GUIDELINES FOR THE AWARDING OF THE TITLE OF DOCENT –
FACULTY OF SOCIAL SCIENCES

Criteria for receiving the title of docent

According to Section 89 of the Universities Act (558/2009), a university may award the title of docent to a person who has comprehensive knowledge of her/his own field, a capacity for independent research or artistic work demonstrated through publication or some other manner and good teaching skills.

The President has issued a decision on the conferral of the title of docent on 12.2.2019. Candidates for the title of docent are recommended not to apply for the title too early on their career. For a justified reason, the title of docent may be awarded to a person employed by Tampere University.

Applying for the title of docent

Before applying, the applicant should contact a professor in the field in question in order to establish the necessity of the title of docent for the Faculty and the field of research. The applicant and the professor should also discuss the field of the docentship. The field should not be too narrow in scope.

The applicant prepares an informal application letter to the President of Tampere University that clearly indicates the field of the proposed docentship and the contact information of the applicant. Following documents should be enclosed:

- A copy of the applicant’s doctoral diploma and other diplomas, if applicable
- A brief written statement of the applicant’s most important merits and activities as they relate to the docentship and the ability to pursue independent scholarly activity
- List of publications compiled according to the guidelines issued by the Academy of Finland [https://www.aka.fi/en/funding/apply-for-funding/az-index-of-application-guidelines/list-of-publications/](https://www.aka.fi/en/funding/apply-for-funding/az-index-of-application-guidelines/list-of-publications/)
- A teaching portfolio prepared according to the guidelines issued by Tampere University (see [attachment below](#))
- A list of no more than ten (10) publications the applicant wishes to be taken into consideration when her/his academic qualifications for the title of docent are evaluated. The applicant will be requested to submit the publications separately further on in the applications process.
The application with the attachment should be sent by email preferably in pdf-form to Head of Administration of the Faculty of Social Sciences Paula Järvenpää (paula.jarvenpaa@tuni.fi).

Awarding of the title of docent

The Scientific Committee at the Faculty of Social Sciences is tasked with considering and processing the applications for the title of docent. The Committee asks the professor of the field in question a statement where the expediency, importance and support for the field’s education and research is established. The professor should also make a proposal on at least two experts who will evaluate the application.

If the Scientific Committee finds the title of docent expedient and that the applicant fulfils the criteria for the title of docent, the Faculty obtains statements on the applicant’s scholarly merits from two internationally distinguished experts. Stipulations on the disqualification of experts are included in Section 28 of the Administrative Procedure Act (434/2003). Based on said Act, the applicant is reserved the right to notify the Faculty of the disqualification of an expert.

The teaching and instructional skills of the applicants will be evaluated.

The Scientific Committee evaluates, on the basis of the application, the expert evaluations and evaluation of the teaching and skills, whether the applicant has the required scientific competence and good teaching skills, and makes a proposal to the Dean on awarding the title of docent.

The President awards the title of docent upon the recommendation of the Provost.

The Faculty Council will be notified of the new docentship.

Inquiries:

Sami Pirkola, Professor, Vice dean for research, Chair of the scientific committee,
Tel: +358 50 318 7267, sami.pirkola@tuni.fi
Paula Järvenpää, head of Administration, Secretary of the Scientific Committee
Tel: +358 40 190 1390, paula.jarvenpaa@tuni.fi
Attachment:
Guidelines for preparing a teaching portfolio:

1. Thoughts on teaching (pedagogical philosophy): applicant's conception of learning and how teaching can support it
2. Pedagogical skills: pedagogical training and research, awards received for good teaching, other recognition and merits
3. Experience of teaching and supervision: courses taught, theses supervised, working as academic tutor, using different teaching methods and learning environments, teaching and supervision practices that promote learning and skills development
4. Development of teaching and supervision competence: development of and making use of teaching materials and learning environments, using students' feedback to develop teaching, basing teaching on research
5. Social development of teaching: cooperation with teachers, students and employees, multidisciplinary cooperation, curriculum design, internationality, pedagogical leadership
6. Other teaching merits
7. Previous assessments of teaching competence
The assessment of teaching competence of the applicant for a title of Docent in the faculty of Social Sciences

According to Section 89 of the Finnish Universities Act a Docent must have good teaching skills.

In the assessment of the teaching competence of a person applying for a title of docent, the President's decision on the assessment of teaching competence at Tampere University (TAU/2559/501/2019) is applicable. Teaching competence of the applicants is assessed based on:

- A teaching portfolio drawn up according to the guidelines of the university
- A teaching demonstration

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6. Other teaching merits
7. Previous assessments of teaching competence

Teaching competence of an applicant is assessed as a whole and in relation to the requirements and criteria for a Docent. Required good teaching skills can also be demonstrated by a teaching demonstration lecture, that is assessed with at least grade good (equivalent with the level 3 of the assessment matrix).

Teaching demonstration is a 20-minute lecture and it is public. Lecture can be in Finnish or English.
Assessment of the teaching demonstration:

<table>
<thead>
<tr>
<th>Level 1 (failed)</th>
<th>Level 2 (satisfied)</th>
<th>Level 3 (good)</th>
<th>Taso 4 (excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction of the teaching situation</strong></td>
<td>The learning and teaching goals are not evident; the teaching lacks a wider context. The teaching style is tentative and ill-suited. Ignores the starting level of the learners.</td>
<td>The learning and teaching objectives are expressed and the teaching situation has a connection to a wider whole. Clear deficits in time management (eg galloping through the final minutes or using too much time). Does not sufficiently consider the learners' starting level.</td>
<td>The learning outcomes are relevant and function as part of a larger whole. The teaching is well planned and fits the given timeframe. Considers the starting level of the learners in a good way.</td>
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<tr>
<td><strong>Structuring the content of teaching</strong></td>
<td>The context and the content of the teaching demonstration do not correspond to one another. The teaching does not have a research-based approach. Dissemination of information is the only thing to structure teaching.</td>
<td>The context and the content of the teaching demonstration corresponds to one another. The research basis of teaching is partly flawed. There is little guidance on active learning and critical thinking.</td>
<td>The objectives and the taught content are appropriately structured. Learning is convincingly based on research. The learners are guided to engage in active learning and critical thinking.</td>
</tr>
<tr>
<td><strong>Presentation, interaction and illustration</strong></td>
<td>The presentation methods are not clear and some aspects make understanding difficult. There is no interaction between the teacher and audience. The learners are not encouraged to learn. The use of observation tools and/or learning materials is inappropriate and detrimental to learning (eg too much material).</td>
<td>The presentation methods do not support reaching the goals. There is interaction between the teacher and the audience. The learners are activated to learn, but the methods used, the materials, use of technological tools or means of illustration are disjointed and do not support learning.</td>
<td>The presentation methods work well. The teacher makes contact with the audience in a natural way and encourages them to think, ask questions and talk. The learners are motivated to learn. Use of illustrations and examples clarifies the connection between theory and practice. The use of learning materials and the chosen teaching methods support learning.</td>
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<td>The presentation methods support the achievement of goals. Interaction lasts through the teaching demonstration and the learners are encouraged to participate. The learners are motivated to expand their knowledge eg by using thinking and activation exercises. Versatile illustration and use of examples clarify the connection between theory and practice. The use of learning materials and the chosen teaching methods are pedagogically grounded and support the fulfillment of learning outcomes well.</td>
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