Aim

The overall purpose of the Teaching Academy is to increase the quality of the Faculty of Medicine’s study programmes and to improve the assessment of teaching expertise at the faculty.

The Teaching Academy at the Faculty of Medicine aims to
- call attention to teaching staff who have made significant contributions to the faculty’s study programmes
- share examples of best practice
- promote educational development that supports student learning
- contribute to increased openness about the practice of teaching
- highlight good learning environments at the faculty
- promote the status of education within the faculty
- enhance the faculty’s expertise in compiling and assessing teaching qualifications

The Teaching Academy can help create networks to facilitate continued development work among the faculty’s teaching staff. In addition, teaching staff with an ETP qualification (Excellent Teaching Practitioner) are considered to have proven themselves suitable for various assignments as elected representatives and managers within the faculty’s education organisation.

Set-up

The Teaching Academy is allowed an unlimited number of members; all teaching staff who fulfil the established criteria may be admitted to the Academy. Admitted teaching staff are awarded the qualification of Excellent Teaching Practitioner (ETP), and receive a salary increase corresponding to that of an associate professor. New members are appointed by the dean, following a preparation of the matter on the ETP Board.

Teaching staff with a high level of teaching skills, broad experience in education and a keen interest in educational development may apply for membership in the Teaching Academy. Applicants must have a defined long-term affiliation with the Faculty of Medicine, for example through a permanent position, possibly combined with a post within Region Skåne, and have demonstrated a deep commitment to the faculty’s educational activities over a long period of time. Work at another higher education institution alone does not satisfy the teaching skills criteria.

For admission to the Teaching Academy, applicants must also have acquired research expertise equivalent to a licentiate or doctoral degree. Doctoral students are thus not eligible to apply to the Teaching Academy.

Criteria

The assessment for admission to the Teaching Academy is based on the applicant’s teaching portfolio of examples demonstrating their work in relation to nine different criteria. Each criterion contains a number of indicators for how it may be expressed. For admission to the Academy, the applicant must meet all criteria but not necessarily all indicators. Other indicators than those listed here may be stated by the applicant. In their teaching portfolio, the applicant is to describe, analyse, reflect, and provide supporting documentation, as to how the criteria have been fulfilled.

Applicants shall demonstrate:

I. TRAINING IN HIGHER EDUCATION TEACHING AND LEARNING OF AT LEAST 10 WEEKS, IN ACCORDANCE WITH THE RECOMMENDATION OF THE ASSOCIATION OF SWEDISH HIGHER EDUCATION (SUHF)

The applicant must provide a course certificate or in their portfolio demonstrate how they have acquired the equivalent knowledge in other ways.

II. FOCUS ON STUDENT LEARNING

Applicants may, for example, demonstrate
- ability to function well in their teaching activities, and in relation to their students
- ability to base their teaching on student learning
- ability to develop their practice based on a philosophy of teaching with insights in student learning
- ability to use the results of their students as a basis for developing their teaching
- ability to use course evaluations and other forms of student influence to develop their teaching

III. TEACHING SKILLS AND COMMITMENT

Applicants may, for example, demonstrate
- awareness of different teaching methods/learning activities, including their prerequisites and consequences, and the ability to apply them
- ability to develop teaching methods/learning activities based on the course learning outcomes and the students’ conditions
- ability to develop forms of assessment based on the course learning outcomes and quality requirements
- ability to develop and offer varying forms of constructive feedback to students
- ability to promote dialogue with students and fellow teaching staff, and contribute to a good learning environment
IV. SCIENTIFIC BASIS AND APPROACH REFLECTING DISCIPLINARY BREADTH AND DEPTH
Applicants may, for example, demonstrate
- reflection on, and a critical approach to, the subject they teach
- ability to encourage a scientific, reflective and critical approach among students
- ability to encourage their students’ development of academic/research expertise

V. HOLISTIC APPROACH AND COLLABORATION
Applicants may, for example, demonstrate
- ability to lead and develop courses, as well as teaching and assessment methods
- ability to look at the content of their teaching from a broader perspective and as a way to prepare students’ for future professional life
- ability to explain to students how the course/study programme as a whole contributes to their development of skills and prepares them for working life
- ability to collaborate with other teaching staff, students and administrative staff to ensure high-quality education

VI. DEVELOPMENT OF TEACHING EXPERTISE
Applicants may, for example, demonstrate
- participation in courses, seminars and similar activities aimed at developing their own teaching expertise
- their application of knowledge of teaching and learning in higher education/medicine in their own educational development work
- ability to keep up to date with current literature in teaching and learning in higher education/medicine, and apply it in their own educational development work
- continuous reflection on their development based on their knowledge of teaching and learning

VII. ABILITY TO ORGANISE AND REFLECT ON EDUCATIONAL DEVELOPMENT
Applicants may, for example, demonstrate
- ability to perform educational development, collaboration and participation within the organisation
- ability to reflect on communication and learning in development processes
- ability to develop and disseminate knowledge and skills through participation in conferences and courses in education, and published articles
- contribution to a work climate of collegial learning

VIII. ABILITY TO INITIATE CREATIVE DIALOGUES WITHIN AND BETWEEN DIFFERENT SUBJECTS AND WITH WIDER SOCIETY
Applicants may, for example, demonstrate
- ability to develop educational activities in cooperation with their colleagues, management and administration as well as other stakeholders within and outside the University
- ability to plan teaching based on multi-facetted research perspectives and in relation to society at large
- ability to expand their practice of teaching to wider society

IX. A SCIENTIFIC APPROACH TO LEARNING, TEACHING AND EDUCATION
Applicants may, for example, demonstrate
- ability to reflect on their own educational activities with support from literature in teaching and learning in higher education/medicine
- ability to examine and develop knowledge about student learning in relation to their teaching or the educational context
- ability to share their experiences/results with their colleagues nationally and/or internationally, at conferences or in publications

Application
The applicant is to provide a teaching portfolio of examples that enable an assessment of their fulfilment of the criteria. For admission to the Academy, the applicant must provide examples that demonstrate a high level of expertise and quality within each criterion.

SELF-ASSESSMENT (PORTFOLIO) TO VERIFY TEACHING SKILLS (10–12 PAGES)
The self-assessment of teaching is used to verify the applicant’s teaching skills. The skills required for admission to the Teaching Academy are defined as a number of criteria used in the assessment. In the self-assessment, the applicant is to provide examples that demonstrate their skills within each criterion. In this assessment, the applicant is to respond to questions regarding their teaching methods, the justification for them, and their outcome. The most important aspect of the self-assessment consists of a written reflection. This text is to be clearly structured, for example, according to the applicant’s development as a teacher over time, their different teaching experiences, or the Academy’s criteria. All statements in the text should be supported through documentation appended to the text. The focus shall be on the practice and development of teaching. References to literature, courses and/or collegial discussions which have served as inspiration may be included.
Personal views related to observations from the practice of teaching may be included. It is essential that the applicant demonstrates a clear alignment between their practice and philosophy of teaching.

APPENDICES
Supporting documentation of the applicant’s qualifications may include course syllabi, course evaluations, statements by colleagues or students, certificates, study guides, teaching plans, exams, feedback to students, contributions to seminars and conferences, their own articles, etc. These are only examples; there may be many others. It is also possible to include references. The application should not contain more than 20 appendices; a selection of the most essential documentation of the applicant’s skills is to be made. Only a small proportion of the appendices may be comprised of course evaluations.

CV DEMONSTRATING THE SCOPE AND BREADTH OF TEACHING EXPERIENCE
The CV is to enable an assessment of the scope and breadth of the applicant’s teaching experience. The CV is to demonstrate the work performed by the applicant within the context of teaching. If the applicant has extensive teaching experience, a general account of each entry will suffice. Applicants may choose to include a reference to someone who can verify the content of their CV, or a certificate; however, applicants are not required to provide supporting documentation for all entries in their CV.

CERTIFICATE OF COLLEGIAL DISCUSSION
The application is to include a certificate indicating that the applicant has discussed the content of the teaching portfolio with at least two colleagues. These colleagues are to act as reviewers and critical friends. The applicant is responsible for deciding with whom they want to conduct the discussion, and for its execution. The collegial discussion is to focus on the content of the portfolio, in relation to the teaching skills criteria laid down by the faculty. The reviewers are not responsible for assessing the portfolio; rather, the aim of the dialogue is to provide a basis and opportunity for improving the portfolio.

ENDORSEMENT FROM THE HEAD OF DEPARTMENT
The application must also include a letter of endorsement from the head of the applicant’s home department. If this position is held by the applicant, the application is to be endorsed by the dean.

INTERVIEW
As part of the assessment process, the applicant will be called to an interview with a group of assessors, at which the applicant will be given the opportunity to elaborate on the themes and examples provided in their teaching portfolio. Special emphasis will be placed on the applicant’s ability to further demonstrate how their philosophy and practice of teaching form an integrated whole.

Assessment and admission decision

ETP BOARD
The ETP Board is composed of the pro/vice-dean in charge of education (chair), three teaching staff representatives and two student representatives. The teaching staff representatives are appointed by the faculty board, and the student representatives by the students’ union. The ETP Board is ultimately responsible for the ETP process, for appointing teaching staff representatives and external teaching experts to the group of assessors, for processing applications for ETP, and for preparing matters for decision. Decisions regarding ETP are taken by the dean.

GROUP OF ASSESSORS
The group of assessors is composed of teaching staff with an ETP qualification who have undergone special assessment training, as well as two student representatives appointed by the students’ union, who must also have undergone special training. In addition, the group is to include an external expert in education.

TRAINING OF ASSESSORS
All teaching staff and student representatives who are part of the group of assessors must be trained for their assignment. The training is provided by the Division for Higher Education Development (AHU) or the equivalent. If AHU is unable to provide training within a reasonable time, it may be performed by MedCUL (the Centre for Teaching and Learning at the Faculty of Medicine).

INFORMATION TO APPLICANTS
Before an application undergoes a complete assessment, an initial review is performed to confirm that the application was drawn up in accordance with the instructions. In case of considerable discrepancies, the application may be rejected without assessment, and the applicant will have to reapply at a later date. All applicants will receive a written statement regarding the assessment. Those who are not awarded an ETP qualification may reapply with a new application. The decision cannot be appealed.

COSTS
The costs associated with the Teaching Academy are included as shared overhead costs in the Faculty of Medicine’s budget.