



Pedagogical Career Ladder

These guidelines were ratified by the Faculty Board on 12 June and are in effect for applications within the Pedagogical Career Ladder from the 1 July 2024¹.

Reg. No. HS 2024/473

¹ This is a translation of the Swedish version (Pedagogisk karriärstege, registration number HS 2024/369). In the event of any discrepancy, the Swedish version of this document shall prevail.

Table of Contents

1	Introduction.....	2
2	Scholarship of Teaching and Learning and Teaching Expertise.....	2
3	The Council for Assessment of Pedagogical Qualifications	3
4	Eligibility Requirements for appointment to Recognised or Distinguished University Teacher.....	4
4.1	Eligibility requirements for Appointment to Recognised University Teacher	4
4.2	Eligibility requirements for Appointment to Distinguished University Teacher	4
5	Process for Appointment to Recognised or Distinguished University Teacher	4
5.1	Recommendation from Manager.....	5
5.2	Submission of the Application and Processing to the Council for Assessment of Pedagogical Qualifications	5
5.3	Review by External Experts	5
5.4	Decisions concerning the appointment to Recognised or Distinguished University Teacher.....	6
6	Design and Content of the Application.....	6
7	Validation of qualifications at another higher education institution	7
8	The Document is in Effect as of	7
	Appendix 1: Criteria for appointment to Recognised University Teacher	8
	Appendix 2: Criteria for appointment to Distinguished University Teacher.....	10

1 Introduction

Pedagogical development activities are an important and natural part of the operations of the University of Skövde (the University). One part in this work involves the University offering employed teachers, and other staff members with teaching assignments, competency development and qualifications within the University's pedagogical career ladder. The goal of qualifications in Higher Education Pedagogy is to recognise and reward high competency among the teaching staff.

The pedagogical career ladder at the University of Skövde comprises two levels – Recognised University Teacher and Distinguished University Teacher. There is a clear progression between the two levels, and set requirements and criteria for the appointment of Recognised and Distinguished University Teachers respectively (appendices 1 and 2). An appointment to Recognised or Distinguished University teacher is synonymous with a specific quality label as regards a teacher's pedagogical competency but does not change that individual's employment. Those appointed to Recognised or Distinguished University Teachers receive a salary increase. The amount of the salary increase for the two categories is to be decided by the Vice-Chancellor.

Recognised and Distinguished University Teachers are a great asset to the University. They are expected to actively develop quality-promoting forms and methods of teaching and learning in higher education, contribute with their teaching expertise within and between subject groups and provide support for their colleagues' acquisition of educational qualifications. The Recognised and Distinguished University Teachers are further expected to disseminate their knowledge and competence beyond the University by contributing to and developing various networks in which the development of teaching and learning in higher education is discussed. They are also expected to participate and publish in conferences and journals with a focus on teaching and learning in higher education.

2 Scholarship of Teaching and Learning and Teaching Expertise

The foundations of the University's pedagogical career ladder are the terms 'scholarship of teaching and learning' and 'teaching expertise'.

Scholarship of teaching and learning entails having a scholarly approach to knowledge and knowledge formation, and to what it means to be a higher education teacher. It also concerns a quality-promoting strategy in which the teacher reflects on and argues for their work as a teacher in continuous developmental work. Scholarship of teaching and learning includes, in addition to teaching and supervising skills, pedagogical critical self-reflection.

Scholarship of teaching and learning can be understood in terms of three dimensions: individual, collegial and institutional².

Teaching expertise means having a broad experience of applying pedagogical and didactical theories as well as models for teaching and learning. It also concerns utilising these theories and models in a way that promotes quality and is relevant in practice. Teaching skills are one of several aspects of teaching expertise.

Pedagogical qualifications are the experiences a teacher has from teaching in different cycles, and from holding different academic positions (such as Examiner, Course Coordinator, and Subject Coordinator), but also from other assignments and participation in education-related boards, committees, and university-wide bodies.

More information about scholarship of teaching and learning and teaching expertise, and their significance to the acquisition of qualifications within the University's pedagogical career ladder, can be found on the University's website.

3 The Council for Assessment of Pedagogical Qualifications

The Council for Assessment of Pedagogical Qualifications is established by and reports to the Faculty Board and is on behalf of the Faculty Board tasked with processing applications of appointment to Recognised or Distinguished University Teachers. The following members constitute the Council for Assessment of Pedagogical Qualifications:

- One Recognised or Distinguished University Teacher from each of the University's schools
- One student representative

The HR Department appoints an officer who provides administrative support to the council.

The Faculty Board appoints all members, except the student representative who is appointed by the Student Union. The Faculty Board also appoints one of the members to chair the council.

² From "Ramverk för högskolepedagogisk utveckling" suggestion from SUHF in February 2022 (dnr HS 2022/251).

4 Eligibility Requirements for appointment to Recognised or Distinguished University Teacher

To be eligible to apply for appointment to Recognised or Distinguished University Teacher at the University, the requirements mentioned below must be met.

4.1 Eligibility requirements for Appointment to Recognised University Teacher

- Employment as a teacher, or in another teaching position at the University of Skövde
- 15 higher education credits in University Pedagogy (or the equivalent)
- Experience from teaching at a higher education institution for a period of at least 5 years, where the amount of teaching is equivalent to at least 2 years full time. The teaching experience must include planning, execution, examination, evaluation and development of teaching.
- Certificate of completed education with a focus on designing one's teaching portfolio.

4.2 Eligibility requirements for Appointment to Distinguished University Teacher

- The applicant must be employed as a teacher, or in another teaching position at the University.
- The applicant must be appointed Recognised University Teacher, at the University or another higher education institution.
- The applicant must have developed their scholarship of teaching and learning as regards level of quality.

5 Process for Appointment to Recognised or Distinguished University Teacher

An employee who wants to be appointed Recognised or Distinguished University Teacher can apply for this. The application consists of a teaching portfolio. For more information of the contents of the application, please see section 6 and the University's website.

Below are the steps that are included in the process of appointment to Recognised or Distinguished University Teacher:

- Approval from manager.

- Submission of application and processing in the Council for Assessment of Pedagogical Qualifications.
- Review by external experts
- Decision by the Faculty Board about appointment to Recognised or Distinguished University Teacher.

5.1 Approval from Manager

An application must be approved by a superior manager. The Head of School is in charge of this process if the applicant is employed at a school. The Head of University Administration is in charge of the process if the staff member is employed by the Support Services.

The approval document must follow the University's template, which is available on the University's website, and be attached to the application directed to the council.

If the Head of School, respectively the Head of University Administration, does not approve an application, the applicant should together with their immediate superior manager set a plan for development, in order to request an approval at a later point. The plan is normally developed during the specific individual's staff appraisal meeting.

5.2 Submission of the Application and Processing in the Council for Assessment of Pedagogical Qualifications

The applicant applies to the Council for Assessment of Pedagogical Qualifications. The design and content of the application are stated in section 6.

The Council for Assessment of Pedagogical Qualification decides if the application can be submitted to external reviewers. If the council decides that the application cannot be submitted to external reviewers, the applicant may hand in a revised application to the council after three months at the earliest.

5.3 Review by External Reviewers

The Council for Assessment of Pedagogical Qualification appoints two pedagogical experts to review the applicant's qualifications and teaching expertise based on the written application and an interview. Both reviewers must be external. The external reviewers must each write a report. The council's administrative officer is responsible for ensuring that the reviewers can gain access to the application documents, the University's guidelines for pedagogical career ladder, including criteria for assessment, and the University's template for reports. The reviewers may choose to carry out the interview together, or separately. The purpose of the interview is to ask probing and clarifying questions about the teaching portfolio to ensure quality

assessment of the applicant. The interview is a component of the reviewers' assessment. The reviewers schedule a time for the interview with the applicant. The interview is held online.

The council is responsible for inspecting the reports in order to ascertain that they are complete. The council can, if needed, request supplemental information from the reviewers. A third reviewer is appointed if the reviewers' conclusions differ. The matter is then adjourned until the third statement is received. In those cases where three reviewers have been appointed, the proposal for decision to the Faculty Board is to be based on the principle of majority rule. In the event of a proposed rejection, the applicant is offered the opportunity to withdraw their application before the Faculty Board makes their formal decision.

5.4 Decisions concerning the appointment of Recognised or Distinguished University Teachers

Upon proposal from the Council for Assessment of Pedagogical Qualifications the Faculty Board makes the decisions concerning appointment of Recognised or Distinguished University Teachers. The decision cannot be appealed. An individual who during the process has withdrawn their application, or been rejected, may continue to work on their pedagogical qualifications and may return with a renewed application at a later time.

6 Design and Content of the Application

The teaching portfolio is equal to the application and can be written in Swedish or English. The main text in the teaching portfolio must be formulated based on three aspects: the applicant's pedagogical philosophy, examples from one's pedagogical practice and other people's evaluations and assessments of the applicant's pedagogical expertise and pedagogical practice.³ To write a teaching portfolio involves more than just summarising one's qualifications, it is also about reflecting over one's teaching and to develop it towards scholarship of teaching and learning.

The following parts should be included in the application:

- Main text
 - A descriptive and reflective text about the applicant's pedagogical philosophy as well as examples and results which highlight how this philosophy is expressed in pedagogical contexts (8–12 pages). (as evidenced by the appendices).
- CV (no appendices to the CV)

³ Ryegård och Winka: *Pedagogisk portfölj – för karriär och utveckling* (2019) Lund: Studentlitteratur

- Appendices
 - Approval from manager
 - Certificates from university pedagogical courses
 - Certificate of completed training in writing a teaching portfolio
 - Other appendices that confirm the main text (for example certificates with assessments of teaching expertise).

7 Validation of qualifications at another Higher Education Institutions

Teachers who have been appointed to the equivalent of Recognised or Distinguished University Teachers by another higher education institutions can apply to have the appointment validated at the University. When applying, the applicant should give a description of the other higher education institution's system for qualifications as well as a certificate of the achieved level. The Council for Assessment of Pedagogical Qualifications ascertains whether validation can be made and thereafter proposes to the Faculty Board to appoint the person to Recognised or Distinguished University Teacher at the University. A validation does not mean that the person automatically receives a salary increase.

8 The Document is in Effect as of

The document is in effect as of 12 June 2024 and is applicable to applications submitted as of 1 July 2024. The document replaces Guidelines for Pedagogical Career Ladder from 7 December 2022 (reg no. HS 2022/929).

Appendix 1: Criteria for appointment to Recognised University Teacher

In order for the applicant to be appointed Recognised University Teacher, all of the criteria below must be met. There are a number of indicators for each criterion, which exemplifies how the applicant can demonstrate that the criterion is met. The applicant does not need to show qualifications for each indicator to meet a criterion.

Criterion 1: A Recognised University Teachers has extensive teaching experience in higher education

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- teaching in types of education used at the University (for example campus, online, local study centre-based, and contract education)
- producing teaching materials and study resources based on intentional subject-specific teaching and learning theories
- teaching different student groups and other participants (e.g. in contract education)
- holding academic positions, such as Course Coordinator, Examiner, Programme Coordinator, or Subject Coordinator
- adapting their teaching to the type of education

Criterion 2: A Recognised University Teacher has teaching skills and dedication

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- exercising and continuously developing their scholarship of teaching and learning based on a professional attitude to students and colleagues
- consciously striving to support students' learning, and to develop their critical thinking
- actively working to develop courses and programmes in collaboration with students and colleagues (e.g. course colleagues, Examiners, Programme Coordinators, and Subject Coordinators)
- demonstrating their skill as a teacher through course evaluations, administrative skills, pedagogical awards, or otherwise demonstrating good ability to support students' learning, and adapting forms of teaching

(e.g. lectures, supervision, seminars, laboratory sessions, placements, or other teaching activities) to suit the situation of different student groups and specific circumstances in higher education

- being able to justify their choices of methods based on knowledge content and to describe how these methods are implemented in the learning situation

Criterion 3: A Recognised University Teacher has converted subject knowledge into an educational practice

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- working according to an intentional teaching (and learning) philosophy based on their own subject area through a connection between theory and practice
- demonstrating collaboration skills in third-stream activities by contributing with their subject competence to lifelong learning
- continuously developing subject knowledge, and converting it to educational practice through developing and adapting types of instruction and modes of assessment in collaboration with students and colleagues (e.g. course colleagues, Examiner, Programme Coordinator and Subject Coordinator)

Criterion 4: A Recognised University Teacher has a reflective attitude towards their own teaching experience

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- developing their knowledge of subject-specific teaching and learning theories through research, continuing professional development, and in discussions with colleagues and students
- reflecting on pedagogical alternatives and how they justify the mode and form of their own teaching
- problematising and continuously renewing and developing subject content and forms of teaching in their own teaching activities through discussions with and feedback to colleagues and students, with the object of developing the course or study programme

Appendix 2: Criteria for appointment to Distinguished University Teacher

In order for the applicant to be appointed Distinguished University Teacher, all of the criteria below must be met. There are a number of indicators for each criterion, which exemplifies how the applicant can demonstrate that the criterion is met. The applicant does not need to show qualifications for each indicator to meet a criterion.

Criterion 1: A Distinguished University Teacher has developed their scholarship of teaching and learning qualitatively over time

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- reflecting on how their own subject area's conditions affect students' study performance, and, as a consequence thereof, works actively to support intended learning outcomes and qualitative targets being met
- collaborating with students, colleagues, management, the University's Support Services, or other stakeholders within and outside the University, concerning the development of higher education pedagogy.
- reflecting on how their own developmental work with subject-specific teaching and learning concerns relates to other courses/components within the degree programme(s), and how it contributes to the development of their own subject area as a whole.
- executing and further developing their scholarship of university teaching based on a professional approach to students and colleagues.

Criterion 2: A Distinguished University Teacher has a scholarly attitude to the teaching position, and competence in the field of higher education pedagogy

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- developing their scholarship of teaching and learning in a multifaceted and systematic way, and in relation to various positions related within university education, such as through their own studies, continuing professional development, teacher exchanges, and participation in educational conferences

- communicating their gained experiences, knowledge and abilities in teaching and learning in higher education via national and international journals, networks, and conferences
- producing teaching materials and study resources based on intentional subject-specific teaching and learning concerns

Criterion 3: A Distinguished University Teacher has the dedication and skills of a pedagogical leader

Indicators

The criterion can, for example, be demonstrated through the applicant having experience of:

- exercising and continuously developing their scholarship of teaching and learning based on a professional attitude to students and colleagues
- demonstrating collaboration skills in third-stream activities by contributing with their subject competence to lifelong learning
- systematically promoting the development of scholarship of teaching and learning through collaboration and participation within and outside the University
- initiating and driving development and follow-ups of new and existing courses and programmes
- performing pedagogical development and management tasks of a strategic character, or other university-wide tasks that aim to develop quality of education
- initiating and promoting pedagogical discussions, pedagogical seminars and conferences within and outside the University
- looking ahead and suggesting how the future scholarship of teaching and learning can be further developed, and how future pedagogical leadership can be formulated and implemented