Frameworks for rewarding pedagogical achievements are common in Swedish Higher Education (Winka & Ryegård, 2021). An excellence framework consists of criteria based on SoTL that identify the desired qualities and achievements of an excellent teacher. We have examined four Teaching Excellence Frameworks and found that the context influences the way SoTL is articulated at each Higher Education Institution (HEI).

The SoTL aspects at each HEI are expressed in different numbers of criteria and levels of the framework. In all four frameworks extra emphasis is put on certain aspects. These criteria reflect a strategic or historical importance at each HEI, such as:

- Focus on student learning
- Pedagogical development
- Reflection on practice
- Collaboration and cooperation
- Dissemination of knowledge

Some aspects of SoTL (Boyer 1990, Felten, 2013) are present in all HEI frameworks, such as:

- Pedagogical leadership
- Pedagogical outreach
- Teaching in a disciplinary context
- Pedagogical development
- Reflection on practice
- Collaboration and cooperation
- Dissemination of knowledge

All four frameworks have a common ground in SoTL. Some are inspired by Kreber’s (2002) levels of increasing engagement in scholarly teaching practice.

In all four frameworks extra emphasis is put on certain aspects. These criteria reflect a strategic or historical importance at each HEI, such as:

- Teaching in a disciplinary context
- Pedagogical leadership
- Pedagogical outreach

Each HEI have contextualised their framework with respect to the number of levels (one or two steps), the number of criteria (4-7), the content of the criteria and the emphasis put on certain aspects.

Conclusion

This enables each institution to use the teaching excellence framework as a lever for strategic pedagogical development.

References