

# Competency framework for teacher-researchers

**Pr Philippe LALLE**

@PhilippeLalle

Strategic advisor for pedagogy

Direction générale de l'enseignement supérieur et de l'insertion professionnelle

Ministère de l'Enseignement supérieur, de la recherche et de l'innovation

Professor at Claude Bernard Lyon 1 university

# THE CONTEXT

## RECOGNITION OF TEACHING

It is our opinion that more emphasis should be placed on searching out and rewarding the great teacher as well as the outstanding scholar. Questionnaire returns from the faculty revealed a widespread feeling that superior teaching has not been adequately rewarded in this institution. We recognize this to be a very difficult problem. Successful scholarship is more readily measurable than successful teaching. We would of course like a faculty of men who are equally good in both fields, but this is an unrealizable goal. Some men are better at research, others at teaching. This distinction is explicitly recognized in some institutions like Columbia and Chicago which have separate graduate and undergraduate faculties. We do not believe that this pattern should be followed at M.I.T., but we would like to stress the importance of *exceptional* undergraduate teaching and the necessity of securing an outstanding faculty who are interested in such teaching. Moreover, men who are given permanent tenure primarily because of their teaching capacity should be allowed free time for preparation, study, reflection, and writing.

*The Lewis report at MIT (1949) [p.143]*

# THE CONTEXT

- Only research is valued in careers.
- We are not trained to teach.

In 2014 : the « rapport Bertrand »  
10 propositions, including drafting of a competency framework

*The Lewis report at MIT (1949) [p.143]*

# THE CONTEXT IN FRANCE: NATIONAL AWARD FOR INNOVATIVE PEDAGOGY

## Candidats et lauréats du prix PEPS - Passion Enseignement et Pédagogie dans le Supérieur

533 projets

Rechercher parmi les projets...

Années :

2016	253
2017	157
2018	123

Catégories :

Innovation pédagogique	327
Soutien à la pédagogie	77
Formation tout au long de la vie	49
Innovation pédagogique mention spéciale "Numérique"	46
Recherche en pédagogie de l'enseignement supérieur	29



# THE CONTEXT IN FRANCE: NATIONAL DAYS FOR INNOVATIVE PEDAGOGY IN H.E.

## JIPES 2018



JOURNÉES NATIONALES DE L'INNOVATION PÉDAGOGIQUE  
DANS L'ENSEIGNEMENT SUPÉRIEUR

20 & 21 novembre 2018

#JIPES

Centre des congrès de la Cité des Sciences et de l'Industrie

30 Avenue Corentin Cariou, 75019 Paris

**Impulser le changement dans le contexte de la loi ORE**  
(Orientation et Réussite des Étudiants)

**Mardi 20 novembre**



10 h 15 ☉ Café d'accueil

10 h 45 > 11 h 00 ☉

Amphithéâtre Gaston Berger

Mot d'accueil par **Philippe Lalle**, conseiller stratégique auprès de la direction générale  
de l'Enseignement supérieur et de l'Insertion professionnelle (ministère de l'Enseignement



UNIVERSITÉ NATIONALE  
DE L'ENSEIGNEMENT SUPÉRIEUR,  
DE LA RECHERCHE  
ET DE L'INNOVATION

BFUG AG2 LEARNING AND TEACHING

10/04/2019

# THE CONTEXT IN FRANCE

- Annual call for projects for « Pedagogical and digital transformation in H.E. » (since 2016)
- Mandatory training of the new assistant-professors (2017)

# THE CONTEXT IN FRANCE



# THE CONTEXT IN FRANCE

- Annual call for projects for « Pedagogical and digital transformation in H.E. » (since 2016)
- Mandatory training of the new assistant-professors (2017)
- More and more pedagogical support services in H.E.I.
- MOOC « To train to teach in H.E. »



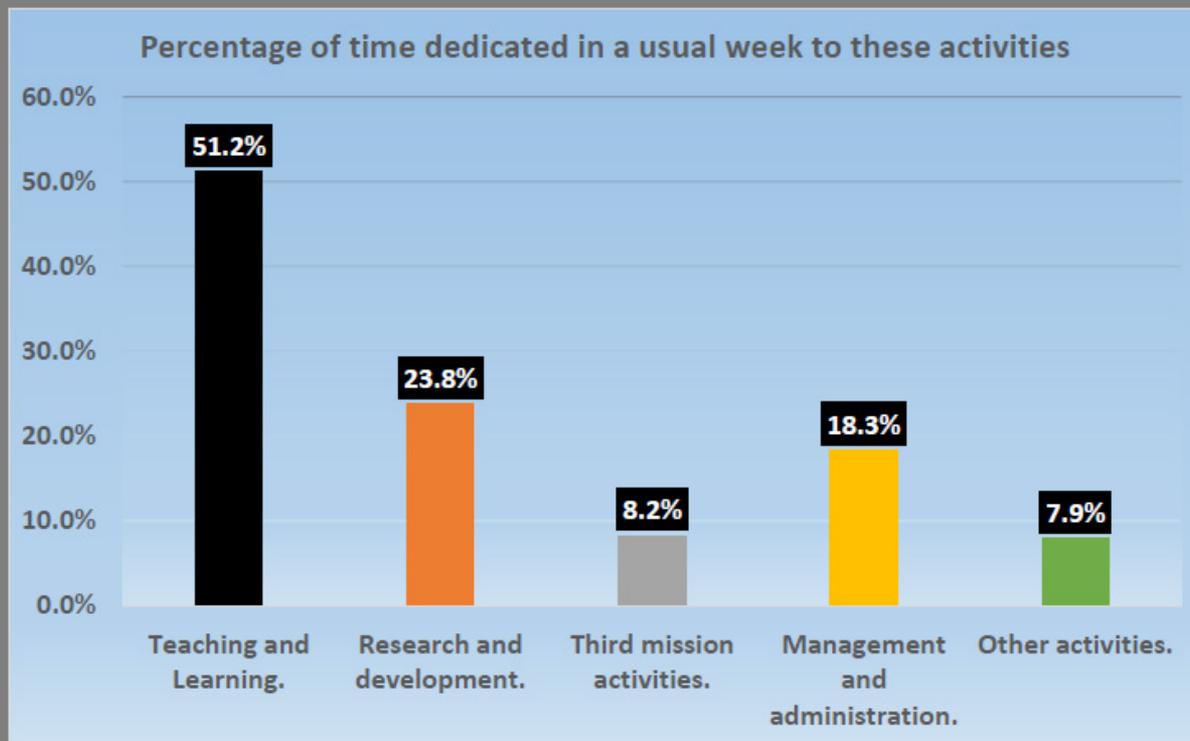
SE FORMER  
POUR ENSEIGNER  
DANS LE SUPÉRIEUR

# THE COMPETENCY FRAMEWORK

Working group:

- Rector's conference
- Directors of the « grandes écoles »
- Network of University vice-presidents in charge of Teaching
- Network of university vice-presidents in charge of human resources
- Board of the National Council of Universities
- A teacher-researcher association;
- Different networks of pedagogical engineers
- Reserachers in university pedagogy
- Human resources department of the ministry
- Me !

## Importance of Teaching Activities for Academics



Pedro TEIXERA,  
« Teaching and learning  
in Portuguese HE », EUA  
Forum on T&L, Paris,  
2017.

# THE CONTEXT IN FRANCE



# THE COMPETENCY FRAMEWORK

- Academic freedom , Code of education :

« Teachers, teacher-researchers and researchers must enjoy total independence and freedom of expression in exercise of their teaching and research functions, subject to the academic traditions and provisions of this code, the principles of tolerance and objectivity »

# Section 1: ACTIVITIES

## 1- Development of research and / or innovation activities

## 2 - Development and implementation of courses

- Design and animation of teaching, in support of research, allowing the acquisition and evaluation of knowledge and **skills for a diverse audience**, in a lifelong learning approach.
- Regular updating of teaching practices, in support of educational research.
- Assessment of **learning outcomes** (knowledge, skills), **in terms of expectations and audiences**; participation in juries.
- Participation in the work of the teaching team bringing together the professionals (speakers, support staff) involved in a program / curriculum.

# Section 1: ACTIVITIES

## 3- Support for the public: pedagogical support, guidance counseling and professional integration

- **Proposition of actions and participation to actions in favor of:**
  - help to success, for various audiences (students, jobseekers, employees ...);
  - orientation, reorientation of learners' audiences (*it means not only students but also lifelong learners*) ;
  - the construction of the students' professional project;
  - student entrepreneurship;
  - the orientation of high school students.
- Development of links with professionals outside higher education and research, with a view to the professional employability of students and the development of lifelong learning

# Section 1: ACTIVITIES

## 4 - Training in research and training through research

- Supervision of PhD students.
- Supervision of students during research internships.
- Awareness of undergraduate and graduate students in scientific reasoning and research project management.
- Accompaniment of peers (new teacher-researchers, researchers) and colleagues (post-docs, teachers, research engineers ...).

# Section 1: ACTIVITIES

## 5- Dissemination and transfer of knowledge, exploitation of research results

Dissemination of research results in the scientific community (articles, books, reports, conference of experts, etc.).

- Scientific and technical communication towards the society: general public, decision-makers, actors of the economic and social world (articles or works of popularization, conferences for general public, scientific animation ...).
- Management and valuation of collections, organization of exhibitions.
- Promotion of research work on the economic level (patents, business creation ...).

# Section 1: ACTIVITIES

## 6 - Project management, management and coordination, team management

- Direction of a research programme or of a study programme
- Animation of a team

## 7 - Participation in the life of the scientific community at local, regional, national and international levels

- Participation in juries
- Expertise of works or projects of other teachers-researchers or researchers.
- Participation in collective or elective functions

# Section 2: COMPETENCES

11 competences in 4 sets:

- The competences common to all activities
- The common competences in research and teaching activities
- The specific competences for research
- The specific competences for teaching

## Section 2: COMPETENCES COMMON TO ALL ACTIVITIES

- **Act ethically and responsibly**
- **Adapt to his/her environment**
- **Communicate appropriately to context**
- **Work in a team and in a network, sometimes as a pilot**

## Section 2: COMPETENCES COMMON TO ALL ACTIVITIES

- **Act ethically and responsibly**

1. Act in respect of public service values; respect and promote the principle of secularism (Laicity).
2. Respect the principles of ethics, professional conduct, environmental responsibility and scientific integrity (respect for intellectual property rules, protection of research work and teaching content, etc.).
3. Respect the principles of equal treatment, including a preventive attitude towards discrimination, harassment and abuse of authority.
4. Situate, when appropriate, research projects and training programs in relation to societal issues.

## Section 2: COMPETENCES COMMON TO ALL ACTIVITIES

- **Act ethically and responsibly**

5. Promote the student's capacities of analysis, debate, argumentation and respect of their environment and others, to form responsible citizens
6. Be aware of his/her responsibilities for the safety and security of students and staff during teaching and research activities.
7. Make professional use of information and communication technologies in compliance with the legislative and regulatory provisions in force (protection of individual and public freedoms, confidentiality of data, right to the image, etc.).
8. Manage and preserve his/her digital identity on the internet and social networks.

## Section 2: COMPETENCES COMMON FOR RESEARCH & TEACHING

- **Master one or more scientific disciplines, in one or more academic fields**
- **Adopt a reflexive posture (behavior)**
  - Implement a quality approach
  - Share your thoughts with your peers, whether in an informal or formal setting.
  - ...

# Section 2: COMPETENCES FOR TEACHING

- **Design courses / study programmes that promote learning for everyone**  
=> be able to define learning outcomes, workload, constructive alignment...  
=> take care of the students (diversity...)
- **Supervise learning activities**
  - Motivate, train, involve learners in groups of varying sizes.
  - Foster interaction and collaborative work (between learners, and between learners and teachers); Express positive expectations
  - Accompany learning and allow a regular positioning compared to what is expected.
  - Affirm one's authority and communicate one's requirements.
  - Manage time and hazards.
  - ...

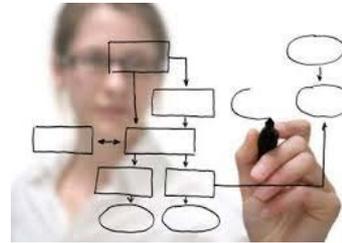
# Section 2: COMPETENCES FOR TEACHING

- **Evaluate learning outcomes**

- Diversify assessment methods and encourage learning by using regular formative evaluations.
- Take into account in one's practice the limits and possible biases of evaluation methods (docimology).
- Develop an analysis of the evaluation results to diagnose the difficulties encountered and if necessary propose an evolution of the training.
- Communicate the results of evaluations, commenting on them.

# Section 2: COMPETENCES FOR RESEARCH

- Build and conduct research projects
- Disseminate, transfer and enhance the knowledge produced



# To make a long story short...

- July 2016 – February 2017

Working group

- May 2017 : Elections

« Freezing time »

- January 2018 : Consultation of the unions

- September 2018 : ministerial initiative

Creating for the recognition of teaching  
**the same tools that exist for research :**



- 1 - Financial bonus for the teacher-researchers most invested in training
- 2- « Sabbatical leave » for facilitating innovations in Learning and Teaching.

# A COMPETENCY FRAMEWORK FOR WHAT ?

- The description of 7 main activities
- The definition of 11 skills that are not needed for the recruitment... but that we develop throughout the career
- A tool to create pedagogical training programmes for teacher-researchers
- A tool for HEI to recognize the value of investment in teaching, in helping students, in international projects for example...