Positive Long Term Effects of Merit Systems

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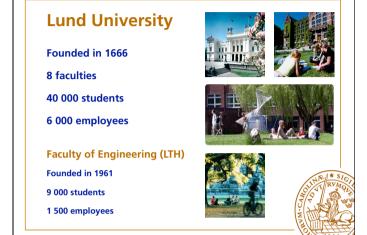*Roy.Andersson@cs.lth.se*

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Enhancing the Role of Teaching and Learning in Higher Education
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Lund University

Founded in 1666

8 faculties

40 000 students

6 000 employees

Faculty of Engineering (LTH)

Founded in 1961

9 000 students

1 500 employees

Some Key Elements

- **The Academic Development Unit (ADU), since 2000**
  – Provides the expertise, but acts independently

- **The Pedagogical Academy, since 2002**

- **The Quality Assurance System, since 2003**

- **The LTH Policy statements, since 2008**
  – Scholarship of Teaching and Learning (SoTL) as guidance on all levels
  – All teaching should have a learning perspective

- **Engineering Education Research, since 2011**
  – With a focus on research on and development of teaching and learning in engineering higher education

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Gibbs's list

Educational development (Gibbs 2009)

1. develop **individual teachers' practice**
2. develop **teacher thinking**
3. develop **teacher motivation**
4. develop (local) **communities of practice**
5. **address local issues and problems**
6. identify **emergent change** & **spread best practice**
7. develop **learning environments**
8. develop **learning resources**
9. develop **students**
10. develop **quality assurance**
11. undertake **evaluation**
12. develop **leadership of teaching**
13. **identify and remove (infrastructure) obstacles**
14. **institutional strategy**
15. **influence the external environment**

An embedded SoTL strategy (LTH)

The teacher training courses are set in a wider context of support and reward with a whole set of cooperating educational development tools:

1. In the first teacher training course the participants writes a small **scholarly group report**.
2. The writing continues in all following courses, **first in groups then individually**.
3. This writing training leads to the possibility of having a **campus conference** with peer-reviewed abstracts leading to short **referenced papers in proceedings**.
4. And this leads to the possibility of having a **reward system** requiring a documented scholarly approach to teaching and learning.
5. And then link in **quality assurance, promotion, new employment**, . . .

An embedded SoTL strategy (Norway)

To create an embedded SoTL strategy is also the idea behind the Norwegian Government's proposal to introduce and establish T&L Merit Systems in Norway:

- The Merit Systems in themselves are not the most important thing – it is **their roles as drivers for educational change** and development that will make real change!
- So, the **internal institutional development processes are the key thing** – they create the embedded SoTL strategy!
- To just copy and introduce a merit system on the top will most likely not work.

Faculty position text at UNIS…

bioCEED

Professor/Associate Professor in terrestrial biology/vegetation ecology

….. Experiences from, or motivation to focus on development of teaching practices and the interplay between teaching and research are required. Our education is research based both in terms of content and in the way we teach. Applicants for the position are encouraged to send in a teaching portfolio or similar, outlining a teaching and learning philosophy, teaching experience, and own developments in teaching and learning….

Deadline June 15th 2017…

www.uib.no

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The Pedagogical Academy
– an educational reward system
at the Faculty of Engineering (LTH)
since 2002

LTH's core principles for the Pedagogical Academy…

– LTH (and LU) is a research intensive institution

– Our research structures are well established, so to make T&L treated and valued higher we mirror these structures

  – and we do not make up different structures for T&L (since it might even harm the intention)

LTH's core principles for the Pedagogical Academy…

– "Higher salary (monetary incentive) does not work"
BUT: Promoted professors get higher salary

– "We should merit teaching teams, not individuals"
BUT: We do not have "team professors"

– "You should only be rewarded for a limited period (3/5 years)"
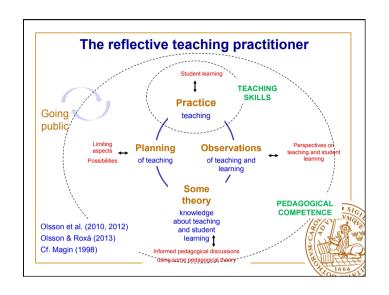BUT: Promoted professors are not timed

– . . .

Principles of assessment of scientific merits?

Slide 1

The reflective teaching practitioner

Student learning

TEACHING SKILLS

Practice
teaching

Going public

Limiting aspects
Possibilities

Planning
of teaching

Observations
of teaching and learning

Perspectives on teaching and student learning

Some theory
knowledge about teaching and student learning

PEDAGOGICAL COMPETENCE

Informed pedagogical discussions using some pedagogical theory

Olsson et al. (2010, 2012)
Olsson & Roxå (2013)
Cf. Magin (1998)

Slide 2

LTH's Pedagogical Academy…

- rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on practice

- monetary incentives for individuals and departments

- based on a teaching portfolio which is peer-reviewed and related to knowledge about teaching and learning

Slide 3

Appointment

Successful applicants/departments receive…

- The title ETP (Excellent Teaching Practitioner)

- Increased teaching grants for the department
  ≈10.000 EUR per year per rewarded teacher

- Rise in salary for the individual teacher
  ≈3.000 EUR per year

Slide 4

Statistics: 2002–2016

Total   116   (31 women; 85 men)

Different categories
        Professor   42
        Lecturer (with PhD)   62
        Lecturer (without PhD)   12

Departments
        All 18 departments
        (between 11 and 1 rewarded teachers)

Excellent Teaching Practitioners (ETP) at key positions at the Faculty

(September 2016)

Proportion teachers/leaders with ETP (%)

All faculty at LTH (650-700)	16
Area Managers for undergraduate studies (5)	40
The Undergraduate studies board	33
The Research board	22
The PhD studies board	29
The Promotion board	25
The New Employment board	25
Heads of Department (18)	33
Dean, Vice-deans	40
The LTH board	67

A key statement

– We do not require formal educational leadership to become ETP

– **We want ETP to be required to obtain formal educational leadership!**

Critical factors for success

Focus on institutional development
Integrated pedagogical development (overall view)
Scholarly approach (scholarship of teaching and learning)

► pedagogical courses (with scholarly based projects)
► local arenas (campus conference, news letter, seminars…)
► monetary incentives (for individuals *and* departments)
► support and trust from the leadership
► pedagogical competence defined in relation to teaching skills
► criteria (that are possible to reach)
► peer-review assessment with adequate feedback

Implementation of educational reward system, less successful instances

- No interviews during assessment of portfolios
- Lack of adequate feedback to applicants
- Collision with prevailing CV-culture
- School not trusting first rewarded cohort to assess the second cohort
- School not accepting teaching practice on doctoral level (only undergraduate teaching counts)
- **No front stage/backstage support from academic leaders and academics (lack of true credibility)**
- **Bad Timing!!!**