INSTRUCTIONS FOR EXPERT ASSESSMENTS: ACADEMICALLY QUALIFIED TEACHING STAFF OTHER THAN PROFESSORS

Published: [http://hum.gu.se/english/about-faculty/governing-documents](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: 9 March 2017

Period of validity: From and including 1 July 2017 until further notice

Sammanfattning: Replaces document: Instructions for Expert Assessments in connection with Appointments of Academically Qualified Teaching Staff other than Professors (for example, Assistant Senior Lecturer, Senior Lecturer) (P 2012/178).

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: Academically Qualified Teaching Staff other than Professors

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 for their work:

1. Advertisement – where applicable.
2. List of applicants – where applicable.
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 theses, and a separate list of these documents
5. Appointment Procedure for Teachers at the University of Gothenburg
6. Instructions for Expert Assessments: Academically Qualified Teaching Staff other than Professors

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. At least one expert is normally appointed.

Expert opinions form the most important basis for the assessment made by the Teaching Staff Recruitment Board and it is important that they reflect all of bases of assessment. If more than one expert is appointed, the opinion is to be submitted separately and independent of each other. It is generally desirable for the opinions to address any weaknesses in the material for assessment of applicants’ qualifications (for example, with regard to pedagogical proficiency), in case this has made it difficult for the experts to deal with any of the bases of assessment.

Eligibility and criteria for employment/promotion

A person who has been awarded a doctoral degree is qualified for appointment as a postdoctoral research fellow. Primary consideration will be given to applicants who have been awarded a doctoral degree no more than three years prior to the application deadline.

A person who has a doctoral degree or corresponding level of scholarly competence is qualified for appointment as an associate senior lecturer or research assistant. Primary consideration will be given to applicants who have been awarded a doctoral degree no more than seven years prior to the application deadline.

A person who has demonstrated pedagogical proficiency and has either been awarded a doctoral degree or has a corresponding level of scholarly competence is qualified for appointment as a senior lecturer.

Managerial skills and administrative experience as well as thirdstream activities are considered relevant qualifications.
Scholarly and pedagogic qualifications will be assessed with equally great care. Likewise it is important that the applicants are assessed according to the same criteria.

**Scholarly proficiency**

Scholarly proficiency must have been demonstrated through own research involving complex and demanding issues, significant theoretical awareness, strong methodological skills and a high level of analytical ability.

Scholarly qualifications must be demonstrated through publication, 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. There should be important contributions to the international academic community, though taking into consideration the traditions and prerequisites of the subject.

Another requirement is that the applicant is active and has the confidence of the research community, as demonstrated by, for example, external research grants received or assignments as a faculty examiner/student reviewer in connection with public defence of theses, as a member of an examining committee or as an expert in connection with nominations for academic positions or peer reviewing of articles and books prior to scholarly publication.

**Criteria for scholarly proficiency**

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

1. Scholarly depth of intention: specialisation in complex and demanding issues; sensitivity in the analysis of texts and other materials; an ability to separate out the essentials and create syntheses.

2. Originality: choice of subject, problem and methods.

3. Pioneering research findings, i.e. the applicant has obtained new and significant results in relation to current research, but the applicant’s research has also initiated new ways of thinking that have had a renewing effect within the subject.

4. Theoretical and methodological proficiency and acuity: an ability to deal with problems together with critical and constructive ability.

5. International research connection: cooperation with foreign researchers and international publications.

6. Breadth and variety in use of methods and research focus.

7. Quantitative criteria: e.g. the number of monographs or publications, as a measure of scholarly output in relation the traditions of the subject.


The expert opinion relating to scholarly proficiency is concluded with an overall recommendation.
in accordance with an evaluation of the points 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**

It is commendable if pedagogical proficiency is founded on broad and varied experience at all levels of teaching. 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.

**Criteria for pedagogical proficiency**

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

1. Use of a scholarly approach to the teaching process and knowledge of the prerequisites for learning within higher education.

2. The research connection with the applicant’s own teaching, in relation to both research carried out by others and the applicant’s own research.

3. Pedagogical proficiency in the form of commitment, the ability to convey an interest in studies and insight into the subject, striving to continuously increase quality, and promoting learning among students.

4. Pedagogical variety or experience of teaching within various sub-areas within the subject, within different levels (first-cycle education, advanced courses and third-cycle education) and experience of different types of teaching – lectures, seminars and supervision of theses at different levels.

5. A capacity for pedagogical renewal in terms of both use of new pedagogical methods and introduction of new scholarly perspectives in teaching.

6. Experience of interdisciplinary or multidisciplinary pedagogical work.

7. Internationalisation, e.g. pedagogical contacts with institutions outside Sweden.

8. Authoring of high quality teaching materials where broad and current knowledge within the subject is presented with a capacity for a holistic view and renewal.
9. A capacity for interaction with students at different levels, and respect for students’ individual quests for knowledge.

Assessment of pedagogical proficiency concerns contributions both at the first- and third-cycle levels. Qualitative pedagogical proficiency is to be reported through documentation. The Teaching Staff Recruitment Board may decide to arrange interviews and/or trial lectures.

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

**Managerial and administrative skills**

Proficiency within management and administration is demonstrated through a reported good ability to lead, plan and develop activities. This not only includes duties such as management of research and education projects, management assignments within the University, but also holding positions on boards and committees.

In summary, the expert opinion is expected to include an evaluation of the applicant’s competence with respect to managerial and administrative tasks.

**Cooperation**

Capacity for third-stream activities is demonstrated through reported assignments in relation to the public sector, culture and industry, and through popular science activities and participation in public debate.

In summary the expert opinion is expected to include an evaluation of the applicant’s competence with respect to third-stream activities.

**Advertising appointments**

The work of the Teaching Staff Recruitment Board also requires that the following points are considered in the expert opinions when advertising appointments of academically qualified teaching staff:

1. A brief account of the description of the subject and the content of the position from the text of the advertisement, together with the applicable bases of assessment.

2. Ineligible applicants for the post are removed from the search field with a concise justification.

3. A concise description of the scholarly, pedagogical and other qualifications for all eligible applicants.

4. A justified assessment of shortlisted applicants. No more than three applicants should be shortlisted unless the department has issued other instructions.

5. A detailed review of shortlisted applicants, where a qualitative evaluation is undertaken in relation to each basis of assessment – scholarly proficiency, pedagogical proficiency and other proficiency.
The assessment should result in a justified group of shortlisted but not ranked applicants.

The opinions must meet certain requirements to enable the Teaching Staff Recruitment Board to make a justified recommendation for appointments. They should clearly state the relevant qualifications demonstrated by the applicant in relation to the position applied for. In terms of scholarly proficiency, this means that the experts must carry out a thorough evaluation of the qualifications referred to.

The Faculty Board/Department may, at the time of application, have decided on preferences in terms of the profile of the position, and may therefore specify preferences in terms of specialisation and subject area (and also, in exceptional cases, in terms of familiarity with specific methods and theories). The experts are to assess the applicants’ qualifications in relation to the preferences in terms of specialisation and subject area specified in the text of the advertisement.

**Promotion**

When applying for promotion, the applicant should be assessed in accordance with the same bases of assessment and criteria as for appointments. One requirement for promotion is a course in teaching and learning in higher education determined by the Vice-chancellor or equivalent knowledge recognised through assessment.

**Procedure**

The expert opinions are to be sent to the Faculty of Arts, University of Gothenburg. After reviewing the applications for appointments or promotion, the Teaching Staff Recruitment Board makes a recommendation to the head of department. Experts do not attend meetings of the Teaching Staff Recruitment Board.