ULB TEACHING AND LEARNING CHARTER

TEACHING & LEARNING SERVICES (DSEA)

Board of Governors, 18 June 2012

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PREAMBULE

The University has three missions: teaching, research and service to the community.

The survey of ULB teaching staff conducted in 2010 revealed that the teaching mission was often perceived as undervalued and that the efforts made by ULB and its various actors to promote high-quality teaching should be given greater prominence.

Based on these observations, the *Coordination des Actions pédagogiques* (former version of the current *Conseil des études*) has elaborated the present Teaching and Learning Charter, which describes ULB teaching philosophy. As such it will constitute a frame of reference to implement measures beneficial to teaching. This is why the Charter may describe both practices already largely implemented and practices expected to be developed over the coming years. It is important to emphasize that this document is not a set of rules, but rather the description of an ideal situation we would like to work towards.

The document consists of three sections: the first one lists the teaching goals and defines the student's profile ULB is willing to train; the second concerns the rights and responsibilities of teaching staff; while the last section focuses on students' rights and responsibilities.

(Modifié le 19-04-17)

I. THE AIMS OF ULB TEACHING

In its teaching mission statement, the ULB undertakes to :

Ensure the optimal personal and intellectual development of all students, whatever their origin and background.

Develop in all students an expertise based on research, together with high-level key competences. Train them in the critical analysis of :

› societal challenges and their effects
› scientific questions, practices and results

and in a thinking completely free of any dogma and in search of the common good.

Facilitate, through education, successful integration in the professional world and in society, through the exercise of expert and responsible professional activity.

In a nutshell, the ULB undertakes to train adults to become :

› Independent
› Responsible
› Capable of analysis, reflection and critical thinking
› Capable of innovation and creativity
› Able to function in a group
› Ready to become part of, play a role within and shape society
› Open to the ULB's humanist and free-thinking values.

II. TEACHING STAFF

1. Teaching staff are properly welcomed within the University

1.1. Teaching staff are provided with and assimilate the information necessary for exercising their duties.
1.2. Teaching staff feel welcomed in a community.
1.3. Teaching staff are given a workload allowing them to perform their three missions.
1.4. Teaching staff participate actively in University life.

2. Teaching staff have at their disposal an infrastructure suitable for exercising their teaching mission

2.1. Teaching staff are provided with a fully equipped workplace.
2.2. Teaching staff benefit from lecture rooms fitted with the proper equipment.
2.3. Teaching staff have access to the shared IT resources and tools needed for carrying out their duties.

3. Teaching staff undertake to adhere to the University's teaching principles and priorities

3.1. Teaching staff undertake to provide education and training in line with the objectives defined by the University.
3.2. Teaching staff respect the pedagogical consistency of the course programme they work in and which has been defined collectively.
3.3. Teaching staff participate in the elaboration and coordination of their faculty's teaching activities.
3.4. Where applicable, teaching staff work as a team with other staff collaborating on the course.

4. Teaching staff are free to make scientific choices regarding the content of their teaching

4.1. Teaching staff build their teaching on scientific research in their domain.
4.2. To the extent they are informed thereof, teaching staff take into account the personal and professional future of future graduates in their teaching choices.

5. Teaching staff ensure the quality and impartiality of the learning assessment they offer, both in its educational dimension and in its certifying dimension

5.1. Teaching staff develop their certifying assessment in line with course objectives. At the start of a course, they explain to students what they will be expecting of them.
5.2. During the year, teaching staff provide students with information allowing them to get an idea of how they are doing with respect to teaching staff expectations, and thus orientate their learning and make progress.
5.3. Teaching staff display reliability and impartiality in their assessments.

6. Teaching staff receive the support necessary for fulfilling their everyday teaching mission

6.1. Teaching staff can rely on a central or faculty-based teaching support department providing, among other things, the interface with research on University teaching...
6.2. Teaching staff can count on a logistics support service in the lecture rooms.

7. Teaching staff benefit from support in teaching innovation

7.1. Teaching staff may apply for funding for innovative initiatives in the teaching field.
7.2. Teaching staff can rely on a central or faculty-based teaching support department to support innovation.
7.3. Teaching staff undertake to review their teaching methods from a scientific perspective and to take appropriate decisions in order to keep their teaching practice up to date – in the interest of student learning.

8. Teaching staff benefit throughout their career from professional development possibilities

8.1. Teaching staff benefit from teacher training when commencing their job.
8.2. Teaching staff have access to further training.
8.3. Teaching staff undertake to attend the training sessions necessary to ensure the quality of their teaching.

9. Teaching staff benefit from regular feedback on their teaching activities

9.1. Teaching staff benefit from regular feedback in the form of teaching assessments performed by the University.
9.2. Teaching staff benefit from support in initiating an assessment of their teaching at their request.
9.3. Teaching staff undertake to seize every opportunity to get their teaching assessed in order to improve it.

10. The experience and investment of teaching staff in the teaching domain are acknowledged and valued

10.1. The experience and investment of teaching staff in the teaching domain are taken into account when they are first hired.
10.2. The experience and investment of teaching staff in the teaching domain are taken into account in promotions.
10.3. Best practices and teaching innovation are greatly valued in internal and external communication.

11. Teaching staff adhere to the University's ethical and humanist philosophy

11.1. Teaching staff treat all students equally, with respect and in accordance with the code of conduct of the profession.
11.2. Teaching staff are to be sufficiently available for their students.
11.3. Teaching staff maintain respectful and constructive relations with their colleagues and other University officials.
11.4. Teaching staff undertake to support the University's humanist and free-thinking values.

III. STUDENTS

1. Students are properly welcomed within the University

1.1. Students receive and assimilate information useful for their studies both on how the University functions and on what is expected from them in terms of learning.
1.2. Students feel welcome in a community and benefit from a socio-cultural environment that promotes personal development.
1.3. Students participate in University life.

2. Students receive high-quality education

2.1. Students benefit from an education consistent with the aims defined by the University.
2.2. Student workload is designed in such a way that students are able to achieve the learning objectives.

3. Students benefit from an infrastructure suitable for pursuing their studies

3.1. Students benefit from lecture rooms and other study places equipped with suitable facilities.
3.2. Students have access to the resources necessary for their studies (libraries, laboratories, etc...).

4. Students benefit from learning support relevant for their training project

4.1. The learning support is adapted to their training project...
4.2. Students benefit from learning support services: tutorials, foundation courses, etc...
4.3. Students undertake to participate in academic activities and, where applicable, to make use of ad hoc support services.

5. Students accept and participate in the learning assessment programme offered

5.1. Students participate in the learning assessments proposed by teaching staff. They seek to understand their mistakes and get a better grasp of the objectives pursued by teaching staff.
5.2. Students trust their teachers and accept the grades awarded.

6. Students actively participate in teaching assessment programmes

6.1. Students fill out the questionnaires handed out to them in a constructive way.
6.2. Students have the possibility of participating in the University bodies responsible for teaching assessment.

7. Students adhere to the University's ethical and humanist philosophy

7.1. Students maintain respectful and constructive relations with their peers, their teachers and other University officials.
7.2. Students take care of the infrastructures at their disposal.
7.3. Students are treated equally, with respect and in accordance with the University's code of conduct.
7.4. Students undertake to produce the thinking and work requested of them in the interest of their learning, without resorting to fraud or plagiarism.
7.5. Students undertake to be open to the University's humanist and free-thinking values and to develop a critical mind.