LUNDS UNIVERSITET

LTH
LUNDS TEKNISKA HÖGSKOLA

GUIDELINES

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Guidelines for admission to LTH's Pedagogical Academy and to be appointed Excellent Teaching Practitioner (ETP)

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Introduction

Teachers (STYR 2024/24) with a minimum of 50% employment at the Faculty of Engineering/LTH can apply to have their teaching qualifications assessed with the aim of being admitted to LTH's Pedagogical Academy. Teachers admitted will be awarded the higher education qualification *Excellent Teaching Practitioner (ETP)* and get an immediate rise in salary. Moreover, the department to which they belong receives an increase in their undergraduate teaching grants.

The application to be appointed ETP should be marked with 'LTH Careers board' and sent to etp@lth.lu.se according to the following timing:

- Statement from the head of department (see page 11) must be submitted by the relevant head of department no later than 20 December the year before the applicant wishes to be assessed.
- Two verifications from critical friends are required (see page 11). At least one verification must be submitted by the applicant no later than 20 December the year before they wish to be assessed. The second may be submitted together with the full application.
- The complete ETP application (see basis for assessment page 9) must be submitted no later than 31 January of the year in which the applicant wishes to be assessed.
- If the application is rejected, the applicant must wait one year from the date of the decision before reapplying.

The overall purpose of LTH's Pedagogical Academy is to render status and make visible the importance of a systematically and long-term pedagogical development with a focus on teaching and student learning at LTH. Thus, it is the institutional pedagogical development that lays in focus.

The applicant is expected to meet the requirements for education in teaching and learning in higher education to be employed as a university teacher (STYR 2024/24) or be able to show equivalent knowledge.

Criteria

With these guidelines LTH determines how to interpret and apply the assessment criteria within the faculty. In the assessment, any specific conditions defined by the context and the subject area in which the applicant works shall be taken into consideration. The overall assessment shall, in addition to demonstrated teaching skills, also include an evaluation of the ability to conduct teaching and other forms of educational activities.

A university teacher can be admitted to LTH's Pedagogical Academy and be appointed Excellent Teaching Practitioner (ETP) after an overall assessment against the following criteria and clarifying examples:

Focus on students' and doctoral students' learning (1)

a) *The applicant's teaching activities are based on a learning perspective.*

Clarification

- The applicant reflects on his/her teaching with a focus on how it supports students' learning.
- The applicant reflects upon his/her supervision practice with the help of knowledge in pedagogy and teaching and learning as well as own experience. Supervisors for doctoral students highlight how to support doctoral students' learning and development towards scientific independence.
- The portfolio shows the applicant's ability to have students' learning in focus when planning, implementing and evaluating teaching.

b) The applicant's teaching and learning philosophy and teaching activities form an integrated whole.

Clarification

- The applicant formulates basic principles for his/her teaching practice and uses examples to describe how these principles affect priorities and decisions. The pedagogical reflection demonstrates competence, maturity, and responsibility in the applicant's teaching practice.

c) The applicant demonstrates pedagogical proficiency, and the teaching practice works well in relation to students.

Clarification

- The portfolio is permeated by a good collaboration with students, and this is confirmed, for example, with the help of course evaluations. A well-functioning teaching practice in relation to students can also be noted from other assessment documents, such as the opinion of the Head of the department and the Student union.
- An important part of pedagogical proficiency is the pedagogical leadership in the teaching situation and within the teaching team, including any teaching or student assistants.

Pitfalls to look out for

The portfolio describes in detail what the applicant does, but lacks concrete examples, analysis, and reflection on how, why and with what results the students learn.

The pedagogical principles in the portfolio are not clearly described or poorly integrated into the applicant's own teaching practice.

The discipline in an educational context – didactical considerations (2)

a) The applicant uses well developed strategies to support the students' work in mastering the subject on their way to increasingly complex and useful knowledge.

Clarification

- Through the portfolio, the applicant demonstrates a broad, solid and up-to-date knowledge within the current teaching subject.
- The applicant reflects on his/her teaching practice with the help of knowledge in higher education teaching and learning and teaching and learning within their subject and stimulates the students' ability to see and work with the subject from a broader perspective.

b) The applicant relates subject content and working methods in his or her teaching and learning activities to other courses and goals within the education.

Clarification

- The applicant relates his/her teaching to the students' progression through an individual course, chains of courses and relevant programme education.
- The portfolio makes visible that when planning, implementing, and evaluating, the applicant has an ability to stimulate the students' capability to see the subject in a wider perspective.

Pitfalls to look out for

The applicant discusses educational challenges within the subject on an overall level, but the portfolio lacks description, deeper analysis, and reflection regarding the applicant's own teaching practice.

The teacher makes it easier for the students to reach the course goals by providing adapted material, narrowing down the task, removing distractions, and adapting the teaching to the examination rather than to learning for a professional life.

The teacher describes work and pedagogy in the courses but lacks reflection on students' learning in a wider context such as future professional life, progression within the education programme or needs of the society.

It is not clear how the applicant's teaching practice relates to other courses and goals within the education.

A clear professional development as a teacher over time (3)

a) *The applicant has a broad teaching experience at university level and develops his or her teaching and learning activities to consciously and systematically support and develop students' learning.*

Clarification

- Having broad teaching experience means, for example, having taught at different levels, to different student groups and using a variety of teaching methods.
- The portfolio shows the teacher's ability to consciously and systematically develop their teaching and learning skills over time.

b) *The applicant has credible ideas and concrete plans for a continued development work related to the teaching and learning philosophy.*

Clarification

- The applicant describes long- and short-term plans for educational professional development with a clear vision and how this can be achieved to benefit the students.

Pitfalls to look out for

The applicant applies for ETP without sufficient teaching experience. Thereby, the portfolio lacks in-depth reflections, and comprehensive conclusions are drawn from a limited material and time perspective.

Too little, or too old, contact with educational professional development results in an insufficient ability to carry out pedagogical reflection. The applicant lacks both a language for pedagogical reasoning and references within the field of higher education teaching and learning.

The applicant lists teaching experience and completed courses, but the portfolio lacks reflection and analysis regarding how this education and experience affects their teaching practice.

A scholarly approach towards teaching and learning (4)

a) The applicant examines his or her teaching practise and creates knowledge concerning students' and doctoral students' learning

Clarification

- The applicant continuously observes his/her teaching and identifies problems and opportunities for improvement, analyses the causes and implements change that is evaluated and followed up.

b) The applicant reflects on his or her teaching activities with support in relevant theory.

Clarification

- The teacher develops his or her pedagogical principles and seeks support for change and development work in literature within teaching and learning in higher education.

c) The applicant demonstrates an active pedagogical leadership and collaborates with others and take part in and share knowledge in relevant contexts within teaching and learning in higher education.

Clarification

- The applicant acts as an educational leader either informally (for example, by leading/organising internal or more public collegial exchanges of experience such as seminars, conferences, development projects and the like) or formally (for example,

through responsibility for courses or programmes, or other formal coordinating duties).

- The applicant contributes to the organisation's educational development work by participating in collegial exchange of experience regarding his/her teaching practice, for example by conveying pedagogical knowledge and methods or developing teaching aids.
- The applicant has contributed to relevant higher education pedagogical contexts at faculty level or above (university, national, or international level), for example through pedagogical conferences or publications.

Pitfalls to look out for

The portfolio describes teaching and motives for changes but lacks a reasoning including problem description, analysis, proposals for measures, implementation of ideas, and evaluation of results.

The applicant reflects on his/her experiences as a teacher but without connecting the reasoning to educational theories and models.

It is not clear how the applicant communicates his/her pedagogical experiences and principles with colleagues within the teaching team and in the wider circle.

The basis for assessment

Teachers applying to be assessed for ETP shall submit a teaching portfolio, a CV with a special educational activities section, and a verification confirming that they have had discussions with two critical friends. The Head of department shall supplement the application with his or her statement.

The most important part of the application is the applicant’s teaching portfolio which, together with an interview, makes up the core of the basis for assessment. In order to be evaluated in line with the above

qualitative criteria, the applicant must hand in a portfolio where the aspects the applicant wants to refer to are clearly presented.

The teaching portfolio

The teaching portfolio shall present the applicant's basic pedagogical approach and describe, analyse, discuss, and reflect on teaching, supervision, and student learning using concrete examples from the applicant's own teaching practice. The examples shall make clear how the teacher looks upon the connection between his/her own teaching and students' learning within the subject and should also be related to relevant teaching and learning in higher education and/or discipline-specific didactic theory.

The portfolio can be designed individually but it must be possible to assess it against the criteria. It is beneficial if different examples of activities are documented and strengthened with relevant certificates or documents in an attachment to the portfolio. The content of these attachments must be reflected upon and discussed in the portfolio in order to be taken into account. The total scope of the portfolio (except for CV, references and attached certificates and documents) must not exceed 8,000 words.

As a support before or during the application process, the applicant shall complete a course covering various aspects of writing a pedagogical portfolio. Such courses are offered annually by both LTH and Lund University.

If the application is rejected, the applicant must wait one year from the date of the decision before reapplying. Applicants who have previously applied for ETP shall attach a brief statement of revisions, i.e. a short description of the changes made since the previous application and of how the feedback given at that time has been addressed.

Interview

The interview is a complement to the submitted portfolio. It is especially important that the interview confirms that the applicant's

teaching and learning philosophy and teaching activities form an integrated whole. Moreover, the interview shall follow the portfolio in such a way that it allows for the applicant to orally go into details regarding themes and examples given.

CV with a special educational activities section

The CV shall be put together in such a way that the assessors can form an opinion of the applicant's teaching activities and experience, pedagogical training, and other relevant qualifications.

Statement from the head of department

In addition to the applicant's own documentation, the applicant's Head of department (where applicable, anchored also on divisional level) shall provide a statement that he or her sends directly to etp@lth.lu.se. This gives the Head of department the opportunity to comment on how the applicant performs in their role as a teacher and, above all, to confirm that there are no shortcomings in their relationships with students or colleagues. The applicant shall inform the Head of department of their intention to apply for ETP and that a statement is required. The Head of department must submit the statement no later than 20 December in the year before the applicant wishes to be assessed.

Discussions with two critical friends

The applicant should attach a verification that he/she has discussed the content of the teaching portfolio with minimum two persons who are themselves ETP. These persons act as critical friends, and the discussions should focus on the content of the portfolio with the aim of identifying possible improvements (the critical friends carry no responsibility in the assessment). Applicants chose their critical friends themselves and are responsible for the discussions taking place. It is recommended that at least one of the critical friends works within a discipline not close to that of the applicant. In the portfolio, applicants should briefly reflect on how the discussions have influenced the design and content of their portfolio. At least one

verification must be submitted no later than 20 December in the year before the applicant wishes to be assessed, while the second may be submitted together with the full application.

The assessment process

The assessment process consists of different steps described in detail below. To ensure a balanced and professional overall evaluation, the assessment group - after comprehensive preparatory work that includes interviews with the applicants and discussions with an external expert and student representatives at a joint end meeting - submits its formal decision documentation to LTH Careers board who then decides to recommend the Dean at the Faculty of Engineering/LTH to accept or reject an application.

The assessment group

Each applicant’s qualifications are assessed by an appointed assessment group (the assessors). To be an assessor, you must yourself hold the ETP title. The assessment group also includes one external expert (from another university) and minimum one internal educational expert, who leads and coordinates the assessment process. The assessment group is appointed by the LTH Careers board and submits a decision basis to the board with a proposal for admission or rejection of the application. The internal educational expert does not take part in the decision to recommend approval or rejection.

Statement from the Student union

At the outset of the assessment process, the student union is given the opportunity to comment on the applicants. The comments should not include an assessment of pedagogical competence but instead focus on how the teacher functions in his/her teaching practice in relation to the students.

Interview with the assessment group

The applicant is called for an interview with parts of the assessment group (normally, three people together with an internal educational expert).

End meeting for the assessment group

At a joint end meeting, all the assessors together with the external expert finalise the documentation on which to make a decision that is handed in to the LTH Careers board. Attending this meeting are also the internal educational expert and two adjunct student representatives. Views from the external expert, student representatives, and assessors who did not participate in the interview are summarised and included in the basis for a decision.

LTH Careers board

The LTH Careers board has the overall responsibility for the ETP process and allocates work to the assessment group. The board decides to recommend the Dean at the Faculty of Engineering to either accept or reject an application after a motivation from the assessment group.