidence that such pathways risk functioning in practice as career dead ends. The second concern was rooted in the Humboldtian relationship between research and teaching: many argued that high-quality university teaching depends on academics remaining active at the frontier of their discipline, and that separating teaching from research risks weakening both. The few interviewees who expressed more positive views typically had direct experience of institutions where such education-focused pathways were understood to operate effectively and to act as a driver of broader engagement with university teaching across the academic community as a whole.

Box 4: Blended academic career pathways

A blended academic career pathway offers a single unified academic track that accommodates different profiles and routes for career progression. In universities that adopt this approach, the blended pathway is the primary academic career route, not a specialist alternative. All academics are expected to demonstrate a minimum threshold of contribution across a small number of core domains – most commonly university teaching, research and institutional contribution. Beyond these threshold levels, however, individuals are able to place greater emphasis on particular areas of strength and interest within their academic profile.

In many blended models, expectations increase with career progression: all academics are expected to demonstrate growing achievement across core domains while building distinction in selected areas. One example is *Academic Careers Framework*³² at UCL, which structures academic careers across four domains: teaching, research, institutional citizenship, and enterprise/external engagement. Academics are expected to demonstrate a threshold level of achievement across all four domains while identifying one or more areas in which they make a particularly distinctive contribution.

Figure 2 illustrates the concept of a blended academic career pathway using an example from Vrije Universiteit Amsterdam³³. Each of the three individuals shown in the diagram represents an academic with a different profile – one with a particular emphasis on *teaching*, one on *impact*, and one on *research*. In each case, *teaching*, *impact* and *research* still remain as core components of the profile, reflecting the threshold expectations that apply across all academics regardless of their primary area of emphasis. The blue hexagons – *leadership*, *development* and *management* – also appear consistently across all three profiles, representing the institutional responsibilities that remain common regardless of individual profile. Different profiles therefore reflect variation in emphasis and contribution rather than exclusive focus on a single domain.

Similar blended career pathway approaches are discussed elsewhere in this report, including at TU/e²³ and TU Munich.



Figure 2. Illustrative model of a blended academic career pathway at Vrije Universiteit Amsterdam

4. What strategies should be used to drive change?

Following discussions about **what** changes should be prioritised, interviewees were asked to reflect on **how** reform should be developed and implemented in practice. Drawing on examples of strategies adopted by other countries to strengthen the reward of university teaching, they were invited to consider which approaches would be most appropriate and effective in the Austrian context. The views summarised below are confined to interviewees currently working at Austrian universities (n=16).

Taken together, interviewees repeatedly emphasised **four broad priorities** for how change should be developed and implemented nationwide:

1. **A university-led reform.** It was widely noted that, for change to be effective *"it must come from the universities, not a centrally-developed system... universities have to define it themselves and take responsibility for it themselves"*. For many, this was not primarily a question of institutional autonomy, but of implementation: changes to reward systems ultimately depend on shifts in academic culture and are unlikely to take root unless institutions experience them as their own. University ownership was also seen as important for ensuring that reform reflects institutional priorities and culture, recognising the need for adaptation to different disciplinary and institutional environments. In this context, the *Forum Lehre*³⁴ was repeatedly identified as a potentially powerful vehicle for reform. Many suggested that leadership and coordination through this existing forum could provide both national coherence in approach and a direct route from collective agreement to implementation across all 22 Austrian universities.
2. **National principles, institutional flexibility.** Strong support was expressed for a strategy in which broad principles for change are agreed nationally, with universities retaining flexibility in how these are interpreted and implemented locally. This approach was viewed as offering a crucial balance between enabling collective momentum for reform and preserving institutional ownership over how change is enacted in practice. Of the global approaches discussed with interviewees, the Dutch model shown in **Box 5** was viewed as a particularly relevant example of how shared national ambitions can be combined with institutional flexibility in implementation.
3. **Shared standards, co-created with the sector.** Many noted that, for change to be embedded effectively across institutions, it should be built on a common understanding of how achievement and progression in university teaching are defined. They pointed to the need for a shared national framework that could offer both institutions and academics greater clarity about the activities and achievements that drive career progression. Interviewees also stressed, however, that any framework or criteria should be developed through a sector-led process to ensure legitimacy and applicability across different disciplinary and institutional contexts. Of the global approaches discussed with interviewees, there was a particularly positive response to the Irish model (**Box 5**), which was valued not only for the framework under development but for the active role played by the national academic community in shaping and refining its design.
4. **Fostering changes to culture and practice.** Lasting reform was widely viewed as depending not only on changes to policy, but also on wider shifts in educational cultures and practices. Many highlighted the importance of approaches that increase the visibility, status and legitimacy of university teaching, while also strengthening education-focused communities of practice. Several interviewees pointed to voluntary recognition systems as a valuable stepping stone to wider cultural change, allowing new approaches to be tested, demonstrated and legitimised through voluntary participation before wider adoption across the academic community. Of the international approaches discussed with interviewees, there was a particularly positive response to the *Pedagogical Merit* model adopted across Sweden and Norway (**Box 5**).

Taken together, these strategies describe an approach to reform that is **university-led, guided by national principles for change, underpinned by a shared language** and supported by **shifting cultures and practices**. Across all four themes, interviewees emphasised the importance of balancing meaningful national change with flexibility for institutions and individual academics. In this context, feedback pointed to a relatively consistent view of the Ministry's role: to create legitimacy, visibility and momentum for reform at a national level, while allowing universities ownership over how change is developed and implemented in practice. Funding mechanisms, performance agreements and political signalling were identified by some interviewees as important levers for supporting change.

Box 5: National reform approaches viewed positively by interviewees

Netherlands: national principles, institutional flexibility

Through the *Recognition & Rewards*⁵ initiative, launched in 2019, Dutch university rectors collectively agreed a shared set of national priorities³⁵ for reforming academic careers, with institutions retaining flexibility in how these ambitions were translated into local policy and practice. These priorities include "*Diversification and vitalisation of career paths*" (i.e. offering greater flexibility in the types of contribution and achievement that can support academic progression) and "*Balancing the individual and the collective*" (i.e. recognising not only individual achievement, but also contributions to teams, departments and wider institutional goals). Institutional flexibility did not, however, lead to incremental change: reforms across participating universities have involved root-and-branch changes to the design of academic career tracks, evaluation systems and institutional processes supporting career progression. Targeted government support and funding³⁶ were also introduced, once universities had collectively agreed the priorities, targets and timelines for change.

Ireland: shared standards, co-created with the sector

Ireland's *Higher Education Authority* (HEA) is currently developing a national framework for university teaching¹⁷. The framework is being designed for use in universities nationwide within three institutional processes: appointment, promotion, and professional development (including annual review and pedagogical training). Central to the initiative is the creation of a shared language and common understanding of educational achievement and progression in university teaching across Ireland.

Commenced in 2024, the framework is being developed through a highly consultative and iterative national process, explicitly designed to build academic ownership, sector credibility and applicability across Ireland's diverse higher education sector. While overseen by the HEA, the work is being led full-time by an academic seconded to the agency and guided by a national advisory group bringing together academics from across different disciplines and institutional contexts in Ireland. A key starting point was discussion with the higher education community about the rationale for the framework itself: what problem it was intended to address and how it might be used in practice. Development has involved repeated cycles of consultation, feedback and refinement before moving into pilot testing across Irish universities beginning in September 2026.

Norway/Sweden: fostering changes to culture and practice

Originally developed in Sweden³⁷ and now adopted nationally across Norway³⁸, the *Pedagogical Merit* model³⁹ is a reward scheme for university teaching that operates alongside existing academic career structures. Academics apply for merited status through a teaching portfolio that demonstrates their educational approach, impact and leadership against a defined set of standards. Successful candidates join a community of merited academics that actively promote collegial and evidence-led approaches to university teaching across the institution. Participation is voluntary, but incentivised at both individual and departmental levels: merited academics receive a permanent salary increase, while departments typically receive additional educational funding linked to the number of merited academics they employ. The model does not require reform of existing career tracks and only affects academics who choose to participate. It can therefore offer a valuable first step towards wider change by allowing institutions to test and demonstrate the benefits of new approaches to rewarding university teaching before committing to more substantial structural reform.

Concluding comments

This report is designed as a conversation starter on how the reward of university teaching could be strengthened in Austria. Given the relatively small number of interviews conducted, the views expressed should not be regarded as representative of the sector as a whole. However, considered alongside the international examples discussed throughout the report, these perspectives offer a useful lens through which to explore the opportunities, challenges and choices associated with strengthening the reward of university teaching in Austria.

Taken together, interviewee feedback suggests that efforts to strengthen how university teaching is rewarded in Austrian academic careers are likely to require action in three connected areas. The **first** concerns formal academic career structures and the extent to which educational achievement influences appointment and career progression. Many interviewees pointed to the need to strengthen and clarify the role of university teaching in academic advancement. The **second** concerns the wider institutional processes that support effective reward systems, including how educational achievement is defined, evidenced, assessed and developed. Robust institutional processes were noted to be crucial to ensuring that policy ambitions translate into practice. The **third** area concerns educational cultures. In the short term, interviewees emphasised the importance of engaging the national academic community in discussion about the rationale for change. Over the longer term, many pointed to the need to foster environments in which university teaching is a visible and valued part of academic life, supported by strong communities of practice and greater opportunities for educational collaboration and leadership.

Chapter 4 highlighted four broad priorities for how change should be developed and implemented across the Austrian higher education sector: a university-led reform; national principles, institutional flexibility; shared standards, co-created with the sector; and fostering changes to educational cultures and practices. Together, these four priorities could be used to frame four questions for future discussion across Austria's higher education sector:

1. **University-led reform:** How could a university-led reform process be structured and coordinated nationally?
2. **National principles, institutional flexibility:** What should be the national priorities for strengthening the reward of university teaching?
3. **Shared standards, co-created with the sector:** Would a common national framework for defining achievement and progression in university teaching be beneficial and, if so, how might it be developed?
4. **Fostering changes to culture and practice:** What mechanisms and incentives are most likely to encourage wider changes to educational cultures and practices?

The findings presented in this report do not point to a single set of proposals or model for change. Rather, they are intended to support discussion about how the above questions might best be addressed within the Austrian context.

Endnotes

- ¹ Advancing Teaching: <https://www.advancingteaching.com>
- ² Rewarding teaching in academic careers: Mapping the global movement for change: <https://www.advancingteaching.com/mapping/>
- ³ Teaching Cultures Survey: <https://teachingcultures.com>
- ⁴ Definition of *university teaching*: <https://www.advancingteaching.com/universityteaching/>
- ⁵ Recognition and Reward, “Room for Everyone’s Talent”, Netherlands: <https://recognitionrewards.nl>
- ⁶ Molenaar, W. M. I., & Zanting, A. (2015). Experiences with the implementation of a national teaching qualification in university medical centres and veterinary medicine in the Netherlands. *Perspectives on Medical Education*, 4, 43–46.
<https://doi.org/10.1007/s40037-015-0159-y>
- ⁷ Teaching Cultures Survey 2025 findings related to attitudes to pedagogical training is given here: <https://teachingcultures.com/resources/TCS-2025-pedagogical-training.pdf>
- ⁸ TUM Teaching Constitution: https://www.tum.de/fileadmin/w00bfo/www/Studium/Lehren_und_Lernen/Lehren-Seiten/Dokumente/TUM_Teaching_Constitution_2018.pdf
- ⁹ Challenge-based learning, TUM: <https://www.edtech.tum.de/challenge-based-learning-in-engineering-education-findings-from-a-systematic-literature-review>
- ¹⁰ TUM project weeks: <https://www.tum.de/en/studies/degree-programs/key-skill-programs/project-weeks>
- ¹¹ TUM Learning Pathways (LEAP): <https://www.tum.de/en/news-and-events/all-news/press-releases/details/project-tum-leap-receives-national-funding-for-innovative-teaching-architecture>
- ¹² TUM AI Strategy: <https://mediatum.ub.tum.de/doc/1766631/1766631.pdf>
- ¹³ ProLehre Onboarding, TUM: <https://www.prolehre.tum.de/en/prolehre/programs-services/courses-certification/onboarding-for-new-teaching-staff-at-tum/>
- ¹⁴ TUM Faculty evaluation and promotion: <https://www.tum.de/en/about-tum/careers-and-jobs/faculty-recruiting/evaluation-promotion>
- ¹⁵ Teaching portfolio, TUM: <https://www.prolehre.tum.de/en/prolehre/programs-services/courses-certification/teaching-portfolio/>
- ¹⁶ Benchmarks for Teaching Effectiveness, University of Kansas: <https://cte.ku.edu/benchmarks-teaching-effectiveness#:~:text=The%20KU%20Center%20for%20Teaching,of%20Colorado%2C%20Boulder%2C%20and%20the>
- ¹⁷ National Professional Recognition Framework for Teaching and Learning, Higher Education Academy (HEA) Ireland: <https://hub.teachingandlearning.ie/recognising-excellence-in-teaching-and-learning-in-irish-higher-education/>
- ¹⁸ Danish Framework for Advancing University Pedagogy, Universities Denmark: <https://dkuni.dk/wp-content/uploads/2021/03/danish-framework-for-advancing-university-pedagogy-1.pdf>
- ¹⁹ Career Framework for University Teaching: <https://teachingframework.com>
- ²⁰ Highly-regarded examples of student surveys as identified in the **2025 Global Mapping** study include the **Student Experience of Instruction** at UBC (Canada) and the **Student Experience Survey** at the University of Oregon.
- ²¹ The **2025 Global Mapping** study highlighted two types of rubric: (i) those that help academics to identify evidence that best demonstrates their approach and impact in university teaching, such as: the **Tools for Evaluation** developed by **Teval** and the **Forms of Evidence** embedded in the **Career Framework for University Teaching**; and (ii) those that help academics to present evidence of their approach and impact in university teaching, such as the **teaching portfolio template** used by Aarhus Universities, which aligns with the **Danish Framework for Advancing University Pedagogy**.

- ²² National Course for Pedagogical Experts: Assessing Pedagogical Competence [in Swedish], <https://www.swednetwork.se/nationell-kurs-for-pedagogiskt-sakkunniga-2026-att-bedoma-pedagogisk-skicklighet/>
- ²³ Recognition and Rewards, TU/e: <https://www.tue.nl/en/our-university/about-the-university/tue-strategy-2030/talent/recognition-and-rewards>
- ²⁴ Gastauteurs. (2021, July 19). Nieuwe erkennen en waarderen schaaft Nederlandse wetenschap. *ScienceGuide*. <https://www.scienceguide.nl/2021/07/nieuwe-erkennen-en-waarderen-schaadt-nederlandse-wetenschap/>
- ²⁵ Enli, G., & Waaktaar, T. (2023, December 9). Økt status til undervisning eller til enkeltundervisere? *Khrono*. <https://www.khrono.no/okt-status-til-undervisning-eller-til-enkeltundervisere/832132>
- ²⁶ QS World University Rankings 2026: Top global universities: <https://www.topuniversities.com/world-university-rankings>
- ²⁷ Pedagogical Ambassador Project, Stockholm University: <https://www.su.se/centre-for-the-advancement-of-university-teaching/scholarship-of-teaching-and-learning/pedagogical-ambassador-project>
- ²⁸ Utrecht Education Incentive Fund, Utrecht University: <https://www.uu.nl/en/education/centre-for-academic-teaching-and-learning/funds/utrecht-education-incentive-fund>
- ²⁹ s'EPanour-Flourish initiative: Developing EPFL Educational Programs: https://www.epfl.ch/education/educational-initiatives/sepanour-flourish_en/
- ³⁰ Community involvement, s'EPanour-Flourish initiative, EPFL: https://www.epfl.ch/education/educational-initiatives/sepanour-flourish_en/community-involvement/
- ³¹ Teaching Development Fund, EPFL: https://www.epfl.ch/education/educational-initiatives/sepanour-flourish_en/teaching-development-fund/
- ³² Academic Careers Framework, July 2018, UCL: <https://www.ucl.ac.uk/human-resources/sites/human-resources/files/ucl-130418.pdf>
- ³³ Academic Career Paths, VU: https://assets-us-01.kc-usercontent.com/d8b6f1f5-816c-005b-1dc1-e363dd7ce9a5/de3480c3-3962-4a3e-a934-b61fe6deb90e/Academic%20Careerpath%202023%20VU_EN.pdf
- ³⁴ The *Forum Lehre* is a standing education-focused coordination committee within *Universities Austria*, the association of Austria's 22 public universities. It brings together the vice rector for teaching and learning from all public universities to exchange information and coordinate on matters of institutional, national, and international significance in the areas of university teaching and learning. Further information: <https://uniko.ac.at/foren/lehre/>
- ³⁵ VSNU, NFW, KNAW, NWO and ZonMw (2019). *Room for everyone's talent: Towards a new balance in the recognition and rewards of academics*: <https://recognitionrewards.nl/about/position-paper/>
- ³⁶ Alongside the **Recognition and Reward** agenda, the Dutch government expanded national funding programmes to support innovation and improvement in university teaching and the professional development of university educators. Several of these initiatives were national adaptations of approaches that had previously been developed and piloted within individual universities. Examples include the **Comenius grants** (educational innovation funding for academics at different career stages; annual budget: €6 million), the **Dutch Education Award** (large-scale awards for teaching teams that have delivered outstanding educational innovation; annual budget: €5 million), **SoTL grants** (supporting evidence-led teaching improvement projects; annual budget: €1.5 million), and **Scale-Up grants** (supporting the wider adoption of proven educational innovations; annual budget: €1.5 million).
- ³⁷ Ryegård, Å., Apelgren, K. and Olsson, T. (2010). *A Swedish perspective on pedagogical competence*. Uppsala University, Division for Development of Teaching and Learning. https://www.ahu.lu.se/fileadmin/user_upload/ahu/ovrigt/Ryeg%C3%A5rd_et_al._2010_eng.pdf
- ³⁸ Culture for Quality in Higher Education, Ministry of Education and Research, Norway: <https://www.regjeringen.no/no/dokumenter/meld.-st.-16-20162017/id2536007/>
- ³⁹ Information on the *Pedagogical Merit* model is given here: <https://www.advancingteaching.com/mapping/Pedagogical%20Merit/>