INSTRUCTIONS FOR APPLICANTS IN CONNECTION WITH APPOINTMENTS OF UNPAID DOCENTS (READERS)

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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 Applicants in connection with Appointments of Unpaid Docents (readers)

The Faculty of Arts has established the following application procedures for appointments of unpaid docents.

Applicants are to report the qualifications in question to which they wish to refer in two different portfolios: one for scholarly qualifications and one for pedagogical qualifications.

In addition to reporting qualifications in the attached portfolios, applicants should attach two texts describing their scholarly and pedagogical activities. The scholarly account is to indicate the scholarly relevance of the applicant’s research findings, and these findings should also be presented from an international perspective. Applicants are to describe and reflect upon their pedagogical work in the pedagogical account.

In addition to the applicant’s doctoral thesis and any teaching materials, the applicant should attach a maximum of ten publications. These publications constitute part of the documentation for assessing both scholarly and pedagogical proficiency.

The following documents should be enclosed with the application:

- A description of scholarly and pedagogical work
- A list of degrees and employment
- Academic portfolio I: Scholarly qualifications
- Academic portfolio II: Pedagogical qualifications
- Publications that the applicant wishes to be considered, including doctoral thesis, and also a separate list of these documents.

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.

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 a faculty examiner/student reviewer in connection with the public defence of theses, a member of an examining committee or an expert in connection with nominations for academic positions or peer review assignments.

**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.

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.

One requirement is a course in teaching and learning in higher education determined by the Vice-chancellor or equivalent knowledge recognised through assessment.

**Procedure**

Applications for appointment as unpaid *docent* are first reviewed and assessed by the Teaching Staff Recruitment Board which assesses, on the basis of the attached documents, whether the applicant’s application formally meets the above criteria and whether sufficient post-doctoral qualifications have been presented. If the Board finds this to be appropriate, the applicant’s qualifications will be reviewed by an expert. This expert opinion will then form the basis of the Board’s recommendation to the Dean, who decides whether the applicant can be appointed as an unpaid *docent*. 
Supporting information

Applications

The application should clearly indicate the subject in which the applicant is applying to become a docent.

Description of scholarly and pedagogical work

The scholarly account is to specify the scholarly relevance of the applicant’s research findings, and these findings should also be presented from an international perspective. The applicant is to describe and reflect upon his/her pedagogical work in the pedagogical account.

List of degrees and employment

Name
Year of birth
Degree, year
  – academic first degree
  – licentiate degree
  – doctoral degree
  – other degrees
  – unpaid docentship (readership)

Employment or other appointments of significance, year
  – assistant researcher
  – postdoctoral research fellow
  – lecturer
  – senior lecturer
  – professor
  – other

Academic portfolio I: Scholarly qualifications

1. Scholarly publications

Each publication should be listed in bullet point form only. State the year of publication, ISBN/ISSN, format (for example, printed, digital) and, where relevant, the number of pages. Specify for each publication whether it has been reviewed by external experts (peer review) or reviewed by book editors (editorial review). The applicant’s own contribution should be clearly distinguished in the case of co-publication. Unpublished manuscripts that have been accepted by a publisher can also be submitted, when applicable, but in that case future publication should be demonstrated by a certificate.
  a) Monographs
b) Editorship (books, journals)
c) Scholarly articles
   i. newspaper articles
   ii. chapters in anthologies (including conference volumes)
d) Reviews, interviews
e) Other: Only used when no other type of publication is applicable. This
   includes, for example, translations, source publications, investigations, reports,
   etc., as well as conference contributions that have undergone a peer review,
   but have not been published in official proceedings or conference
   announcements

2. Research projects and research collaborations
   a. Externally financed research projects, project leader
   b. Externally financed research projects, contributor
   c. Other forms of research collaboration (national/international)
   d. Supervision of postdoctoral research fellows

3. Scholarly assessment assignments – national and international
   a) Expert for employment or promotion
   b) Faculty examiner/student reviewer in connection with public defence of
      theses
   c) Examining committee member
   d) Referee for scholarly work
   e) Expert for research applications
   f) Other

4. Other tasks in connection with research at university, faculty or department level

5. Other qualifications
   a) Organising conferences
   b) Conference invitations (plenary papers)
   c) Conference participation (papers, posters)
   d) Visiting researcher at foreign educational institution
   e) Other invitations
   f) Prizes and other awards
   g) Other qualifications
Academic portfolio II: Pedagogical qualifications

1. Own pedagogical education
   - Course in teaching and learning in higher education
   - Supervisor training
   - Other

2. Teaching and supervision
   a) At first- and/or second-cycle level
      - Breadth and scope
      - Supervision
      - Course development
      - Interdisciplinary co-operation
      - Other
   b) At third-cycle level
      - Teaching and development of third-cycle education
      - Supervision of doctoral students (differentiate between principal and assistant supervisor, those whose theses have been defended and those whose theses have not yet been defended; state name and year of defence; in those cases where supervision has only been carried out during part of third-cycle education, the length of time should be stated)
      - Administration of third-cycle education
      - Leadership of doctoral and research seminars
      - Interdisciplinary co-operation
      - Other

3. Pedagogical development work
   - Evaluations
   - Projects
   - Pedagogical conferences
   - Subject-didactic research
   - Other

4. Teaching materials and pedagogical publications
   - Printed materials
   - Digital materials
   - Other
5. Other tasks in connection with teaching at faculty or departmental level

6. Other pedagogical qualifications, e.g. visiting lecturer at foreign higher education institution

References, certificates of service and other kinds of written subjective opinion, together with summaries and follow-ups of course evaluations, are attached as a basis for assessing pedagogical proficiency.

Publications that the applicant wishes to be considered and also a separate list of these

Appendices