

Social Sciences Faculty Office

This decision replaces the regulatory document Dnr S 2011/342

Teaching academy criteria for assessment of teaching skills in appointments of qualified and excellent teaching practitioners

Qualification requirements for academic appointments

A person who has demonstrated teaching expertise and completed five weeks of training in teaching and learning in higher education or acquired an equivalent competence is qualified for appointment as professor or senior lecturer at the Faculty of Social Sciences. According to Faculty guidelines, candidates must be able to document a minimum level of teaching experience depending on the type of position; the standard figure for appointments as professor and senior lecturer is 1600 hours.

Assessment for appointments of accomplished and excellent teaching practitioners

Lecturers, senior lecturers and professors on indefinite-term contracts, or associate senior lecturers, at the Faculty of Social Sciences are entitled to apply once a year to the Faculty teaching academy to have their teaching skills assessed. The applicant is to submit a teaching portfolio, a CV, a recommendation from the head of department and a certificate of completed discussions with two colleagues.

Teaching skills will be assessed with reference to two levels – accomplished and excellent teaching practitioner. The assessment is based on criteria including indicators describing how a criterion may be manifested (please see below). *All criteria* for each stage should be achieved, but may be *differently weighted* depending on which type of position or person specification is being considered. All the indicators for each criterion need *not*, however, be relevant for all assessments and are not to be regarded as exhaustive. In other words, it is possible to refer to other indicators, provided that they are clearly related to the relevant criterion. The criteria and indicators should be highlighted and verified in the applicant's teaching portfolio and CV.

A. The qualified teaching practitioner is to show the following in his/her teaching portfolio:

1. An approach that promotes the students' learning process

- Works on the basis of a conscious educational ethos and develops a teaching practice that is based on an understanding of the students' learning process

- Works consciously on the basis of the goals and frameworks for higher education and makes these clear to the students
- Assumes that student groups will be diverse and have varied experiences
- Helps students to place individual course components in a broader context and creates continuity for students through cooperation with other lecturers
- Develops and varies forms for constructive and clear feedback to the students
- Uses course evaluations and other forms of student influence to develop the education provided

2. A basis in research and a scholarly approach that reflects subject breadth and depth

- Connects his/her teaching to relevant research that illustrates developments in the subject
- Demonstrates a reflective and critical approach to the subject and to his/her own teaching of the subject
- Encourages a scholarly, reflective and critical approach in the students

3. Teaching skills and commitment

- Is well-informed of different teaching methods, their conditions and consequences
- Develops different forms of teaching and examination and adapts them to the needs of the students, the nature of the subject and the aims of the course
- Develops different types of teaching materials
- Creates a meaningful dialogue between students and lecturer and a good teaching environment
- Creates the conditions for students to develop their learning and achieve good results

4. Holistic view and interaction

- Leads and develops courses and tuition
- Develops and runs different forms of interaction for lecturers, students and administrative staff with the aim of ensuring high quality in education
- Makes it clear to the students how the course/programme as a whole contributes to the development of skills, knowledge and judgment
- Makes it clear to the students how the course/programme as a whole contributes to qualifications for professional life

5. Continual improvement and in-depth reflection on the basis of knowledge of teaching and learning

- Problematises and develops course content and forms of tuition in discussions with colleagues and students
- Reflects on his/her own contribution to support the students' learning process and critical approach
- Continues to develop his/her educational approach with the help of theoretical training in teaching and learning in higher education and subject didactics

B. The excellent teaching practitioner is to show progression of items 1-5 above and the following in his/her teaching portfolio:

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

- Promotes educational development, interaction and participation within the organisation
- Successfully conducts strategic development and management tasks in education
- Reflects on communication and learning in development processes
- Develops and disseminates knowledge and skills by participating in professional training and conferences on education, producing teaching materials and articles, among other things
- Leads the development of different forms of teaching and examination
- Helps other lecturers develop in a collegial manner
- Demonstrates the ability to listen and assimilate good ideas from students and colleagues

7. Ability to enable creative dialogues within and between different subjects and the surrounding community

- Creatively queries both form and content within the education sector
- Inspires students to apply their critical thinking and develop their generic skills in a creative dialogue
- Develops educational activities in collaboration with colleagues, management and administration as well as with other stakeholders within and outside the University
- Plans teaching on the basis of multifaceted research perspectives and in relation to the world at large
- Successfully broadens his/her teaching to encompass the surrounding community
- Reflects on the role of communication and learning in dialogues within and between different subjects and the surrounding community