

RULES

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Regler för pedagogisk karriärstege

Teaching Excellence Framework: Rules for Application

Introduction

The teaching excellence framework aims to support pedagogical development at the university and to serve as an incentive for the individual teacher. A qualification as a Recognised University Teacher (*meriterad*) and a Distinguished University Teacher (*excellent*) is a confirmation that the university values pedagogical achievements. At the same time, it means a collegial commitment, and the expectation is that the teacher will continue to contribute to pedagogical development at the university.

Instructions for how the teaching portfolio should be written can be found in the document titled “Instructions for Teaching Portfolio, Dalarna University”.

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 belongs to one of these staff categories:

- teachers with permanent employment
- doctoral students and associate senior lecturers (*biträdande lektorer*)
- other permanent employees who have pedagogical work duties.

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

The applicant must have completed all required education in teaching and learning in higher education (equivalent to 10 weeks) in accordance with the recommendations of the Association of Swedish Higher Education Institutions (SUHF), or they must have had their corresponding knowledge validated.

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 education.

4. *Seminar discussions of the teaching portfolio*

The applicant's teaching portfolio must have been presented and discussed either in seminar form by an educational developer (*högskolepedagogisk utvecklare*) or at a seminar where at least two people who have themselves been awarded a pedagogical qualification have reviewed the portfolio. Certification showing that the portfolio has been discussed at seminars must be attached to the application.

Application period

Applications are accepted once per semester, on the first Monday in March or in October. Applications that are unsuccessful need to be revised before they can be resubmitted. This is only possible at the earliest 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 criteria for the application have been met (see above) is carried out by the Head of School, Director of Department (*avdelningsledare*), or equivalent. In those cases where the applicant does not belong to an academic environment (staff with permanent employment who have pedagogical duties), the review is carried out by the director of the Office of Student and Education Support. The application is then reviewed by two external experts who themselves must have been designated one of the two pedagogical qualifications (at least one expert must be a Distinguished University Teacher (*excellent lärare*)). The external experts are appointed by the Committee for Academic Appointments (AFU) upon proposal from the director of the Office of Student and Education Support. The external experts submit their independent written statements of opinion to AFU. Two co-opted members present the matter. AFU submits a proposal as to whether or not the applicant is to be granted one of the pedagogical qualifications, and the Vice-Chancellor makes a decision on the matter.

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

A person who has been appointed as a Recognised University Teacher (*meriterad lärare*) or a Distinguished University Teacher (*excellent lärare*) at another university is considered Recognised or Distinguished at Dalarna University.

Assessment criteria

It is important that the applicant relates their teaching philosophy to how they apply it in 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. The teaching portfolio must be up-to-date and relate to relevant current research and literature on teaching and learning in higher education. Below are the assessment criteria and examples of indicators to assess these criteria.

Recognised University Teacher (*meriterad lärare*)

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

To be designated the status of **Recognised University Teacher (*meriterad lärare*)**, the applicant must meet the following criteria:

1. Extensive and multi-faceted experience of teaching in higher education

Since there are factors that can limit the extent to which teachers can vary their teaching, it is important to keep in mind the context in which the teacher is working.

Indicators that can support this criterion:

The applicant has extensive experience, in a didactically well-considered way, of

- teaching and using different approaches, methods and tools in their teaching
- making well-founded choices about the use of different physical and digital learning environments

- developing and adapting their teaching to different student groups and different forms of distribution
- having different teaching roles
- providing feedback to students
- using different forms of course material and resources
- using different forms of assessment
- collaborating internally with relevance to the development of teaching, including assessment.

2. Expertise – teaching and learning in higher education

The applicant's teaching philosophy must be applied in their work 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:

- plans, teaches, assesses, evaluates and revises as well as adapts their teaching in a way that supports student learning
- applies constructive alignment in their teaching
- clarifies the reasoning behind their pedagogical foundations and positions
- reassesses and continuously develops course and programme outcomes in relation to the development of knowledge in their subject area
- learns from previous experiences, both positive and less successful
- links their teaching to the values that higher education builds on

Distinguished University Teacher (*excellent lärare*)

This level builds on the level Recognised University Teacher (*meriterad lärare*). This means that all criteria for Recognised University Teacher must be met. In addition, the criteria for Distinguished University Teacher must also be met.

For the level of Distinguished University Teacher, the applicant must have worked with pedagogical leadership and deliberate dissemination of knowledge, as well as the development of educational resources for student learning.

For the **Distinguished University Teacher** (*excellent lärare*) level, the applicant must meet the following criteria:

3. Development of educational resources for student learning

Indicator that can support this criterion:

In order to promote student learning, the applicant needs to have developed learning materials and/or other resources that fill a need that has not been met by existing learning materials. They also need to explain the need for the material they have created based on pedagogical arguments.

4. Pedagogical leadership, development and administration

Indicators that can support this criterion:

The applicant:

- gives examples of how – in their role as head of subject, programme director or course coordinator – they have contributed to pedagogical development
- gives examples of how they have initiated pedagogical discussions, seminars and/or conferences within and/or outside the higher education institution
- gives examples of how they have contributed to pedagogical development work outside their own subject or higher education institution
- looks ahead and reasons about how their academic leadership can be developed.

5. Knowledge dissemination – research and collaboration with a specialisation in teaching and learning in higher education

*Please note that **all** the indicators below must support this criterion:*

The applicant:

- communicates their results from developmental work in teaching and learning in higher education and/or research on teaching and assessment of relevance to higher education in national and/or international academic journals, at conferences and/or in professional networks
- provides examples of outward-looking pedagogical and/or didactic activities in higher education in collaboration with society at large
- has published at least one peer-reviewed article or book chapter of equivalent length or has had two conference papers accepted that focus on learning and knowledge development of relevance to their subject area within higher education.

The design of the expert's written review

The review must result in a written expert opinion that is organised according to the following headings:

- A. A brief summary of the applicant's pedagogical activities.
- B. An assessment of whether the applicant has met the criteria, including explanations as to why/why not. The criteria can be used as headings for each assessed criterion.
- C. Comments on how the documentation can be developed for future applications.
- D. A summary of the assessment in which the expert takes a position on whether the applicant meets the eligibility criteria so that they can be designated the status of Recognised University Teacher or Distinguished University Teacher.

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