INSTRUCTIONS FOR EXPERT ASSESSMENTS: UNPAID DOCENTS (READERS)

Published  http://hum.gu.se/english/about-faculty/governing-documents
Decision-maker  The Faculty Board of Arts’ Teaching Staff Recruitment Board
Administrative Officer  Eva Englund
Date of decision  29 August 2013; Revision: 12 June 2014 and 9 March 2017
Period of validity  From and including 1 July 2017 until further notice

This document is a translation of the Swedish original. In the event of problems of interpretation or differences between the Swedish and English text, the Swedish text which constitutes the basis of the information, shall always take precedence.
Instructions for Expert Assessments: Unpaid Docents (Readers)

The following instructions have been drawn up to facilitate both the work of experts and the assessment of the Teaching Staff Recruitment Board. The experts are to receive the following documents as a basis for their work:

1. Application
2. Description of scholarly and pedagogical work
3. Documentary evidence of the applicants’ qualifications, arranged in accordance with the Faculty’s academic portfolios.
4. Publications that the applicant wishes to be considered, including doctoral thesis, and also a separate list of these documents.
5. Instructions for Expert Assessments: Unpaid Docents (Readers)

Task of the experts

Experts are appointed by the chair of the Teaching Staff Recruitment Board on the recommendation of the respective head of department. The expert opinion forms the most important basis for the assessment made by the Board and it is important for it to reflect all of the criteria for competence assessment established by the Faculty of Arts (see below).

Assessment

There will be particular focus on scholarly competence when determining the qualifications required for appointment as a docent, although both scholarly and pedagogical proficiency will be assessed.

However, scholarly and pedagogical qualifications will be assessed with equally great care.

Scholarly proficiency

Appointment as an unpaid docent requires a level of scholarly proficiency that is significantly higher than that demonstrated through a doctoral degree.

Scholarly proficiency is demonstrated through own research, in publications such as an additional monograph or articles and anthology contributions and should correspond in volume to an additional doctoral thesis in the subject in question. Scholarly proficiency is assessed according to the quality of the research and the breadth and depth of the research experience since the doctoral degree, and likewise the degree of originality. The following indicators are used to assess the quality of the research: theoretical and methodological awareness, good orientation and being deeply rooted in relevant current research, a good ability to formulate academically interesting problems, a good ability to organise and carry out research tasks, a good ability to find and systematically use relevant source material in an innovative manner, and also a good ability to report research findings in writing.
Qualification for appointment as a docent requires either a clear increase in depth in the problem area of the doctoral thesis or development of new lines of research, documented in publications. However, taking into consideration the traditions and prerequisites of the subject, qualification for appointment as a docent also requires that the applicant has contributed to the international academic community in the form of monographs and contributions to anthologies and/or journals that have been peer reviewed prior to publication. The requirements include having been published by a variety of academic institutions, as well as significant parts of the applicant’s output having been published within the last seven years. Other relevant qualifications include assignments within the academic community, such as previous assignments as a faculty examiner/student reviewer in connection with the public defences of theses, as a member of an examining committee, or as an expert in connection with nominations for academic positions or peer review assignments.

Criteria for scholarly proficiency

The expert opinion must always include an evaluation of the applicants’ scholarly proficiency according to the following criteria:

1. Quality of the scholarly work
2. Breadth and depth
3. Originality
4. Output
5. Contributions to the international academic community
6. Assignments within the academic community

The expert opinion relating to scholarly proficiency is concluded with an overall recommendation in accordance with an evaluation of points 1 to 6 above.

To facilitate the remaining work of the Faculty, it is important that the arguments in the opinions are made explicit so that the standpoints are clear and the members of the Teaching Staff Recruitment Board have something solid on which to base their conclusions.

Pedagogical proficiency

Pedagogical proficiency is assessed based on the scope and breadth of teaching experience, the extent to which the applicant has planned and developed courses at different levels, and the applicant’s experience of supervising students at different levels. The applicant’s pedagogical proficiency should be documented through the authoring of teaching materials, and/or completed course development and a capacity for conveying knowledge confirmed through certificates of service, together with a written self-evaluation. Completed supervisor training for supervision at third-cycle level is also required.
A person appointed as an unpaid docent must possess sufficient pedagogical proficiency demonstrated by teaching and supervising students at different levels. As docents are expected to supervise doctoral students, particular importance will be attributed to experience of supervising different types of student work, such as essays or degree projects.

Criteria for pedagogical proficiency

The expert opinion must always include an evaluation of the applicants’ pedagogical proficiency according to the following criteria:

1. The extent of teaching and supervision
2. The quality of teaching and supervision
3. Competence with respect to developing courses and pedagogical activities
4. Experience of producing teaching materials

The expert opinion relating to pedagogical proficiency is concluded with an overall recommendation in accordance with an evaluation of points 1 to 4 above.

Procedure

The expert opinion is to be sent to the Faculty of Arts, University of Gothenburg. After reviewing the matter, the Teaching Staff Recruitment Board recommends a decision based on the expert opinion. Experts do not attend meetings of the Teaching Staff Recruitment Board. Decisions are made by the Dean.