

11 June 2012 (revised 21 May 2018)

## **Guidelines for granting Excellent Teacher status**

### **1. Purpose of granting Excellent Teacher status at the Faculty of Law**

The purpose of conferring the status of ‘Excellent Teacher’ (ET) at the Faculty of Law is to clarify a person’s specific teaching expertise. In the *Guidelines for Admittance of Excellent Teachers* (UFV 2010/1842; revised on 15 May 2012) adopted by the Vice-Chancellor, the term ‘Excellent Teacher’ is used for teachers who have attained a high level of teaching expertise. This level is clearly distinguished from the basic level, in a manner analogous to how a Docent’s research expertise differs from that of the doctoral degree. What is required to attain the higher level is defined by the assessment criteria adopted, which are based on the definition and criteria for teaching proficiency in accordance with Section 23 of the *Appointment Regulations for Uppsala University* (UFV 2010/1842; the Swedish document was revised on 21 February 2018, but an updated version in English is not yet available). These guidelines are further clarified by the Faculty of Law’s guidelines for recruiting teachers (JURFAK 2015/49). In the following, further instructions are provided for those who seek recognition as ETs at the Faculty of Law.

### **2. Eligible to apply**

Teachers (lecturers, senior lecturers or professors) employed until further notice at Uppsala University are eligible for ET status.

### **3. Procedure**

Applications for Excellent Teacher (ET) status may be submitted on a regular basis throughout the year. The application is submitted to the Faculty Board, which appoints two teaching experts proposed by the head of department in consultation with the Education Committee Chair. One of the experts must be, or have been, employed as a teacher at the Department of Law of Uppsala and one must not have such previous experience of being a Faculty teacher. Interviews and classroom observation visits can be used in assessing the applicant.

The experts should be particularly familiar with the subject area. They will, individually and independently, report on the applicant’s proficiency and justify their standpoint. Collaboration or consultation between the experts may not occur. The experts’ statements are submitted to the Recruitment Group, who issue the final recommendation.

The Faculty Board makes the decision on whether to confer ET status on an applicant, in the light of the evidence invoked by the applicant, the experts’ opinions and the Recruitment Group’s recommendation. In case of rejection, a renewed application may be submitted not less than one year after the decision.

### **4. Application**

The application for ET status must document the applicant’s educational activity with a teaching qualification portfolio that enables the experts to judge the applicant’s teaching expertise within the assessment criteria set out in point 5 below. Applicants must, as far as possible, provide

documentation of their expertise with respect to each assessment criterion. They must also demonstrate the ability to analyse, problematise and reflect critically on their own contributions, and to explain their basic view of teaching theory and practice and their own role from a learning perspective. The applicants' own reflection on their basic educational approach should clarify their basic attitude towards problem-based education.

## **5. Criteria for assessment**

### **5.1 Teaching expertise**

Applicants must be able to document their ability to carry out high-quality teaching for extended periods, corresponding to at least five years' full-time teaching.

In their applications, they must show how they provide their support for the students' development of their own understanding. This should be shown by the applicants reflecting on their own way of teaching and otherwise interacting with the students, and on the implications this has for the students' learning. The applicants should also describe their experience of various forms of teaching.

'Forms of teaching' means such activities as supervision individually and in groups, lessons, various types of seminars, lectures, etc. The various groups of students taught are those in the Law Programme, other students, practising lawyers, other practitioners from different backgrounds or other groups, and also contributions to the exchange of knowledge between the University and the outside world.

The applicants should, as far as possible, demonstrate an attitude of awareness regarding the bearing of examinations and the forms of examinations on students' learning. This reflection should also include such aspects as how the applicants, in their role as teacher, support the students' development of understanding, critical thinking and scholarly approach, and how the students are trained in professional skills.

### **5.2 Teaching on a research basis**

All teaching must rest on a scholarly foundation, both in terms of the subject and in educational respects. In their applications, the applicants must show how this aim has been applied in preparation and implementation of their teaching. Applicants must also demonstrate how far and in what manner their own teaching practice has been influenced by research on educational theory and practice.

### **5.3 Educational development and leadership**

The applicants should show how they have contributed to organisational development and a learning organisation. Their own experience of teaching and educational development, both good and bad, that has contributed to their personal development and been used to strengthen their collegial sharing of experience should be presented, and reflections on this sharing should be expressed. The applicant must demonstrate well-functioning educational leadership in such roles as teaching mentor, course director, programme manager or director of studies. Educational leadership can be demonstrated through teacher teamwork and cooperation with students.