Career-portfolio

Rules and guidelines for documentation and evaluation of qualifications in connection with recruitment of teachers.
In accordance with the vice-chancellor’s decision of 11 April 2000, local rules and guidelines for evaluation of qualifications when recruiting teachers (Ref. 1794/98) have been formulated for Uppsala University. Since the activities at the university differ widely between different disciplines, the common guidelines cannot be made too detailed and specific. Based on the university’s rules, this document presents the special guidelines for evaluation of qualifications when recruiting teachers in the Disciplinary Domain of Medicine and Pharmacy. In addition to these guidelines, the university’s rules for employment of teachers must be observed. These guidelines were adopted by the Board of the Disciplinary Domain of Medicine and Pharmacy on 8 June 2001.

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1. Introduction

These rules and guidelines for evaluation of qualifications when recruiting teachers are intended for the guidance of faculty boards and recruitment teams, expert consultants and applicants for teaching appointments at the Disciplinary Domain of Medicine and Pharmacy at Uppsala University. The guidelines are also intended for use by researchers and teachers working in the Domain in their everyday work with documentation of their qualifications.

The document aims to clarify which qualifications are evaluated in teachers working in the Disciplinary Domain of Medicine and Pharmacy. In connection with recruitment, it may serve as guidance for both the applicant and the expert consultants and recruitment group or equivalent body. Based on the guidelines and employment profile, applicants can easily present those qualifications they judge to be important and thereby follow the structure and priorities of the evaluation instrument. The recruitment team can evaluate the applicant’s qualifications in a similar way.

All researchers must be encouraged to develop and systematise their personal qualifications in accordance with the structure of this document. Eventually, as the
principles and prioritised items of the document gain acceptance in connection with recruitment, they will also come to serve as guidance for individuals in the development of their qualifications. Planning for a research and teaching career at Uppsala University can start during postgraduate studies and thereby be more goal-oriented and systematic than today. A well-documented curriculum vitae can also serve as an excellent aid to both administrative heads and their associates in their regular career-development dialogues.

The purpose of introducing formal documentation of qualifications for teachers is to increase the value of teaching experience and thereby improve the quality of teaching. Department heads must actively strive to offer their teachers an opportunity to develop and document their teaching competence and assist the department’s teachers, including PhD students, in documenting their teaching experience. A more detailed description of the department head’s responsibilities in this respect may be found in Appendix I.

2. Procedure for evaluation of qualifications when recruiting teachers

When employing teachers, those persons should be selected who, after thorough assessment of their qualifications and skills in relation to the activities to be carried out at the department in question, are judged to possess the best chances of carrying out and developing the duties specified and of contributing to the advancement of these activities. The aim is that all teachers should have both research training and teacher training besides having other general qualifications for the appointment at hand.

Before starting to recruit, the faculty board should prepare an employment profile setting up the qualifications required, the factors that will be assessed for the appointment at hand and how they will be weighed against each other. Great importance must be attached to the preparation of a detailed employment profile and its application in connection with the applicants’ preparation of their curriculum vitae as well as the assessors’ comparison of the qualifications of different applicants.

The following aspects of applicants’ competence should be considered in the evaluation of their qualifications when employing teachers:

- Scientific competence, in certain cases other professional qualifications.
- Teaching competence.
- Clinical competence (for appointments involving clinical work).
- Other qualifications.

The above aspects should be judged separately, after which they should be judged together in relation to the special requirements laid down in the employment profile. In the case of teaching skills, attention should be paid to the description in the university’s educational policy instrument.

Scientific competence and teaching competence are qualifications for basic eligibility, while other qualifications constitute a third factor for assessment. According to the university’s employment rules, a general requirement for teaching appointments is the ability to perform the work successfully in other respects.
Clinical competence is a requirement for appointments involving clinical work.

For certain courses, teachers are needed with extensive professional experience in the field concerned. It is also important that the university have access to external competence and impulses in the research and development field. An additional ground for eligibility that has therefore been included in the Higher Education Act directives concerning employment as a university lecturer is ‘other professional qualifications’, i.e. competence acquired through professional experience outside the university. Such professional experience must of course relate to the subject the teacher will be teaching at the university.

3. Guidelines for documentation and evaluation of qualifications

Applicants are responsible for documenting their qualifications in such a way as to permit objective, qualitative assessment. The application must always include a curriculum vitae, in which qualifications referred to are listed in chronological order.

More detailed documentation of the qualifications referred to should be presented in separate lists of qualifications for the different types of competence that form the basis for the assessment. The description should be as concise as possible and be relevant to the appointment applied for. Experience gained during postgraduate studies may confer both scientific and teaching competence. Such experience should be presented in one place only in the application, but it should be clearly stated that the competence acquired comprises both scientific and pedagogic aspects. Scientific, teaching and other competence must always be presented. Clinical competence should be presented specifically when it is required for the appointment applied for. Other qualifications should be presented specifically when they are required in lieu of, or in addition to, scientific competence.

According to the Higher Education Act, equal weight should be attached to teaching and scientific competence when assessing applicants’ qualifications (Section 4 of the Higher Education Act). It is up to the faculty board and recruitment team to decide in each individual case which requirements apply and how this influences the choice of expert consultants. Thoroughness when assessing applicants’ teaching competence is particularly important, as experience has shown that insufficient information and imprecise criteria have hitherto made it very difficult to assess teaching skills. The university’s employment rules draw attention to the possibility of “if necessary calling upon special consultants to assess applicants’ teaching competence and other factors” in addition to two expert consultants “who are especially familiar with the subject concerned”. This possibility should always be considered in order to ensure that applicants receive the expert assessment of their teaching competence that they are entitled to expect.

Ahead of each recruitment, the faculty board or equivalent body should decide how much weight should be attached to each factor assessed and how they should be weighed against each other. The job description given in the employment profile will determine which factors should be assessed and their relative weight.

The recruitment group and expert consultants should clearly specify upon what grounds their judgement is based and state their conclusions in relation to the criteria
laid down by the faculty board. For example, an applicant with excellent teaching skills should probably be judged to be more suitable than an applicant who is better qualified scientifically but judged to be a less skilled teacher.

The applicant’s qualifications must be elucidated comprehensively so that a correct judgement can be made. Mere scrutiny of the application documents and the applicant’s curriculum vitae is not sufficient for such a judgement. Teaching trials, for example trial lectures, seminar leadership and interviews, should be used as far as possible.

4. Scientific qualifications – documentation and evaluation

The documentation should comprise the applicant’s scientific production, collaboration, doctoral supervision and contributions to postgraduate education and the scientific community as a whole. Applicants should reflect upon their own scientific activities and their importance when describing their contributions. It is important that applicants describe their own contributions to projects that have resulted in joint publications. Judgements presented in, for example, national scientific evaluations, and applicants should document their ability to obtain external funds, subject to expert evaluation by peers.

In order to be able to evaluate the productivity and quality of applicants for senior academic appointments, assessment parameters that measure different types of skills or competence should be used. A distinction must be made between criteria that constitute quantitative measures and those that measure the quality of the research carried out. Assessment can probably be divided into three parts: independence, productivity and quality. It is also important to highlight parameters that reflect creativity and vision in the researcher’s work and evaluate contributions that may be of importance to health care work in the future.

Detailed instructions for documentation of scientific qualifications are given in Appendix 2 and comments on assessment of applicants’ scientific qualifications may be found in Appendix 3.

5. Teaching qualifications – documentation and evaluation

The documentation should comprise formal teacher training, teaching experience and experience of administration in connection with teaching, production of educational materials, development work and quality judgements. The documentation of qualifications should be based on self-evaluation and not merely contain information of a quantitative nature, e.g. the time span of various qualifications, but also information that permits qualitative judgement of the applicant’s teaching competence. When evaluating their own teaching experience, applicants should not only reflect upon what they have done, but also why and how it was done and what results were achieved. Applicants should also describe the future prospects for the subject in an educational perspective and give their personal views on key educational issues.
A problem that emerges in connection with assessment of an applicant’s teaching competence is that the term “teaching competence” is not clearly defined. There is a risk that it may be defined too narrowly, e.g. limited to classroom skills as such. It is essential to apply a broader definition when assessing an applicant’s teaching competence. A broad, solid and up-to-date knowledge of the subject to be taught is necessary but not a sufficient criterion of teaching competence. The criteria specified under clause 3 of Appendix 1 are also important.

Detailed instructions for documentation of teaching qualifications are given in Appendix 4.

6. Clinical qualifications – documentation and evaluation

The documentation should comprise applicants’ clinical qualifications and formal education. Their clinical administrative competence, clinical development and research and contributions to clinical education should also be documented. Administration and leadership of clinical work may also be described under other qualifications. When applying for an appointment, they should be described in one place only, but it must be clearly stated what is meant.

Good patient care and clinical competence are prerequisites for successful, high-quality clinical research. Clinical competence is also a prerequisite for rapid application of new research findings in clinical practice, to the benefit of patients. It is therefore important that applicants’ clinical competence be systematically evaluated when recruiting people for senior academic appointments involving clinical work.

Detailed instructions for documentation of clinical qualifications are given in Appendix 5.

7. Other qualifications – documentation and evaluation

The documentation should comprise the applicant’s formal education in personnel administration, leadership and economic matters. Positions previously held that have involved responsibility and leadership should also be described. Applicants’ strategic planning ability and business acumen as well as their social leadership competence should also be evaluated.

Successful research and teaching are not possible without well-developed powers of leadership and various administrative support functions. In the academic environment, productive interplay between research, teaching and administration is essential and in clinical departments also with clinicians. It is important that all these aspects be evaluated in connection with recruitment to teaching appointments. The criteria for assessment of leadership and administrative competence comprise, on the one hand, quantifiable data describing a person’s formal qualifications and suitability as a leader and, on the other hand, judgements of the person’s leadership qualities and social competence. Detailed instructions for documentation of leadership qualifications are given in Appendix 6.
Appendix 1.

Responsibilities of the department head in connection with development, documentation and evaluation of the teaching competence of teachers.

The responsibilities of the department head include the following tasks:

1. To inform teachers of the need to document their teaching experience. Information about what this means and about the possibilities that exist within the university of starting to prepare such a portfolio, together with others, should already be given to PhD students.

2. To be continuously informed about the teacher’s teaching skills and, together with the teacher, plan how these skills can be deployed and further developed, and moreover to create the structural conditions necessary for this. This can be done, for example, by analysing course evaluations, attending teaching sessions and discussing the teacher’s teaching assignments in connection with classroom visits and individual employer/employee dialogues. It is important to afford teachers an opportunity to develop their teaching competence, for example by trying out various teaching techniques and participating in courses on subjects in their particular field or on educational development.

3. When so requested, to provide a written assessment of teachers’ teaching competence which can be included in their record of teaching experience. The department head’s written statement should constitute a qualitative judgement of teachers’ teaching competence and may include their:

- teaching ability (including planning, execution, examination, evaluation and supervision)
- ability to relate to current research in their teaching
- ability to activate students to learn and think critically, through the teacher’s attitude and choice of teaching methods
- ability to communicate with students and create a positive educational atmosphere, for example by finding out students’ expectations, prior knowledge of the subject and views on the course
- ability to enthuse and stimulate students’ interest in the subject and the course commitment to teaching
- interest in educational development and continuing education
- interest in broadening their own knowledge and keeping abreast of developments
- ability to cooperate with students, colleagues, other personnel, teachers at other departments etc.

In all cases, the grounds or sources of information upon which the judgement is based should be stated.
Appendix 2.

Instructions for documentation of scientific qualifications
Qualifications should be documented continuously but only those that are relevant to the appointment should be presented in connection with application for a teaching appointment.

1. Scientific production
The documentation of the applicant’s scientific production should include:

- a list of all original scientific publications, the 20 most important of which should be marked,
- a list of descriptive articles and textbook chapters,
- a list of abstracts,
- a list of other scientific publications and other scientific contributions, e.g. active participation in international scientific congresses with accepted manuscripts or invitations to present lectures,
- the applicants’ own evaluation of their scientific work.

The application should include a description and evaluation of the applicant’s own research and planned research projects. Aims, strategies, methods and the significance of the research in an international perspective should be described.

2. Scientific collaboration and external research funds
National and international collaborative projects should be documented here. The applicant’s own contributions to those projects resulting in joint publications should be described. External research funds received are also to be documented (sum, time etc). External research funds are in this context defined as funds obtained in national or international competition subjected to scientific quality assessment.

3. Thesis supervision and postgraduate education
Applicants’ contributions as main or assistant supervisor for PhD or licentiate students who have presented their theses should be documented under this heading. Applicants’ contributions as lecturers and organisers of courses for postgraduate students should also be documented here.

4. Other scientific qualifications
The applicant’s popular science production, lectures and other engagements should be presented here. Research policy assignments and other scientific qualifications are also to be described, for example:

- Qualification for an Associate Professorship (date and subject).
- Membership in research councils and committees or other fund-awarding committees.
- Evaluation of Swedish and foreign project applications.
- Consultancy assignments.
- Assignments as an external examiner.
- National and international prizes.
- Membership in academies.
- Patents relevant to the scientific assessment.
Appendix 3.

Evaluation of scientific qualifications

Scientific production
In addition to a full list of publications, the application should include a personal
description of the applicants’ scientific activities. Their own role in the research
should be described and the research results elucidated in an international perspective.
Applicant should append a maximum of 20 publications which permit judgement of
their scientific activities and quality. The applicant’s personal role in the production of
these works should be highlighted. Greater importance should be attached to quality
than quantity. Furthermore, attention should be paid to the importance of the
publications in furthering international developments in the field at hand. Practical
clinical consequences of the research should be attributed the same value as purely
scientific findings.

Since the “impact factor” is often much weaker for clinical research results than in
certain areas of pure medical and pharmaceutical science, this should be taken into
account in the assessment of the applicant’s scientific qualifications when recruiting to
appointments involving clinical work.

Scientific collaboration and external research funds
Apart from the applicant’s scientific production, ability to collaborate with other researchers is an important
factor when judging scientific competence. The ability to attract visiting research
scientists from other countries should be regarded as a merit when filling scientific
appointments. This applies primarily to visiting scientists with a PhD or equivalent
degree who work with the researcher for more than 6 months. To ensure that the
medical and pharmaceutical research is of the highest international class and that
clinical implications can be drawn in the training of medical and pharmaceutical
students, it is important that the academics working in the clinic have frequent contact
and close collaboration with experimental researchers and vice versa.

An indirect parameter which reflects researchers national and international standing is
their ability to compete for external research funds. External in this context means
funds obtained in national or international competition after thorough scientific quality
assessment of the application, e.g. funds from the Swedish Research Council, the
Swedish Cancer Society, the National Institutes of Health (NIH), the National Science
Foundation (NSF) etc.

Thesis supervision and postgraduate education
Applicants’ qualifications and suitability for senior academic appointments are partly
reflected by their ability to lead and supervise other scientists in research and
development projects. A quantitative measure of this is the number of successful PhD
and licentiate students they have supervised. The applicant’s contributions as main or
assistant supervisor should be documented.

An important parameter relating to doctoral thesis supervision is whether the applicant has
participated as a lecturer and organiser of courses for postgraduate students and
similar activities. This parameter is a good measure of applicants’ involvement in
postgraduate education and also gives an idea of the quality of their research. It should therefore be of help in comparisons between applicants in the same discipline.

Other scientific qualifications
Other qualifications which should be considered when assessing applicants are editorship, participation in editorial committees, organisation of scientific symposia, congresses etc, research prizes and awards, service as a scientific expert on international committees and longer periods of research at foreign universities (at least 1 year).
Appendix 4.

Instructions for documentation of teaching qualifications

The applicant’s qualifications should be documented continuously but in applications for teaching appointments only those relevant to the appointment should be presented.

1. Formal teacher training
   The applicant’s formal pedagogic training should be presented here, for example:
   - Completed courses and other educational training.
   - Participation in exchange schemes involving teaching at a foreign university.
   - Participation in educational conferences (name of the conference, date, place, extent of active participation, i.e participation in workshops etc).

2. Administration in connection with teaching
   The applicant’s experience of organisation of courses, service as a Director of Studies and committee work relating to undergraduate and postgraduate training should be documented here.

3. Production of educational material
   Work with textbooks, compendia, videotapes and interactive computer programmes should be documented here. The form and level, importance to the course and degree of independence in connection with production of the material should be described.

4. Developmental work
   Development of new courses and/or renewal of undergraduate training should be documented here. Developmental work in teaching and funds for educational projects should also be described. Regarding development of new courses and/or renewal of undergraduate training, the course and level should be stated, and the extent of the renewal and the rationale behind it should be described.

Developmental teaching projects should be documented in writing in order to be evaluated as well as to make publication in a medical education journal possible. The type of work, scope, how it has been presented (at a congress or in a journal) and degree of independence should be stated.

5. Teaching experience
   The applicant’s experience of teaching undergraduates, postgraduate students and people on continuing education and specialist training courses and courses for other professional categories should be presented here. The scope and form of the teaching should be stated. Independent responsibility for the courses should be described.

6. Information to the community
   Information to the community and production of information material should be presented here. The target group, principal, date and degree of independence in planning and executing the campaign should be described.

7. Quality
   Course evaluations, quality assessments and any educational awards should be documented here. Documentation of the results of course evaluations must include the
name of the course, level, date and how many of the students answered the questionnaire. Quality assessments may include the students’ study results, for example.

Finally, the documentation should include a summary of the applicants’ teaching experience and their own assessment of their contributions in relation to the educational activities carried out at the department. The description should include the applicants’ views concerning the future prospects of the subject in an educational perspective and their personal views on key educational issues.
Appendix 5.

Instructions for documentation of clinical qualifications

In applications for teaching appointments, only such information as is relevant to the appointment applied for should be presented. Applicants’ evaluation of their own clinical activities should always be included.

1. Clinical competence and formal training

The following factors should be documented here:

• Clinical training received.
• Number of years of service in different positions.
• The applicant’s own clinical competence/profile area.

2. Administration and supervision of clinical activities

Experience of organising different activities and leading organisations should be documented here. This includes the following activities, among others:

• Overall responsibility for a clinical unit.
• Administrative assignments involving patient care.
• Quality assurance work carried out.
• Initiation of team activities and multidisciplinary collaborative projects.
• Ability to lead and collaborate with colleagues and other health care professionals.
• Outreach activities including information for patient organisations, the media etc.
• Participation in ethics committees.

3. Clinical development, research and teaching activities

Efforts to improve patient care or cost effectiveness and participation in clinical teaching should be documented here, including

• Participation in pharmaceutical committees and drug recommendations.
• Development, establishment and evaluation of new forms of treatment.
• Elaboration of treatment programmes.
• Clinical trials.
• Assignments as a supervisor of clinicians under specialist training.
Appendix 6.

Instructions for documentation of management qualifications

In applications for teaching appointments, only such information that is relevant to the appointment applied for should be presented. Applicants’ evaluation of their own management competence should always be included. As a basis for evaluation of qualifications under heading number 4, testimonials, employer’s certificates and other written judgements from employers and other principals should be provided.

1. Formal training and managerial functions
Formal training and degrees or diplomas in personnel administration, leadership and economy matters should be documented here. Appointments involving managerial responsibility at the university and elsewhere should also be described, e.g.

- Chairmanship of academic committees or equivalent bodies, committees of enquiry etc (number and type).
- Organisation of congresses (number and type).
- Positions of trust in academic organisations (number and type).
- Positions of trust in industry and commerce and public authorities (e.g. serving on boards).
- Serving on committees of professional and political organisations etc.

2. Strategic competence, dissemination of information etc.
The applicant’s competence in strategic planning, entrepreneurial activities and propagation of information should be documented here (investigatory commissions, creation of companies and educational centres, information dissemination assignments etc).

3. Individual supervision
Different types of supervisory functions and mentorship should be documented here.

4. Managerial and social leadership ability
Applicants’ ability to reach decisions on their own, delegate responsibility, formulate visions and organise should be documented here. Qualities reflecting their social leadership ability should also be described, e.g. the ability to show appreciation and give constructive criticism. The ability to enthuse and show respect for subordinates as well as accessibility and openness should be described.