

Teaching Excellence Framework: Rules for Application

Regler för pedagogisk karriärstege

Introduction

The teacher excellence framework aims to support pedagogical development at the University and is intended to be an incentive for the individual teacher. Pedagogical qualification as Recognised University Teacher and Distinguished University Teacher results in a salary increase for the teacher and confirms the University's appreciation for pedagogical achievements. At the same time, it means a collegial commitment, and the expectation is that the teacher continues to contribute to pedagogical development at the University.

This document refers to *Instructions for Teaching Portfolio, Dalarna University* (C 2023/1464).

Eligibility

To be eligible to apply for an assessment of their pedagogical expertise, the applicant must meet four criteria.

1. *Category of staff*

The applicant is eligible to apply to have their pedagogical expertise assessed if they are employed and have pedagogical work duties:

- teaching staff with permanent employment (lecturers, senior lecturers, and professors)
- doctoral students and associate senior lecturers (*biträdande lektorer*)
- other permanent employees who have pedagogical work duties: for example, educational developers and ICT educators.¹

2. *Education in teaching and learning in higher education*

The applicant must have completed qualifying education in teaching and learning in higher education (15 credits/10 weeks) according to SUHF's recommendations or they must have had their corresponding knowledge validated according to the document titled *Regler för bedömning av högskolepedagogisk utbildning och motsvarande kunskaper*. The applicant is to upload certification demonstrating their completion of education in teaching and learning in higher education or validation in box B for appendices, as per the document titled *Instructions for Teaching Portfolio, Dalarna University*.

3. *Teaching experience*

The applicant needs to have at least five years of teaching experience at the university level, which in total must correspond to at least two years of full-time teaching experience in higher

¹ Employees who fall under this category "other permanent employees who have pedagogical work duties" are not appointed Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*); instead, they receive a title of merit consistent with the title of their position: for example, the Swedish *excellent högskolepedagogisk utvecklare* or *meriterad IKT-pedagog*.

education. The Head of School, Director of Department, or equivalent confirms the applicant's eligibility for employment and teaching experience.

4. *Seminar discussions of the teaching portfolio*

The applicant's teaching portfolio must have been presented and discussed at seminars 1–3 in the seminar series titled *Att skriva pedagogisk portfölj*. Alternatively, it must have been presented and discussed at one seminar where at least two teachers/educational developers/ICT educators who have been awarded a pedagogical qualification (see footnote 1) review the portfolio. Certification showing that the portfolio has been discussed at seminars must be attached to the application.

Application Period

Application is possible once per semester on the first Monday in April or October. Applicants who are not awarded a pedagogical qualification (see footnote 1) need to revise their teaching portfolio before making a new application. This is only possible at least eleven months after the last submission date for the previous application.

Assessment

In those cases where the applicant belongs to an academic environment, an assessment to check that all four requirements for the application have been met (see above) is carried out by the Head of School, Director of Department, or equivalent. In other cases, the assessment is carried out by the person in the Office of Education and Research Services who is responsible for proposing expert reviewers. The application is then reviewed by two external experts who must themselves have been granted the pedagogical qualification of either Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*). The external experts are selected by the Committee for Academic Appointments (AFU) after their names have been put forward by the person working with the pedagogical qualifications at the Office of Education and Research Services. The external experts submit their independent written statements of opinion to AFU. Two co-opted members present the matter. AFU proposes whether or not the applicant is to be granted one of the pedagogical qualifications, and the Vice-Chancellor makes a formal decision on the matter.

The applicant must receive copies of the experts' written statements of opinion.

If irregularities (for example, plagiarism, deliberate or negligent errors in the application that give a misleading picture of the applicant's qualifications) are suspected in the preparation of the application, the application will be rejected or the matter will be postponed pending further investigation. Irregularities in the application can also result in the University taking steps in line with labour law; in the opening of a case by the Staff Disciplinary Board; or, where there is suspicion of research misconduct, in an investigation by the Swedish National Board for Assessment of Research Misconduct.

If an application for assessment of pedagogical expertise is rejected due to irregularities being found (by a body other than UFN – for example, the Staff Disciplinary Board), a new application may not be made until 36 months have elapsed since the submission of the application that was rejected. If a new application is submitted, this must be a new complete application. The earlier application will not be evaluated.

Assessment Criteria

It is important that the applicant relates their basic educational philosophy to the way they apply this to their teaching practice. The application must therefore make clear **what** the applicant has done, **how** it was done, **why** it was done, and **what** the results of it were. Below are the assessment criteria and examples of indicators to assess these. All criteria must be met; however, not all indicators need to be met. The applicant's teaching portfolio must be kept current and up-to-date.

Recognised University Teacher (*meriterad lärare*)

For this level, emphasis is on the teacher's commitment and expertise in terms of the way they work with students, planning, implementation, summative assessment, and evaluation and development of teaching.

To designate an applicant the status of **Recognised University Teacher (*meriterad lärare*)**, they must meet the following prerequisites:

1. Multi-faceted and extensive experience of teaching in higher education

There are factors (for example, forms of teaching, course level, subject, number of teaching hours) that can limit the extent to which teachers can vary their teaching, and it is important to keep the teacher's context in mind.

Indicators that can support this criterion:

The applicant has extensive experience in the following:

- having different teaching assignments
- using different teaching arrangements and teaching methods
- making informed choices about the use of different physical and digital learning environments
- teaching different types of student groups (level, group size, format – i.e., campus, online, blended, hybrid, hyflex)
- having different teaching roles (for example, lecturer, laboratory supervisor, seminar leader, supervisor, course coordinator, examiner)
- giving various forms of feedback to students
- using different forms of assessment
- teaching and supervision

2. Teaching and learning in higher education – description, reflection, and development

The relationship must be clear and credible between the applicant's basic educational philosophy and the way they apply this at the university level. It must also be clear how the applicant ties research to teaching in their subject.

Indicators that can support this criterion:

The applicant:

- demonstrates an awareness of their thoughts and views on education
- describes, problematises, and justifies their teaching practice and its ties with research, with reference to subject-related research, research on teaching and learning in higher education, pedagogical theory, and proven experience
- demonstrates a well-developed pedagogical ability and reflects on pedagogical/didactic issues. This includes a sound ability to plan, implement, evaluate, and

improve their teaching as well as opportunities for student learning at first-cycle, second-cycle, and third-cycle

- works to support the diverse learning needs of students by adapting their teaching so that students can achieve the learning outcomes: this they do through self-development and the development of their teaching in a conscious and reflective manner
- reflects on the goals and core values of higher education in relation to democracy, sustainability, equality, equal treatment, accessibility, inclusion, internationalisation, and so forth

3. Collaboration experience

It is not *the scope* of collaborative projects that is *of most importance but rather their quality*, approach, and dissemination in society.

Indicators that can support this criterion:

The applicant:

- has experience working with education at the university level and/or didactics in collaboration with business, industry, or the public sector through, for example, contract education, popular science, and public education
- describes their role and reflects on their experiences and their contributions

Distinguished University Teacher (*excellent lärare*)

This level builds on the level Recognised University Teacher (*meriterad lärare*). This means that all criteria for a Recognised University Teacher must be met and that the criteria for Distinguished University Teacher (*excellent lärare*) must also be met. Development and progression must be clear between the two levels. The criteria for the level Distinguished University Teacher should demonstrate this progression.

For the Distinguished University Teacher level, emphasis is on the development of learning materials and other resources for student learning, the work the applicant has had with pedagogical leadership, and their dissemination of knowledge, which can be called Scholarship of Teaching and Learning (SoTL).

Assessment Criteria

It is important that the applicant relates their basic educational philosophy to the way they apply this to their teaching practice. The application must therefore make clear **what** the applicant has done, **how** it was done, **why** it was done, and **what** the results of it were. Below are the assessment criteria and examples of indicators to assess these criteria. All criteria must be met; however, not all indicators need to be met. The applicant's teaching portfolio must be kept current and up-to-date.

To designate an applicant the status of **Distinguished University Teacher (*excellent lärare*)**, they must also meet the following prerequisites:

4. Teaching and learning in higher education – description, reflection, and development

Indicators that can support this criterion:

The applicant:

- conducts teaching and/or supervision of high quality and at different levels
- develops, adapts, and further develops content in a systematic, well-considered manner based on sound knowledge of the diverse and specific needs of different student groups and their subject
- demonstrates good ability to support student learning based on the needs of different student groups through constructive and continuous feedback as well as systematic evaluation, development, and follow-up
- develops and continuously reviews course and programme learning outcomes in relation to the development of knowledge within their subject area, the field of higher education, and changes in society, sustainability, and working life

5. Development of teaching materials and other resources for student learning

Indicators that can support this criterion:

The applicant:

- develops teaching materials and/or other resources to promote student learning
- describes what their learning materials and/or other resources contribute and their role in their development
- justify their views on pedagogy in terms of the development of learning materials and/or other resources for learning by answering the didactic questions **what**, **how**, and **why**

6. Pedagogical leadership, development, and administration

Indicators that can support this criterion:

The applicant:

- is successful in their pedagogical leadership at the university: for example, in their role as head of subject, programme director, director of studies, or course coordinator
- leads work that is significant for their university, department, programme, etc. that has resulted in pedagogical development
- works with internal cooperation: for example, with colleagues in pursuit of pedagogical development in higher education
- contributes actively to the pedagogical development of teaching colleagues and education

7. Research and knowledge dissemination with a specialisation in teaching and learning in higher education

Indicators that can support this criterion:

The applicant:

- systematically develops their academic teaching over time (Scholarship of Teaching and Learning – SoTL) and documents their investigative, developmental, and scholarly approach to their practice

- works to integrate and analyse theory and practice in a conscious and reflective manner, and to communicate and disseminate knowledge in a purposeful manner
- shares their experiences and results from developmental work in teaching and learning in higher education through networks and participation at national and international conferences
- has published at least two peer-reviewed articles and/or full-length book chapters with a focus on teaching and learning in higher education

Design of the Expert's Written Assessment

The expert's assessment must be presented in writing using these headings:

- A. A short summary of the applicant's pedagogical activities.
- B. An assessment of whether the applicant has met the criteria, with justifications. The criteria can be used as headings for each criterion in the assessment.
- C. Comments on how the documentation can be developed for future applications.
- D. A summarising assessment in which the expert takes a position on whether the applicant meets the eligibility requirements to be designated the status of Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*).

It is important that positive assessments are also justified and link back to the documentation in the application.

In the event of an incomplete or unclear statement, AFU will contact the expert for clarification or supplementary information. There is no need for paper copies of the statement of opinion.