

## GUIDELINES FOR ACADEMIC APPOINTMENTS AT THE FACULTY OF HUMANITIES, UNIVERSITY OF AARHUS

### Contents

1. Regulatory basis .....	1
2. Purpose of the assessment .....	2
3. Responsibilities of the selection committee.....	2
4. Contents of the assessment.....	3
5. Concluding the process.....	5
6. Job categories .....	6

### 1. Regulatory basis

The regulatory basis for the appointment procedure is provided by the Ministry of Science, Technology and Development, Order no. 284 of 25. March 2008 on the Appointment of Academic Staff at Universities (the Appointment Order) which presents the current rules for job advertisements, the composition of selection committees and so forth:

<http://www.au.dk/en/about/administration/index/2/21/2105/bek284/>

The necessary qualifications and job descriptions of the different kinds of posts are found in the Ministry of Science memorandum concerning the job structure for academic staff at universities 2007:

<http://www.au.dk/en/about/administration/index/2/21/2106/vtu1/>

Rector's memo of 7 October 2004 on the teaching portfolio:

<http://www.au.dk/cda/politik/portfolio>) and the job advertisement for the position.

Any questions concerning the basis of the selection committee's work, including doubts about the interpretation of the job advertisement, should be presented to the dean at the earliest possible opportunity.

## **2. Purpose of the assessment**

It is the responsibility of the selection committee to determine which applicants are qualified as concerns their research and teaching credentials and as concerns the additional qualification requirements stipulated in the job advertisement. The assessment must constitute a satisfactory basis for the dean's further work on appointing the best qualified applicant. It is not the duty of the committee to recommend one of the qualified applicants for appointment, nor should the committee rank the applicants.

## **3. Responsibilities of the selection committee**

The chair of the selection committee is appointed by the dean. It is the responsibility of the chair to ensure that the assessment meets the functions and requirements established by these guidelines.

The chair is responsible for the selection committee's work and for meeting the deadline by which the written assessment is to be submitted. The dean may, on request and in special circumstances, choose to grant a deadline extension.

It is incumbent upon all members of the selection committee to acquaint themselves with all the available material, so that all of the committee members assess all of the applicants. The assessment of the applicant's academic qualifications must be prepared jointly by the committee members, but such that the individual members may prepare drafts according to an agreed-upon division of labour. In the event of differences of opinion among the committee members, the assessment must clearly state which members consider the individual applicant to be qualified and which do not, and each member must justify his/her viewpoint separately. In the final version of the written assessment, the committee should eliminate any editorial and linguistic irregularities that may have resulted from dividing its duties among the members.

The identity of the applicants is confidential. Therefore, the individual applicants should not receive information about identity of the other applicants.

No contact must be made with the individual applicants on matters concerning the assessment. Any contact between applicant and selection committee must be made through the Office of the Dean.

Only the chair, the committee members and, if necessary, a secretary may participate in the selection committee's work.

## **4. Contents of the assessment**

### **4.1 Assessment form**

The assessment committee receives an email with a link to the respective applications, including relevant material submitted by the applicants. Scholarly publications and the like are forwarded to the committee members of the department in question.

The committee chair must specify the committee's assessment of each applicant. The assessment is entered into a web form for each applicant.

### **4.2 Assessment of the individual applicant**

The assessment of each applicant must be completed via a web form and must include

- Presentation using relevant excerpts from the CV
- Section specifying work in progress
- Assessment of scholarly qualifications
- Assessment of teaching qualifications; cf the teaching portfolio submitted
- Assessment of other qualifications
- Assessment of other necessary qualifications (indicated in the specific job posting)
- Concluding overall evaluation of the applicant specifying whether he or she is considered qualified for the position

Information should also be included about relevant employment and/or fellowships following the completion of the Master's degree or equivalent, with indication of kind, place and time period. Likewise, information should be included about relevant employment and the like prior to completion of the Master's degree. Finally, other kinds of continuing education, study abroad and similar academic activities may be mentioned.

The assessment of scholarly qualifications is based on the works cited by the applicant him/herself in the application.

The assessment of the research cited must include an evaluation of the following parameters:

- Degree of original research
- International orientation
- Scholarly breadth and depth
- Productivity (evaluated on the basis of the list of publications submitted) not including periods of leave
- Research potential
- Academic relevance in relation to the job advertisement

The chair of the selection committee may request that a statement of co-authorship be submitted within a stipulated time limit. The work is weighted in the assessment according to its extent and nature. The works which are subject to assessment are identified, characterized and evaluated.

The assessment of the applicant's teaching qualifications is based on the submitted teaching portfolio. The Faculty of Humanities emphasizes that in particular applicants for associate and full professorships be skilled teachers with well-documented teaching qualifications and that they have contributed to educational development in their field or have ideas about the subject area.

The assessment must call attention to the quality of the teaching based on teaching plans, evaluation forms and similar documentation, and the qualifications should be related to the post applied for.

### **Other qualifications**

For example, research leadership, supervision of doctoral students, international posts, editorial posts and administrative skills.

The assessment of other professional qualification requirements stated in the job advertisement is to be carried out on the basis of the – documented/confirmed – information supplied by the applicant in this regard.

The concluding overall assessment of the applicant must contain a summary of the assessments made of the applicant's qualifications in relation to the post in question. In connection with the overall assessment, the selection committee must motivate its opinion on whether the applicant is found to be qualified or not qualified for the post.

The overall assessment observes the qualification requirements specified in the job advertisement and the requirements for specific job categories stipulated in the Ministry of Science memorandum concerning the job structure at universities

2007. The overall assessment should take into account the applicant's qualifications in relation to the requirements of the concrete post.

The selection committee's opinion on whether an applicant is qualified must be unambiguous and unconditional. The committee must not indicate varying degrees of qualification in its assessment, but it may use expressions like "not yet qualified" or "not qualified on the basis of the present material".

In the event that the committee is unable to reach an agreement, the assessment must clearly state which members consider the applicant to be qualified and which do not, and the reasons for the members' viewpoints should be stated separately.

If the committee agrees that an applicant is not qualified for the post, the committee may however confine itself to briefly indicating which qualification requirements have not been met.

When the final assessment is ready, the faculty electronically sends each applicant the part of the assessment concerning the applicant in question.

## **5. Conclusion**

The selection committee submits its assessment to the dean, who then ensures that the formal requirements have been met.

If the assessment does not constitute a satisfactory basis for making an appointment decision and/or does not meet the formal requirements, it is returned to the assessment committee for revision.

Immediately after any revisions, the faculty sends each applicant the part of the assessment that concerns the applicant in question, including the introduction and conclusion.

Any comments made by an applicant on the assessment are sent to the selection committee for comment. The dean informs the applicant in question of the selection committee's comments.

Before making a hiring decision, the dean may request one or more applicants to appear for an interview and/or give trial lecture.

The dean makes the decision as to who should be selected for the post. An applicant can only be appointed if a majority of the committee considers the applicant professionally qualified for the post. The dean may decide not to fill

the vacancy. If a new post becomes vacant within six months after appointment, the dean may decide to appoint one of the other applicants that either the entire selection committee or a majority of it found qualified in the above-mentioned assessment.

## **6. Job categories**

### **Assistant professor**

The assistant professorship is a fixed-term post in higher education involving research and teaching obligations. Applicants must be able to document research at least at the doctoral level for appointment to an assistant professorship.

In the overall evaluation of the individual applicants, emphasis is placed on the their research potential.

Other circumstances that may enter into the overall evaluation include the following:

Teaching experience in the discipline concerned or other pedagogical experience. Teaching experience is not a requirement for appointment to an assistant professorship, but when present it enters into the general basis for evaluation. During the period of appointment, the assistant professor must undergo pedagogical training with a view to qualifying for appointment to an associate professorship.

The assessment must explicitly take a position on whether the individual applicant is qualified at the doctoral level. This can be achieved by through a PhD degree or equivalent scholarly qualifications.

### **Associate professor**

When filling a vacant associate professorship emphasis must be placed on the applicant's scholarly research and teaching qualifications. In addition, the committee should attach weight to any other professional qualification requirements stated in the job advertisement.

The applicant must be able to document an international level of research performance. Since associate professors often serve as heads of research groups and supervisors for younger scholars, in assessing research for associate professorships importance must be attached to the applicant's independence, originality and productivity.

Research experience and competence must above all be evaluated according to the existing research. The level should at least correspond to what can be achieved in a three-year appointment as assistant professor or the like.

With reference to the Ministry of Science memorandum concerning the job structure at universities 2004, the faculty is obligated to ensure that assistant professors receive supervision and guidance concerning their teaching activities, concluding with an evaluation of their teaching skills. If an applicant for an associate professorship comes from a prior assistant professorship, this evaluation must be included in the applicant's teaching portfolio. It is important that the professional assessment contain an adequate evaluation of the applicant's qualifications for undertaking independent teaching duties, course planning, and examination responsibilities.

### **Professor**

When filling a vacant professorship, according to the Ministry of Science memorandum concerning the job structure at universities, it is essential that the applicant be able to document a high degree of original scholarly research at an international level, including having developed the field. Importance is also attached to evaluating the applicant's experience leading research activities as well as to teaching qualifications. The job advertisement will state the faculty's other requirements concerning the field of the research, teaching experience and so on in connection with the vacant professorship.

Applicable criteria for assessing an applicant's research qualifications may be the more or less central position of his/her scholarly work in the field in question, its scholarly merit, international impact and breadth of focus. Depending on the circumstances, the committee may consider the length of time the applicant has spent on producing the scholarly works submitted.

The committee makes use of the teaching portfolio submitted by the applicant to evaluate teaching skills. It is important that the professional assessment contain an adequate teaching skills evaluation, viewed in relation to the specific advertisement and the requirements of the Ministry of Science memorandum concerning the job structure at universities 2004. When filling the vacant post, particularly accomplished achievements and improvements in the field of teaching should be weighted in the overall evaluation.

In the academic assessment of each applicant, the faculty would like to find answers to the following specific questions:

- Does the applicant have a documented record of considerable scholarly maturity and of original research?

- Does the applicant have a documented ability to develop the field in question and supervise other researchers?
- Does the applicant possess special teaching skills?
- Does the applicant have documented competence in knowledge dissemination and exchange and in cooperating with society at large?
- Are there other activities that contribute positively to the overall evaluation of the applicant?

The guidelines are valid for vacancies advertised after 1. april 2010.