
GUIDELINES FOR ASSESSMENT COMMITTEES

Professor-, associate professor, senior researcher, tenure-track assistant professor, assistant professor and researcher

AT ARTS, AARHUS UNIVERSITY

Decided by the faculty management team, Arts

In force from 10 June 2022. Revised April 2024 and January 2025.

Indholdsfortegnelse

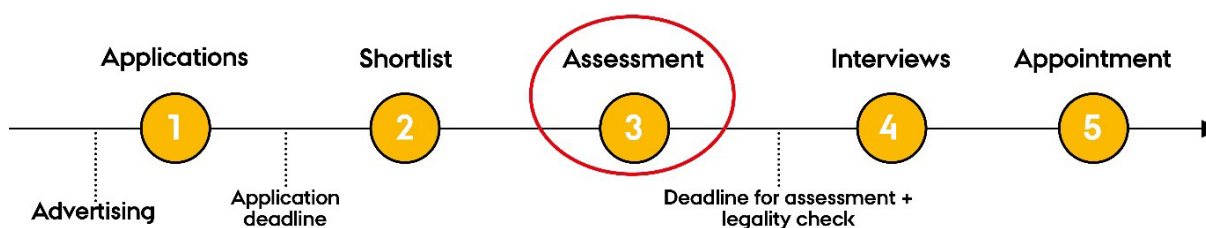
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Introduction

These guidelines relate to the following main academic positions:

- Assistant professor level: Assistant professor, tenure-track assistant professor, researcher
- Associate professor level: Associate professor, senior researcher
- Professor level: Professor

The positions of postdoc and research assistant are described in separate assessment guidelines.



1. Objective of the guidelines

The objective of these guidelines is to inform the chair and members of assessment committees of the formal framework and specific use of the committee's work in assessing and evaluating individual applicants for main academic positions at the Faculty of Arts.

With a view to ensuring the uniformity and quality of their work, members of assessment committees must read these guidelines before starting the task of assessment and must use them actively when making their assessments.

The guidelines describe in brief the recruitment process (to which academic assessments make a major contribution), as well as describing what assessments must contain and explaining why. The guidelines describe the tasks and obligations of the chair and committee members respectively, as well as containing a template for academic assessments.

The work of assessment committees is founded on the job advertisement in question, the faculty's academic recognition criteria, and the ministerial order on job structure for academic staff at universities, 2019.

Assessments are subject to the faculty's own guidelines regarding advertising for, assessing and appointing academic staff at the Faculty of Arts, Denmark's ministerial order no. 242 of 13/03/2012 on the appointment of academic staff at universities, and Aarhus University's joint guidelines for assessments etc. See page 11. Rules and regulations of the guidelines below for further references.

1.a Academic assessment as part of the process of recruiting academic staff

The work done by academic assessment committees is a vital part of the recruitment process. The aim is to provide a basis for selecting the best qualified applicants for job interviews, and for making subsequent offers of employment.

The appointment committee will produce a shortlist of applicants before the assessment committee start their work, assisted by the chair of the assessment committee, who is also a member of the appointment committee.

The applicants who are shortlisted for assessment will receive a mail informing them that they are on the shortlist, as well as being informed of the composition of the assessment committee and the timeframe for the assessment. The applicants will not be informed of the identity of the other applicants.

1.b Objective of the academic assessment

The objective of the academic assessment of applicants for academic positions is to provide the appointment committee and a delegation from the dean with an impartial, academically sound and carefully considered written basis for selecting applicants for an interview and subsequent employment.

Consequently, based on:

- 1) The specific qualifications required in the job advertisement and
- 2) The general qualifications stipulated in the job structure for a given job category and
- 3) The guidelines for academic recognition criteria at the Faculty of Arts

The academic assessment must:

- a) Contain an academically comprehensive and well-founded assessment of the all-round academic qualifications of each individual applicant in relation to the position in question and the general academic level of each applicant, as well as assessing each applicant's other qualifications and competences.
- b) Constitute a valid and impartial decision-making basis for non-specialist decision-makers on the appointment committee. It must be written in such a manner that the appointment committee do not need to consult the material that has been submitted by the applicants.

The assessment committee may not prioritise the applicants in relation to each other. They may only conclude that applicants are either qualified or not qualified, without modifying these terms in any way.

2. Tasks and obligations of the assessment committee

2.a Confidentiality

Under the Danish Public Administration Act (*forvaltningsloven*) and Penal Code (*straffeloven*), members of assessment committees have a duty of confidentiality with regard to the confidential information to which the task of assessment gives them access. This means that members of the assessment committee may not divulge any information about applicants to anyone who is not part of the recruitment process. Under the Danish Public Administration Act, information concerning the private circumstances of individuals is confidential. The information that a particular individual has applied for a position is confidential.

Pursuant to the Danish Penal Code, this duty of confidentiality does *not* cease to apply when the task of assessment for Aarhus University has been concluded.

2.b Conflicts of interest

As a general rule, members of assessment committees who have a close relationship with an applicant may not take part in the academic assessment of this applicant. Nor may co-authors take part in the assessment of applicants with whom they have co-authored articles. The issue of conflicts of interest in relation to co-publications will be evaluated by the head of school and Arts HR with due consideration for the degree of co-authorship, the time of publication, and the importance attached to the work concerned in the assessment.

The school will investigate the committee members with a view to discovering any conflicts of interest before the assessment committee is set up and approved. If any members of an assessment committee feel that they have a conflict of interest in relation to any applicants, or if they are in any doubt about this, they must inform the school and/or Arts HR, after which the issue of conflict of interest will be evaluated specifically.

When applicants are informed about the composition of their assessment committee, they are entitled to inform the school of any possible conflict of interest among the assessors, who will then be investigated by the head of school and Arts HR. Any assessment committee members with a conflict of interest will be replaced. Violation of the rules on conflicts of interest may result in assessments being declared invalid.

During the assessment process, assessment committee members may not have any contact with applicants regarding issues relating to the assessment. All contact between applicants and assessment committees must go through Arts HR.

2.c Starting the assessment process

Once the applicants have been shortlisted by the appointment committee, the task of assessment by the assessment committee begins following the receipt of a joint mail from Arts HR giving the assessment committee members:

Electronic access to the application material, a link to these guidelines, the deadline for the task of assessment (normally two months), the entire text of the job advertisement, a link to GDPR instructions, and information about confidentiality.

2.d Special tasks of the chair of the committee

The chair is responsible for the quality assurance of the assessments to ensure that they comply with the standards stated in these guidelines (pp. 6-9). The chair must also remove any editorial and linguistic inconsistencies resulting from the division of tasks in the committee.

The chair is responsible for ensuring that the deadline for assessments is met. In special circumstances, the deadline for submitting assessments can be extended by arrangement with the head of school.

The chair must enter the final assessments in AU's electronic recruitment system and then inform Arts HR immediately by mail that the committee's assessment work has been completed, and that Arts HR can therefore continue the process.

After a legality check by the school's HR partner and a staff member appointed by the head of school, the chair must discuss any need to supplement and revise the assessments with the school's

HR partner. The chair must make the agreed changes in the electronic recruitment system, and must ensure that changes are approved by the rest of the assessment committee.

The chair is a member of the appointment committee and assists the appointment committee with the task of shortlisting applicants.

2.e Tasks of all the committee members

Members of the assessment committee are the only people who can take part in the work of the committee.

All the assessment committee members must become sufficiently familiar with the wording of the job advertisement and the material submitted by the applicants to make academic, objective and individual assessments possible.

The assessment committee must clearly indicate and give reasons why each applicant is deemed to be either qualified or not qualified for the position in question. The final conclusion must not be prioritised. But it must contain reasons, including an assessment of how well qualified and how well matched each applicant is for the position in question. In other words, descriptions are not sufficient: objective and actual assessments are required.

The committee may not include any material other than the material that has been submitted by the applicants for assessment. The applicant is responsible for uploading the correct material by the application deadline.

Assessments are performed by the committee jointly. However, the committee may agree to divide the applicants between them, after which draft assessments can be drawn up, discussed and finalised by the entire assessment committee.

If an assessment committee cannot agree as to whether an applicant is qualified or not qualified, the reasons for these differences of opinion must be explained and stated in the assessment.

After a review of the entire field of applicants, and based on an academic assessment, the assessment committee may choose to include applicants who were not originally shortlisted and then assess them within a given timeframe. If the entire assessment committee wishes to do this, the chair will inform the head of school within a deadline of three weeks of the names of the applicants in question, after which Arts HR will perform the administrative steps required in order to expand the shortlist of applicants.

2.f Re-advertisement - equality and diversity

If the assessment committee declares fewer than 3 applicants qualified for the position, the position must be re-advertised.

3. Formal requirements for academic assessments

Academic assessments must be made using the template below, ensuring that they contain clear premises for each assessment and a clearly reasoned conclusion.

Assessment committees may not add any extra qualification requirements other than those stated in the job advertisement, the faculty's academic recognition criteria and the job structure.

Recommendations and references may not be included in the assessment.

The assessment must be written in English, apart from cases in which all the assessment committee members can read/write Danish and the applicant has written the application in Danish.

Academic assessments must contain the following sections:

1. A brief presentation of the applicant and their academic career, including the most relevant parts of their curriculum vitae.
2. An assessment of research qualifications based on a publication list, the attached publications organised in groups or types, experience of research management, and the enclosed research plan.
3. An assessment of teaching qualifications including supervision, as stated in the teaching portfolio that has been submitted.
4. An assessment of other qualifications in relation to the position in question.
5. A final all-round evaluation which clearly concludes and states the reasons why the applicant is either *qualified* or *not qualified* for the position that has been advertised, based on the points listed above, the criteria of the job advertisement, and the statement of academic level in the job structure.

Re. 1. Brief presentation of the applicant and their career

A presentation of the applicant's name, their final academic degree, the year it was achieved, and the name of the university that awarded the degree.

The main features of their academic career: dates of previous employment and current employment (when relevant), and periods of study or research of a certain duration.

Periods of leave (this is necessary to reveal the actual research time available to applicants). The reasons for periods of leave are not relevant in this connection.

If the job advertisement invites applicants to apply for more than one category of position (assistant/associate professor), assessments must state which category the applicant is applying for. The assessment committee must only produce an academic assessment relating to the category of position for which the applicant is applying.

Re. 2. Assessment of academic qualifications

The overall academic level of the applicants must be assessed based on the enclosed academic publications and publication list in relation to the applicant's academic degree.

a. List of publications

The overall production profile must be described and assessed in relation to the extent, nature and academic breadth and relevance of the overall publication list for the position in question. The scope of the applicant's production must be assessed based on the actual research time available (having deducted periods of leave and employment outside academia.) If the list of publications includes fields which are not stated in the material that has been submitted for assessment, this can be mentioned.

b. Assessment of publications submitted

The following information must be stated for each of the publications submitted: title, year and place of publication, status (published/not published, peer reviewed etc.) Any statements by co-authors should be mentioned with a view to documenting the contribution made by the applicant to the publication in question.

Each publication should be characterised – for instance as a monograph, journal article, PhD dissertation, popular presentation or conference contribution.

The academic publications must be assessed on the basis of the academic criteria stated in the job advertisement.

All the publications must be included in the assessment, but they can be evaluated in groups when it makes sense to do this. The assessment of academic publications should also attach importance to the following parameters, evaluated in relation to the academic level of the position in question.

- Academic scope and depth
- International impact and importance
- Degree of academic originality

c. Research management and collaborations

When this is relevant in relation to the category of position in question, the assessment of an applicant's qualifications in terms of research management and research collaboration should include an evaluation of their documented experience in this area.

d. Attracting external funding

When relevant, funding applications and grants should be included, stating the amount and date, and whether the applicant was the main applicant.

e. Research plan

If the job advertisement requires applicants to submit a research plan, the assessment must contain a brief evaluation of the plan and its perspectives in relation to the content of the position concerned. If the job advertisement states that a research plan is required but no research plan has been provided, this must be stated in the assessment.

f. Bibliometric data

The H index or similar research impact figure can be mentioned if this is relevant in relation to the position in question.

g. PhD degree or PhD level

The Danish job structure uses the concept of “PhD level” instead of “PhD degree” alone; so based on the material that has been submitted, the assessment committee may conclude that PhD level has been achieved even though applicants have not been awarded a PhD degree or passed a PhD defence. Manuscripts for unpublished dissertations may be relevant in this connection. It is important that assessments can actually be performed based on the material that has been submitted if the achievement of PhD level is to be confirmed.

Re. 3. Assessment of teaching qualifications

The assessment of teaching qualifications must take account of the requirements for various categories of position, cf. the ministerial order on job structure for academic staff at universities and the job advertisement.

The assessment of teaching qualifications is based on the teaching portfolio that has been submitted, cf. [Aarhus University's guidelines on teaching portfolios for appointments in academic positions](#)

The assessment of teaching experience must contain an evaluation of the extent and variation of this experience. In other words, whether the applicant has:

- Gained experience of teaching at several levels (for instance BA, MA and PhD level)
- Gained experience of various forms of teaching (for instance classroom teaching, lecturing and various types of supervision)
- Expanded their knowledge of educational theory in university teaching on an ongoing basis
- Been involved in developing new forms of teaching and degree programme elements

The assessment should state whether the applicant can teach specific courses or disciplines if the job advertisement indicates that this will be necessary.

The assessment must also state whether the applicant has passed a teacher training programme for assistant professors or any similar course, as well as containing an assessment of any other documented, relevant teaching experience and teaching evaluations.

Re. 4. Other qualifications

Based on the wording of the job advertisement, the application, the applicant's CV and any other material, there must be an assessment of the applicant's other qualifications with regard to internationalisation, management, peer review, assessment committees, administration, talent development, knowledge exchange with society, academic and collegiate positions of trust, and academic citizenship broadly speaking (for instance collegiate feedback, networks, collaboration and the development of a collegiate working environment).

Re. 5. Concluding overall assessment

The concluding overall assessment must summarise the previous sections on research, teaching and other qualifications; and on this basis there must be a clear conclusion as to whether the applicant is deemed to be qualified or not qualified for the position that has been advertised in relation to the content of the position and qualification level.

The assessment committee's conclusion must be clear and unconditional. This means that there must be no doubt about the assessment of qualifications.

4. Further processing of assessments

Legality check and potential revision of assessments

In collaboration with the head of school or a member of staff appointed by the head of school, the HR partner carries out a legality check of the assessments. If the legality check reveals that the assessments do not comply with the guidelines described in this document, and that consequently they do not provide a satisfactory basis for the decision of the appointment committee, the committee (via the chair) will be asked to supplement and revise their assessments. Any amendments are subject to the approval of the entire assessment committee.

If there is still no adequate decision-making basis despite such revisions, the position cannot be filled.

Informing applicants about the wording of assessments

After final approval, the assessments are sent to the individual applicants. Any comments by applicants regarding their assessments should be sent to Arts HR, who will present them to the chair asking for the committee's response. Arts HR will inform the applicant in question of the committee's response to their comments. The appointment committee will be informed of any amendments.

As a general rule, comments made by applicants do not delay the appointment procedure.

Fee for assessment work

Once the task of assessment has been completed, external members of the assessment committee will receive an email containing information about what they need to do (and how they need to do it), thereby enabling AU to pay them a fee for the task of assessment.

The hours of work spent on the task by internal members of assessment committees will be registered in accordance with the faculty's agreement on working hours relating to the task of assessment.

5. Template for assessments

You will find this template [here](#)

6. Rules and regulations

Faculty of Arts guidelines

[Guidelines regarding advertising for, assessing and appointing academic staff at the Faculty of Arts](#)

Job structure

The qualification requirements and job content for each category of position are stated in:

[Ministerial order on job structure for academic staff at universities](#) of 11 December 2019

Ministerial order on the appointment of academic staff at universities

The basis of the appointment procedure is the Ministry of Higher Education and Science's ministerial order on the appointment of academic staff at universities no. 242 of 13 March 2012 ([the Appointment Order](#)), which states the current rules governing job advertisements and the form and content of assessments.

Aarhus University

AU's requirements regarding the composition and impartiality of assessment committees are defined in:

[Guidelines in connection with the appointment of academic staff at Aarhus University](#)

[Code of practice for the recruitment of permanent members of academic staff](#)

[Guidelines regarding confidentiality and GDPR for appointment, assessment and advisory committees.](#)