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Swedish University of Agricultural Sciences

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Appendix to: Vice-chancellor's decision on general assessment criteria

General assessment criteria for appointing teaching staff

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Contents

General assessment criteria for appointing teaching staff.....	1
Introduction.....	3
SLU's core values.....	3
Other skills.....	4
1 Professor.....	4
1.1 Research expertise.....	4
1.2 Teaching expertise.....	5
2 Professor within artistic disciplines.....	6
2.1 Artistic expertise.....	6
2.2 Teaching expertise.....	7
3 Senior lecturer.....	8
3.1 Research expertise.....	8
3.2 Research expertise.....	9
4 Senior lecturer within artistic disciplines.....	10
4.1 Artistic expertise.....	10
4.2 Artistic expertise.....	11
5 Associate senior lecturer.....	12
5.1 Research expertise.....	12
6 Promotion.....	13

Introduction

The general assessment criteria (ABG), approved by the vice-chancellor by delegation from the board, are a tool for applying the appointment procedures at SLU (SLU.ua.2023.1.1.1-4472). The appointment procedures (AO) regulate the teaching positions at SLU and the eligibility requirements for each post. The ABG describe the assessment criteria for each position, drawing on SLU's approach to recruitment and skills provision. Furthermore, they provide examples of indicators and measurements relevant to a combined assessment of an applicant's ability. Eligibility and assessment criteria are specified in the vacancy advertised and must be objective based on the position's content and the needs of the organisation.

SLU's core values

It is essential that all SLU employees share the university's core values that express the fundamental ethos of the organisation. The values guide us through our everyday work by describing the core of the university's activities. They are to be used in contact with the world outside of the university and in the way we behave towards each other. The SLU core values are:

- scientific approach
- creativity
- openness
- responsibility.

In addition, the university follows the basic values of central government authorities that can be summarised using the following principles:

- democracy
- legality
- objectivity, impartiality and equal treatment
- freedom to form personal opinions
- respect for all people's equal value, freedom and dignity
- efficiency and service.

Recruitment and promotion must be unbiased and characterised by a gender equality perspective. Any aspects linked to assessing candidates must not hold a person at a disadvantage regardless of their:

- sex
- transgender identity or expression
- ethnicity
- religion or other belief
- disability
- sexual orientation
- age.

All teaching positions at SLU require that the applicant can cooperate and is otherwise suitable for their duties. This includes the way employeeship and, where relevant, leadership are performed. Thus, when appointed as per the SLU appointment procedures, the ability to integrate these roles is to be assessed.

Other skills

Leadership skills are assessed for positions that include or may include a managerial role, i.e. leading an organisation and/or staff. This is demonstrated through the ability to run organisations and manage staff, take decisions, assume responsibility, motivate and provide others with the conditions necessary to reach collective targets efficiently. Further examples of leadership skills include the ability to coordinate groups and generate enthusiasm, participation and job satisfaction, together with conflict management skills.

Administrative skills are assessed for appointments that involve or may involve administrative duties. These skills can be demonstrated through the ability to plan, prioritise and organise work in an efficient and suitable manner, and being able to set and meet deadlines. Skills include the ability to conduct overarching organisational and operational planning, manage resources in a way that reflects the organisation's priorities, and work in a structured manner based on awareness of targets and quality.

Additional skills may be assessed if necessary for the appointment. These must be stated in the vacancy and be objective based on the position's content and the needs of the organisation.

1 Professor

Professor is the highest teaching position at SLU.

1.1 Research expertise

When assessing candidates for a professorship, particular emphasis is placed on qualitative indicators of the applicant's research expertise in their subject. When performing a combined assessment, qualitative measurements can also provide some guidance on the applicant's research expertise.

Examples of qualitative indicators relevant to a combined assessment of an applicant's research expertise:

- Contributions to international scientific development within their research domain.
- The ability to lead a research team.
- Ability to compete for international and national research funding.
- Academic merits in relation to national and international research within the field.

- The ability to place their research in a greater context in ways such as building a system perspective or working transdisciplinarily.
- International experience such as research and teaching exchanges.
- For appointments within clinical subjects or subjects with links to clinical activities: documented, internationally recognised specialist competence equivalent to Diplomate, but also clinical/laboratory medicine diagnostic work and participation in clinical development work.
- Any relevant prizes or awards.

Examples of quantitative measurements that may provide some guidance regarding research expertise when conducting a combined assessment:

- Scope of research output in international peer-reviewed journals or other equivalent publications.
- Impact in terms of citations of the applicant's research output.
- Experience as a supervisor of postdoctors and doctoral students, particularly experience as principal supervisor throughout the doctoral student's studies until completion of the doctoral degree.
- For appointments within a clinical subject or a subject with links to clinical activities: supervision of residents.
- Tasks where research expertise is decisive: invitations to international conferences to present research, international peer reviewer, subject specialist for the appointment of teaching staff and external reviewer at thesis defences.

1.2 Teaching expertise

Qualitative measurements are used to assess teaching expertise.

Quantity of professional experience cannot compensate for qualitative shortcomings, nor can teaching expertise make up for a lack of ties to research activities.

Examples of qualitative indicators relevant to a combined assessment of an applicant's teaching expertise:

Conscious focus on student learning

- Knowledge about learning processes, learning activities and assessments based on current pedagogical research.
- The ability to create the right conditions for learning.
- The ability to build rapport with students.

Scientific and stimulating approach

- The way the applicant integrates teaching practice with their basic outlook on pedagogy.
- The way the applicant has developed their teaching practice and course components over time.
- The way the applicant explores student learning as part of their practice.

- The way the applicant relates their teaching practice to knowledge and ongoing research within their subject and, if possible, topical social issues.

Placing their teaching practice in a greater context

- The applicant must have a clear idea of the role their teaching plays within a programme, the university, education in their subject, and where it is feasible, for society and professional life.
- The way the applicant furthers pedagogical development within higher education.

Examples of quantitative measurements that may provide some guidance when assessing teaching expertise:

- The scope and experience of pedagogical activities, such as course development, teaching and examination responsibility for first and second cycle courses and programmes.
- Course evaluation results.
- Experience in supervising first, second and third cycle students.
- Completed training in teaching and learning in higher education, or equivalent knowledge.

2 Professor within artistic disciplines

Professor is the highest teaching position at SLU.

2.1 Artistic expertise

When assessing a candidate for a professorship in an artistic discipline, particular emphasis is placed on qualitative indicators of the applicant's artistic expertise within the subject. When performing a combined assessment, qualitative measurements can also provide some guidance on the applicant's artistic expertise.

Examples of qualitative indicators relevant to a combined assessment of an applicant's artistic expertise:

- The ability to formulate artistic knowledge processes and contribute to developing the subject through artistic research.
- Ability to lead a project group.
- Ability to compete for international and national research funding.
- Artistic merits in relation to national and international research within the field.
- The ability to place their **research** in a greater context in ways such as building a system perspective or working **transdisciplinarily**.
- International experience such as research and teaching exchanges.
- The ability to expand, deepen, explore and realise artistic questioning.
- Any relevant prizes or awards.

Examples of quantitative measurements that may provide some guidance when assessing artistic expertise:

- Scope of artistic production, such as articles, books, lectures or exhibitions relating to projects or works.
- Impact in terms of citations of the applicant's **scientific** research output.
- Experience as a supervisor of postdoctors and doctoral students, particularly experience as principal supervisor throughout the doctoral student's studies until completion of the doctoral degree.
- Tasks where artistic or professional merits are decisive, such as roles on competition juries, participation in and responsibility for the implementation of significant projects linked to the subject field, active participation in national and international conferences or workshops within the subject field, assignments such as international peer reviewer, role on an editorial team, subject specialist when appointing a new teacher and external reviewer for thesis defences.

2.2 Teaching expertise

Qualitative measurements are used to assess teaching expertise.

Qualitative shortcomings cannot be compensated for with quantity of professional experience, and teaching expertise cannot make up for a lack of ties to artistic activities.

Examples of qualitative indicators relevant to a combined assessment of an applicant's teaching expertise:

Conscious focus on student learning

- Knowledge about learning processes, learning activities and assessments based on current pedagogical research.
- The ability to create the right conditions for learning.
- The ability to build rapport with students.

Scientific and stimulating approach

- The way the applicant integrates teaching practice with their basic outlook on pedagogy.
- The way the applicant has developed their teaching practice and course components over time.
- The way the applicant explores student learning as part of their practice.
- The way the applicant relates their teaching practice to knowledge and ongoing research and artistic practice within the subject and, if possible, topical social issues.

Placing their teaching practice in a greater context

- The applicant must have a clear idea of the role their teaching plays within a programme, the university, education in their subject and where it is feasible, for society and professions.
- The way the applicant furthers educational development within higher education.

Examples of quantitative measurements that may provide some guidance when assessing teaching expertise:

- The scope and experience of pedagogical activities, such as course development, teaching and examination responsibility for first and second cycle courses and programmes.
- Course evaluation results.
- Experience in supervising first, second and third cycle students.
- Completed training in teaching and learning in higher education, or equivalent knowledge.

3 Senior lecturer

3.1 Research expertise

When assessing the applicant's research expertise in their subject, emphasis is primarily placed on qualitative indicators. Quantitative measurements can provide some guidance on the applicant's research expertise when conducting a combined assessment.

Examples of qualitative indicators relevant to a combined assessment of an applicant's research expertise:

- Contributions to international scientific development within their research domain.
- Ability to lead a research team.
- Ability to compete for international and national research funding.
- Academic merits in relation to national and international research within the field.
- International experience such as research and teaching exchanges.
- For appointments within clinical subjects or subjects with links to clinical activities: documented, internationally recognised specialist competence equivalent to Diplomate, but also experience of clinical/laboratory medicine diagnostic work and participation in clinical development work.

Examples of quantitative measurements that may provide some guidance regarding research expertise when conducting a combined assessment:

- Scope of research output in international peer-reviewed journals or other equivalent publications.
- Impact in terms of citations of the applicant's research output.
- Experience as a supervisor of postdoctors and doctoral students.
- Time supervising residents will also be taken into account for appointments within a clinical subject or a subject with links to clinical activities.
- Tasks where research expertise is decisive: invitations to international conferences to present research, international peer reviewer, subject specialist for the appointment of teaching staff and external reviewer at thesis defences.

3.2 Research expertise

Qualitative measurements are used to assess teaching expertise.

Qualitative shortcomings cannot be compensated for with quantity of professional experience, and teaching expertise cannot make up for a lack of ties to research activities.

Examples of qualitative indicators relevant to an overall assessment of an applicant's teaching expertise:

Conscious focus on student learning

- Knowledge about learning processes, learning activities and assessments based on current pedagogical research.
- The ability to create the right conditions for learning.
- The ability to build rapport with students.

Scientific and stimulating approach

- The way the applicant implements teaching practice with their basic outlook on pedagogy.
- The way the applicant has developed their teaching practice and course components over time.
- The way the applicant explores student learning as part of their practice.
- The way the applicant relates their teaching practice to ongoing research within their subject and, if possible, topical social issues.

Placing their teaching practice in a greater context

- The applicant must have a clear idea of the role their teaching plays within a programme, the university, education in their subject and where it is feasible, for society and professions.
- The way the applicant furthers educational development within higher education.

Examples of quantitative measurements that may provide some guidance when assessing teaching expertise:

- The scope of pedagogical activities, such as course development, teaching and examination responsibility for first and second cycle courses and programmes.
- Course evaluation results.
- Experience in supervising first and second cycle students.
- Completed training in teaching and learning in higher education, or equivalent knowledge.

4 Senior lecturer within artistic disciplines

4.1 Artistic expertise

When assessing a candidate for the position of senior lecturer in an artistic discipline, particular emphasis is placed on qualitative indicators of the applicant's artistic expertise within the subject. When performing a combined assessment, qualitative measurements can also provide some guidance on the applicant's artistic expertise.

Examples of qualitative indicators relevant to a combined assessment of an applicant's artistic expertise:

- The ability to formulate artistic knowledge processes and contribute to developing the subject through artistic research.
- Ability to lead a project group.
- Ability to compete for international and national research funding.
- Artistic merits in relation to national and international research within the field.
- International experience such as research and teaching exchanges.
- The ability to expand, deepen, explore and realise artistic questioning.
- Any relevant prizes or awards.

Examples of quantitative measurements that may provide some guidance when assessing artistic expertise:

- Scope of artistic production, such as articles, books, lectures or exhibitions relating to projects or pieces.
- Experience as a supervisor of postdoctors and doctoral students, particularly experience as principal supervisor throughout the doctoral student's studies until completion of the doctoral degree.

- Tasks where artistic or professional merits are decisive, such as roles on competition juries, participation in and responsibility for the implementation of significant projects linked to the subject field, active participation in national and international conferences or workshops within the subject field, assignments such as international peer reviewer, role on an editorial team, subject specialist when appointing a new teacher and external reviewer for thesis defences.

4.2 Artistic expertise

Qualitative measurements are used to assess teaching expertise. Qualitative shortcomings cannot be compensated for with quantity of professional experience, and teaching expertise cannot make up for a lack of ties to artistic activities.

Examples of qualitative indicators relevant to a combined assessment of an applicant's teaching expertise:

Conscious focus on student learning

- Knowledge about learning processes, learning activities and assessments based on current pedagogical research.
- The ability to create the right conditions for learning.
- The ability to build rapport with students.

Scientific and stimulating approach

- The way the applicant integrates teaching practice with their basic outlook on pedagogy.
- The way the applicant has developed their teaching practice and course components over time.
- The way the applicant explores student learning as part of their practice.
- The way the applicant relates their teaching practice to ongoing research within their subject and, if possible, topical social issues.

Placing their teaching practice in a greater context

- The applicant must have a clear idea of the role their teaching plays within a programme, the university, education in their subject and where it is possible for society and professions.
- The way the applicant furthers educational development within higher education.

Examples of quantitative measurements that may provide some guidance when assessing teaching expertise:

- The scope of pedagogical activities, such as course development, teaching and examination responsibility for first and second cycle courses and programmes.
- Course evaluation results.
- Experience in supervising first and second cycle students.

- Completed training in teaching and learning in higher education, or equivalent knowledge.

5 Associate senior lecturer

The purpose of this position is to give the associate senior lecturer the chance to develop their independence as a researcher and acquire the research and teaching expertise needed to be able to meet the eligibility requirements for the role of senior lecturer.

5.1 Research expertise

When assessing candidates for the position of associate senior lecturer, particular emphasis is placed on qualitative indicators of the applicant's research expertise.

Examples of qualitative indicators relevant to a combined assessment of an applicant's research expertise:

- Contributions to international scientific development within their research domain.
- Ability to compete for international and national research funding.
- Academic merits in relation to national and international research within the field.
- International experience such as research and teaching exchanges.
- For appointments within a clinical subject or a subject with links to clinical activities: The extent to which the applicant has documented, internationally recognised specialist competence equivalent to Diplomate, but also clinical/laboratory medicine diagnostic work and participation in clinical development work.

Examples of quantitative measurements that may provide some guidance regarding research expertise when conducting a combined assessment:

- Scope of research output in international peer-reviewed journals or other equivalent publications.
- Impact in terms of citations of the applicant's research output.
- Experience supervising students.
- Tasks where research expertise is decisive: invitations to international conferences to present research, and acting as an international peer reviewer.

6 Promotion

The same eligibility requirements and assessment criteria are to be applied when advertising and promoting applicants to each position.

When promoting associate senior lecturer to senior lecturer, the applicant's eligibility for appointment to the position at SLU is to be assessed. This is done through assessing them against the general assessment criteria for senior lecturers and any specific assessment criteria for promotion established when recruitment was initiated. The specific assessment criteria are to be objective based on the position's content and the needs of the organisation.