



LTH
FACULTY OF
ENGINEERING

TRANSLATION OF GUIDELINES FOR
ADMISSION TO LTH'S PEDAGOGICAL
ACADEMY AND TO BE APPOINTED
EXCELLENT TEACHING
PRACTITIONER (ETP)

LTH Board
Dean Annika Olsson

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

Introduction

University teachers (STYR 2020/2212) 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 levels correlate to those for when a senior lecturer is being promoted to a reader/docent.

The application to be appointed ETP should be marked with 'LTH Careers Board' and sent to etp@lth.lu.se.

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 shall meet the requirements for education in teaching and learning in higher education to be employed as a university teacher (STYR 2020/2212) or be able to show equivalent knowledge.

Criteria

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

1. Focus on students' and doctoral students' learning process
 - The applicant's teaching activities are based on a learning perspective.
 - The applicant's teaching and learning philosophy and teaching activities form an integrated whole.
 - The applicant's teaching practice works well in relation to the students.
2. The discipline in an educational context – didactical considerations
 - The applicant uses well developed strategies to support the students' work in mastering the subject on their way to increasingly complex and useful knowledge.
 - The applicant relates subject content and working methods in his or her teaching and learning activities to other courses and goals within the education.
3. A clear professional development as a teacher over time
 - The applicant develops his or her teaching and learning activities to consciously and systematically support and develop students' learning.
 - The applicant has credible ideas and concrete plans for a continued development work related to the teaching and learning philosophy.
4. A scholarly approach towards teaching and learning
 - The applicant examines his or her teaching practice and creates knowledge concerning students' and doctoral students' learning.
 - The applicant reflects on his or her teaching activities with support in relevant theory.
 - The applicant collaborates with others and takes part in and share knowledge in relevant contexts within teaching and learning in higher education.

During the assessment, possible specific conditions defined by the context in which the applicant is working should be taken into consideration. In the overall assessment is also included an assessment of the ability to conduct teaching and other forms of educational activities.

The basis for assessment

Teachers applying to be assessed for ETP should 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 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 should 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 should 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-based education theory. The portfolio can be designed individually but it must be possible to assess it towards the criteria. It is beneficial if different examples of activities are documented and strengthened with relevant certificates or documents. The total scope of the portfolio (except for CV, references and attached certificates and documents) should not exceed 8,000 words.

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 should 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 should 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.

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 have no saying 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 the portfolio.

Statement from the head of department

The applicant's head of department shall write a statement/recommendation (if applicable anchored also on divisional level) which the head of department submits directly to the internal educational expert. In this way, the head of department is given the opportunity to describe how the applicant is functioning in his or her role as a teacher emphasising that there are no shortcomings in the relation to students and colleagues. Applicants need to inform their head of department that they are in the process of applying for ETP and need a statement/recommendation.

The Assessment Process

The assessment process consists of different steps that are described in detail below. To secure a versatile and professional overall assessment, the assessment group does an extensive preparation work which includes

interviews with the applicants and discussions with the external expert and student representatives at a common end meeting. The assessment group hands in their formal documentation for decision-making to the LTH Careers board who then decides to recommend the LTH Dean to accept or deny an application.

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 should also include 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 will hand in documentation on which to make a decision to the board, who in their turn recommend the LTH Dean to either accept or deny an application. The internal educational expert does not take part in the decision on whether to accept an application or not.

Statement from the Students' union

In the beginning of the assessment process, the Students' union is given the opportunity to make a statement of the applicants. The statement 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 common 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 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 LTH Dean to either accept or deny an application after a motivation from the assessment group.

Pedagogical support

LTH offers a yearly recurrent workshop/course which deals with different aspects concerning the writing of a teaching portfolio. Teachers who plan to apply for ETP are strongly recommended to participate in this course as a support in their application process.

Decision

The Faculty of Engineering/LTH decides on guidelines to be admitted to LTH's Pedagogical Academy and be awarded the higher education qualification Excellent Teaching Practitioner (ETP) according to the above material.

This decision has been made by signing Dean for The Faculty of Engineering/LTH in the presence of head of the faculty office Veronica Gummesson after the hearing of representatives from the Faculty of Engineering Students' union, and after a presentation by Ying Pan, recruitment officer.

Annika Olsson

Dean at the Faculty of Engineering/LTH

Ying Pan

Recruitment officer