# Template for assessment in connection with recruitment of academic staff at the University of Southern Denmark

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| X date 202x  Name of Assessor |
| xxx@xxx.dk  Telephone.: +45xxxxx |

An assessment must contain:

1. Short presentation of the applicant and their scientific career based on the enclosed CV.
2. Assessment of scientific qualifications based on the list of publications, the submitted publications, research experience, experience with research management and research collaborations and the submitted research plan.
3. Assessment of teaching qualifications based on the submitted teaching portfolio.
4. Assessment of other qualifications in relation to the specific job content.
5. Conclusive overall assessment which, based on the previous points as well as the criteria of the job advertisement and the position structure’s indication of academic level, unambiguously concludes and justifies an assessment as qualified or not qualified for the advertised position.

The assessment committee shall issue a non-priority reasoned and written assessment, which shall be approved by the appointee manager.

*You can either write the assessment in the template and subsequently copy the text into Oracle Recruiting Cloud under the individual candidate or write the assessment in SDU’s recruitment system Oracle Recruiting Cloud under the individual candidate.*

*If the recruitment is taking place* ***without a job advertisement, please*** *fill out this template for assessment and forward it via e-mail. Do not use Oracle Recruiting Cloud in this case.*

***Please note that you may refer to Appendix 1 of this template to consider which details to include in your assessment of the candidate.***

See also the [assessment section on the University of Southern Denmark's recruitment portal](https://sdunet.dk/da/servicesider/hr/rekruttering-og-onboarding/vip/bedoem).

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| 1. Brief presentation of the applicant and their scientific career based on their CV.  2. Assessment of scientific qualifications  **2.1 List of publications**  **2.2 Accompanying publications**  **2.3 Research management and research collaboration**  **2.4 Repatriation of grants**  **2.5 Research plan**  **2.6 PhD level**  3. Assessment of teaching qualifications  **3.1 Teaching experience**  **3.2 Educational training**  **3.3 Teaching philosophy/educational approach**  **3.4 Teaching practice**  **3.5 Documentation**  4. Assessment of other qualifications  5. Concluding overall assessment |
| 6. Signature of assessor and date of signature |

***Appendix 1: detailed descriptions that may be used for inspiration for the assessment.***

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| 1. Short presentation of the Applicant and their Scientific Career based on their CV.  *Presentation of the applicant's name, final academic degree and year, as well as the name of the university that awarded the final degree.*  *Following this, an outline of the applicant’s academic career: Year of employment; study and research stays of a certain duration.*  *Periods of leave and employment outside academia are mentioned to indicate the real research time.*  *If the advertisement gives the opportunity to apply for several job categories, it must be stated which job category the applicant is applying for, and the assessment must be made in relation to the job category applied for.* |
| 2. Assessment of Scientific Qualifications  *Assessment of scientific qualifications is carried out on the basis of the submitted scientific publications and list of publications in relation to the applicant’s scientific degree.*  **2.1 List of publications**  *The overall production profile is described and assessed based on the scope, nature and academic breadth and relevance of the list of publications for the position in question. The assessment must be based on the applicant’s actual research time. If the list of publications covers areas that do not appear in the accompanying publications for assessment, this can be mentioned.*  **2.2 Accompanying publications**  *For each publication, the title, year and place of publication, status (published/not published, peer-reviewed, etc.) and type (e.g. monograph, journal article, PhD thesis, popular dissemination, conference contribution, etc.) are indicated. Co-authorship declarations are mentioned to document the applicant’s contribution to the publication.*  *All submitted publications must be included in the assessment; the publications can be grouped and assessed together where thematically it makes sense.*  *The publications are assessed based on the academic criteria set out in the notice. The assessment should weight the following assessed in relation to the academic level of the position applied for:*  *• Academic breadth and depth*  *• International impact and importance*  *• The degree of academic originality.*  *Bibliometric data: H-index or similar research impact can be mentioned where it makes sense academically.*  **2.3 Research management and research collaboration**  *If relevant, the applicant’s qualifications in terms of research management and research collaboration are assessed based on documented experience and skills.*  **2.4 Repatriation of grants**  *If relevant, mention fund applications and grants with stated amount, year and whether the applicant is the main applicant.*  **2.5 Research plan**  *If the advertisement requires the submission of a research plan, the assessment must contain a brief assessment of the plan and its perspectives in relation to the job content.*  **2.6 PhD level**  *The Danish position structure operates at PhD level and not only with an awarded PhD degree. The assessment committee may therefore, on the basis of the submitted material, assess that the PhD level has been achieved even without a PhD degree award or successful PhD defence. This assessment may, for example, be based on the manuscript for an unpublished thesis. It is important that the assessment can actually be carried out on the basis of the submitted material, so that a positive assessment of PhD level can take place.* |
| 3. Assessment of teaching qualifications  *The assessment of teaching qualifications is made on the basis of the accompanying teaching portfolio seen in relation to the basic principles of education at SDU about activating teaching and active learning.*  *See also* [*the University of Southern Denmark's guidance for assessing teaching portfolios*](https://sdunet.dk/da/servicesider/hr/rekruttering-og-onboarding/vip/bedoem/guide-til-bedommelse).  **3.1 Teaching experience**  *The breadth and scope of the applicant’s teaching experience is assessed based on e.g. subject, institution, target group/level, teaching method(s), language of teaching and number of hours taught. If the descriptions of breadth and scope are too superficial/general to be assessed, this should be mentioned in the statement.*  *The applicant’s level of pedagogical competence can be assessed based on* [*the University of Southern Denmark’s Pedagogical Competence Profile.*](https://www.sdu.dk/da/om_sdu/institutter_centre/c_unipaedagogik/kursusudbud/sdu_kompetenceprofil)  **3.2 Educational training**  *What formal educational training/other educational training does the applicant have?*   * *For example, completed Pedagogical Competence Profile, educational courses* * *For example, participation in educational conferences, workshops and/or seminars* * *For example, educational dissemination in the form of publications and/or oral presentations*   **3.3 Teaching philosophy/educational approach**  How does the education in the application align with SDU’s underlying principle of education on activating teaching and active learning? ‘Educational approach’ refers to the lecturer’s own thoughts about teaching and/or values that are based on the lecturer’s own knowledge and experience. If descriptions of a teaching philosophy are too rudimentary/absent to be assessed, this should be mentioned in the statement.  **3.4 Teaching practice**  *How do the described examples of the applicant’s teaching practice align with SDU's underlying principle of education on activating teaching and active learning?*   * *What experience does the applicant have with curriculum development? For example, curriculum development, study board work, course development, development of learning activities, etc.* * *What experience does the applicant have with educational collaboration? For example, educational networks, educational projects, etc.*   *If descriptions of teaching practice are absent/too rudimentary to be assessed, this should be mentioned in the statement.*  **3.5 Documentation**  *Is the documentation for key claims sufficient and relevant? Documentation may include appendices/links which:*   * *constitute evidence of quality from others than the applicant, such as course evaluations, statements, evidence, awards, etc.* * *exhibit relevant educational products, such as course descriptions, study guides, assignments, course websites, feedback tools, etc.* |
| 4. Assessment of other qualifications  *Based on the wording of the job advertisement and on the application, CV and any other accompanying material, the applicant’s other qualifications are assessed within, for instance, internationalisation, management, peer review, assessment committee work, administration, talent development, knowledge exchange with the surrounding community, academic, professional and collegial positions of trust, academic citizenship broadly speaking, such as academic discussions with colleagues, networking, collaboration and development of a collegial working environment.* |
| 5. Concluding overall assessment  *The concluding overall evaluation of the assessment must summarise the previous sections on research, teaching and other qualifications, after which it must be unambiguously concluded whether the applicant is qualified or unqualified for the advertised position in relation to the content of the position and qualification level. The qualification assessment may not be graded, and the applicant may not be graded in relation to other applicants.* |
| 6. Signature of assessor and date of signature |