



FACULTY
OF SOCIAL
SCIENCES

DECISION

Reg. No.
STYR 2023/77

2023-02-02

Faculty Board

Criteria for the assessment of teaching skills for recognised and excellent teaching practitioners at the Faculty of Social Sciences

The criteria are established by the Faculty Board on 2023-02-02 and replace the previous steering document Dnr STYR 2019/1431 dated 2019-09-19.

Eligibility requirements for teaching positions

Those who have demonstrated pedagogical skills and completed a higher education pedagogical programme of at least five weeks or otherwise acquired equivalent knowledge are qualified to be employed as a professor or senior lecturer at the Faculty of Social Sciences. Faculty guidelines stipulate that applicants to teaching positions should be able to demonstrate a minimum level of teaching experience, depending on the position in question; the benchmark for a position as senior lecturer or professor is, for example, 1600 clock hours.

Assessment of recognised and excellent teaching practitioners

Permanent employees who hold a position of assistant professor, senior lecturer or professor, or associated senior lecturers, at the Faculty of Social Sciences can apply for an assessment of their teaching skills. The applicant submits a teaching portfolio with appendices, a curriculum vitae, a letter of approval from the head of department, and letters from two colleagues certifying that the

applicant has engaged in a critical discussion of their portfolio. The Faculty only accepts applications in relation to an annual deadline. Teaching skills are assessed on the basis of two levels, recognised teaching practitioner and excellent teaching practitioner. To be assessed at the level of excellent teaching practitioner, previous appointment as a recognised teaching practitioner is required. The assessment is based on criteria, and for each criterion some examples are given of how these can be reflected in the applicant's teaching portfolio. The applicant should demonstrate that all relevant criteria are met for the level of assessment in question (recognised or excellent), although the portfolio can pay more attention to particular criteria depending on the applicant's pedagogical experience. Reflections and examples provided in the teaching portfolio should be verified through supporting documents and in the curriculum vitae.

A. The qualified teacher should demonstrate in their teaching portfolio 1-5:

1. An approach that is based on and promotes student learning

An approach that is based on and promotes student learning can be expressed through a well-defined, foundational pedagogical vision and by the applicant providing examples of how this vision has evolved and how their own pedagogical practice has been developed based on an understanding of student learning. How goals and frameworks of higher education are made clear to the students and individual course sections are placed in a larger context, e.g. through collaboration with other teachers, can further illustrate this criterion. Additional examples include how diversity among students and the diversified experiences of student groups are taken into account in teaching. In addition, the criterion can be expressed by the applicant showing how varied forms of constructive feedback to students are developed and how course evaluations and other forms of student influence are used to develop teaching.

2. Scientific anchoring and a scientific approach that reflects breadth, depth and the challenges for learning in the discipline

A scholarly foundation and a scholarly approach that reflects the breadth and depth of the discipline can be expressed by the applicant showing how they link their teaching to their discipline in a way that recognises the variation and development of their subject, while also systematically reflecting on and taking a critical approach to the content of their own teaching. The fulfilment of the criterion can also be illustrated by examples of how the applicant stimulates the development of a scientific, reflective and critical approach among students, with regard to the content as well as the form of the teaching.

3. Teaching skills and commitment

Teaching skills and commitment can be expressed by the applicant showing how they are well informed about different teaching methods, their prerequisites and consequences, and how teaching and examination forms are developed and adapted to the needs of the students, the prerequisites of the discipline and the objectives of the courses. Other ways of illustrating the attainment of this criterion include for instance examples of how dialogue between students and teachers is promoted, how a good teaching atmosphere is created, and how students are provided with the necessary conditions for developing their own learning. Development of teaching materials and teaching aids are further examples of how the criterion can be expressed.

4. A holistic approach to course development and co-operation

How applicants lead and develop courses and programmes and also develop and run various forms of collaboration for teachers, students and administrative staff in order to promote the quality of teaching can be used to show a holistic approach to course development and co-operation. Fulfilment of the criterion can also be expressed through demonstrating how students achieve an understanding of how courses or course components contribute to knowledge, skills and values within the framework of a course or programme as a whole.

5. Continuous reflection and development based on knowledge about teaching and learning

Showing how their pedagogical approach has developed over time through systematic didactic and pedagogical reflection and through continuing education in higher education can be used as examples of the fulfilment of this criterion. Other illustrations of the attainment of the criterion may be descriptions of how course content and teaching methods have been developed in dialogue with colleagues and students in order to promote student learning.

B. In their teaching portfolio, the excellent teacher must show progression within 1-5 above and 6-7:

6. Skills in leading, organising and reflecting on pedagogical development

Proficiency in leading, organising and reflecting on pedagogical development can be demonstrated by the applicant through the ability to listen to and take on board ideas of students and colleagues to promote pedagogical development in a more general sense, e.g. driving the development of different forms of teaching and examination or promoting cooperation and participation within the organisation. A reflective approach to communication and learning in pedagogical development processes as expressed through the development and dissemination of knowledge and skills through continuing education, participation in pedagogical conferences, the production of teaching materials, and the writing of scientific articles focusing on teaching and learning in higher education are other examples of how the fulfilment of the criterion can be demonstrated. It can also be illustrated by examples of how the applicant has carried out pedagogical development and management tasks of a strategic nature.

7. Ability to create creative dialogues within and between different disciplines and with the surrounding society, of relevance to student learning

The ability to create creative dialogues within and between different disciplines and with the surrounding society can be illustrated through

examples of how teaching activities are used to inspire students to apply critical thinking based on multifaceted research perspectives and/or societal interaction. Reflections on the role of communication and learning in the meeting within and between different disciplines and in societal interaction can illustrate this. Examples of how the applicants teaching activities have been developed and expanded through different types of collaboration with colleagues and stakeholders outside the university can be used to demonstrate this.