



PROCEDURE FOR THE ASSESSMENT OF EXCELLENT TEACHERS AT THE UNIVERSITY OF GOTHENBURG

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Summary	This document contains decisions on the procedure for the assessment of Excellent Teachers at the University of Gothenburg and the university wide assessment criteria. The document was decided by the Vice-Chancellor 2014-06-23 (V2013/886) and was also revised 2016-02-22 (V2016/169).

Excellent Teachers

The pedagogical expertise of our teachers is of paramount importance. We are therefore offering our teachers the opportunity to apply for the title of 'Excellent Teacher' based on assessment criteria shared across the university. Assessment will be based on documented evidence of applicants' reflective practice as teachers.

The University of Gothenburg decides:

1. to introduce the title 'Excellent Teacher' to designate a teacher with excellent pedagogical proficiency,
2. to introduce university-wide assessment criteria as grounds for the assessment and appointment of Excellent Teachers,
3. that a teacher who is employed until further notice at the university may apply,
4. to use university-wide guidelines for a teaching portfolio that includes both reflection on teaching and qualifications,
5. that the teacher's application should include: a teaching portfolio formulated in accordance with university guidelines; and a recommendation by the head of department or equivalent,
6. that the teacher is to submit their application to the faculty board assessment group nominated by the dean,
7. that the dean be responsible for ensuring that it is possible for Excellent Teachers to be assessed at faculty level; the dean makes decisions on these matters with the support of an external pedagogical expert, familiar with the subject where possible,
8. that the external expert is to submit a written evaluation based on the university's assessment criteria and provide a detailed explanation of their assessment,
9. that a preparatory body is to conduct an interview with the applicant,
10. that a teacher who has applied to be assessed may choose to withdraw their application until the dean has made a decision,
11. that the title 'Excellent Teacher' taken into account in the university's salary scales, and the head of department or equivalent is to consider this in conjunction with salary negotiations,
12. that specific instructions based on the University's general procedure for assessment of excellent teachers can be decided at the faculty level, but does not mean that requirements on degree of doctor, docent or special artistic activities can be set as a precondition for assessment.

Appendix: University-wide assessment criteria

Prerequisites for assessment

The University of Gothenburg decides that the following prerequisites apply in order to be able to designate an applicant as an Excellent Teacher:

- A. *Subject-orientated foundation* – the teacher has knowledge of the subject, professional knowledge or artistic competence for the educational assignment that is relevant, current and deep.
- B. *Course or study programme in teaching and learning in higher education* – the teacher has taken a course or study programme (15 higher education credits or equivalent) in teaching and learning in higher education.
- C. *Research and/or artistic link* – the teacher participates in scientific and/or artistic activities within the framework of the academic environment and the subject of the teacher's pedagogical activities.

The head of departments' must confirm that the prerequisites above are satisfied before an expert review may be initiated.

Criteria for assessing Excellent Teachers

1. *Pedagogical experience* – the teacher has broad teaching experience and has used approaches where students and teachers have deepened their knowledge together.
2. *Teaching skills* – the teacher has a good capacity to support student learning and adapt their teaching to the prerequisites of different student groups and specific conditions in higher education.
3. *Professional development* – the teacher has systematically developed their own academic teaching over time, through practical application together with analysis of student learning and learning outcomes.
4. *Pedagogical leadership* – the teacher has actively contributed to the pedagogical development of the faculty and educational activities.
5. *Cooperation* – the teacher has cooperated with others both internally and externally.
6. *Pedagogical reflection* – the teacher has reflected on their teaching practice in relation to the theory of teaching and learning in higher education.
7. *Development of knowledge about teaching and learning in higher education* – the teacher has documented and published their pedagogical practice and reflection based on teaching and learning in higher education.

All of the assessment criteria are to be used when assessing applicants for 'Excellent Teacher'.