

RULES

Valid from:
2025-03-01

Decision:
University Education and Research Board (UFN)

File Number (*Diarienummer*)
C 2023/1679

Teaching Excellence Framework: Rules for Application

Regler för pedagogisk karriärstege

Introduction

The Teaching 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 (*meriterad*) and Distinguished University Teacher (*excellent*) results in a salary increase for the teacher and confirms the University's appreciation for their 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 – staff*

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

- members of teaching staff 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 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 *Regler för bedömning av högskolepedagogisk utbildning och motsvarande kunskaper*. Into Box B for appendices, the applicant is to upload certification demonstrating their completion of qualifying education in teaching and learning in higher education or validation. This is in accordance with 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 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 “Att skriva pedagogisk portfölj”. Alternatively, the applicant's pedagogical portfolio must have been processed at a seminar where at least two people have reviewed the portfolio: these two people must themselves have been awarded a pedagogical qualification. 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 need to revise their teaching portfolio before making a new application. The applicant cannot do this until 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 conducted by the Head of School, Director of Department, or equivalent. Otherwise, the review is conducted by the Director of the Office of Student Services and Education Administration. The application is then reviewed by two external experts, who must themselves have been granted one of the pedagogical qualifications. The external experts are appointed by AFU after their names have been put forward by the Director of the Office of Student Services and Education Administration. 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 formal decision on the matter.

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

Assessment Criteria

It is important that the applicant relates their basic educational philosophy to the way they apply this 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. Below are the assessment criteria and examples of indicators to assess these criteria. While all criteria must be met, all indicators do not 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 how they work with students, planning, implementation, assessment, and evaluation and development of their teaching.

For the level of **Recognised University Teacher** (*meriterad lärare*), the applicant must meet the following prerequisites:

1. Extensive and broad experience of teaching at the university level

Since 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, it is important to keep the teacher's work context in mind.

Indicators that can support this criterion:

The applicant has extensive experience of:

- working with different teaching assignments,
- using different teaching arrangements and teaching methods,
- making informed choices about the use of different physical and digital learning environments,
- teaching diverse student groups (level, size, campus, online, blended, hybrid, etc.),
- having different teaching roles (for example, lecturer, laboratory supervisor, seminar leader, supervisor, course coordinator, examiner),
- working didactically in a well-thought-out way, with feedback to students,
- using different forms of assessment.

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

The applicant's pedagogical 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:

- demonstrates an awareness of their thoughts and views on education,
- describes, problematises, and justifies their teaching practice and its ties to 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,
- 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,
- reflects on their teaching and actively supports students with diverse backgrounds and needs to achieve their learning objectives,
- reflects on the goals and core values of higher education in relation to, for example, democracy, sustainability, equality, equal treatment, accessibility, inclusion, internationalisation.

Distinguished University Teacher (*excellent lärare*)

The level Distinguished University Teacher (*excellent lärare*) builds on the level Recognised University Teacher (*meriterad lärare*). This means that all the criteria for both Distinguished and Recognised University Teacher must be met.

For the Distinguished University Teacher (*excellent lärare*) level, emphasis is on the development of learning materials and other resources for student learning, the work the applicant has done with pedagogical leadership and their active dissemination of knowledge.

Assessment Criteria

It is important that the applicant relates their basic educational philosophy to the way they apply this 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. 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.

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

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

Indicators that can support this criterion:

The applicant:

- has conducted teaching and/or supervision of high quality and at various levels,
- developed, adapted and further developed content in a systematic, well-considered manner based on sound knowledge of the specific conditions that apply to the needs of the various student groups and their subject,
- developed and continuously reviewed 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.

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

Indicators that can support this criterion:

The applicant:

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

5. Pedagogical leadership – leadership, development and administration

Indicators that can support this criterion:

The applicant has:

- demonstrated pedagogical leadership at the University: for example, in their role as head of subject, programme director, director of studies or course coordinator,
- led work that has been significant for the University and that has resulted in pedagogical development,
- worked with internal collaboration: for example, with colleagues in pursuit of pedagogical development,
- contributed actively to the pedagogical development of teacher colleagues and the educational organisation.

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

Indicators that can support this criterion:

The applicant has:

- systematically developed their own academic teaching over time and documented their investigative, developmental and scholarly approach to their practice,
- worked to integrate and analyse theory and practice in a reflective way and also worked to communicate and disseminate knowledge,
- shared their experiences and results from developmental work in higher education pedagogy through networks and attendance at national and international conferences,
- published at least two peer-reviewed articles and/or full-length book chapters with a focus on teaching and learning in higher education.

7. Collaboration Experience

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

Indicators that can support this criterion:

The applicant:

- has experience of working with education at the university level and/or didactics in collaboration with business, industry or a public organisation: for example, contract education, popular science, and liberal education for adults (*folkbildning*),
- describes their role and reflects on their experiences and their contributions.

Design of the Expert's Written Assessment

The expert's assessment must be presented in writing under these headings and in this order:

- 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. Feel free to use the criteria as headings for each criterion in the assessment.
- C. Comments on how the documentation can be developed for future applications.
- D. A summary of the assessment in which you, as expert, take a position on whether the applicant meets the eligibility requirements to be appointed Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*).

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

In the event of an incomplete or unclear statement of recognition, AFU will contact the expert for clarification or completion. There is no need for paper copies of this.