LOTUS FINAL CONFERENCE

POLICY LAB 2

Teachers' world

Co-facilitators: Philippe Lalle and Thérèse Zhang

lotus

LEADERSHIP AND ORGANISATION FOR TEACHING AT EUROPEAN UNIVERSITIES

- Aim: to provide a set of key messages on how to support L&T in the area of staff development, academic careers, etc.
  - ✓ What are the commonly shared priorities?
  - ✓ What to do?
  - ✓ Who should do what?

- Discussions based on practices and different contexts of participants

- **Place of teaching in academic careers and professional identity**
  - Careers
  - Assessment
  - Professional development, support and incentive systems

10 Principles for the Enhancement of L&T, bit.ly/EFFECTproject

7 Teaching is core to academic practice and is respected as scholarly and professional.
As a core function of higher education, teaching is recognised as a professional and skilled activity, which is actively promoted through recruitment, staff development (including Continuing Professional Development), and promotion schemes. Staff members with any teaching responsibilities are supported in fulfilling their role and developing their practice to meet changing circumstances. The institution promotes research on its own learning and teaching practices, and teachers are actively encouraged to engage with the scholarship of learning and teaching to inform their own practice.

SITUATION ACROSS EUROPE

Careers in academia emphasise teaching differently across staff categories, institutions, countries, and sometimes across disciplines. Depending on countries and higher education systems,[6] and the degree to which academic professions are regulated by law, there can be different career paths for teachers in academia (e.g. through a tenure track starting with a doctorate, or through qualifying as a docent with a specific focus on teaching, and with or without a teaching qualification). In most career paths, research experience is required, whereas teaching and pedagogic qualifications are valued in only some career paths.

TPG report on Career paths in teaching (2019)

From the LOTUS study on national developments: Teaching enhancement

Not a legal requirement in most countries (22/30)

In 6/8 countries where it is regulated: recent changes, to contribute to change academics' attitude and commitment towards teaching (careers, min. training required, sabbaticals, etc.)

TE recommended on a regular basis, but implementation left to HEIs.

Country-level regulation on teaching enhancement

Powered by Bing
© GeoNames, Microsoft, TomTom

Teaching enhancement
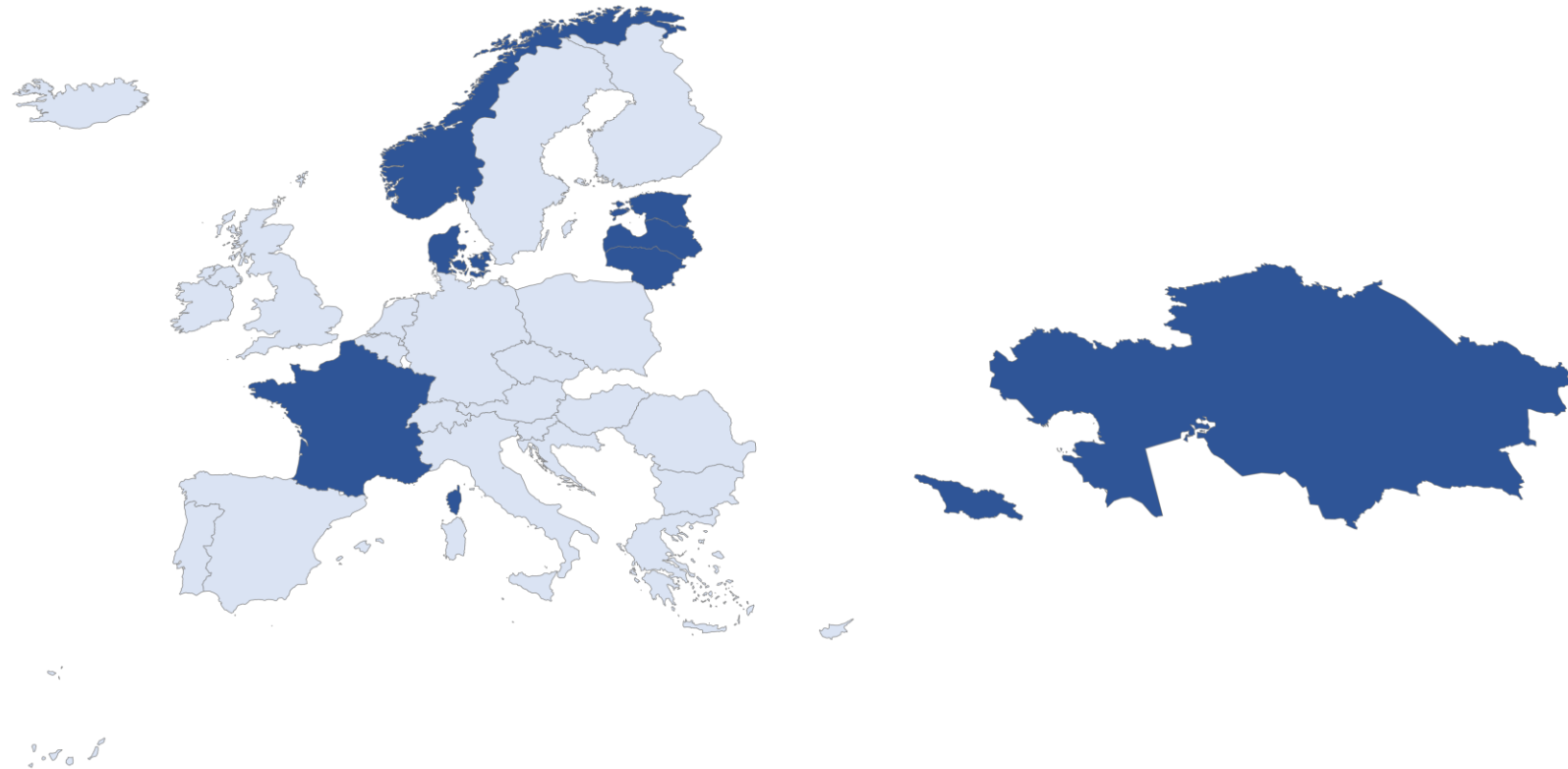
- **HEIs have their own requirements, esp. when hiring and for career progression:**
  - ✓ Mandatory follow-up/support by the university's Learning Lab or L&T centre; mandatory advancement/achievement in pedagogy to demonstrate for becoming a full professor (demonstrated through evaluations, innovation and efficiency, must include different initiatives); etc.
  - ✓ Often at entry level, but less support or offer as continuous professional development or for senior academics

- In nearly all countries, TE offered by HEIs, typically through a L&T centre, with sometimes a common offer across several HEIs.

- TE also proposed by national, dedicated structures, or specific networks (discipline-based, targeting specific categories of staff)

- HEIs identify the **lack of recognition for teaching** in career progression as a main, structural obstacle
  - ✓ No parity of esteem with research: research achievements are accounted for, and often mandatory for career progression

  - ✓ Reward, recognition and professional development opportunities should be available throughout careers, i.e. beyond their first years into the profession.

- The academic profession has considerably changed in the past years, resulting into **increased workload and pressure** to achieve diverse tasks and address multiple university missions.

- **Staff concerns and resistance over change** need to be properly addressed:
  - ✓ Participatory governance (staff to decisions re. L&T strategies at the institution)
  - ✓ TIME
  - ✓ Lack of recognition for CPD on a voluntary basis
  - ✓ Lack of relevance of the CPD offer // difficulty to design à la carte offers

BFUG : WG on Learning & teaching

- 2018–2020 => Rome communiqué and its Annex III.
- 2021–2024 => New roadmap

- The working group bases its work on the recommendations that were endorsed by Ministers in the 2020 Conference of Ministers [as result of the 2018–2020 BFUG Work Programme], in particular Annex III of the Communiqué, thus, translating these into an _operational action framework_ and – where possible – into _measurable, qualitative indicators_

We adopt the "**Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA**" (_Annex III_) and commit to follow them, supporting higher education institutions in further implementing student-centred learning and teaching. The recommendations comprise increased support for all learners, and for teaching and non-teaching staff. Academic staff, including junior academics, require stable employment and career opportunities, parity of esteem for teaching and research, attractive working conditions, access to up-to-date staff development, and recognition of their achievements. In all these respects we will foster dialogue and collaboration on learning and teaching in our national systems and at EHEA level.

BFUG : WG on Learning & teaching

- Some topics extracted from the terms of reference:

    – supporting staff development;

    – strengthening the capacity of higher education institutions and systems, to support the continuous improvement of learning, teaching and assessment;

    – opening up higher education to lifelong and non-traditional learners

    - emphasis might be put on the digital transformation of higher education institutions and systems and on future skills development for teachers and learners.

BFUG : WG on Learning & teaching

- ## WORK ON INDICATORS for the Bologna Process Implementation report

Theme	Description
Initial and continuous teacher training	The indicator considers whether there are requirements for higher education academic staff to **receive training in teaching** a) prior to being recruited b) during their careers.
Use of digital tools	The indicator considers whether there are requirements for higher education academic staff to receive **training in using digital tools** in relation to teaching.
Professional experience	The indicator considers whether career structures, including regulations for recruitment and promotion, are required to take into account professional experience acquired **outside** of the academic world.
International Collaboration	The indicator considers whether higher education institutional recruitment and promotion structures are required to take into account and view positively **international collaboration and experience**.

- WORK ON INDICATORS for the Bologna Process Implementation report

Theme	Description
Framework for professional development	The indicator considers whether a system-level framework is in place to support professional development is in place.
Supportive working environment for teaching and non-teaching staff	The indicator considers how far academic staff, including junior academics, can benefit from stable employment and career opportunities, parity of esteem for teaching and research, attractive working conditions, a system-level framework to support professional development, and recognition of their achievements.

OR

WORK IN PROGRESS

BFUG : WG on Learning & teaching

- PEER LEARNING ACTIVITY in Paris (27-28 october)

"The professional development of teachers at the heart of the quality of higher education"

3 sessions (conferences and round tables)

✓Session 1 : Skills for the teachers in higher education

✓Session 2: Teaching and digitalization

✓Session 3: Teaching support and careers

➢ *Learn from diffferent situations in a wide variety of EHEA countries*

➢ *Draw up the first lines of recommendations that could be made at country and EHEA levels to promote the careers of teachers*

- State of play: presentations

- 45 min. group discussions
  - ✓ 6 tables
  - ✓ 2 main questions

(1) Based on your context and needs, what would be the ideal context/ecosystem for teaching? And the ideal teacher in it?

(2) What should be done to reach this ideal? Who should do and take responsibility for what? How could obstacles and challenges be removed?

Groups should:

- Introduce themselves at the beginning

- Appoint a rapporteur

- Make use of post-its for main ideas

16h30   Break

16h40   Reporting back from each group
- What to do regarding teachers' world?
- How?
- Who?

Key messages from yesterday

Key messages from yesterday

Group discussion (60 min.)

(1) How do these key messages resonate to you, and against your own context?

(2) What is missing? What is a priority to you?

10h30   Break

10h40   Back together

                Discussing outcomes