

Sammanhållen högskolepedagogisk kompetensutveckling och pedagogisk meriteringsväg projekt

Lunds Universitet

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1. Overview/executive summary

1.1. Introduction

The assignment for this project was to review the connections between pedagogical career development and pedagogical merit system and to make a proposal for a comprehensive university-wide framework for the development of pedagogical competencies and the recognition of pedagogical merit.

This project ran from October 2022 to November 2023, sponsored by the vice-rector for education and culture, Ann-Kristin Wallengren, and was overseen by a steering group (section 7.1), and led by Lena Christensen and Rachel Forsyth. We would like to take the opportunity to thank the very many colleagues in different roles across administrative services and faculties who have given up time to give their views and suggestions (see section 0 for a list of meetings).

The project team has met with a wide range of stakeholders from across the university and with expert colleagues from other universities which have implemented similar schemes. We have also reviewed documentation about appointments and promotions for teachers in each faculty at LU, as well as from partner universities across Sweden and in our networks, such as the League of European Research Universities (LERU) and Universitas 21, to identify best practices. The draft framework has been discussed with stakeholders to ensure that it will be suitable for the needs of teachers, heads of departments and teacher appointment boards.

The University's [Strategy for Education](#) (2023) demonstrates the University's expectations that teachers will consider the changing world in relation to the digitalisation of society, sustainability, gender equality and equal opportunities, and internationalisation. Teachers will be expected to develop their knowledge and expertise in these areas alongside their subject specialisms throughout their careers. It is essential that they feel motivated to do this, that they are supported to develop their knowledge and expertise, and that their achievements as educators as well as researchers and collaborative workers are valued. This report proposes actionable ways to incorporate such support and recognition in university activities in ways which are appropriate to each faculty and disciplinary area.

The proposals are designed to support teachers, heads of department and deans, and teacher appointment and promotion boards to value and incentivize individual engagement in pedagogic development, demonstrating the university's strong commitment to excellence in teaching as well as research. In doing this, we have aimed to balance the needs of the university in achieving its strategic aims alongside those of the individual to have a feasible and supported career pathway, because these two needs are mutually supportive.

1.2. Principal aims and recommendations

The report recommendations are designed to address the principal challenges we identified during the project to the implementation of an effective university-wide framework for the recognition and reward of educational skills. These recommendations aim to ensure that:

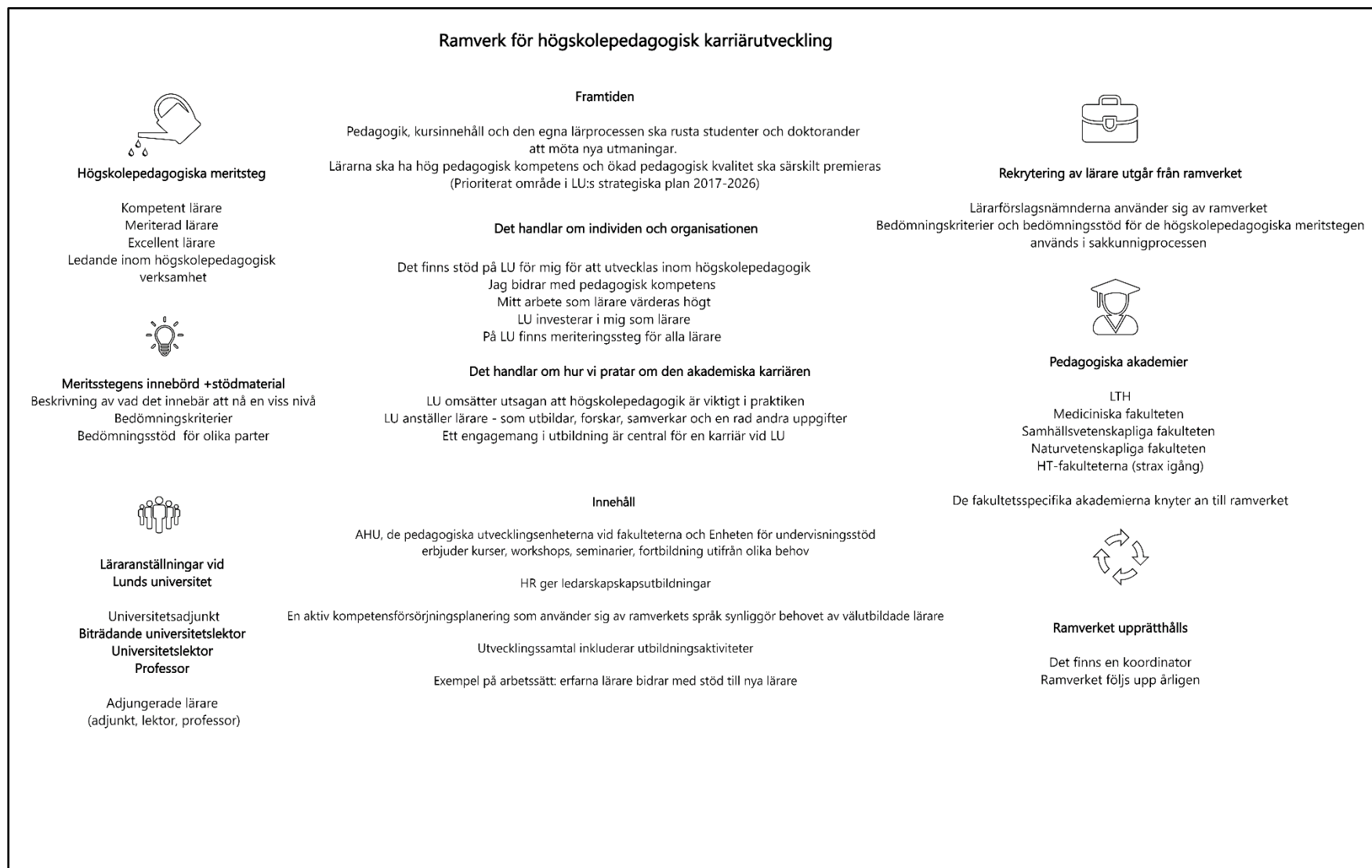
1. Recruitment of all staff with a teaching contract is clearly based on the expectation that teaching is part of the role, with a minimum standard of competence expected.
2. Educational competence should be developed throughout a teacher's career.
3. Educational leadership is incentivised, recognised, and rewarded.

Implementing these recommendations will ensure that the university will begin to move away from the existing situation where only research achievements are recognised and rewarded, and begin to align practice to its actual strategy and appointment regulations.

- Recommendation 1. The existing appointment regulations should remain unchanged: they already expect equal consideration for research and education.
- Recommendation 2. The university should implement a clear framework for the recognition of educational competence.
- Recommendation 3. Faculties provide a plan to explain how they recognise and reward teachers' educational achievements according to the framework, through existing or, if necessary, updated schemes (section 5.2). Plans are updated and reported to UN/FUN annually.
- Recommendation 4. Everyone employed on a teaching contract at LU will demonstrate their commitment to educational development annually as part of development discussions and salary appraisals, by discussing their progress and future plans with their reviewer.
- Recommendation 5. Heads of Department support teachers to reflect on and improve their educational merit portfolios (section 5.3.4).
- Recommendation 6. A university co-ordinator is needed for teacher development and recognition schemes, who is able to maintain guidance, work with pedagogical units, support the maintenance of merit portfolios, identify opportunities for pedagogical development and commission additional courses for teachers, heads of department and appointment board members if needed (section 5.1).
- Recommendation 7. Teacher appointment boards (LFNs) and external advisors should receive clearer guidance and support to make clear judgements about the educational achievements of applicants for employment or promotion (section 5.3.5).

Guidance has been produced to enable implementation of all of these recommendations, and will be found in section 7.

1.3. Summary of proposals in the context of university organisation



2. Background

2.1. The importance of research and education in the mission of universities

Education and research are the fundamental pillars of a university. The Lund University Strategic Plan 2017-2026 states that “Education and research are to be intertwined”, following the expectations of the [Magna Charta Universitatum](#) (MCU), signed by LU in 1988 and 2020, “that teaching and research in universities must be inseparable if their tuition is not to lag behind changing needs, the demands of society and advances in scientific knowledge”.

In itself, the intention to give equal importance to education and research says nothing about the quality of either, but it is implicit that a good university will strive for the highest standards in all of the work it supports. The Standing Committee for Social Sciences: European Science Foundation pointed out that ensuring a consistent quality of education across Europe was essential “to teach the next generation of researchers most effectively” (Pleschová et al., 2012, p3). In the narrowest view, if we want our disciplines to survive, we need a pipeline of researchers. But of course, most universities seek to do more than simply feed future research projects, but also see themselves as contributing knowledge and skills to the wider community outside the university.

In a modern university with large student enrolments and a competitive research culture, it can be difficult to enact the commitment to this balance of responsibilities (Albritton Jr, 2009). Research success can be, and is, quantified according to certain metrics which accumulate to provide both individual and institutional recognition of research quality. Assessing educational success is more complex; even if one collects and uses numerical indicators such as student achievements, course popularity, graduate outcomes and student satisfaction, it is impossible to link the work of one teacher to the overall outcomes. Educational success is a team effort, requiring the combined expertise and commitment of teachers and professional services support to make everything work for the individual student.

Quantifiable measures are also attractive to organizations that rank universities against each other, leading to an overreliance on research-related data in these rankings. Consequently, the desire to improve a university's ranking frequently translates into a focus on increasing quantifiable metrics, which can be directly linked to individual researchers, making it easier to reward their contributions. Unfortunately, this natural drift often results in the marginalization of individual teaching achievements, leading to decreased motivation to teach or to develop teaching competencies. This shift places more emphasis on personal and professional development to enhance research success. In this situation, research funding opportunities may be seen as a means to reduce teaching commitments in order to have more time to do research, reinforcing this trend and leaving the teaching responsibilities to those who have been less fortunate or less skilled or worked in an subject area unpopular with funders and have not been able to ‘buy themselves out’, or, often, those who enjoy and are motivated by teaching. In consequence, the reification of research success has perpetuated a diminished appreciation for teaching commitments.

This is a situation that has evolved in modern higher education, rather than representing an intentional shift: we all know that a university needs both teaching and research to be a

university. To illustrate the significance of education in a university, consider the hypothetical scenario of an organization identical to a university but without students and teaching. Such organisations already exist: they are called research institutes. Although they have a valuable role in society, and may have doctoral students associated with them, they are unlikely to have the right to award doctoral degrees. Researchers within these institutes do not carry the responsibility nor the privilege of educating the next generation of scientists.

In many meetings, this situation was presented to us as an undesirable but unchangeable fact. In a recent opinion piece in *Science*, Holden Thorp describes the challenge of trying to enact the good intention to reward factors other than research quantity, a challenge which is again and again discarded; he suggests that this is resistance to change, perhaps because those who are asked to make the changes support the system which allowed them to get into the senior positions where they are making decisions (Thorp, 2023). There is a strong global impetus for such a shift, with numerous research-intensive universities within our networks making strides towards reform. Moreover, the Association of Swedish Higher Education Institutions (SUHF) is set to release national guidelines to support better recognition of educational merit in December 2024. These guidelines will not provide a detailed proposal, but instead offer a framework for the sector to collaborate and implement diverse strategies tailored to specific needs.

Our report aims to show how a university system which recognises and rewards academic achievement can reflect the 19th century ideal of valuing teaching and research equally (Albritton Jr, 2009; Bertilsson, 1992; Elton, 2008; Macfarlane & Erikson, 2021), without reducing the importance of research. We present a proposal for a framework for assessing educational competence, together with a full rationale and supporting resources for this approach.

2.2. Assessing educational competence

All faculties at LU describe clearly the intention to consider pedagogic expertise in their recruitment and promotion processes. There is some variation in approach, but in general, they all describe an expectation for a basic level of teaching expertise for most recruitment or promotion activity. In our discussions with colleagues on Teacher Appointment Boards and in heads of department meetings, we recorded one very consistent assertion. Despite the value they placed on educational competences, many felt that such competences were difficult, some people even said impossible, to assess. This was suggested to us as a reason why this aspect of teachers' suitability for posts or promotion is less clearly mentioned in evaluation reports.

We were also informed that external experts (*sakkunniga*), typically specialists in research, wield substantial influence in the decision-making process regarding appointments or promotions. These external experts are tasked with providing insights into the pedagogical aspects of an applicant's profile. Ahlberg et al. (2019) conducted a study for Utbildningsnämnden to examine how teaching, supervision, and Scholarship of Teaching and Learning (SoTL) were assessed in 121 external reviews of professorial applications within the LTH, the combined HT faculty and S-fak. Their findings revealed that discussions pertaining

to these educational aspects typically constituted only a small portion of the overall review, an observation which was consistently echoed anecdotally during our interactions with teacher appointment boards. Figure 1, from their report, shows this for 86 sample reviews, organised by the length of each review. Ahlberg et al. further recommended that instructions to applicants and experts need to be clarified and followed up in the teacher proposal committees.

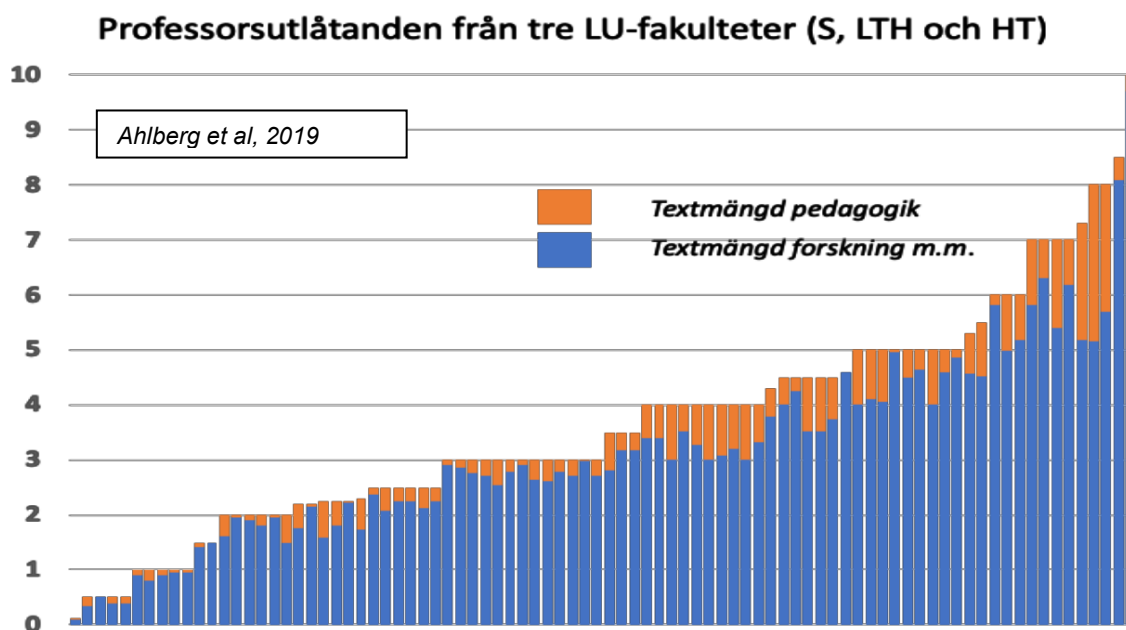


Fig. 1: Antal sidor i utlåtandena som berör pedagogik respektive forskning m.m. (inklusive administrativa meriter, ledarskapsmeriter, samhällsanknytning) i professorsutlåtanden vid Samhällsvetenskapliga fakulteten, LTH samt Humanistiska och Teologiska fakulteterna mellan åren 2011–2015. n=86.

Laksov et al (2023) have reported that the challenges described by external experts who participated in training on peer review of pedagogical competence fell into five main categories:

Challenges	Description	Example
Organizational legitimacy	That the universities have different views on pedagogical skill	Unclear instructions, lack/unclear criteria for pedagogical skill.
Reliability	To assess consistency between text and practice	Uncertain whether the educational merit portfolio (the text) is a real description of the educational activities that are carried out.
Validity	To balance between quantity and quality in the substrate	Difficult to weight, e.g. a large amount of teaching experience, against superficial reasoning.
Constructivity	To formulate one's assessment in a statement	Difficult to write a statement that is critical at the same time as it is developmental and addressed both to the board/committee and the author.
Professionalism	To feel legitimacy as an educational expert	Uncertainty about one's own competence to assess if one does not have a) sufficient subject competence and b) sufficient university pedagogical competence.

Table 1: Overview of challenges reported by Laksov et al (2023), p7 (translated to English)

During the project, we were frequently asked if it is possible to provide quantitative measures of educational competence, because this would make it easier to make judgements. The short answer to that question is no: evaluating educational competence requires assessors to make holistic and qualitative judgements, rather than looking for quantitative evidence of the kind which is used to assess research competence (e.g. publication metrics, or grant income). Nevertheless, it is crucial to emphasize that research competence is not exclusively determined by such metrics, which are in any case context-dependent: expectations for the number of publications, the number of co-authors, the quantity of funding, and so on, are different in different disciplines. In practice, a comprehensive evaluation of research competence also considers factors like research impact, subjective reputation, and collaborative experiences, and there is a strong move in Europe towards a broader approach to the assessment of research merits, including the Agreement on Reforming Research Assessment signed by Lund University (CoARA, 2022), the European Competence Framework for researchers (European Commission 2023) and the LERU report on multidimensional academic careers (Overlaet, 2022).

This is an area where improvements are possible; there is international agreement that it is possible to assess educational competence. It is understandable that teacher appointment boards, external experts, and heads of department are finding this difficult, and we recommend addressing this challenge by:

- Providing information and support to facilitate such judgments.
- Providing further training and resources for teacher appointment boards and heads of department.
- Strengthening and increasing existing courses on portfolio development for teachers themselves.

Resources for all of these activities are provided as part of this project report (Section 7)

2.3. Models for assessing educational competence

Educational competence, like research competence, is complex and context-dependent, and over the last twenty years of so, various models have been developed to capture approaches to assessing it.

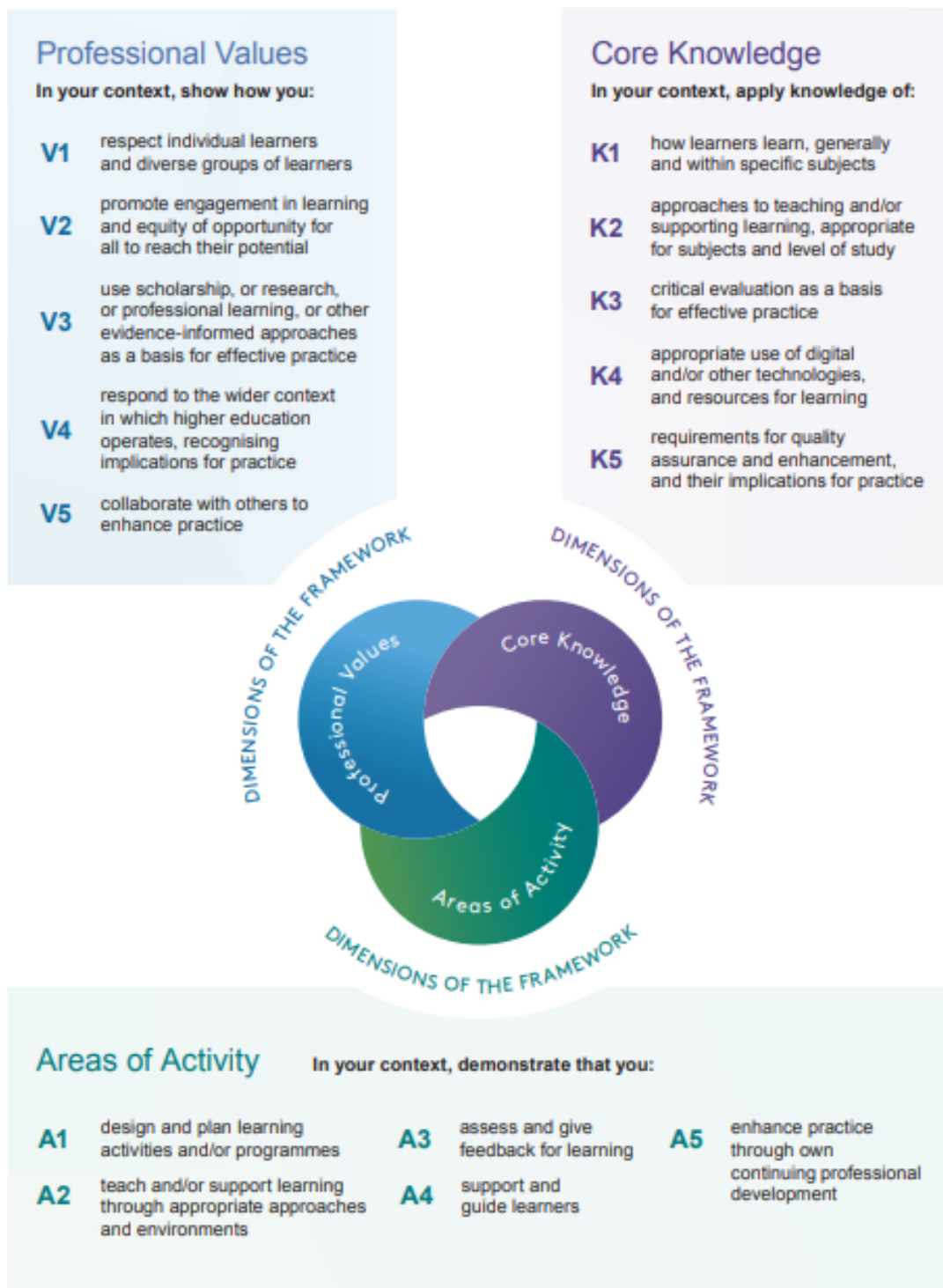


Figure 1: UK Professional Standards Framework © Advance HE, GuildHE, Universities UK 2023.

The UK Professional Standards Framework (Figure 2) has 15 dimensions, organised into three sets: Professional Values, Core Knowledge (about the subject and about teaching) and Areas of Activity (what teachers do in their practices). The framework can be assessed at four different levels, leading to different awards which have national recognition and which are frequently listed as required or desirable in academic job advertisements. The framework is

effectively a checklist of factors which must be included in an application for recognition, and is neutral in relation to the ways these factors may be demonstrated.

Many colleagues at LU are familiar with the system for assessing Excellent Teaching Practitioners at LTH and which is thus well established at LU, and at other Nordic universities which have adopted similar approaches. Winka and Rygård (2021) reviewed such schemes across Swedish universities and they found that criteria were similar nationally for this kind of recognition. However, they found that it was not always clear how the criteria related to appointment and promotion processes. It would make sense to have common criteria for all schemes which recognise educational competence in the university, including appointment and promotion processes. This makes it more likely that there is a shared understanding of criteria for judging educational competence, which will help to improve confidence in making decisions.

During the project, we met with visiting colleagues from the University of Denver and they introduced us to [this evaluation system](#) (pdf) being used by Colorado University, Boulder (CUB), summarised in Figure 2.. The CUB model uses three “voices” to make judgements: that of students, that of peers, and that of the teacher themselves. The rubric is based on Glassick et al’s (1997) operationalisation of Boyer’s (1990) classic work on how teachers use their time and how their work is rewarded, with the addition of a criterion based on mentorship and advising. It is divided into three evidence groups, each of which could cover a wide range of evidence types: self-study, student voice, and peer review, giving more options for demonstrating educational competence and development.

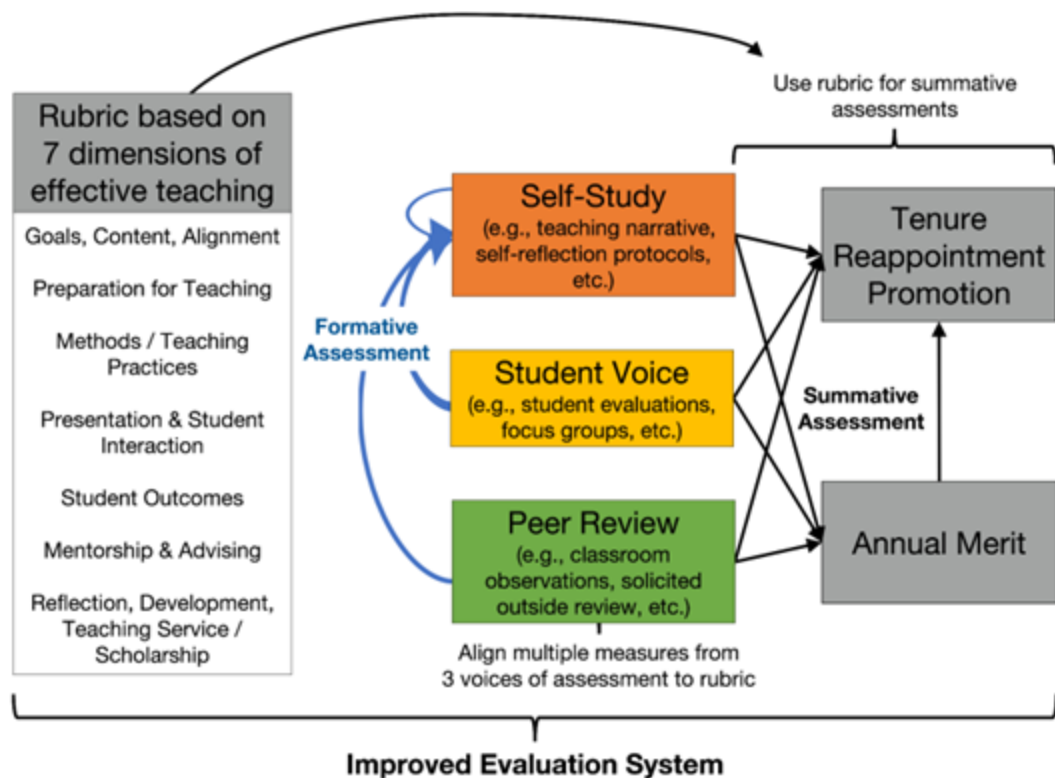


Figure 2: CUB model for assessing educational competence.

These models are just examples of very many which have developed internationally as interest in educational competence has increased. We have taken elements from a range of these to create our proposed framework and guidance notes (section 4.1).

We would like to note that observations or direct peer review of teaching are a clear feature of many models, and are commonplace in other national systems, but we did not find any evidence of their explicit use at LU. Winka and Ryegård (2021, p32) also suggest that these should be a part of teaching portfolios. We have therefore suggested practical ways in which this can be included in developing and judging teacher competence in our guidance (section 4.2).

Finally, it is clear from the literature that whatever model is used, recognition for teaching needs to be fully embedded in career planning for teachers. There is a place for award schemes such as those provided by the faculty academies or national schemes such as the UK Professional Standards Framework or National Teaching Fellowship schemes in Australia and the UK, but if they do not have real meaning in the employing university, then there is a danger that teachers will be left with “a title, but nothing else” (Spowart et al., 2019).

3. Academic career development at LU

3.1. Academic careers at LU

Several central documents outline the University’s ambitions regarding conceptualizing the academic career. *Policy om anställning och goda och tydliga karriärvägar för lärare och forskare vid Lunds universitet* serves alongside *Lund University Appointment Rules* and is meant to be a long-term and guiding companion for both strategic and operative work on career paths at LU. It mentions the importance of continuing education for staff and transparent opportunities for career moves across the academic career. The Policy consists of a number of principles. Principle 5 clarifies the University’s ambitions regarding “developing support for academic merit steps, continuing education and career development” (5: our transl.). Pedagogical development is not explicitly mentioned but we understand it to be included in the Policy’s scope, as it refers specifically to both teaching and research. While the Policy is guiding, it has not been implemented to any larger extent, as the internal audit review in 2021 showed (Odgaard&Blixtberg Granskning av kompetensförsörjning). The *Inriktningsbeslut för utvecklingsarbete inom rekrytering* starts from where the Policy’s ambitions leave off and sets out concrete aims. This project is a direct effect of the *Inriktningsbeslut*. The project and its results should be understood to be part of a wider ambition regarding merit assessment and career steps for academic staff. While the project stands alone and focuses on one aspect of an individual’s academic career, the implementation of the project’s proposals will depend on further work to connect the various tasks of an academic into a relevant whole (research, teaching, societal cooperation and impact, leadership, administration).

The university’s [Platform for strategic work 2023-2024 \(lu.se\)](#) indicates as one specific measure for strategic development that “Conditions and incentives are to be strengthened for teaching staff to further develop teaching and learning expertise.” This is reflected in the

university's [Strategy for Education 2023–2024 \(lu.se\)](https://www.lu.se/strategy) where it is stated that “Pedagogical work and development are to be accorded importance in the acquisition of academic qualifications and be a self-evident part of an academic career”

Appointment and promotion of teachers at Swedish universities is governed by the Higher Education Act and Higher Education Ordinance. These are reflected in Lund University Appointment Rules that describes the different teaching positions at the university, the qualification requirements, assessment criteria and conditions for different teaching positions. The Appointment Rules furthermore describes the process of recruitment and the actors involved. For the categories of professor and senior lecturer, five assessment grounds are described:

- Applicant’s standing as a researcher
- Teaching ability
- Supervision ability
- Ability to engage with wider society
- Ability to lead and develop activities

3.2. The academic qualifications portfolio

To provide transparency and equity across the university, a qualifications portfolio for academic positions was developed and decided on in 2013 (*Akademisk meritportfölj vid Lunds Universitet*). The academic qualifications portfolio was the result of intensive project work across the university and is intended to serve as a template for the faculties to adapt according to traditions and needs. In the project report, the project managers provide suggestions for further use of the portfolio, explicitly suggesting that it be used as a living document where staff add new items continually, for example to be used in annual development conversations.

The academic qualifications portfolio is a key document to understand how the Appointment Rules are translated into practice with regards to what faculties seek in new employees and how those already employed are supported in their further career at the university.

The portfolio reflects the Appointment Rules and contains four assessment categories (where supervision is reflected in the research and teaching sections): research, teaching, leadership and administration, and impact, innovation and entrepreneurship. The qualifications portfolio template does not express assessment criteria except for teaching where it is stated that Lund University assesses pedagogical merit based on specific criteria:

- a) Focus on student learning
- b) Development over time
- c) A reflective approach
- d) The type of teaching skills

LU has signed the European Commission’s *The European Charter for Researchers & the Code of Conduct for their Recruitment* [Brochures | EURAXESS \(europa.eu\)](https://euraxess.eu/). The university also carries the EU certification HR Excellence in Research Award as of 2022. Combined these

commitments mean that LU works proactively to develop good and transparent recruitment processes and healthy working conditions for researchers and that these areas are continually revisited for revision and improvement. HR Excellence in Research at LU runs in project form and some of the results are highly relevant to this project's scope. For example, training material for academic appointment boards has been produced and distributed. This training material concerns laws and regulations as well as the process from drafting a job description to appointing a teacher.

Recruitment and promotion of teachers is the task of the faculties. The faculties follow the Appointment Rules and use the qualification portfolio. Recruitment of teachers is a collegial practice, rooted in academic traditions of peer-review. It entails a process that starts with a perceived need in a department, the writing of a job description and then an open call. Applications are reviewed by external reviewers that assess the applicants' portfolios and write a comprehensive account of the applicant's qualities and rank the applicants. Interviews are often but not always complemented by a trial lecture that is open to the public. Finally, the appointment board recommends a candidate to the job. Senior lecturers can be promoted to professor based on a similar peer-review of the candidate's portfolio. The decision is made by the Dean for associate senior lecturer and senior lecturer and by the Vice-chancellor for professor.

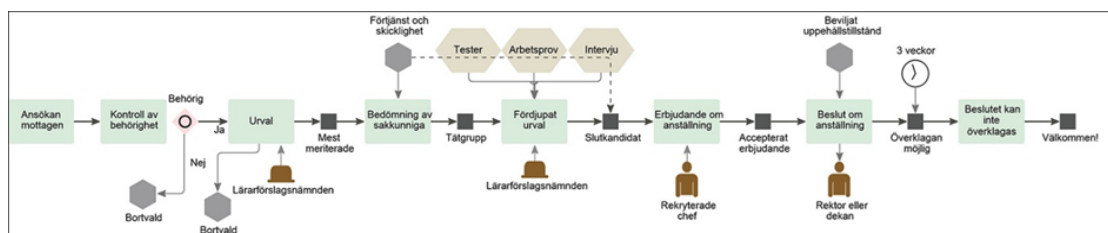


Figure 3: the recruitment process

3.3. Recognition of pedagogical merit at Lund University

In the Swedish context, specific reward systems for pedagogical merit have been developed over the past ca 20 years or so. LU, more specifically LTH, was first in the country to initiate such a merit system (Winka och Ryegård 2021, p 11). Some teaching staff at LU have access to a system for the recognition of pedagogical merit. In 2023, four of LU's eight faculties have a teaching academy which provides recognition of individual teachers: LTH, M, N, and S. HT will follow shortly. In the LTH, N and M academies, teachers can apply to be an Excellent Teaching Practitioner (ETP) and if successful, they are admitted to the faculty teaching academy. According to local agreements, the successful candidate is given a salary addition equal to that of associate professor (oavlönad docent). At LTH, departments also receive additional money for each ETP, currently around 150 000 SEK per year. S has two levels, qualified and excellent teacher: everyone makes the same application, and if successful you are awarded one or the other level, depending on the judgement of the assessors. The salary addition for the title of excellent teacher is equivalent to that of associate professor (oavlönad docent) while for qualified teacher, the salary addition is half of the associate professor salary increase.

In most faculties with an academy, those who had achieved ETP became involved in selection of future members, but we were unable to identify any systematic ways in which those with ETP status were then involved in further educational development in the faculty. We may have asked the wrong questions about this, and remain open to hearing more about how excellent teachers are recognised beyond receiving a salary increase.

3.4. Workload for academic staff

Workload for academic staff is steered by the [local working time agreement](#). It specifies the full-time workload in terms of hours and describes the different tasks that a teacher performs. These are the same for all teaching staff but vary according to rank.

The work time agreement suggests that most of those employed on teacher contracts such as lektor and professor are expected to spend roughly equal amounts of time on teaching and research. This is in line with international expectations for research-intensive universities. A study of Taiwanese academic staff in 2014 showed that although most teachers spent more time on teaching, they valued their research more in relation to the likelihood of career development and promotion (Chen, 2015). This also reflects what people have said to us during the project about their perceptions of workload and career development at LU. In our proposals, we assume that the overall balance of workload will remain the same but that there should be more discussion about how the educational aspect is supported, developed, and recognised.

3.5. Quality assurance system for education

The university's quality assurance system for education includes three main processes:

- Establishment and termination of courses and study programmes
- Evaluation of ongoing courses and study programmes
- Follow-up of quality enhancement work and its results, including course evaluations and course evaluation reports

These processes are described in the [Policy for quality assurance and quality enhancement of education at Lund University](#). In the policy, 10 quality criteria are listed: these are the foundation to which the quality assurance processes relate. The third criterion relates directly to the subject of this report:

teaching staff, including supervisors, have appropriate expertise in terms of the subject, teaching and learning in higher education, subject-teaching and other relevant skills, and that the teaching capacity is adequate.

At LU the quality assurance processes are owned by different actors. Most of the work regarding quality assurance is the domain of the faculties and the faculties construct their internal quality assurance systems that relate to the LU policy. Faculties have an opportunity to describe and discuss their work once a year in the quality dialogue with the vice-chancellor. These dialogues do not, however, cover the policy's criteria in detail but rather focus on overall activities at the faculties. There is one key process where faculties do report on this criterion, however; and this is the process of establishing a new educational programme (including the discontinuation of educational programmes). In the application for a new education programme, the faculty provides an account of subject expertise, relevant experience in teaching and learning and subject didactics among teaching staff as well as that there is sufficient teaching capacity.

3.6. LU in the national and international context

Increasingly, the academic world is moving towards a more holistic understanding of the academic career as well as more nuanced frames of assessment. For example, the LERU report, *A Pathway towards Multidimensional Academic Careers*, suggests that teaching needs to be repositioned in the framing of the academic career (Overlaet, 2022). In this direction, the association of Dutch universities has published *Room for Everyone's Talent*, a position paper that outlines the vision for a more holistic understanding and recognition of the academic career. In it, they say that:

“Many academics feel there is a one-sided emphasis on research performance, frequently leading to the undervaluation of the other key areas such as education, impact, leadership and (for university medical centres) patient care. This puts strain on the ambitions that exist in these areas. The assessment system must be adapted and improved in each of the areas and in the connections between them” (VSNU, 2019, p4).

The position paper also clarifies that a shift towards recognizing more aspects of the academic career does not imply an additive stance; rather it is about recognizing that people perform differently and that organizations do better by recognizing the unique qualities of the individuals within the organization. The shift towards recognizing a broader variety of competencies among academic staff is also reflected in the Swedish context, where both funding agencies and universities are making such efforts, for example through the SUHF working group on academic merit and the UKÄ report *Karriärvägar och meriteringsystem i högskolan*

3.6.1. Universitetskanslersämbetet

Universitetskanslersämbetet (UKÄ) is responsible for the quality assurance of education and research at Swedish institutions of higher education. In the next assessment cycle (from 2024), education and research are assessed at the same time. Competence maintenance and competence development of academic staff are highlighted as assessment areas for both research and education. For education this means that focus will be on:

Lärosätet arbetar systematiskt för att långsiktigt säkerställa kompetensförsörjningen för att tillgodose utbildningens behov och förnyelse. Lärosätena arbetar systematiskt för att skapa goda förutsättningar för den undervisande personalens kompetensutveckling. (UKÄ, 2020, p10)

In 2021 LU passed the [UKÄ institutional review of quality assurance of education](#). The final report notes that LU has steering documents in place that safeguard both the right qualifications among its teaching staff and opportunities for staff development. The report notes that some faculties have pedagogical merit systems in place and recommends a university-wide recognition of such merit. The report highlights as a strength that decisions on new educational programmes includes an analysis of sufficient staffing (academic staff) to support the programme. I

The previous assessment cycle in combination with the new guidance suggests that quality assurance processes is an important domain for the university with regards to teachers' career opportunities at LU. This may not sound very surprising, after all education is dependent on good teachers to make sense. But it is unclear how much the quality assessment of education

on faculty and university level contributes to the recognition and reward of teachers' work at LU. It might be fruitful, to connect these domains better in the future.

3.6.2. SUHF

SUHF published *Rekommendation for högskolepedagogisk utveckling* in April 2023 (SUHF, 2023). The aim of the Recommendation is to support Swedish HEI in their pedagogical development work and the eight recommendations constitute both a baseline and an ambition, agreed upon by collectively by SUHF members (SUHF, 2023). The eight principles in the Recommendation constitute a framework for universities to embed teaching in strategic discussions and decisions ranging from student learning to staff development; from horizon scanning to auditing practices.

SUHF recommendations (translated):

1. The institution's higher education pedagogic work rests on a scientific and/or artistic basis as well as proven experience, and relates to relevant and current higher education pedagogic research.
2. The institution's higher education pedagogical work supports the work with student-centred teaching.
3. The institution works to clarify the responsibility for higher education pedagogical development within the institution.
4. The institution is responsible for making competence and support in higher education pedagogy available to all parts of the business
5. The institution has a physical and digital infrastructure that makes it easier for the institution to offer study and learning environments that favor higher education pedagogical innovation and stimulate social interaction.
6. The institution has an incentive structure that stimulates employees for higher education pedagogical competence development and development work.
7. The institution has external monitoring and stimulates higher education pedagogic knowledge and experience exchange with external actors.
8. The institution conducts internal quality work that systematically follows up the development of higher education pedagogy

The recommendations can be mapped to steering documents at LU such as [Policy for quality assurance and quality enhancement of education at Lund University](#) and [Policy for employment and good and clear career paths for teachers and researchers at Lund University](#). Recommendations 1- 4, 6 and 8 will be strengthened by the implementation of the proposed career framework (section 4) with contributions from HR, faculties and pedagogical units.

SUHF is currently drafting recommendations for the assessment of academic merit, these recommendations will also be of interest to the further development of career planning at Lund University.

3.7. Current roles of different units, committees and boards

3.7.1. The Education board and the Council for University-wide Higher Education Pedagogical Development

The Education Board deals with overall quality enhancement and quality assurance matters, which can include the quality of teaching. Neither of these two boards has a specific remit to support career development for teachers, although the Council is expected to identify needs for higher education pedagogical development and courses requested by the faculties.

3.7.2. Human Resources

Currently, the Human Resources department maintains information about academic career pathways and provides some administrative advice to the teacher appointment boards.

3.7.3. Pedagogical units

Pedagogical units at the University provide research-informed pedagogical development for teachers at all levels of their careers – from PhD students to full professors. **AHU** (Avdelningen för högskolepedagogisk utveckling/Division for Higher Education Development) has a specific mission from the Vice Chancellor ([Dnr LS 2013/503](#)) to work across the university with development of higher education pedagogics. This mission includes cooperating with the different faculties in accordance with specific faculty needs; collaborating with the faculties on the development of new courses for staff, working together with units across the university administration as well as reporting annually to the Education Board. Importantly, the unit is tasked with contributing to the development of career paths for teachers and contributing know-how to the assessment of pedagogical merit. Some faculties also have their own development units: [CEE](#) at LTH, [MedCUL](#) at the Faculty of Medicine and [PLUS](#) at the Faculty of Science. Both AHU and the faculty units do research in higher education along with the running of courses for staff. These units are positioned to provide the day to day running of pedagogical development of staff at LU as well as offering support to the systematic recognition of merit for the academic career at LU. The pedagogical development units meet with faculty representatives and the pro-vice chancellor for education in the Council for development of higher education pedagogics.

3.7.4. Heads of department

Heads of department play a key role in supporting teacher career development, managing teacher workloads and balancing the research and education needs of the department.

3.7.5. Teacher appointment boards and external assessors

Teacher appointment boards, which are also responsible for promotions in some faculties, are the first assessors of teacher competence. They take advice from external assessors (*sakkunniga*) who are recruited mainly for their research expertise. The boards receive training from HR on appointment processes and regulations, but not on making judgements on research or teaching competence. In our discussions, we found that one or two of the boards were very confident about their ability to assess educational competence, but that the others would welcome more guidance.

3.8. Approaches in other research-intensive universities

We have taken a close look at a selection of research-intensive universities within our networks to see how and why they recognise career development in education alongside research. Support and recognition of excellent teaching is seen as a key enabler of overall university performance. For instance, **University College London** (UCL, LERU member) says that “reward for staff, and recognition of their achievements, is key to the university’s wider ambitions for its research, education, innovation and enterprise activities.” (UCL, 2018). In a podcast, the **National University of Singapore** (NUS, U21 member) Vice Provost for Academic Affairs explained that: “An Associate Professor, whether they are on Tenure Track or Educator Track, can apply for full Professor promotion based on peak of excellence in education and if successful, will receive a tenured full professorship. Of course, they can also apply based on peak of excellence in research, which is well known. This is the strongest signal from NUS that we value education and research contributions equally at the highest level.” (NUS News, 2022).

The **University of New South Wales** (UNSW, U21 member) is explicit about the need to develop and maintain educational excellence in its strategic plan, and one of the objectives is to “Build and support our community of inspiring UNSW educators, by providing professional development, technical support and clear career pathways.” (UNSW, 2020). The promotions policy is clearly linked to overall leadership across the university’s strategic themes: “As academic staff progress through the promotion levels there is an expectation that there will be an increase in the quality and impact of their core research outputs and/or core educational practices; their engagement with, and contribution to, their discipline will increase; they will demonstrate increasing leadership within the University, nationally and internationally; and their engagement with the social justice, thought leadership, knowledge transfer, partnership and global impact agendas of the UNSW strategy will expand.” (UNSW, 2022)

Each of the three universities mentioned so far makes a distinction between research, education, and sometimes collaboration, clinical or cultural ‘tracks’ for promotion. This is not something which would work in the Swedish context, because of the clear guidance in the Higher Education Ordinance and the current university appointment rules that education and research should have equal consideration. However, there are many universities which model a balanced approach. For instance, the **University of California Berkeley** (UCB) says: “In evaluating the candidate’s qualifications within [four different] areas, the review committee shall exercise reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another... Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions (Berkeley Center for Teaching & Learning, 2023)

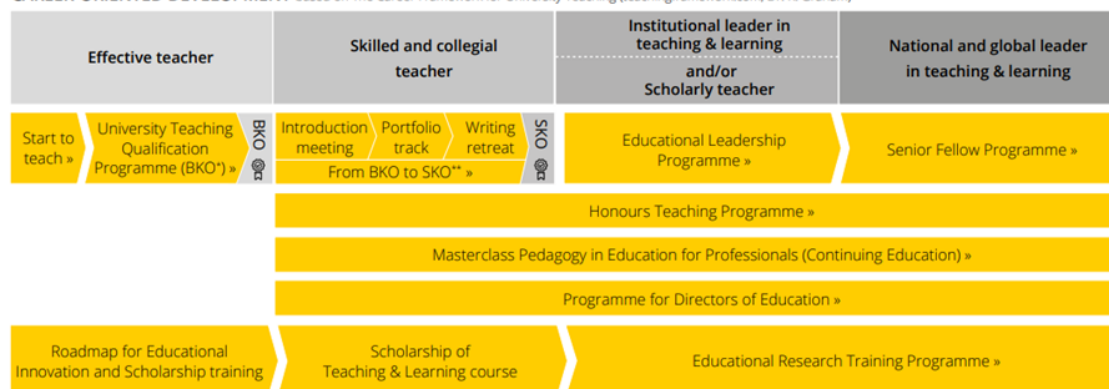
Another of our LERU partners, **Utrecht University**, provides a highly structured career development programme which is mapped to the international Teaching Career Framework (Advancing Teaching Network, 2018). There is a clear link between this approach and the university’s overall aspirations: “Utrecht University scores well in various national and international rankings. In order to further develop the quality of our research and education, we invest in the talent of our employees.”

Courses & Programmes for teacher development

CONTINUOUS DEVELOPMENT (Note that all courses and trainings from Continuous development can also be part of Career-oriented development.)

Short courses & trainings » <i>Educational Consultancy & Professional Development</i>	Online courses & workshops on blended learning » <i>Educate-it</i>	Personal development » <i>Development Guide</i> <i>Human Resources</i>	Community » <i>Teachers community TAUU</i>	Educational advice » personal consultation on educational development
Educational design	Engaging education	Professional skills	Experiment space » <i>Teaching & Learning Lab</i>	
Teaching delivery	Video	Leadership & management		Trending offer
Feedback & assessment	(Peer) feedback	Personal development	Faculty offer workshops, events & trainings organised within your faculty	Peer Observation Scheme »
Evaluating teaching	Skills & Collaboration			Intercultural awareness »
Coaching & mentoring	Assessment			

CAREER-ORIENTED DEVELOPMENT based on The Career Framework for University Teaching (teachingframework.com, Dr. R. Graham)



* BKO: Basis Kwalificatie Onderwijs / University Teaching Qualification ** SKO: Senior Kwalificatie Onderwijs / Senior Teaching Qualification

3.9. Perceived challenges with implementing a new scheme at LU

To summarise, we are very aware that there has been a lot of hard work across the university to improve the recognition of educational competence, starting with the LTH Akademie in 2001 (Winka, 2017) and continuing since then with a range of reports and plans which have contributed to educational enhancements and informed this project. The key challenges which seem to remain are:

- 1) A lack of confidence in assessment of educational competence.
- 2) A lack of a structured approach to recording and recognising educational competence.
- 3) A persistent perception that teaching is less highly valued than research.
- 4) An underlying concern that valuing high quality teaching will reduce the value of high quality research.
- 5) A lack of opportunities to take on educational leadership roles, even if educational competence is fully recognised, for instance through the pedagogical academy system.
- 6) A concern that increasing resources for educational development will have a negative impact on research development.

The recommendations made in the rest of this report aim to address these challenges directly. It is possible that faculties may decide to spend a little more of their resources on teaching development and a little less on research development, but we are not in a position to make that direct recommendation, of course. We only suggest that resources which come into the faculty for teaching are fully allocated to teaching and teaching development.

4. Career framework explanation and implementation proposal

4.1. Framework outline

In this report, we propose a framework for judging educational competence which is based on the international Teaching Career Framework (Advancing Teaching Network, 2018) (Report recommendation 2). In this model, there are four stages of educational competence for higher education teachers, which we describe, using terms already used in other Lund University documentation, as :

1. Competent educator / Kompetent lärare
2. Skilled and Collegial educator / meriterad lärare
3. Institutional leader / excellent lärare
4. National and international leader / ledande lärare

Educational competence step	Sphere of Influence	Characteristics
Competent teacher / Kompetent lärare	Small groups of students and individual students at any level.	Reflective and professional approach that develops over time Effective planning and evaluation
Skilled and Collegial teacher / meriterad lärare	Students across courses, colleagues in department and faculty	Teaching skills to support student learning and engagement Supporting a collegial and collaborative environment in the classroom and with colleagues
Institutional leader / excellent lärare	Students across programmes, colleagues across the faculty and university, professional networks inside and outside the university	Leadership which shows impact and legacy in teaching Contribution to scientific knowledge and application of research in teaching
National and international leader / ledande lärare	Students and colleagues across the university, including senior leadership, national and international professional networks	National or global influence in teaching

Section 7 provides more details of each step, alongside examples of evidence which teachers can collect to demonstrate their educational competence, and impact indicators which can be used for self and peer assessment, and to support decisions at appointment and promotion boards.

These steps are not designed to map directly to the LU [academic career framework](#). For some teachers, progression through the steps will be directly aligned to their promotion from biträdande universitetslektor to lektor to docent to professor, alongside similar progress in research. For others, research or teaching will form a larger part of their portfolio. The

framework provides a general approach to evaluating pedagogical experiences and competences. It is not a complete list of what should be expected of every person applying for appointment or promotion at a particular level at a particular moment.

This addition to the career pathway means that both teachers and faculties will have more flexibility in the way they prioritise development. Some departments will have a need for someone who can teach a specific topic, while others may want someone with a research specialism to boost their funding and publications in an area. For some appointments, education leadership will be important, so the department wants someone with that experience, but for others, being a skilled and collegial educator will be sufficient, even for a senior post. Faculties may adapt the guidance in the framework to reflect disciplinary norms.

The guidance provided with this report is intended to support:

1. Faculties, so that they can put in place systems for recognising and rewarding educational competence
2. Human Resources, so that this guidance is added to career planning workshops which are regularly offered in the competence portal
3. Teacher appointment and promotion boards, to develop their confidence in making judgements about educational competence
4. Heads of department and mentors, so that they can provide advice and suggest opportunities for teachers to develop their educational skills and achievements
5. Individual teachers, so that they can plan their careers in ways which best suit their aptitudes and skills

4.2. Guidance on evidence collection for assessment of educational competence

We propose five main areas for evidence collection. Information about each of these is provided in the detailed guidance in Section 7. Area 5 would not be expected for the two first career steps (Competent and Skilled).

1. Experience of teaching
2. Experience of educational enhancement activities
3. Participation in relevant professional development
4. Participation in peer review of educational activity
5. Publication of scholarly work and resources

4.3. Formal requirement to report on annual educational development

In order for the university to demonstrate serious commitment to the recognition of educational competence and its role in teaching quality and teacher careers, everyone on a teaching contract needs to use the framework. Whilst we recognise that there are many people who are already on a more traditional career trajectory, everyone on a teaching contract has at least some responsibility for teaching or doctoral supervision. We propose that there is a formal requirement for all teachers to report on their professional educational development annually, and discuss their plans for the year to come (Report Recommendation 4). This report

can include a wide range of activities and reflections, as suggested in the guidance in section 7.1.3, but should account for at least a week of the teacher's time each year.

We do not intend this to lead to additional burdens for teachers or heads of departments, but rather to enable conversation about activities which are already happening but may not be currently seen as valuable to the annual discussion. From our meetings with stakeholders, we think that most teachers will already be doing this in various ways: attending supervision courses, trying out new ways to work with doctoral students, discussing challenges and ideas with colleagues informally, developing new courses or course resources, reviewing student evaluations, attending departmental discussions and seminars about teaching, mentoring colleagues, peer reviewing course plans, and so on. The intention is that this report is relatively informal, but that over time it supports the teacher in producing substantive contributions to their merit portfolio.

5. Implementation proposals

5.1. Assignment of co-ordinator

We propose the creation of a role of a co-ordinator for teacher career development (**Report recommendation 6**). The co-ordinator would maintain and update the framework guidance, work with pedagogical units, support the maintenance of merit portfolios, identify opportunities for pedagogical development and commission additional courses for teachers, heads of department and appointment board members if needed. This would be a permanent assignment of a minimum of 30% of someone's time.

We think that this role should be situated in a centre of department which has an assignment to serve the whole university. The co-ordinator must be able to work with all of the pedagogical units, employer support, employee unions, the HR Leadership programme team who provide training to heads of department, and co-ordinate with the administrators of the teacher appointment and promotion boards. They must also be able to report to UN/FUN annually. There should also be potential to work together with the Research Support and Samverkan services in the future, to develop a co-ordinated approach to academic merit portfolios.

5.2. Faculty plans

We suggest that each faculty should provide a description of how they develop, recognise and reward teachers' educational achievements (**Report Recommendation 3**). This will include academy schemes, where they already exist, but the plan should include provision for all teachers. A faculty plan should be updated annually by the faculty education board or equivalent, and should include:

1. A system for recognition and reward of pedagogical competence. Those faculties which have an existing pedagogical academy system already have a basis for this. An academy is not the only way to do it, and other faculties will find their own way which uses the framework, such as the revised appointment and framework under development in Juridicum in 2023/24

2. A range of ideas for demonstrating increasing competence through professional activities relative to the faculty's teaching. Depending on priorities and resourcing, these could include activities such as:
 - a. a mentoring scheme for new teachers, led and managed by those already recognised as excellent teachers
 - b. course leadership
 - c. director of studies
 - d. leadership of educational change activities in departments or faculties
 - e. faculty educational scholarship and travel grants
 - f. support for educational conference attendance
3. Maintenance of lists of suitable professional development activities, both within the university and beyond (for example making active use of the information provided by the pedagogical units)
4. Process for a regular review of the operation of the framework, in partnership with teachers and the university framework coordinator, with an annual report to UN.

5.3. Roles of different units, committees and boards

The successful implementation of the framework will require commitment from the University leadership, Deans, Heads of Department, HR, pedagogical units and individual teachers. The framework suggests that the university could benefit from connecting and joining together the university's quality assurance principles for education with recruitment and promotion processes. As the university develops its quality assurance system for research in response to the new mission from UKÄ, this may also be part of the whole ([Vägledning för granskning av lärosätenas kvalitetssäkringsarbete \(uka.se\)](https://uka.se/vagledning-for-granskning-av-larosatenas-kvalitetssakringsarbete)).

5.3.1. The Education board, the Research Education Board, and the Council for University-wide Higher Education Pedagogical Development

These three committees support implementation of the university strategy for education. Their support for this framework is essential, but is likely to be advisory, as most of the implementation of the career framework will be in departments and faculties. They can support by:

- Setting out development priorities for the university's educational enhancements
- Considering an overarching plan for teacher development courses, similar to that operated at Utrecht University
- Requesting annual reports from faculties on the implementation of the career framework, and adapting the teacher development course needs accordingly
- Requesting annual reports from the framework co-ordinator.
- Identifying teacher competences and achievements in publications and in commissioning reports (for example, asking report authors to indicate their position in the career framework).

5.3.2. Human Resources

In relation to the framework, HR is responsible for maintaining information about teachers' career development, guidance for stakeholders, and for providing leadership training for heads of department.

5.3.3. Pedagogical units

The various pedagogical units in the university already play a key role in providing foundation courses for new teachers. They also offer advanced courses in specialist areas such as sustainability and active learning techniques, and more general areas such as course and programme design, as well as courses on developing merit portfolios. Their expertise and experience will be essential to embed the framework.

Activities which could be carried out by colleagues in the pedagogical units could be:

- Advertising courses with an indication of which step(s) in the framework the course supports
- Advice and training for teacher appointment and promotion boards (see section 7.6.2)
- Advanced courses in pedagogical application: course and programme design, specialist pedagogic approaches such as active learning, examination design, preparation for a digital world.
- Advanced courses in portfolio development.
- Advanced courses in educational change leadership. These could be co-funded by faculties and the university. (see proposal 7.6.3)
- Support for scholarship and research in higher education teaching: administering small grants, organising conferences, co-authoring with novice teacher researchers.
- Working with HR to inform heads of department about supporting and developing teachers in relation to their educational skills.

There would be a cost associated with these additional activities; Collaborative working between units is strongly recommended.

5.3.4. Heads of department

Heads of department play a key role in support for the career development of individual teachers. We understand that they have also maintained a focus on the research element of teacher careers, and that time and more development will be needed to fully implement the proposals here. The faculty plans, to which they will all contribute, should be realistic and provide a framework for the discussion and provision of development opportunities.

We recommend that heads of department discuss educational competence development with every teacher at the annual development interview (Report recommendation 5) and we have provided ideas for managing this (section 7.5). We have also discussed with HR how support for this activity can be incorporated into the leadership training they provide.

5.3.5. Teacher appointment boards and external assessors

In response to the discussions we have had with teacher appointment and promotion boards, we have developed some detailed guidance on making judgements about educational competence. These have been designed to be usable by teachers and assessors who are not pedagogical specialists. We recommend to boards that they implement these, and also work with heads of department to consider the balance of research and educational competence on a post-by-post basis, to achieve a good balance across each department over the medium term (Report recommendation 7).

In the EU consensus report, November 2022, due to Lund University's final reporting on the first implementation phase of HR Excellence in Research Award, the Assessors point out that "it is important that the principles of Open, Transparent and Merit-based recruitment of Researchers (OTM-R) are understood by all who participate in interview panels." The principle best applied in this context is to have clear guidelines for selection committees which help to judge "merit" in a way that leads to the best candidate being selected.

5.4. Wide dissemination and integration of framework and criteria

Many good intentions and good reports can end up sitting on shelves. There needs to be active discussion of the framework and the opportunities for teachers to develop their educational competences and their careers. Ideally, there will also be active consideration of further developments (see section 6). Some examples of ways to embed the framework are:

- A reintroduction of the merit portfolio, with updated guidance for all users.
- Inclusion of questions about educational achievements and development in the template for the annual development interview (note that we would like this to be an option for T/A staff too, many of whom have an educational and student-facing role).
- Reporting of good practice which emerges from these annual interviews: heads of department could be asked to provide some examples for a faculty report.
- Inclusion of information about educational experiences and competence in professorial promotion brochures – **professors are both researchers and teachers** at LU.
- Review of the balance of information related to education and research on the staff web pages, involving the communications department.
- Inclusion of a standing item on educational achievements and development in university, faculty and departmental leadership meetings and newsletters.

5.5. Evaluation and review plan

The Education Board will have responsibility for evaluating and reviewing this framework.

The framework co-ordinator should collate annual reports from faculties and pedagogical units about how the framework has been used.

As part of the annual quality review, students and teachers should be asked about perceptions of educational competence.

A survey of individual teachers could be carried out after two and five years of implementation, to review their views about progress towards these three goals:

1. Recruitment of all staff with a teaching contract is clearly based on the expectation that teaching is part of the role, with a minimum standard of competence expected.
2. Educational competence should be developed throughout a teacher's career.
3. Educational leadership is incentivised, recognised, and rewarded.

5.6. Summary implementation plan and costs of recommendations

	Preparation cost (single cost in year of implementation)	Annual cost	Proposed dates
Essential			
Coordinator appointment/anställd		SEK 300,000 (minimum)	From June 2024
Communications: document and resource design, translation, web resources, videos, webinars	SEK 100,000		Jan - June 2024
Requirement for faculty plans to be reported to UN/FUN	-	-	January 2025
Providing additional information in pedagogical courses	-	-	September 2024
Recommended			
Support for coordinator from project leaders	SEK 40,000	-	Mar-Sep 2024
Project leaders course for student LFN members (see section 7.6.1)	SEK 40,000	SEK 20,000	Mar-Apr 2024
Totals	SEK 180,000	SEK 320,000	

6. Suggested next steps and long term plan

There are a number of suggestions which would enable this work to continue to develop in the longer term and for the university to take a national lead in recognising and rewarding educational competences.

6.1. Integration of leadership development into a University leadership academy.

Research leadership is well established in the university, with training opportunities and recognition supported by heads of department and teachers. Integration of additional aspects of leadership into a single academy would help to embed the pedagogical merit framework proposed here and provide opportunities for leaders to discuss its implementation in different contexts. This is in line with the proposals from Bryngelson och Flores (2022) in their report on the leadership of the future at Lund University.

6.2. Balancing education in the portfolio with collaborative work and research

In the longer term, one could imagine that the teacher career development co-ordinator role could extend from supporting the pedagogic framework to including research and

collaboration competence development as well, but these topics are currently relatively well supported through various faculty and university research support programs and the Samverkan department respectively. Many faculties, but not all, already provide teacher training and teaching opportunities to doctoral students, and this could become a systematic offer across the university, to reinforce the expectation that an academic career is built on both research and education.

Figure 5 represents the training and leadership opportunities which are or could be offered to teachers to support their development in research, education and collaborative working.

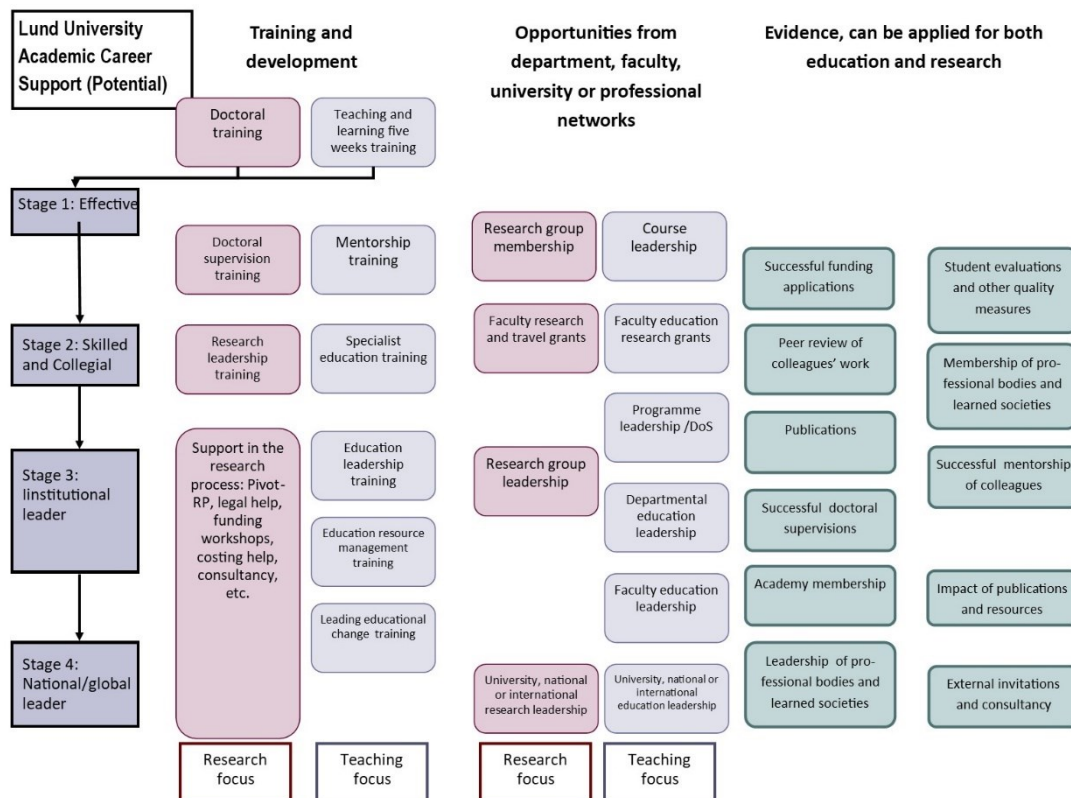


Figure 4: opportunities for teacher development

6.3. Strategic appointments

Currently, all teacher appointments prioritise research. In this report, we recommend that educational competence is assessed more systematically alongside the research, but we expect that research will continue to be a priority in the short term. However, in the longer term, as colleagues build confidence in judging educational competence, one can imagine making different choices when particular gaps need to be filled in a department, potentially prioritising education, research or collaborative work. This could happen when someone with experience of sustainability in the curriculum is needed, or someone who has an interest in being a director of study, or if a department wishes to recruit a professor directly from industry or clinical practice with a lower research profile than would previously be expected. This kind of appointment is possible at other high ranked universities.

6.4. Further involvement of student representatives in building portfolios

We think that students would benefit from having specific resources to support their engagement in a range of activities related to educational development. Their production was beyond the scope of this project, but it would be a logical addition.

6.5. Regular national benchmarking

We expect to see more detailed guidance on the recognition of pedagogic skills and experiences coming from the SUHF expert group in December 2024. This will provide opportunities for benchmarking of standards and processes with other Swedish universities.

6.6. Further development of incentives

It would be possible for the university leadership to continue to develop institutional incentives for teaching excellence, such as recognition of outstanding educational leadership as well as the annual teaching awards. Significant university and faculty educational projects could be led only by teachers with leadership recognition at step 3 of the framework, with those who aspire to step 3 being given opportunities to contribute to projects. It would also be a strong signal that the university values the importance of quality education and to learn from a wide range of international scholars by having a Pufendorf Institute for Teaching Excellence.

7. Appendices

7.1. Steering group membership

Vicerektor Ann-Kristin Wallengren (chair and project owner)

Vicerektor Jimmie Kristensson

Vicerektor Kristina Eneroth

Representative from LUS

Emmy Svensson (22-23)

Linnea Landegren (23-24)

Representatives from Utbildningsnämnden

Patrik Lindskoug (J-fak)

Maria Björkqvist (M-fak)

Representative from Forskarutbildningsnämnden

Martin Tunér

7.2. List of meetings

University-wide groups	
Utbildningsnämnden	13/04/2023
Utbildningsnämnden	11/10/2023
Rektors ledningsråd	28/09/2023
LUS	09/12/2021
LUS	21/04/2022
LUS	23/08/2023
LUS	17/11/2023
Steering group	
	12/12/2022
	13/02/2023
	13/03/2023
	05/04/2023
	16/06/2023
	11/09/2023
	16/10/2023
	27/11/2023
HR	
Lena Lindell	14/02/2023
LFN-handläggarmöte	06/03/2023
Annica Ollerstam	08/05/2023
Pro Deans Education*	
EHL	19/10/2022
HT	14/11/2022
J	09/11/2022
K	11/11/2022
M	11/11/2022
N	14/11/2022
S	09/11/2022

Pedagogical units	
May have been meetings with individuals or groups of representatives	01/02/2022
	07/02/2022
	22/02/2022
	19/09/2022
	11/10/2022
	07/12/2022
	08/12/2022
	18/09/2023
	21/09/2023
General	
Kommunikation	07/06/2023
Samverkan	12/06/2023
Max IV	19/06/2023
Graduate school	21/06/2023
Forskarutbildningsnämnden / Pernille Andersson	21/06/2023
Teacher appointment boards	
EHL	13/09/2023
HT	12/09/2023
K	25/10/2023
LTH	11/09/2023
M	23/08/2023
N	12/10/2023
S	02/10/2023
Heads of department	
EHL	12/10/2023
HT	24/11/2023
K	25/10/2023
LTH	25/01/2024
M	13/12/2023
N	21/11/2023

*LTH meeting combined with CEE

7.3. Guidance for Teacher Appointment Boards and External Experts

Lund University framework for academic career development (Education)

Guidance for Teacher Appointment Boards and External Experts

This guidance is advisory and may be adapted by the faculty in order to reflect their needs more closely.

Introduction

The Lund University framework for academic career development (Education) has four steps.

Educational competence step	Sphere of Influence	Characteristics
Competent teacher / Kompetent lärare	Small groups of students and individual students at any level.	Reflective and professional approach that develops over time Effective planning and evaluation
Skilled and Collegial teacher / meriterad lärare	Students across courses, colleagues in department and faculty	Teaching skills to support student learning and engagement Supporting a collegial and collaborative environment in the classroom and with colleagues
Institutional leader / excellent lärare	Students across programmes, colleagues across the faculty and university, professional networks inside and outside the university	Leadership which shows impact and legacy in teaching Contribution to scientific knowledge and application of research in teaching
National and international leader / ledande lärare	Students and colleagues across the university, including senior leadership, national and international professional networks	National or global influence in teaching

When assessing applications for appointments at LU or promotions to Docent or Professor, you are asked to consider the applicant's expertise in education alongside their expertise in research. A review of expert reports in one faculty at LU (Mårtensson et al., 2018) showed that there was relatively little reference to educational expertise in the reports. The Lund University appointment procedures state that research and education will have equal consideration, and so this guidance has been produced to support you in your valuable work for the university. We appreciate that you may have more experience in this domain and would like to reassure you that this is guidance, rather than instruction.

Evidence Expectations

Evidence for experience and competence in education will be found in CVs, teaching portfolios and reflective accounts. Depending on the faculty, the evidence may be presented in different formats. For instance, candidates for new posts or applicants for promotion may be asked to write reflective accounts of their research, educational and administrative experiences and to submit evidence of their expertise in these areas, or they may be asked to submit teaching portfolios. Candidates will also have the opportunity to explain their experiences and the impacts of their work in test lectures and in the interview.

These are the questions we would like you to think of while reading the applications; they have been intentionally formulated with yes/no format to provide a checklist of basic expectations, but we would appreciate your further comments on the quality of their work in this area. The example feedback extracts are intended to provide ideas for starting to write feedback. They are shorter than would be expected in a real feedback report.

Note: a separate document will be produced for each level of post, but in the project report, they appear in the same document.

Step 1: Effective educator/ Kompetent lärare

Expected sphere of influence: Small groups of students and individual students at any level.

In most cases, relevant experience will have been gained during postgraduate and postdoctoral work. In some situations, colleagues will be transferring into university teaching after a career in another profession. Competence as an Effective Educator is most likely to be demonstrated through evidence of engagement with basic introductory training, some supervision of students, observation of others teaching in universities, and reflection on your own capacity to develop your skills and knowledge of effective teaching in your discipline. They will need to show a reflective and professional attitude to teaching that has developed over time, and provide examples of ways they have used effective planning, organisation and evaluation techniques to manage their work, even if it was not necessarily directly in an educational context.

1) Experience of teaching

<p>Has the candidate had the opportunity to undertake any teaching or supervision of university students at any level? This could be on taught courses or programmes, research supervision, mentoring of less experienced peers, supervision of work placements in industry or clinical practice or other settings.</p>	Yes	No
<p>Do they explain what they have learned from this work, how they go about planning their teaching, and how they evaluate their own practice?</p>	<p><i>Example feedback extract: X has taken various opportunities to get teaching experience, including working as a teaching assistant for Y hours on a course on Z at A university. They have described what they have learned from this and how they plan to develop their competence. There is evidence of positive student evaluations and peer review.</i></p>	

2) Participation in relevant professional development

<p>Has the candidate participated in professional development activity to acquire basic teaching and assessment skills?</p>	Yes	No
<p>Do they explain what they learned from this training, how they have put it into practice, and how they evaluate their own practice?</p>	<p><i>Example feedback extract: Whilst X has undertaken only basic training, they have a clear idea of what they learned and what further professional development they need to undertake.</i></p>	

3) Participation in peer review of educational activity

<p>Has the candidate participated in peer review of educational activities?</p>	Yes	No
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Do they explain what they learned from this activity and how it has affected their practice?	<i>Example feedback extract: X talks about observing another teaching assistant working with students and giving constructive feedback. They also talk about reviewing lesson plans with the course co-ordinator but it is not clear what actions followed this. They do not mention being observed teaching themselves.</i>
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Step 2: Skilled and Collegial educator / meriterad lärare

Expected sphere of influence: students at any level, colleagues in department and faculty

The candidate needs to demonstrate competence as a skilled and collegial educator. This is likely to be demonstrated through evidence of planning and evaluating teaching sessions, working with colleagues to develop and enhance courses and programmes and/or to implement new approaches or policies in education, attendance at and reflection on educational development activities such as webinars and courses, departmental seminars and awaydays or external conferences. They will need to show a reflective and professional attitude to student learning and engagement, a commitment to contributing to and supporting a collegial and collaborative environment in relation to teaching in your department and subject. They may also be beginning to contribute to professional networks inside and outside the university, perhaps developing a specialist expertise in an area of teaching. They may be mentoring or supervising less experienced colleagues or taking a lead on small-scale changes in a programme.

1. Experience of teaching

<p>Has the candidate described their role in planning courses, teaching, and evaluating their practice?</p> <p>In most cases, you should be looking for examples of taught university courses or programmes, but there may be situations where examples from research supervision, mentoring of less experienced peers, supervision of work placements in industry or clinical practice or other settings are equally relevant to the particular job or context.</p>	Yes	No
Do they explain what they have learned from this work, how they go about planning their teaching, and how they evaluate their own practice?	<i>Example feedback extract: X has experience of planning and managing a course for second year bachelors' students, with evidence of good student satisfaction. They are able to describe their approach to teaching and give examples of how they seek and use evidence to support this approach. X also has developing supervision experience,</i>	

	<i>and is able to identify their contribution to doctoral student development.</i>
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2. Experience of educational enhancement activities

<p>Has the candidate described how they contribute to educational enhancement in their programme or department?</p> <p>This could include implementation of university policy, development of guidance for colleagues or students, or the leadership of new priorities such as online learning, sustainability education, inclusive practices, or internationalisation. It could also include membership of departmental or faculty committees and project teams relating to education, and participation in quality review activities, including student evaluations.</p>	Yes	No
<p>Do they explain what they have learned from this work, how they have approached their own professional development, and how they evaluate their own practice?</p>	<p><i>Example feedback extract: X is an active participant in quality monitoring and enhancement in the department. They make good use of student evaluation questionnaires and of working with student representatives to improve their own courses, and use these data to contribute to the wider departmental enhancement process. They have taken a lead in supporting colleagues with the implementation of a new Canvas template across the department.</i></p>	

3. Participation in relevant professional development

<p>Has the candidate participated in professional development activity to improve their skills in teaching, assessment, curriculum design and/or other educational priorities?</p> <p>These activities could be formal or informal, and might include attendance at organised courses and workshops, engagement with peer review, working in small groups with colleagues, or independent self-study.</p>	Yes	No
<p>Do they explain what they learned from these activities, how they have put it into practice, and how they evaluate their own practice?</p>	<p><i>Example feedback extract: X has attended additional short courses on developing student engagement and examination design, and has linked these to their practices, describing the actions they have taken following these courses. They have also led a seminar on the new Canvas template and</i></p>	

	<i>provided a report about the implementation to a meeting of Directors of Study. They have made contact with colleagues at Umeå and Linköping universities to consider writing up this work using joint data.</i>
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4. Participation in peer review of educational activity

Has the candidate participated in peer review of educational activities? This could include reviewing and being reviewed in relation to classroom teaching, or educational materials such as course handbooks, assessment briefs or online materials.	Yes	No
Do they explain what they learned from this activity and how it has affected their practice?	<i>Example feedback extract: This is a developing area for X, which could be something to focus on in their future career development. As part of the Canvas template rollout, they have shared their own Canvas material with colleagues and given feedback to colleagues on their own. There is scope to develop this by creating a guide which explains the rationale for different choices In the template.</i>	

Step 3: Institutional leader / excellent lärare

Expected sphere of influence: students across programmes, colleagues across the faculty and university, professional networks inside and outside the university

This would be useful to LFN if they are appointing a more senior teacher or if they are involved in promotion to docent or professor.

At this level a candidate will need to show their leadership of educational activities and enhancement, with influence beyond their immediate colleagues. This is likely to be demonstrated through evidence of successful development activity which has impact on large numbers of students and staff, leadership of funded projects, creation of extensively-used resources or scholarly publications on higher education. This should also include providing mentoring or other direct support to less experienced colleagues in relation to education. They may also be developing a national and international reputation in a specialist area of teaching.

1. Experience of teaching

<p>Has the candidate described their role in planning courses, teaching, and evaluating their practice?</p> <p>In most cases, you should be looking for examples of taught university courses or programmes, but there may be situations where examples from research supervision, mentoring of less experienced peers, supervision of work placements in industry or clinical practice or other settings are equally relevant to the particular job or context.</p>	Yes	No
<p>Do they explain what they have learned from this work, how they go about planning their teaching, how they evaluate their own practice and the impact their teaching has on colleagues?</p>	<p><i>Example feedback extract: X has been both an assistant director of studies for a large bachelors course and director of studies for a masters course with a mainly international enrolment. They are able to explain their ambitions for the course and the actions they take to enact them. They have had overall responsibility for programme evaluation and action planning, and can discuss how these actions improved educational quality on the programme.</i></p>	

2. Experience of educational enhancement activities

<p>Has the candidate described how they lead educational enhancement in their faculty or university, or externally?</p> <p>This could include implementation of university policy, development of guidance for colleagues or students, or the implementation of new priorities such as online learning, sustainability education, inclusive practices, or</p>	Yes	No
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internationalisation. It could also include leadership of departmental or faculty committees and project teams relating to education, and leadership of quality review activities.		
Do they explain what they have learned from this work, how they have approached their own professional development, and how they evaluate their own practice?	<i>Example feedback extract: X has had experience of leadership of an enhancement activity as part of their work as director of studies, when asked to implement a faculty policy on GAI tools. They have also participated in departmental meetings to improve experiences for international students. This an area they could develop in the future, perhaps taking a leadership role in a broader area.</i>	

3. Participation in relevant professional development

<p>Has the candidate led any professional development activity in relation to teaching, assessment, curriculum design and/or other educational priorities?</p> <p>These activities could be formal or informal, and might include attendance at organised courses and workshops, engagement with peer review, working in small groups with colleagues, or independent self-study.</p>	Yes	No
Do they explain what they learned from these activities, the impact they have had on others, how they have put it into practice, and how they evaluate their own practice?	<i>Example feedback extract: X has attended a wide range of courses and seminars on internationalisation and belonging and have used the learning from these sessions to enhance the programmes they have been leading. They have recently been asked to join an SUHF expertgrupp on internationalisation. X is currently participating in educational leadership training with the goal of taking on a faculty leadership role in student inclusion.</i>	

4. Participation in peer review of educational activity

<p>Has the candidate participated in peer review of educational activities?</p> <p>This could include leading review activities in a department or faculty, reviewing and being reviewed in relation to</p>	Yes	No
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classroom teaching, or educational materials such as course handbooks, assessment briefs or online materials.		
Do they explain what they learned from this activity and how it has affected their practice?	<i>Example feedback extract: X has organised a regular discussion group for teachers on the programme they lead, where colleagues discuss relevant educational literature and consider actions to improve their courses. They have also encouraged early career teachers to attend their classes and give feedback. They have also introduced a system of peer review of course handbooks and examination information which has been well-received by colleagues.</i>	

5. Publication of scholarly work and resources

<p>Has the candidate published any scholarly work and/or resources relating to education?</p> <p>This could include articles in peer reviewed journals, books or book chapters, conference presentations, online resources for students or colleagues. At this level, institutional reach is the minimum expected, but national or professional network reach is desirable.</p>	Yes	No
Do they explain the impact of this work and how it relates to their own and others' practice?	<i>Example feedback extract: X has presented their enhancement activities to the university teaching and learning conference, and at a seminar organised by UKÄ on internationalisation. With colleagues from other universities, they have published a chapter in an anthology on international students in Nordic education and a paper in an international journal. They have also presented at a major international conference (ISSOTL 2023) and been invited to speak at 3 other Nordic universities, showing a wider impact for this work.</i>	

Step 4: National and international leader / ledande lärare

Expected sphere of influence: students across programmes, colleagues across the faculty and university, professional networks inside and outside the university

To be appointed to professor with a focus on university teaching, a candidate will need to show their national or international leadership of educational activities and enhancement, with influence beyond the university. This is likely to be demonstrated through evidence of successful activity which has impact on national and international practices, scholarly publications, extensively used educational resources and contributions to scholarship, development and/or recruitment in other universities.

1. Experience of teaching

<p>Has the candidate described their role in planning courses, teaching, and evaluating their practice?</p> <p>In most cases, you should be looking for examples of taught university courses or programmes, but there may be situations where examples from research supervision, mentoring of less experienced peers, supervision of work placements in industry or clinical practice or other settings are equally relevant to the particular job or context.</p>	Yes	No
<p>Do they explain what they have learned from this work, how they go about planning their teaching, how they evaluate their own practice and the impact their teaching has on colleagues?</p>	<p><i>Example feedback extract: X clearly describes their journey as a teacher from post-doctoral work to a leader of teaching practices. Over the years, their teaching methodologies evolved, adapting to the needs of the students and the changing educational landscape. The reflection about transitioning from cognitive to social-constructivist, and then leaning towards a humanist approach, demonstrates adaptability and student-centric pedagogy. They also acknowledge their endeavours in supporting fellow teachers, highlighting an empathetic leadership quality. However, while there is a brief mention of course design, specific details on how the candidate evaluates their teaching and its impact on colleagues are somewhat missing.</i></p>	

2. Experience of educational enhancement activities

<p>Has the candidate described how they lead educational enhancement across the university and externally?</p>	Yes	No
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<p>This could include contributions to national policy, implementation of university policy or new priorities such as online learning, sustainability education, inclusive practices, or internationalisation. It could also include leadership of university or national or international committees and project teams relating to education, and leadership of quality review activities.</p>		
<p>Do they explain what they have learned from this work, how they have approached their own professional development, and how they evaluate their own practice?</p>	<p><i>Example feedback extract: The candidate has showcased robust leadership skills by heading educational enhancement activities, particularly in contributing to the work of the university pedagogical unit. They demonstrate the ability to drive innovation in course delivery by initiating changes like diversifying the approach to the course and offering optional modules. The insight they've gained about student self-efficacy is impressive, but more details about their contributions to areas like online learning or internationalisation might have enhanced the reflection.</i></p>	

3. Participation in relevant professional development

<p>Has the candidate led any professional development activity in relation to teaching, assessment, curriculum design and/or other educational priorities?</p> <p>These activities could be formal or informal, and might include attendance at organised courses and workshops, engagement with peer review, working in small groups with colleagues, or independent self-study. They must show at least university impact, and preferably also show national and international leadership as well.</p>	<p>Yes</p>	<p>No</p>
<p>Do they explain what they learned from these activities, the impact they have had on others, how they have put it into practice, and how they evaluate their own practice?</p>	<p><i>Example feedback extract: The candidate has evidently been engaged in professional development through teaching roles in higher education, from basic teaching to advanced roles as an educational leader. Their interaction with a diverse range of writers and theories, and their direct work with international students, indicate a continuous learning journey. Additionally, their initiative to encourage other teachers to lead groups and the hands-on approach in teaching</i></p>	

	<i>various courses for colleagues shows leadership and commitment to professional development. A more explicit mention of formal courses or workshops they attended could provide a comprehensive view.</i>
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4. Participation in peer review of educational activity

Has the candidate participated in peer review of educational activities? This could include leading review activities in the university, participating in such activities in other universities, and national or international networks, reviewing and being reviewed in relation to classroom teaching or educational materials such as course handbooks, assessment briefs or online materials.	Yes	No
Do they explain what they learned from this activity and how it has affected their practice?	<i>Example feedback extract: The candidate's work in redesigning the peer observation process across their university is commendable. By transforming it from an inspection tool to a developmental and supportive mechanism, they demonstrate a progressive and empathetic understanding of education. Their active involvement in observing teaching sessions showcases dedication to enhancing teaching standards. This active participation in both leading and being part of the review process indicates a well-rounded approach.</i>	

5. Publication of scholarly work and resources

Has the candidate published any scholarly work and/or resources relating to education? This could include articles in peer reviewed journals, books or book chapters, conference presentations, online resources for students or colleagues. At this level, international reach is expected.	Yes	No
Do they explain the impact of this work and how it relates to their own and others' practice?	<i>Example feedback extract: The candidate has a commendable track record of publishing, as evidenced by their forthcoming book on internationalisation. Their journal articles on techniques for implementing enhancement</i>	

	<p><i>across a university demonstrate scholarly engagement at an international level and university wide impact. It would be beneficial to know more about the reach and impact of these publications on the global educational community to evaluate the depth of their contribution fully.</i></p>
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7.4. Guidance for Teachers

Lund University framework for academic career development (Education) Guidance for Teachers

This guidance is advisory and may be adapted by individual faculties in order to reflect their needs more closely.

Introduction

The Lund University framework for academic career development (Education) has four steps.

Educational competence step	Sphere of Influence	Characteristics
Competent teacher / Kompetent lärare	Small groups of students and individual students at any level.	Reflective and professional approach that develops over time Effective planning and evaluation
Skilled and Collegial teacher / meriterad lärare	Students across courses, colleagues in department and faculty	Teaching skills to support student learning and engagement Supporting a collegial and collaborative environment in the classroom and with colleagues
Institutional leader / excellent lärare	Students across programmes, colleagues across the faculty and university, professional networks inside and outside the university	Leadership which shows impact and legacy in teaching Contribution to scientific knowledge and application of research in teaching
National and international leader / ledande lärare	Students and colleagues across the university, including senior leadership, national and international professional networks	National or global influence in teaching

The Lund University appointment procedures state that research and education will have equal consideration. This guidance has been produced to support you in preparing your application for appointments at LU or promotion to Senior Lecturer, Docent or Professor, in which you need to demonstrate your expertise in education alongside your expertise in research. It is guidance rather than a recipe: you should explain your experiences and skills in teaching in a way which is natural to you and your discipline area.

Your teaching portfolio

A teaching portfolio does not have a set structure: each faculty may give specific advice, but the main purpose is for you to explain your approach, your experiences and how your teaching has impact on you, your students and your colleagues. It is important to remember that there is no one way to teach, and you should develop your own approach based on experience, student engagement and outcomes, participation in development activity and reflection on the success of your approaches. You will demonstrate your work through the portfolio, your annual development meeting with your head of department, and any interviews you have for promotion or new appointments.

Look out for webinars, conferences and other opportunities to discuss your teaching with colleagues, and try to take notes about what you think about and learn during these activities, so that you can develop an explanation of how your teaching has developed and why you do things in a particular way.

Annual Development Interview:

- Share your most recent achievements in education, particularly any leadership roles and successful implementation of teaching strategies.
- Discuss your aspirations and outline a clear trajectory for your teaching career, emphasizing any roles or responsibilities you wish to take on.
- Present any areas where you feel additional support or training might be beneficial.

Identify Areas for Development:

- Engage in self-reflection; assess your teaching methods, student engagement levels, and course content delivery.
- Get feedback from peers through observations or peer review sessions.
- Use your professional networks to find relevant pedagogical research – either specialist to your subject, or working with pedagogical units in the university. Be open to adopting new teaching strategies or technologies that can enhance your teaching. You can always try things in a small way, evaluate, and decide whether to do more with them.

Gathering and Using Students' Voices:

- Regularly ask for feedback from students through evaluations and informal discussions
- Work with course representatives to hold periodic open forums or focus group sessions where students can share their experiences and provide input.
- Adjust your teaching techniques based on this feedback, ensuring students see their suggestions being valued and implemented.

Opportunities for Professional Development:

- Attend and eventually lead educational webinars, seminars, and conferences.

- Volunteer for departmental or faculty committees, gradually taking on more leadership roles.
- Engage in collaborations both within and outside your institution, expanding your network and sharing best practices.
- Enrol in foundational courses on effective teaching early in your career, and keep these basic skills refreshed by mentoring and observing other teachers.
- As you progress, focus on specialized courses or workshops that cover advanced teaching methods, curriculum design, and educational leadership.
- Consider taking courses outside your discipline that emphasize inclusivity, sustainability, or international perspectives to broaden your teaching scope.

Publication Development:

- Initially, focus on producing teaching materials, course handbooks, and lesson plans, seeking feedback from peers and students.
- Start drafting scholarly articles on your innovative teaching methods, curricular designs, or pedagogical theories.
- As you gain more experience, target top-tier journals in education, conduct extensive research on teaching practices, and seek editorial roles. Collaborate with national and international peers to co-author significant research papers or books.
- Incorporating these elements will not only enhance the quality and reach of your teaching but will also ensure continuous professional growth and development throughout your academic career. Regular reflection and adaptation based on feedback and evolving educational standards are keys to success.

Throughout, you need to maintain a portfolio of achievements, awards, recognitions, and testimonials. Engaging in active self-reflection and seeking feedback can provide a deeper understanding of your strengths and areas of improvement, and help you to focus on the areas you are most interested in developing.

Evidence Expectations

Evidence for experience and competence in education will be found in CVs, teaching portfolios and reflective accounts. Depending on the faculty, the evidence may be presented in different formats. For instance, candidates for new posts or applicants for promotion may be asked to write reflective accounts of their research, educational and administrative experiences and to submit evidence of their expertise in these areas, or they may be asked to submit teaching portfolios. You should read the faculty-specific instructions carefully.

Note: a separate document will be produced for each level of post, but in the project report, they appear in the same document.

Step 1: Effective educator / Kompetent lärare

Expected sphere of influence: Small groups of students and individual students at any level.

In most cases, you will have gained relevant experience for this during postgraduate and postdoctoral work. In some situations, you may be transferring into university teaching after a career in another profession. Competence as an Effective Educator is most likely to be demonstrated through evidence of engagement with basic introductory training offered by a university, some supervision of students undertaking projects at undergraduate or postgraduate level, observation of others teaching in universities, and reflection on your own capacity to develop your skills and knowledge of effective teaching in your discipline. You will need to show a reflective and professional attitude to teaching that has developed over time, and provide examples of ways you have used effective planning, organisation and evaluation techniques to manage your work, even if it was not necessarily directly in an educational context.

Evidence

Here are some of the ways you can provide evidence and examples of your work in education – you may well think of others.

Evidence of activities	Indicative indicators of impact
Lesson or workshop plans	Acceptable student evaluations benchmarked against similar courses
Online resources for students	Testimonials from those you have supervised or mentored
Feedback given or received during peer review of teaching or documentation such as course handbooks, assessment practices or online resources	Student achievements such as pass rates benchmarked against similar courses, progression to other courses, etc
Attendance at appropriate professional development activities	Awards or prizes based on your teaching
Credits or recognition for educational knowledge and skills from a relevant university or national organisation	Publication of peer-reviewed resources or scholarly publications in education
Professional reflection on teaching competence and effectiveness appropriate to your level of experience	Professional recognition or credits* ⁱ

Step 2: Skilled and Collegial educator / meriterad lärare

Expected sphere of influence: students at any level, colleagues in department and faculty

You need to demonstrate competence as a skilled and collegial educator. This is likely to be demonstrated through evidence of planning and evaluating teaching sessions, working with colleagues to develop and enhance courses and programmes and/or to implement new approaches or policies in education, attendance at and reflection on educational development activities such as webinars and courses, departmental seminars and awaydays or external conferences. You will need to show a reflective and professional attitude to student learning and engagement, a commitment to contributing to and supporting a collegial and collaborative environment in relation to teaching in your department and subject. You may also be beginning to contribute to professional educational networks inside and outside the university, perhaps developing a specialist expertise in an area of teaching. You may be mentoring or supervising less experienced colleagues or taking a lead on small-scale changes in a programme.

Evidence

Here are some of the ways you can provide evidence and examples of your work in education – you may well think of others.

Evidence of activities	Indicative indicators of impact
<p>Course or programme information such as specifications, handbooks, and plans designed by you</p> <p>Online resources for students or colleagues</p> <p>Engagement in departmental or subject quality review activities</p> <p>Feedback given or received during peer review of teaching or documentation such as course handbooks, assessment practices or online resources</p> <p>Engagement in appropriate professional development activities</p> <p>Implementation of new approaches to teaching, inclusive practices, assessment, curriculum design, student support across your course or programme</p> <p>Engagement with student or education related issues in departmental or faculty committees</p> <p>Credits or recognition for educational knowledge and skills from a relevant university or national organisation</p> <p>Professional reflection on teaching competence and effectiveness appropriate to your level of experience</p>	<p>Consistently good student evaluations benchmarked against similar courses</p> <p>Testimonials from those you have supervised or mentored</p> <p>Improvements in student achievements such as pass rates benchmarked against similar courses, progression to other courses, prizes for their projects or theses, etc</p> <p>Evidence of positive impact from educational developments you have led.</p> <p>Acceptable outcomes from quality review of the educational areas you have responsibility for (eg courses or programmes)</p> <p>Awards or prizes based on your teaching</p> <p>Use or citation of your resources or scholarly publications in education</p> <p>Invitations to contribute to faculty committees and projects in your specialist area of education.</p> <p>Professional recognition or credits*</p>

Step 3: Institutional leader / excellent lärare

Expected sphere of influence: students across programmes, colleagues across the faculty and university, professional networks inside and outside the university

At this level, you will need to show your leadership of educational activities and enhancement, with influence beyond your immediate colleagues. This is likely to be demonstrated through evidence of successful development activity which has impact on large numbers of students and staff, leadership of funded projects, creation of extensively-used resources or scholarly publications on higher education. This should also include providing mentoring or other direct support to less experienced colleagues in relation to education. You may also be developing a national and international reputation in a specialist area of teaching.

Evidence

Here are some of the ways you can provide evidence and examples of your work in education – you may well think of others.

Evidence of activities	Indicative indicators of impact
Programme information such as specifications, handbooks, and plans designed by you Online resources for students or colleagues Leadership of departmental or subject quality review activities Feedback given or received during peer review of teaching or documentation such as course handbooks, assessment practices or online resources Leadership of appropriate professional development activities such as university-wide workshops or departmental sessions Leadership of implementation of new approaches to teaching, inclusive practices, assessment, curriculum design, student support across your programme or department Leadership of solutions to student or education related issues in departmental or faculty committees Credits or recognition for educational knowledge and skills from a relevant university or national organisation Professional reflection on teaching competence and effectiveness appropriate to your level of experience	Consistently good or excellent student evaluations benchmarked against similar courses Excellent testimonials from those you have supervised or mentored Wide-scale improvements in student achievements such as pass rates benchmarked against similar programmes and departments, progression to higher level programmes and significant employment for the discipline, prizes for their projects or theses, etc Evidence of positive impact from faculty- or university-wide educational developments you have led. Good outcomes from quality review of the educational areas you have responsibility for (eg programmes or thematic areas such as inclusive practices, sustainability, internationalisation) Awards or prizes based on your teaching Use or citation of your resources or scholarly publications in education Invitations to contribute to university committees and projects in your specialist area of education or to represent the university on national and international projects in education.

	Editorial roles in university or national journals related to education Professional recognition at a high level (eg ETP, Senior Fellowship of the HEA in the UK)*
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Step 4: National and international leader / ledande lärare

Expected sphere of influence: students across programmes, colleagues across the faculty and university, professional networks inside and outside the university

Teachers working at this level can show their national or international leadership of educational activities and enhancement, with influence beyond the university. This is likely to be demonstrated through evidence of successful activity which has impact on national and international practices, scholarly publications, extensively used educational resources and contributions to scholarship, development and/or recruitment in other universities.

Evidence

Here are some of the ways you can provide evidence and examples of your work in education – you may well think of others.

Evidence of activities	Indicative indicators of impact
<p>Programme information such as specifications, handbooks, and plans designed by you</p> <p>Online resources for students or colleagues</p> <p>Leadership of departmental or subject quality review activities</p> <p>Feedback given or received during peer review of teaching or documentation such as course handbooks, assessment practices or online resources</p> <p>Leadership of appropriate professional development activities such as university-wide, national or international workshops or courses</p> <p>Leadership of implementation of new approaches to teaching, inclusive practices, assessment, curriculum design, student support across your programme or department</p> <p>Leadership of solutions to student or education related issues in university committees</p> <p>Credits or recognition for educational knowledge and skills from a relevant university or national organisation</p> <p>Professional reflection on teaching competence and effectiveness appropriate to your level of experience</p>	<p>Consistently good or excellent student evaluations benchmarked against similar courses</p> <p>Testimonials from those you have supervised or mentored</p> <p>Improvements in student achievements such as pass rates benchmarked against similar programmes, progression to higher level programmes and significant employment for the discipline, prizes for their projects or theses, etc</p> <p>Evidence of positive impact from substantial cross-university, national or international educational developments you have led.</p> <p>Excellent outcomes from quality review of the educational areas you have responsibility for (eg thematic areas such as inclusive practices, sustainability, internationalisation)</p> <p>Awards or prizes based on your teaching or educational leadership</p> <p>Extensive use or citation of your resources or scholarly publications in education</p> <p>Invitations to contribute to national and international committees and projects in your specialist area of education.</p> <p>Leadership roles in national and international organisations related to education</p>

	<p>Editorial roles in international journals related to education.</p> <p>Professional recognition at the highest level (eg ETP, Principal Fellowship of the HEA in the UK, national recognition)*</p>
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7.5. Guidance for Heads of Department

Lund University framework for academic career development (Education) Guidance for Heads of Department

This guidance is advisory and may be adapted by the faculty in order to reflect their needs more closely.

Introduction

The Lund University framework for academic career development (Education) has four steps.

Educational competence step	Sphere of Influence	Characteristics
Competent teacher / Kompetent lärare	Small groups of students and individual students at any level.	Reflective and professional approach that develops over time Effective planning and evaluation
Skilled and Collegial teacher / meriterad lärare	Students across courses, colleagues in department and faculty	Teaching skills to support student learning and engagement Supporting a collegial and collaborative environment in the classroom and with colleagues
Institutional leader / excellent lärare	Students across programmes, colleagues across the faculty and university, professional networks inside and outside the university	Leadership which shows impact and legacy in teaching Contribution to scientific knowledge and application of research in teaching
National and international leader / ledande lärare	Students and colleagues across the university, including senior leadership, national and international professional networks	National or global influence in teaching

The Lund University appointment procedures state that research and education will have equal consideration. Heads of department play a key role in the career development of teachers, and this includes developing pedagogical skills alongside their expertise in research. This guidance is intended to help you in advising colleagues during the annual development interview and in other contexts where appropriate.

Teachers should be able to explain their experiences and skills in teaching in a way which is natural to your discipline area. We appreciate that you have subject-specific experience in this domain and

would like to reassure you that this is guidance, rather than instruction. We also realise that you may delegate some of these discussions and resourcing to colleagues such as research group leaders and directors of study, and so expect this guidance to be used by a range of colleagues.

There is corresponding guidance available for teachers.

Evidence Expectations

Evidence for experience and competence in education will be found in CVs, teaching portfolios and reflective accounts. Depending on the faculty, the evidence may be presented in different formats. For instance, candidates for new posts or applicants for promotion may be asked to write reflective accounts of their research, educational and administrative experiences and to submit evidence of their expertise in these areas, or they may be asked to submit teaching portfolios. Please remind colleagues to read faculty-specific instructions carefully.

Step 1: Effective educator / Kompetent lärare

Expected sphere of influence: Small groups of students and individual students at any level.

In most cases, relevant experience for this step will be gained during postgraduate and postdoctoral work. In some situations, colleagues will be transferring into university teaching after a career in another profession. Competence as an Effective Educator is most likely to be demonstrated through evidence of engagement with basic introductory training, some supervision of students, observation of others teaching in universities, and reflection on your own capacity to develop your skills and knowledge of effective teaching in your discipline. They will need to show a reflective and professional attitude to teaching that has developed over time, and provide examples of ways they have used effective planning, organisation and evaluation techniques to manage their work, even if it was not necessarily directly in an educational context.

Ways you can support colleagues in the department:

1. Discuss educational experiences, skills and development with colleagues at the annual interview, asking what they have done, how they evaluate themselves, what they have learned, and what they would like to do in the next year.
2. Offer teaching and supervision experiences where appropriate
3. Provide time and funding for introductory training in education

Step 2: Skilled and Collegial educator / meriterad lärare

Expected sphere of influence: students at any level, colleagues in department and faculty

The teacher needs to demonstrate competence as a skilled and collegial educator. This is likely to be demonstrated through evidence of planning and evaluating teaching sessions, working with colleagues to develop and enhance courses and programmes and/or to implement new approaches or policies in education, attendance at and reflection on educational development activities such as webinars and courses, departmental seminars and awaydays or external conferences. They will need to show a reflective and professional attitude to student learning and engagement, a commitment to contributing to and supporting a collegial and collaborative environment in relation to teaching in your department and subject. They may also be beginning to contribute to professional networks inside and outside the university, perhaps developing a specialist expertise in an area of teaching. They may be mentoring or supervising less experienced colleagues or taking a lead on small-scale changes in a programme.

Ways you can support colleagues in the department:

1. Discuss educational experiences, skills and development with colleagues at the annual interview, asking what they have done, how they evaluate themselves, what they have learned, and what they would like to do in the next year.
2. Offer a wider range of teaching and supervision experiences where appropriate
3. Offer opportunities to take a departmental lead in the implementation of new priorities such as, for example, online learning, sustainability education, inclusive practices, or

internationalisation, and/or membership of departmental or faculty committees and project teams relating to education, and participation in quality review activities.

4. Provide time and funding for further training in education, attendance at relevant workshops and conferences.
5. Encourage and support participation in peer review activities which support reflection on practices across the department or faculty.

Step 3: Institutional leader / excellent lärare

Expected sphere of influence: students across programmes, colleagues across the faculty and university, professional networks inside and outside the university

At this level a candidate will need to show their leadership of educational activities and enhancement, with influence beyond their immediate colleagues. This is likely to be demonstrated through evidence of successful development activity which has impact on large numbers of students and staff, leadership of funded projects, creation of extensively-used resources or scholarly publications on higher education. This should also include providing mentoring or other direct support to less experienced colleagues in relation to education. They may also be developing a national and international reputation in a specialist area of teaching.

Ways you can support colleagues in the department:

1. Discuss educational experiences, skills and development with colleagues at the annual interview, asking what they have done, what they have learned, what they have contributed, and what they would like to do in the next year.
2. Offer opportunities to plan, lead, and evaluate courses and programmes where appropriate.
3. Offer opportunities to take a faculty or university lead in the implementation of new departmental, faculty or university priorities such as, for example, online learning, sustainability education, inclusive practices, or internationalisation, and/or propose them for membership of faculty or university committees and project teams relating to education, and leadership of quality review activities.
4. Provide time and funding for further training in education to present at relevant workshops and conferences, and to produce scholarly work such as articles in peer reviewed journals, books or book chapters, conference presentations, online resources for students or colleagues. At this level, institutional reach is the minimum expected, but national or professional network reach is desirable.
5. Encourage and support leadership of peer review activities which support reflection on practices across the department or faculty.

Step 4: National and international leader / ledande lärare

Expected sphere of influence: students across programmes, colleagues across the faculty and university, professional networks inside and outside the university

Teachers working at this level can show their national or international leadership of educational activities and enhancement, with influence beyond the university. This is likely to be demonstrated

through evidence of successful activity which has impact on national and international practices, scholarly publications, extensively used educational resources and contributions to scholarship, development and/or recruitment in other universities.

Ways you can support colleagues in the department:

1. Discuss educational experiences, skills and development with colleagues at the annual interview, asking what they have done, what they have learned, what they have contributed and achieved, and what they would like to do in the next year.
2. Support the teacher in taking opportunities to take a university or national lead in the implementation of new priorities, membership of university or national committees and project teams relating to education, and leadership of quality review activities.
3. Provide time and funding for leadership of relevant workshops and conferences, and to produce scholarly work such as articles in peer reviewed journals, books or book chapters, conference presentations, online resources for students or colleagues. At this level, international reach is expected.
4. Encourage and support leadership of peer review activities which support reflection on practices across the university or nationally.

Additional training options

7.5.1. Training for Student representatives on Teacher Appointment Boards

We propose a half-day course for student representatives on Teacher Appointment Boards, to help them to understand how educational competence is assessed and to practice reviewing sample documentation and test lectures. This could be prepared either by the current project leaders or by AHU or a partnership. It would require around a week of preparation time, plus a recurrent 1 day per year allocation for an educational developer or partner.

7.5.2. Training for teacher appointment boards

Such a course would provide a regular update on assessing pedagogical competence and provide an opportunity for board members to discuss their experiences and ideas for future development.

7.5.3. Proposal for Educational Leadership programme

Ett förslag på ett långsiktigt program som syftar till att utveckla Lunds universitets förmåga att leda utvecklingen av utbildning och undervisning. Genom programmet kommer Lunds universitet att kunna möta det växande behovet av samarbete och samverkan och kunna bygga vidare på och påskynda det pedagogiska utvecklingsarbete som redan pågår. Programmet löper över fem år och omfattar: fem kursomgångar för utbildningsledare (för totalt 80 deltagare), utvärdering och dokumentation, koppling mellan ledningsnivåer, alumn- och mentorverksamhet samt nätverkande lokalt, nationellt och internationellt. Such a programme has been proposed and would be offered by the pedagogical units working together.

7.6. Project Methodology

This project is a step in a chain of interesting and useful work completed at LU since the mid-2000s which has contributed to an increased understanding and value of educational competence across the university. The principal challenge we faced as project leaders was to capture that previous work, update it with other national and international evidence, and to convince colleagues that change is possible and important.

To do this, we used a ‘wicked problem’ methodology. The ‘wicked problem’ framework (Rittel & Webber, 1973) and adapted an approach used by Hamshire et al (2019) to develop solutions which were open, adaptable, and based on the ways stakeholders said they would like to work with educational development and recognition. This approach, summarised in figure 5, is collaborative and takes account of previous work and current circumstances. There is constant consultation with stakeholders, acknowledgment of historical, social and cultural factors which might impact on the project, and regular review of the consequences of proposed changes, whether intended or unintended.

To encourage collaboration and engagement, and to help colleagues to think outside patterns of activity which may have seemed repetitive and difficult to change, we used a variety of techniques such as game-based workshops, iterative reporting, and a focus on outputs which could be adapted to suit the needs of each faculty.

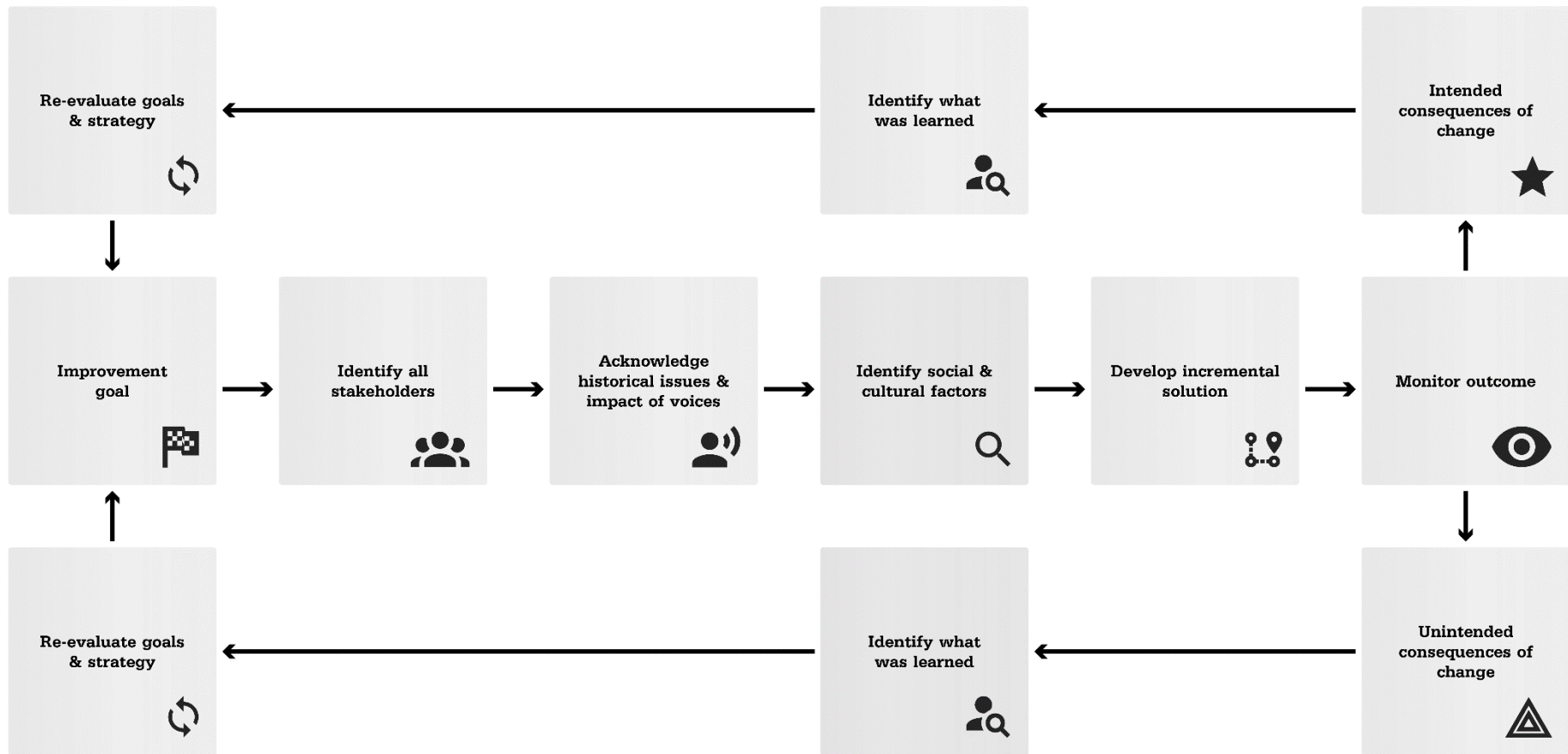


Figure 5: project methodology flowchart, from Hamshire et al 2019

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¹If professional development credit or recognition has been achieved outside Sweden, provide information about equivalences, usually by providing a translation of the course or scheme outline and a link to the original information.