

Faculty Board

## Model for the Recognition of Teaching Qualifications at the Joint Faculties of Humanities and Theology

### Background

Lund University's Strategic Plan for 2017 – 2026 states that “Education and research shall be intertwined in learning environments dedicated to both teaching and research, where qualifications in teaching and research are equally valued.” One way of making teaching qualifications and research equally valued is to assess and reward teaching expertise through what is known as a model for the recognition of teaching qualification. In 2022, new faculty-specific guidelines for the appointment of associate professors (docent) were adopted by the Faculty Board's working committee (§174). This decision entailed that teaching qualifications ceased to be acknowledged in appointments to “docent”. In connection with the decision, the working committee of the Faculty Board commissioned the Study Programmes Board to pursue the issue of recognition of teaching expertise. In accordance with a decision from the Study Programmes Board, the Faculty Board's working committee decided on 14 December 2022 to start a project to establish a model for the recognition of teaching qualifications (Reg nr 2022/809). The purpose of the project was to propose a model and organisation for the assessment and recognition of teaching expertise at the Joint Faculties of Humanities and Theology. Maria Larsson, of the Division for Higher Education Development, was appointed project manager. According to the project plan, the project was to present a model for the recognition of teaching qualifications and all of its parts, to propose an organisation to be permanently established and to specify costs for the establishment of the model. Instructions and procedures around the organisation as well as instructions to applicants and external experts were not part of the proposal. These are to be drawn up during the spring of 2024.

The model at the Joint Faculties of Humanities and Theology was designed as part of the project and the Faculty Board decided to implement it (8 November 2023, §187). The model is presented below.

### Purpose

The overarching aim of the model for the recognition of teaching qualifications at the Joint Faculties of Humanities and Theology is to promote teaching development at the faculties and to ensure high quality in courses and programmes by:

- stimulating teaching practitioners to develop their teaching skills
- creating incentives for departments to provide good conditions for teaching development
- acknowledging and rewarding excellent teaching skills among teaching practitioners

The model rewards reflexive, development-focused teaching practitioners who take collegiate responsibility for research-based teaching practises.

## Levels of qualification

The model for the recognition of teaching qualifications at the Joint Faculties of Humanities and Theology means that teaching practitioners can apply for two consecutive levels: 1) qualified teaching practitioner and 2) excellent teaching practitioner. The teaching staff member must first apply and be appointed a qualified teaching practitioner in order to then be able to apply to be appointed an excellent teaching practitioner.

Having two levels makes it possible for teaching staff who predominantly work locally with education and development to receive recognition as a qualified teaching practitioner. Leadership roles and work in national and international arenas, as required at the excellent level, are not possible for all teaching staff to engage in, so a single level that includes a leadership dimension would exclude a large group. Having multiple steps in a qualifications model is also in line with international equivalents, where qualification is awarded in several stages. Several stages are also proposed in a central project at Lund University which surveyed and investigated career paths for teaching practitioners. The Lund University project takes inspiration from the Career Development Framework. This means that every member of teaching staff has a plan for their teaching and learning in higher education development.

The appointments confer the titles of Qualified Teaching Practitioner and Excellent Teaching Practitioner. These are nationally recognised titles that are used in the majority of Swedish higher education institutions that have models for the recognition of teaching qualifications.

## Financial incentive

The teaching staff member receives a fixed supplement of SEK 1,000 per month for qualified teaching practitioner status and a further SEK 1,000 for the excellent teaching practitioner level. This salary supplement is based on and administered by the departments in the same way as promotions to “docent”. The form of employment remains unchanged.

## Formal requirements for application

A person employed at the Joint Faculties of Humanities and Theology can apply for assessment of their teaching expertise during an annual window for applications. The application must contain a teaching portfolio, a list of qualifications and a recommendation from the head of department. To be eligible

to apply for the excellent teaching practitioner level, staff members must have permanent employment.

The formal requirements for application include a minimum of 2,500 hours of teaching time in higher education. This teaching time includes planning, delivery and assessment. Furthermore, to be eligible, applicants must have undergone training in teaching and learning in higher education equivalent to at least 10 weeks (15 credits).

As well as the formal requirements, there are assessment criteria, with subheadings for each area of criteria. All criteria for each level are to be fulfilled, but they may be weighted differently. Criteria are to be highlighted and verified in the applicant's teaching portfolio and list of qualifications. Instructions for the Committee for Educational Development, for applicants and for external experts will be produced during the spring of 2024.

## Assessment criteria

For **qualified level**, the teaching practitioner's commitment and skill in the meeting with students are emphasised. They should be reflected in the planning, implementation, examination, evaluation and development of the teaching practitioner's own teaching.

### ***Teaching experience and expertise***

#### *The applicant*

- demonstrates broad and comprehensive experience of teaching within higher education,
- takes on a conscious approach to teaching and develops their teaching practise in relation to knowledge of higher education teaching and proven experience,
- plans and executes teaching and assessment based on an understanding of students' learning, and in relation to the learning outcomes of the programme or course.

### ***Teaching development***

#### *The applicant*

- reflects upon their teaching practise in interaction with students and colleagues, and in relation to knowledge of teaching in higher education and proven experience,
- describes plans for their teaching and learning development with informed reasoning about how this could benefit students' learning.

### ***Research-based teaching***

#### *The applicant*

- reflects on their subject and the content of the subject in their own teaching, and connects their teaching to research and development within the subject,
- endeavours to stimulate a scientific and reflective approach among students.

### ***Holistic approach and organisational development***

#### *The applicant*

- designs and undertakes teaching, taking into consideration both the students' and the organisation's conditions and needs,
- can account for the relevance of courses and/or programmes within their subject and can explain how their teaching of the subject contributes to preparing students for the future,
- contributes to the organisation's development work in teaching and learning by initiating and actively participating in collegial exchanges of experience.

An excellent teaching practitioner has previously been judged and appointed the title of qualified teaching practitioner. For the **excellent level**, the teaching practitioner's scholarly approach to the task of teaching and their engagement and skills in educational leadership are emphasised. The teaching practise of an excellent teaching practitioner should be significant for the department, for colleagues and for the higher education institution.

### ***Development of higher education teaching***

*The applicant:*

- systematically investigates educational activities for the purposes of investigation and development,
- contributes to the development of knowledge in the area of teaching and learning in higher education by documenting and communicating their own knowledge.

### ***Educational leadership and external engagement***

*The applicant:*

- leads and organises the development of teaching and learning within and across subject boundaries,
- in their own leadership, works consciously towards the long-term development of teaching and learning, taking into account knowledge of students' learning and the conditions of the organisation,
- works externally and outwardly on educational issues in collaboration with colleagues, both nationally and internationally. The requirement for international experience is assessed with consideration to the character and traditions of the subject.

## **The Committee for Educational Development**

To manage the administrative process, coordinate the evaluation work and prepare decisions around teaching qualifications, a faculty-wide body will be established, *The Committee for Educational Development*. The chair of the committee is appointed by the dean. The council also comprises three regular members and one substitute member, all employed in teaching positions, an internal teaching and learning consultant, as well as a student representative.

The members of the council are proposed by the nominating committee. The decision to appoint members is taken by the Faculty Board. The term of office is three years, with the committee meeting around five times per year. Members of

the committee cannot apply for recognition of teaching qualifications during their term of office.

Preliminary timeline for the application process and the board's meetings:

15 September	The committee meets. Launch meeting ahead of the year's application process.
1 October	Application deadline. The committee's secretary reviews all applications and contacts applicants in the case of any queries. The committee's secretary contacts prospective external experts.
1 November	The committee meets. Evaluation of applications received and recommendations from heads of department. The committee appoints external experts. After this, applicants have the opportunity to object to the decision on external experts.
15 November	Application documents are sent to the external experts (approximately six weeks' work). The committee meets with external experts (online). Interviews are conducted.
15 January	Statements from external experts arrive. The secretary collates and sends out summons to the committee.
15 February	The committee meets. The statements of the external experts are discussed and proposals for decisions by the Faculty Board are prepared.
1 April	Faculty Board makes its decisions.
15 May	The committee meets. Evaluation of the previous application round and possible adjustments are discussed. Preparation for the autumn's application process.

## The application process

Applications are processed once each year by the *Committee for Educational Development*. The committee accepts applications and recommends decisions to the Faculty Board regarding the applicants' teaching qualifications based on the assessments made by an external expert. Below is a description of the procedures for processing applications.

1. The teaching staff member wishing to apply to be appointed qualified or excellent teaching practitioner obtains information about the application process via the faculty's website.
2. The teaching staff member compiles their teaching portfolio, with appendices and a CV, along with a recommendation from their head of department that the formal requirements have been fulfilled. Attending a course in how to write a teaching portfolio is recommended. The Division for Higher Education Development (AHU) offers such courses.
3. The teaching staff member submits their application by 1 October.
4. The committee meets within four weeks of the deadline for applications. For complete applications, the committee, with powers delegated from the working committee, appoints an external expert and a substitute.

5. The committee's secretary contacts the proposed external experts and investigates potential conflicts of interest.
6. The applicant is given the opportunity to provide objective grounds for objections to the external expert appointed. If this is the case, the committee appoints a substitute, using powers delegated from the working committee.
7. The committee meets with external experts to ensure that the instructions for the review are clear and to create a consensus among the experts.
8. The external experts finalise their statements, based on the application documents along with an interview and send it to the committee.
9. The committee prepares the documents received from the external experts. In the case of incomplete or ambiguous statements, the committee's secretary will contact the external expert for clarification or additions.
11. The committee prepares the case for a decision by the Faculty Board. In the event of a negative statement, the applicant is notified and given the opportunity to withdraw their application.
12. The committee recommends that the Faculty Board give the teaching staff member the award of qualified or excellent teaching practitioner, based on requirements met.
13. 1 April The Faculty Board makes its decisions. The decision is registered and cannot be appealed.

### Assessment/external expert review

A statement is to be obtained in each case from an external expert on teaching and learning in higher education. The statement is based on the applicant's written documentation (reflective texts, attachments, CV, references) plus an interview with the applicant. The internal teaching and learning consultant participates in the interview.

Potential external experts are found on a national list of individuals who have registered their interest in being an external expert in cases relating to the evaluation of teaching qualifications. All those on the national list have undertaken training in the evaluation of teaching qualifications. Others who may be suitable are those who have evaluated teaching qualifications within the framework of models for the recognition of teaching qualifications at other faculties within Lund University or at other Swedish higher education institutions. A fee is payable, in line with the established standard sum at the Joint Faculties of Humanities and Theology of SEK 6,500 per statement, the same as for "docent" applications.

### Validation of other qualification systems

A teaching practitioner who holds teaching qualifications from other higher education institutions in Sweden or abroad can apply to have these qualifications validated. A description of the qualification system as well as certification of the level achieved is sent for assessment at the same time as ordinary applications. The Committee for Educational Development assesses the case and submits documentation for a decision. The validation of international qualifications also relies on a review by external experts.

## Appeals

A rejected application for recognition of teaching qualifications cannot be appealed. However, it is possible to submit a new application.