GUIDELINES FOR APPOINTMENTS WITHIN THE EXCELLENT TEACHER SCHEME

Approved by all Faculty Boards
2013-01-29, 30, 31

Last revised: ENT 2017-10-18, HS 2017-10-20 and MH 2017-10-17
Guidelines for appointments within the Excellent Teacher Scheme

Approved: 2013-01-29, 30, 31
Last revised: 2017-10-17, 18, 20

General

According to the Vice-Chancellor's instructions, the faculty board has the right to make appointments within the University’s Excellent Teacher Scheme.1 The aim in appointing excellent teachers is to recognise and reward the distinct learning and teaching skills that are essential for forming a favourable setting for high-quality education at Örebro University. Those appointed within the scheme are expected to contribute to the educational development at our higher education institution.

Those appointed within the scheme or its equivalent at another higher education institution, do not need to apply to be appointed excellent teacher at Örebro University, instead they are considered as an excellent teacher also at Örebro University.

Eligibility requirements

Eligible to be assessed for appointment within the scheme are teaching employees at Örebro University2 and who have completed courses on learning and teaching in higher education for at least 10 weeks.3

Assessment criteria for educational expertise

Four assessment criteria for educational expertise must be met for a teacher to be appointed within the scheme. After each criterion there are a number of examples of how the teacher can demonstrate how the criterion has been met. Note that the examples are not to be interpreted as sub-criteria. The teacher can demonstrate how the criterion has been met also in other ways.

1. Teaching expertise

The teacher works particularly well in their relations with students and has a very good ability to support student learning, adapt their instruction according to different students’ and student group’s conditions, as well as, put into practice their outlook on learning and teaching.

The teacher may demonstrate that criterion has been met in various ways, e.g. by the teacher:

- supporting student learning through constructive and continuous feedback.
- using a wide repertoire of student-active types of instruction and examination formats which develop the students' knowledge, skills and abilities.

1 Instructions and procedures for faculty boards (in Swedish only) (ORU 1.2.1-03848/2017).
2 The categories of teachers existing at Örebro University are listed in the University's appointment procedures (ORU 1.2.1-02327/2015).
3 Equivalent knowledge may be deemed to be acquired in another manner.
• developing, adapting and further developing in a systematic and well-thought-out way, types of instruction and examination formats based on the specific conditions applicable for their subject.
• promoting sustainable development by applying a gender equality and diversity perspective in teaching.

2. Professional development
The teacher develops their approach to learning and teaching over time by systematically reflecting on and analysing students' learning and study results, and subsequently developing their own practice.

The teacher may demonstrate that the criterion has been met in various ways, e.g. by the teacher:

• problematising and developing course content, types of instruction and examination formats in dialogue with colleagues and students.
• developing and implementing quantitative methods with high validity and reliability, to measure how teaching quality changes over time.
• Identifying learning and teaching and didactical challenges in their teaching and using this insight to deepen their understanding of students' learning.
• contributing continuously and in an active fashion to training days for teachers and to courses and conferences on learning and teaching in higher education.
• formulating tangible plans for continued educational development, while taking into account the goals and frameworks under which higher education operates.

3. Educational leadership
The teacher has a leading role in furthering the educational development of both teaching staff and educational operations.

The teacher may demonstrate that the criterion has been met in various ways, e.g. by the teacher:

• having educational development and leadership assignments, whereby actively contributing to the teaching staff's strengthened ability to promote students learning.
• initiating, leading and evaluating educational development projects.
• working for collaboration with colleagues regarding teaching matters and giving active support to colleagues in their role as teachers, course coordinators, programme coordinators or the like.
Guidelines for appointments within the Excellent Teacher Scheme

Approved: 2013-01-29, 30, 31
Last revised: 2017-10-17, 18, 20

• initiating discussions, seminars and conferences on learning and teaching within and outside the University.

4. Academic peer-to-peer learning
The teacher reflects on students’ learning based on theories on learning and teaching in higher education and their subject didactic understanding and shares this insight with their colleagues.

The teacher may demonstrate that the criterion has been met in various ways, e.g. by the teacher:

• systematically examining their educational practice from a scientific approach to learning and teaching.
• explaining their educational practice based on a relevant theory on learning and teaching in higher education or on subject didactics.
• developing teaching material, books and study material or steering documents.
• documenting their educational practice and spreading knowledge about it at seminars, presentations or in publications within and outside the University.

Application
Applications for appointment within the Excellent Teacher Scheme are processed on an ongoing basis throughout the year. An application is made using a designated form and is to be accompanied by the following documents:

• Certificate of completed courses on learning and teaching in higher education alternatively completed assessment of equivalent competency. Those having completed the courses on Learning and Teaching in Higher Education at Örebro University do not need to submit such certificates.

• A teaching portfolio which complies with the template used at Örebro University. In the teaching portfolio, the applicant is to respond to all four evaluation criteria for teaching expertise as well as explicitly relates to the University’s educational philosophy.

• Work samples and assessments which aim to demonstrate how the applicant implements their educational philosophy in their teaching practice. For example, this may include study guides, videos, documents that describe planning of learning components or examination design, evaluations from students and statements from previous or current line manager. The applicant is to clarify how the respective work sample or assessment relates to what is stated in the teaching portfolio and in
which way the work sample displays teaching expertise according to the evaluation criteria.

- Any publications relevant to the application.

**External expert assessment**

For evaluation of the applicant’s teaching expertise, at least one external expert assessment is to be acquired. The person appointed as external expert should be specifically suited to evaluate teaching expertise, e.g. having themself previously been appointed excellent teacher or having been active in research within higher education and having a good understanding of subject-didactics. The external expert is to give reasons for their assessment in a written statement as to whether the teacher fulfils the evaluation criteria for teaching expertise.

**Decision**

Decisions to approve or reject an application for appointment within the Excellent Teacher Scheme is made by the faculty board concerned.