Positive Long Term Effects of Merit Systems

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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

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

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**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**. . .

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**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.

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**Faculty position text at UNIS…**

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…
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)

Principles of assessment of scientific merits?

- "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
- ...
### The reflective teaching practitioner

- **Planning of teaching**
- **Observations of teaching and learning**
- **Some theory**
- **Perspectives on teaching and student learning**

**TEACHING SKILLS**

**PEDAGOGICAL COMPETENCE**

- Olsson et al. (2010, 2012)
- Olsson & Roxå (2013)

### 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

### 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


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<td>(between 11 and 1 rewarded teachers)</td>
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Excellent Teaching Practitioners (ETP) at key positions at the Faculty

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!!!