



UNIVERSITY OF GOTHENBURG  
THE SAHLGRENSKA ACADEMY

## Rules for docentships at the Sahlgrenska Academy

*Established by the Board of the Sahlgrenska Academy on 6 May, 2011*

“Docent” is an abbreviation of the previous title “Magister Docens”, from the Latin “doceo” – to teach, instruct, educate. A docent is a scientifically educated person with a documented scientific and pedagogical approach and way of working. A docent is able to independently acquire scientific knowledge and has an ability to convey it to others. A docent at the Sahlgrenska Academy must therefore meet high standards in terms of both scientific and teaching ability.

Following his or her PhD, a docent at the Sahlgrenska Academy should have gained in initiative and ability to undertake quality research independently of previous cooperation partners. A docent should have a documented ability to initiate, conduct and publish results from his or her own projects and the potential to be granted funds to finance these projects.

A docent at the Sahlgrenska Academy should have in-depth expert knowledge within his or her subject, which is defined by the docent’s title, and the ability to communicate with others in a clear and well-informed manner. The docent should also have a clear connection with, and be of direct benefit to the Sahlgrenska Academy.

A docentship brings with it both rights and obligations. Docents at the Sahlgrenska Academy are entitled to carry out research at the faculty. However, the Sahlgrenska Academy is entitled to require that docents be involved in tuition and other tasks, such as supervision, grading committees, expert assignments and duties such as faculty opponent.

Docents appointed by the Sahlgrenska Academy have their docentship at the Academy for a period of six years, with the possibility of an extension.

## Eligibility

To be eligible for a docentship at the Sahlgrenska Academy, applicants must meet the following requirements within the subject of the docentship:

- scientific ability and independence
- pedagogical skills and independence
- expertise within a specific field
- connection with the Sahlgrenska Academy

All of these criteria are of equal importance and are not listed in order of importance.

Expertise and qualifications within one field cannot compensate for deficiencies in terms of expertise and qualifications in another field. Equal consideration will be given to assessment of all the criteria.

## Assessment of applications for docentships

A committee appointed by the Board prepares the cases. The rules relating to the committee are available in the Sahlgrenska Academy's Work and Delegation Ordinance.

The relevant Head of Institute at the Sahlgrenska Academy assesses applicants' education, scientific and teaching ability and their expertise within a specific field. The relevant Head of Institute should also provide a statement on an applicant's independence following the defence of his or her thesis, teaching activities and teaching skills. The statement should also express an opinion on the benefit that the docentship in question would have to research and tuition at the Sahlgrenska Academy.

An applicant's education, scientific and teaching ability, and their expertise within a specific field are then assessed by an external expert.

## Scientific ability and independence

In addition to what is required for their PhD, applicants must provide details of their scientific ability and ability to conduct independent research in their total output.

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## **Scientific ability**

Scientific ability is usually documented in the form of original pieces of work, i.e. articles that have been published or accepted for publication in reputable international, English-language journals with a peer review system and that contain original data.

Applicants must provide details of approximately 15 original pieces of work, including those pieces of work that are part of the applicant's doctoral thesis. Particular assessment is made of what is termed monograph work. Normally, summary articles or articles in supplements of journals, proceedings, case descriptions etc. may not be accepted as the original work required.

Work carried out before the thesis may be accepted. The majority of the approximately 15 original pieces of work should have been carried out after defence of the applicant's thesis. More or fewer than 15 original pieces of work may be required/accepted, depending on the scientific quality of the articles, the number of authors, the order of the authors, etc. To make it easier to assess scientific articles outside the area of expertise of a member of the Board, the respective journal's "impact factor" should be stated.

If other criteria are met, articles in other languages may be included. Articles accepted for publication must be supported by a letter of acceptance.

## **Scientific independence**

Scientific independence may be established by, for example, applicants being senior representatives of their field of research and/or having undertaken their own consistent line of research in addition to their thesis work. At least two original pieces of work since the defence of the applicant's thesis must have been issued as first or last author and without any previous supervisors being co-authors.

Applicants must state whether they are the principal author or, if not, their role in the research in the work cited. Applicants must also mark two pieces of work to be considered as the main pieces of work for the assessment of scientific independence.

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Applicants must have provided their own particular expertise to a research group and/or have their own research profile. This must be set out clearly in the research plan enclosed with the application.

Experience of research within a research group other than the group within which the applicant defended his/her doctoral thesis is of merit when applying for a docentship. A research grant as the principal or national/international coordinator and experience as a referee for international journals are also of merit.

## Pedagogical skills and independence

### **Pedagogical skills**

By pedagogical skills, the Sahlgrenska Academy is referring to the ability to plan, carry out, evaluate and analyse teaching and education based on scientific and proven experience. Activities may vary, e.g. at undergraduate, graduate or postgraduate level, within further education or pedagogical activities aimed at the general public.

Ability is acquired partly by a) formal teacher training, and partly by b) teaching assignments of various kinds.

The purpose of the teacher training is to provide the scientific tools to pursue and develop teaching. Pedagogical skills can be attained in various ways. However, three main requirements need to be satisfied:

- basic university teacher training
- training in supervising doctoral students
- independent work in university teaching skills

The independent work should focus on a pedagogical problem taken from the applicant's teaching experience within or outside the Academy. The work should be presented partly in writing, partly verbally. The written work should be produced according to scientific principles.

After consulting with the Docent Committee, the Dean decides on the instructions that may be required regarding course requirements (equivalent).

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Approximately 120 hours (45-60 min) of actual teaching time (not including preparatory and follow-up work) is required in order to fulfil the requirement for teaching activity. Teaching qualifications may include a university education at undergraduate, graduate or doctoral level, within further education and lectures aimed at the general public. Teaching that is conducted within ordinary activities at a clinic or laboratory is not recognised as teaching time; neither is clinical supervision within undergraduate, graduate or specialist education.

The teaching may have been conducted under various forms, for example lectures to large groups, seminars, demonstrations, laboratory lesson supervision, specially organised clinical teaching and group supervision within postgraduate education, as well as supervision of students within specific project or degree work and postgraduate education. Deviations above or below the guideline figure of 120 hours may be required or accepted, depending on the quality, level, breadth and scope of the teaching.

For chief supervision of project or degree work (15 higher education credits or 30 higher education credits works) and postgraduate students, one hour per student and week is recognised. However, supervision may not constitute more than 50 percent (60 hours) of the total recognised teaching time. For joint supervision, the applicant's own contribution should be evaluated, i.e. 50 percent, 25 percent or less compared with the main supervisor.

The scope of the teaching should normally be certified by the director of studies, course provider or equivalent.

### **Pedagogical independence**

For docentships at the Sahlgrenska Academy it is also important to maintain independence in teaching activities. This could, for example, relate to course responsibility and supervision of scientific projects or degree work, as well as pedagogical development work, authorship of teaching material and scientific educational articles, participation in educational conferences.

### **Additional rules regarding teacher training**

The requirements are satisfied by a pass in the following courses (1-3) at the University of Gothenburg.

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1: Supervision in Postgraduate Programmes (5 hec, HPE201)

2:

Teaching and Learning in Higher Education in Health Science (5 hec, MED262)

or

Facilitating Medical Students' Learning in Clinical Practice (5 hec, MED922)

or

Teaching and Learning in Higher Education2: Subject Field Pedagogy (5 hec, HPE102)

or

Higher Education Pedagogics (15 hec, VP5020)

3:

Teaching and Learning in Higher Education 3: Applied Analysis (5 hec, HPE103)

or

Applicant's pedagogical project work (see below)

The Docentship Committee can examine whether other courses in university teaching and supervision in postgraduate programmes meet the requirements.

#### *Applicant's pedagogical project work*

An applicant's own pedagogical work can be performed, which does not come within the framework of a teaching course. This should be conducted under supervision and the supervisor should have completed a teaching course equivalent to a minimum of 15 higher education credits, or have knowledge and experience that the Docentship Committee deems to be of satisfactory level. The supervisor may be involved in the applicant's own activities or work at the Department of Education and Special Education at the University of Gothenburg.

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The supervisor should take part in the planning of the work and assist with the work itself. The supervisor should also examine and approve the work before it is submitted to the Docentship Committee, and take part in the seminar at which the project is verbally presented.

The pedagogical project work should be about a pedagogical problem taken from the applicant's university teaching activities (undergraduate, graduate, postgraduate or further education), or outside the Academy (laypeople or general public). The work should be presented partly in writing, partly verbally.

The written work should be produced according to scientific principles, i.e.

- the purpose of the work should be clearly stated
- the work should be about a problem regarding learning and education
- the background to the issue should be described and analysed
- the work should contain either analysis of empirical data and the applicant's own experience, or analysis of governing documents, course material or pedagogical literature
- the results of the above should be problematised and discussed in relation to pedagogical literature
- the work should contain a conclusion, as well as implications for the applicant's own teaching
- the work should be logically constructed and it should be possible for people without expert knowledge within the field to read it

The written account must be approved by members of the Docentship Committee before the verbal presentation. The verbal presentation takes place during a seminar (approx. 60 min). The supervisor must attend the seminar and approve the presentation. A certificate approving the presentation must be signed by the supervisor.

If, in addition, the applicant has completed independent work within a pedagogical course, then this should also be submitted to the Docentship Committee, together with the pedagogical project work.

Applicants may carry out the pedagogical project work before applying for a docentship.

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## Expertise within a specific field

For docentships, the applicant is required – in addition to what is required for a PhD – to have proven in-depth and broadened expertise within one of the Sahlgrenska Academy's docentship subjects. Furthermore, the applicant is required to, over a period of at least two years following the defence of their thesis, have been associated with an academic department within the relevant subject area. During this period, the applicant must have actively participated in the development of the subject area and education within the subject.

For docentships in clinical subjects, specialist expertise or equivalent is required within the clinical specialty linked to the main subject (in clinical subjects that have no formal specialist expertise, the applicant must have completed the equivalent course). In other cases, the docentship is given a different name, usually with the prefix "experimental".

## Connection with the Sahlgrenska Academy

To be appointed a docent at the Sahlgrenska Academy, applicants need to have a connection to the Academy and the docentship must be deemed beneficial to research and education at the Academy.

The connection may be in the form of employment at the Sahlgrenska Academy, Sahlgrenska University Hospital or other hospitals and health centres or clinics in the Region Västra Götaland or primary care, or at the Public Dental Care Västra Götaland. The connection may also be via employment at a company that works in close cooperation with the Sahlgrenska Academy. The connection could also be in a different form, in which case the relevant Head of Department will assess the connection, together with its benefit to the Academy.

In cases where a docent is considered to have lost his or her connection to the Sahlgrenska Academy, or has acted in a way that seriously damages the reputation of the Academy, the Academy Board may decide to revoke the decision to appoint a docentship. The docent will then lose the rights and obligations that came with the connection, and be struck off the docent register.

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## Transfer of docentship

Docents at the Sahlgrenska Academy, at a different faculty within the University of Gothenburg or at another educational institution may on application have their docentship transferred to a new subject or to the Sahlgrenska Academy. This also applies to those who have previously been appointed docent at the Sahlgrenska Academy, but who have lost their formal connection to the Academy. When transferring to a new subject, the applicant must have been active for at least two years within research and education in the new docentship subject.

One condition for transfer is that the applicant loses his or her connection to previous subjects or previous faculties/higher education institutions.

## Renewal of docentship connection

A reminder and reference to applicable regulations will be sent to the docent and the relevant Head of Institute no later than nine months prior to the date the connection expires.

If the docent wishes to extend the connection to the Sahlgrenska Academy, such an application must be submitted to the Academy Board no later than three months prior to the date the connection period expires. The application should contain a summary of the activities that have been pursued during the six-year period and that have been of benefit to research and education at the Sahlgrenska Academy. This includes scientific output, as well as teaching assignments and administrative assignments during the period. Furthermore, a summary should be submitted containing details of planned activity during the next six-year period.

The relevant Head of Department should attach a statement regarding the benefit of the docentship to the Sahlgrenska Academy during the previous six-year period, as well as anticipated benefits of the docentship during the coming period.

If a reminder is not sent within the time stipulated, the docent will not lose his or her formal connection to the Sahlgrenska Academy until, at the earliest, nine months following the date the reminder is sent. If, despite receiving a reminder within the time stipulated, a docent does not apply to extend no later than three months before the current connection period expires, then there is a risk that the application will not be processed in time and that the connection

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will therefore cease for a period of time. If an application has not been received when the connection period expires, the docent will automatically lose his or her connection to the Sahlgrenska Academy and will no longer have the title of docent. The docent will then lose the rights and obligations that came with the connection, and be struck off the docent register.

## Other rules and instructions

The instructions that are generally required as a basis for decisions, and decisions regarding applications for a docentship are made by the Dean following consultation with the Docentship Committee. The same applies for decisions regarding docentship subjects.

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