Guidelines for the Appointment and Promotion of Teachers and for Appointment of Docents and of Distinguished University Teachers at the Faculty of Science and Technology

Adopted by the Board of the Disciplinary Domain/Faculty of Science and Technology 2014-12-03
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11 Guidelines for appointment of distinguished university teachers

Uppsala University Guidelines for appointment of Distinguished University Teachers (UFV 2010/1842)

- The [Swedish] term “excellent lärare” is to be used with respect to teachers who have attained a higher level of teaching expertise. This level is clearly to be distinguished from the basic level, just as the docent, is distinguished from the doctor level. The English term is Distinguished University Teacher.

Each domain/faculty board is to specify more closely the requirements for appointment of Distinguished University Teachers. These requirements are to reflect the criteria for teaching expertise specified in the document Appointment Regulations for Uppsala University. Teachers are to document their merits in a teaching qualifications portfolio. Assessment of such merits may be supplemented by interviews and by testing for teaching skills.

In order to serve as an incentive to teaching and learning development, the supplementary guidelines formulated by each domain/faculty board shall promote involvement by individual teachers and their departments. Any teacher admitted as Distinguished University Teacher shall, upon his or her admittance, receive a standardized salary increase (cf. docent appointment).

Only teachers at Uppsala University employed for an indefinite term (lecturers, associate professors and professors) are eligible for appointment as Distinguished University Teachers. At least one opportunity to apply shall be made available each year. Each domain/faculty board shall promote involvement by individual teachers and their departments. Any teacher admitted as Distinguished University Teacher shall, upon his or her admittance, receive a standardized salary increase (cf. docent appointment).

These guidelines shall take effect on 1 July 2012 and shall be subject to a University-wide review during 2014.

11.1 Guidelines for appointment of distinguished university teachers at the Faculty of Science and Technology

11.1.1 Board for Appointment of Distinguished University Teachers

The Disciplinary Domain’s Board for Appointment of Distinguished University Teachers decides about appointment of distinguished university teachers following assessment by referees. The Board consists of one teacher from each section and two student representatives from the first or second cycle and one doctoral (third-cycle) representative. The teachers are to be appointed by the Disciplinary Domain/Faculty Board based on nominations from the section deans.

The student representatives are to be appointed by the relevant student union. The Board for Appointment of Distinguished University Teachers is to appoint a chairperson among its members. The Boards’ teacher members should be distinguished university teachers. However, all sections must still be represented.
The teacher members of the Board must:

- have exercised leadership in teaching as director of studies, coordinator, programme director, subject coordinator, or the equivalent and have been involved in educational development.

- have at least ten weeks of teacher training or the equivalent and have actively participated in education seminars, conferences, or the equivalent in the last three years.

The Board is responsible for the training of its members in accordance with the Action Plan for Teaching and Learning at the Faculty of Science and Technology.

The Board is to meet at least three times per semester.

The Board is responsible for instructions to applicants regarding the design of applicants’ teaching portfolios.

11.1.2 Procedure for appointment of distinguished university teachers

Applications for appointments as a distinguished university teacher will be dealt with two times each year, at the beginning of the spring and autumn semester respectively.

Applicants must document their teaching expertise with a portfolio of teaching merits. A recommendation from the head of department and a testimonial about teaching skills from someone at the institution, selected by the Head of Department, must be appended to the application.

The Board for Appointment of Distinguished University Teachers is to appoint two referees for each applicant, one man and one woman, at least one of whom must be external (from another higher-education institution), with previous experience of evaluating teaching expertise, unless special reasons occur. At least one of the referees must have his/her research expertise in the same subject area as the applicant. The referees’ statement is to be submitted to the Board.

When the referees’ statement has been submitted, the Board meets to make a preliminary evaluation of the applicant’s skills for appointment as a distinguished university teacher. If the evaluation is positive, the applicant is invited to an interview and a test of his/her teaching skills. The Board is to decide on the basis of the referees’ statement, the interview, and tests of teaching skills whether the applicant is to be appointed as a distinguished university teacher.

Appointment as a distinguished university teacher is not limited in time.

Decisions in matters of appointment as a distinguished university teacher are not subject to appeal.

11.2 Criteria for appointment as a distinguished university teacher

Skills must be demonstrated in the following assessment areas:

- Skill in teaching
- Holistic perspective
- Scientific and investigative approach
- Collaboration with colleagues and students
- Leadership in teaching
In their portfolio of teaching qualifications, applicants must describe and discuss their skills in relation to these assessment areas. An overall assessment is to be reached and skill must have been demonstrated in each assessment area, however, not necessarily for all specified aspects. Other aspects that demonstrate skill within the assessment areas can be also be taken into account.

11.2.1 Skill in teaching
Skill in teaching is primarily the skill the teacher shows in the direct contact with the students but also includes interaction with students through, for example tasks and examinations. The skilled teacher develops continuously, thus adapting his or her teaching to new situations.

The following aspects are to be considered in assessing skill in teaching:

− to provide involved and appreciated teaching of high quality at different levels of the educational system and in a broad field of knowledge.

− to support students in their development of understanding, critical thinking, research and professional skills and attitudes.

− to have a broad repertoire of student-activating forms of teaching and examination that are used in relevant ways.

− to work with constructive linkage between goals, instruction, and examination, where instruction is adapted to make it optimally possible for students to achieve the goals, and to design examination in a way that enables students to show that the goals have been achieved.

− to have a well-functioning communication and to be responsive to the students' points of view.

− to observe gender and diversity perspectives and to take into consideration and utilise students’ differences and shifting experiences.

− to develop the knowledge and competence of students through constructive feedback.

− to be able to teach well in both Swedish and English.

− to continuously develop teaching and examination as well as the role of the teacher.

11.2.2 Holistic perspective
The holistic perspective includes both seeing the education as a whole and seeing it and the students’ learning in a broader context. Higher education shall develop educated and critically thinking citizens of society while being useful for students in a future working life. The holistic perspective enables better contribution to students as well as to society.

The following aspects are to be considered in assessing holistic perspective:

− to connect teaching to the students’ programme in general and to earlier and coming courses, thereby creating a thread running through the study programme.

− to connect teaching to international research, current societal issues, and students’ future careers.

− to develop and continuously revisit course and programme goals in relation to changes in society, the environment, and working life.

− to interact with the surrounding society to develop the education and give concrete examples to the students.
11.2.3 Scientific and investigative approach

A scientific and investigative approach involves building one’s teaching on research and proven experience, to investigate one’s own practices and outcomes, and to open up for colleagues’ insight and criticism. A basis for this is a good anchoring in one’s own subject, and good insight into pedagogical and subject-specific didactic research. Furthermore, philosophy of science perspectives can contribute to scientific and investigative approach.

The following aspects are to be considered in assessing scientific and investigative approach:

- to possess extensive subject knowledge and, on the basis of this knowledge, to reflect upon what and how students are to learn and why.
- to use conscious strategies to connect research to teaching.
- to critically discuss one’s own discipline.
- to examine and evaluate the student’s learning and one’s own teaching and its effects, to reflect upon this and make use of the results in one’s own practice.
- to renew or create teaching materials and revisit the choice of course reading with a view to developing the programme and in light of new research findings.
- to reflect upon what promotes student learning and to discuss the development of teaching and learning with colleagues on the basis of relevant research in subject-matter didactic and pedagogical research and well-tested experience.
- to spread good models and results from the development of teaching and examination in the form of recurrent contributions to conferences and seminars on teaching and learning or publication of works on education or didactics, thereby exposing one’s own experiences to peer review.

11.2.4 Collaboration with colleagues and students

Collaboration with colleagues and students is a prerequisite for positive development of individuals as well as organization. Discussions can be about content as well as form, and emanate from concrete situations or more abstract reasoning. In a dialogue for mutual learning, teaching can be renewed, while increasing the students’ awareness about the own learning and the learning of others, and teachers will be able to analyze and reflect upon pedagogical issues.

The following aspects are to be considered in assessing collaboration with colleagues and students:

- to collaborate with students and colleagues to advance teaching and learning.
- to clarify course goals and assessment criteria and to justify choices of forms of teaching and examination in dialog with students.
- to appraise students’ prior understanding and expectations in order to tailor teaching to the student group at hand.
- to use course evaluations and course reports to develop both one’s own teaching and courses and programmes, as well as oneself as a teacher.
- to take active part in collegial discussions and teaching days.
to contribute to mutual learning between colleagues, by visiting each other’s classes as students and discuss concrete classroom situations and through dialogue about learning and education.

– to conduct constructive collegial discussions and actively participate in teaching days, teaching staff meetings and further education, in order to strengthen teaching, overall perspective and development of colleagues.

11.2.5 **Skill in pedagogical leadership**

A skilled pedagogical leadership includes influencing the development of individual colleagues and the teaching staff as a whole, to renew education and to lead pedagogical development work. Pedagogical leaders contribute to create a lively collegial discussion and opens up to individual pedagogical discussions. A skilled leader develop through reflection on leadership and in dialogue with others.

The following aspects are to be considered in assessing leadership in teaching:

- to exercise educational leadership in roles such as course director, programme director, or director of studies, thereby influencing courses and programmes beyond one’s own teaching.

- to lead development of courses and programmes.

- to contribute to the individual development of colleagues and collegial discussions and renewal work through pedagogical leadership.

- to initiate and run pedagogical development projects and to lead colleagues in these.

- To develop the leadership through own reflection, dialogue with colleagues and through relevant courses and literature about academic leadership.