

Guidelines for the assessment of teaching skills

in appointments to academic positions that include teaching

These guidelines replace "Rules for assessment of educational qualifications for appointments to permanent academic positions that include teaching," adopted by the Rogaland College Board 04/21/1994.

Adopted 11/27/2013, translated 09/01/2014

1 Area of application

Guidelines for the assessment of teaching skills in appointments to academic positions that include teaching have been prepared pursuant to the Universities and University Colleges Act § 6-3 no. 3 and approved by the University Board on 11.27.2013.

These provisions apply to employment in combined teaching and research positions (professor, associate professor and assistant professor) and teaching positions only (lecturer and teacher) where the appointing authority belongs to UiS.

In its strategy document UiS has determined that the university will offer research-based education of high international standard with a learning outcome that meets the needs of students, the labor market and society. Instruction shall be varied and tailored to courses, learning outcomes and current and future generations of students. Excellence in teaching shall be promoted through e.g. the development of teaching methods, teaching practice, assessment, guidance and learning contexts.

These guidelines are designed to ensure the quality of the applicant's teaching skills at the time of appointment.

2 Current regulations

Requirements for practical pedagogical skills

"Documented relevant practical teaching skills based on training or education and counseling" is a criterion for appointment to professor, associate professor, assistant professor and university teacher, c.f. regulations on hiring and promotion of teaching and research § § 1 -2, 1-3, 1-4, 1-5, 1-6 and 1-7.

Assessment of educational qualifications

The Universities and University Colleges Act § 3.6 describes the announcement and appointment in teaching and research positions. Pursuant to Regulations § 6-3 No. 3, recommendation for appointment must rest on expert evaluation that again is based on the job description given in the advertisement. The appointing body may decide that interviews, test lectures or other tests may be applied. In positions where requirements for educational qualifications apply, a special assessment will be made of whether applicants meet these. The Board issues rules for evaluation based on the Regulations.

3 Requirements for teaching competence

UiS wants to promote good teaching and therefore requires that the instructor has the pedagogical and didactic skills (practical pedagogical skills) related to higher education.

Pedagogical competence means having basic educational knowledge as a starting point for

- a) describing, analyzing, explaining, evaluating and justifying one's own teaching practice
- b) describing, analyzing, explaining, evaluating and justifying various types of curricula and study plans together with colleagues
- c) research and development relating to various forms of teaching and planning at different levels

Didactic competence means having skills

- a) to plan, implement and evaluate teaching on one's own and together with colleagues and students
- b) to plan, implement and evaluate various types of oral and written assessment and counseling work on one's own and together with colleagues and students
- c) to handle different forms of student behavior and monitor various learning processes in large and small student groups
- d) to use variety of teaching and assessment methods, depending on the aim of the course
- e) to develop and evaluate different types of topic and lesson plans on one's own and together with colleagues and students
- f) for development work in teaching on one's own and together with colleagues and students

Requirements for pedagogical competence are initially equivalent to a university course in education of 100-150 hours or other relevant training, and/or didactic skills related to higher education teaching based on an overall assessment of relevance and application.

4 Competence requirements in the announcement

When advertising positions within the area of the Guidelines, the advertisement text shall state that the appointee must have teaching skills in higher education or agree to accept offers of courses that provide such skills within a period of two years from the start of the appointment. When announcing temporary posts of short duration (up to two years) the advertisement text must state that the appointee should have such skills.

5 Application with documentation of teaching skills

It is the applicants' responsibility to document their personal teaching skills in a way that provides the best basis for job assessment.

Pedagogical competence must be documented by

- diploma/certificate from courses in university education or other relevant formal educational training related to higher education,
- R&D work like articles/chapters in books/magazines
- presentations at conferences where teaching and education are topics

Didactic competence must be documented in the form of didactic work in higher education:

- planning, implementation and evaluation of teaching
- professional guidance in drafting assessment tests/exams
- grading work
- participation in the development of course plans'
- practice-oriented development

Examples of didactic work that can be included in the application: course /tutoring plans, illustrative material, video material, compendia, assignment collections etc. The material must show subject, application, courses and levels.

Reflection on one's own teaching skills

In their applications the applicants should seek to reflect on their personal teaching skills. Applicants should also consider and argue for the need to take in-service courses to develop their teaching skills in higher education.

6 Expert assessment

The expert committee will assess the applicant's educational and didactic basic competence on the basis of the applicant's documentation in his/her application. The committee shall explicitly account for the principles on which it bases its assessment and conclusion.

Pedagogical and didactic skills related to higher education beyond the basic requirement must be given appropriate weighting in the ranking of qualified applicants.

7 Recommendation for employment based on interviews, test lecture and reference check

Before recommendation is handed in, the recommending authority shall examine the quality of the applicants' teaching skills that the expert committee has found qualified for the position. This can be done through interviews, test lectures and reference checks.

8 Appointment

The appointing authority determines whether the requirements for teaching qualifications have been met or if the applicant must obtain such competence within a period of two years. If the applicant must acquire teaching skills, it must be stated in the appointment document and the employment agreement.

The appointee will take the course NyTi during the first year of employment and, if needed, a basic course in university teaching during the second year of employment, see section 9

9 Supervision and course in education

NyTi – Tutoring in education

As part of its commitment to excellence in teaching UiS has introduced a peer tutoring program, NyTi, for all new employees are going to teach classes.

NyTi will provide guidance in instruction to new employees so that they can get a good start as university teachers and give students the best education possible.

Tutorials will focus on the appointee's attitude to education; how instruction is planned, executed and evaluated as well as cooperation and the relationship between students and the new employee.

Participation in NyTi is mandatory for new employees who do not document extensive teaching experience in higher education and who are appointed for at least one academic year in at least a 50% position.

Basic course in university teaching

UiS offers basic courses in university education for employees who do not have teaching qualifications at university level at their appointment.

The goal of the basic courses is to develop a pedagogical and didactic basis for professional education, develop a common scientific language for teaching and to contribute to research-based practice.

The course consists of 100 work hours allocated between sessions and (individual and group) work.