

## THE NEW ACKNOWLEDGEMENT AND ASSESSMENT SYSTEM OF TEACHING COMPETENCE, ACHIEVEMENTS AND ACTIVITIES FOR MERIT, PROMOTION AND TENURE PROCESSES AT LAPPEENRANTA UNIVERSITY OF TECHNOLOGY

The aim of the new acknowledgement and assessment system of teaching competence, achievements and activities for merit, promotion and tenure processes at LUT is to enhance the importance of a person's teaching qualifications so that they are equal in value with his or her research qualifications. On May 29, 2002, the Administrative Council of Lappeenranta University of Technology made a decision that the new acknowledgement and assessment system takes immediate effect when new university teaching vacancies are being filled.

For evaluation purposes, the application for a teaching vacancy should include a *presentation portfolio* regarding the person's teaching qualifications or any other corresponding document showing his or her teaching abilities and achievements.

### 1. PRESENTATION PORTFOLIO IN THE ASSESSMENT OF TEACHING COMPETENCE, ACHIEVEMENTS AND ACTIVITIES

In the following, some portfolio terminology will be explained, and the role of a presentation portfolio in the process of assessing a person's teaching competence, achievements and activities will be examined. Also the contents and the outlines of a presentation portfolio will be described in some detail.

#### 1.1 Terminology

A *teaching portfolio* is a tool for self-evaluation and documentation of a person's qualifications and abilities for teaching. When keeping a portfolio, a person collects, as exhaustively as possible, all the material, feedback and evaluation reports of his or her teaching work, and also evaluates his or her own work and development as a teacher.

This kind of **personal** documentation and support system, in which a person collects all the material concerning his or her development progress, is called a *basic portfolio*. On the basis of the basic portfolio, it is possible to compile a *presentation portfolio*, an official document that can be used e.g. in applying for an academic position, a scholarship or any other official acknowledgement requiring an official document of a person's teaching activities and skills. **Altogether**, the basic portfolio and the presentation portfolio form the person's *teaching portfolio*.

#### 1.2 Presentation portfolio

A presentation portfolio shows a person's teaching competence, achievements and activities and is

- an official document
  - a presentation portfolio cannot be changed or altered (e.g. into an abstract) by a public or any other authority
  - the writer is the owner of the copyright

- the reliability of the information given about the person's teaching practice as well as the legal validity of the copies enclosed can all be traced and checked on the basis of the portfolio, if needed. All the copies in the portfolio have to be certified.
- a public document

## 2. CONTENTS AND HEADLINES OF THE PRESENTATION PORTFOLIO

The presentation portfolio may include the below described subject matters. It is, however, not compulsory to follow the given order. **The author is free to reformulate the portfolio headlines and to discuss a certain subject matter under several headlines in the portfolio.** It is also possible to combine several subject matters as long as the most important elements and facts are clearly defined and presented in the portfolio. **In case the writer has no knowledge about or experience of some special subject matter, he or she can leave it out from the portfolio.** In addition to the subject matters mentioned below, subject matters of special interest to the writer or subject matters which he or she considers especially important can be included in the presentation portfolio. Information given in the text part of the presentation portfolio should be supported by enclosed documents. In the text, the writer refers to the enclosed documents by mentioning the reference numbers/names of the enclosures.

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ABSTRACT (maximum 200 words)

LIST OF ENCLOSURES

TEXT PART (maximum 5 pages) based on the following guidelines

### 1. PRACTICAL EXPERIENCE

#### 1.1 Practical experience obtained in the teaching work and in the development of teaching

The writer gives a description of his or her teaching experience and activities e.g. as a supervisor of undergraduate and post-graduate students (including the supervision of Masters' theses and academic dissertations), as a reviewer and an opponent of doctoral theses. All these work assignments should be listed in a separate enclosure unless they have not already been entered in the university register.

The writer may give a description of how he or she has developed or plans to develop the teaching: teaching methods (e.g. usage of information and communication technology in teaching), curriculum, course assessment and examinations. In this connection, the writer may also describe his or her participation in larger teaching development activities (e.g. different kinds of development projects).

## **1.1 Other work experience giving support to teaching**

The writer describes any other work experience supporting the teaching work that he or she may possibly have acquired e.g. as an expert in his or her research area (working-life knowledge) or as a trainer in a company or in further education.

## **1.2 Compilation and usage of teaching material**

The writer describes the kind of teaching material (paper or data based) he or she uses (and how), the teaching material he or she has already produced or plans to produce.

## **1.3 International activities**

The writer describes his or her working experience at home and abroad (e.g. teacher exchange). The writer also explains possible studies abroad and any experience of teaching and supervising in a foreign language that may promote the teaching work.

## **2. KEEPING UP TEACHING SKILLS**

The writer describes the courses and training he/she has accomplished in pedagogy, information and communication technology or in any other field promoting the writer's teaching skills (long lists should be compiled in a separate enclosure). It is important to mention how the education/training has influenced the writer's teaching skills.

## **3. EVALUATION OF THE TEACHING WORK**

### **3.1 Student feedback**

The writer describes how he or she collects feedback from students, how the feedback is processed in the development of the quality of teaching and what kind of feedback the writer has received.

### **3.2 Peer assessment and other appraisals**

The writer describes:

- possible experience of official teaching demonstrations
- official teaching awards received
- documented statements provided by colleagues (peer assessments); their quality and importance in the promotion of a person's teaching work

In this connection, it is also possible to give a description of the collaboration with other colleagues regarding the planning and implementation of teaching.

#### **4. TEACHING PHILOSOPHY AND SELF-EVALUATION AS A TEACHER**

The writer presents his or her own teaching philosophy (guiding principles in the teaching work, personal ideas about the teaching process) and describes how these elements appear in his or her teaching work. The writer also describes himself or herself as a teacher.