Career development plan and half time evaluation of Assistant Professors

Guideline no. 6/14
Effective as of 1 April 2014.
Decided by KTH Faculty Council (minutes no. 2/2014)

This guideline contains instructions for the career development plan and half time evaluation of Assistant Professors. The career development plan shall be created at the beginning of the appointment and the half time evaluation shall be carried out two years at the latest after the start of the appointment in question.

I. Career development plan

The idea of the career development plan is firstly to carry out an individualised planning of career development support and training/education inputs for the entire period. This is done to satisfy the individual’s needs and wishes. The idea is also to provide continuous feedback of, and the possibility to discuss and reflect on, the individual’s career development and how the individual’s own qualifications are developed in relation to the requirements for promotion to the post of Associate Professor.

The career development plan is drawn up in relation to the agreement about the appointment’s content, which is to be concluded for all new appointments (as per Section 30 of the KTH appointments procedure for teachers). The agreement describes the individual’s tasks, the resources available, starting grant etc.

The career development plan shall be drawn up in connection with the appointment and be followed up and updated once a year. The Future Faculty responsible (FFA) is in charge of ensuring that this takes place. In drawing up and monitoring the career development plan there is participation from FFA, the immediate supervisor and others who the FFA considers appropriate. It is crucial that the career development plan is realistic and adapted to the individual concerned and the field in which he or she is active. The task for the FFA and the immediate supervisor is to contribute their knowledge so that good career planning is achieved.

It should be noted here that an important activity in the Partners in Learning programme (PIL), normally undertaken at the start of the period, is to reflect over one’s career development. The plan described here can sensibly be used as background material in the PIL programme.

The career development plan describes the development over the whole period as Assistant Professor under the following headings. These are closely tied to the criteria that shall be assessed in the half time evaluation for Assistant Professors and that shall lead on to the promotion to Associate Professor (see below).
**Pedagogical qualifications**
Where the acquisition of pedagogical/educational qualifications is concerned, the following perspectives are important:

- Carrying out high quality teaching, examination and supervision.
- Work with educational development, e.g. in the form of new courses or pedagogical methods.
- Higher education pedagogy comprising at least 15 ECTS (hp).

The planning should describe concrete activities and interim goals (milestones) for the three perspectives. This could include, for example: to develop a course at second cycle level or third cycle level within the individual’s own field, to be a course supervisor and examiner in a major course at first cycle level, to review which formal higher education pedagogy inputs should be carried out during this period or other relevant items adapted to the individual’s situation.

The inputs carried out also depend on which type of teaching there is a need for in the relevant field and on the tasks that are described in the agreement concerning the appointment’s content.

A tentative time plan of the relevant activities shall be formulated.

**Research qualifications**
In the acquisition of research qualifications, the following perspectives are important:

- To establish new collaboration partnerships and an individualised research focus.
- High quality research illustrated e.g. through publications.
- External funding from research councils, industry, etc.
- Experience of supervision, as assistant supervisor for doctoral students, supervisor for final-year project students, etc.

The planning should describe concrete activities and interim goals (milestones) for the four perspectives above. This could be, for example: to obtain experience from supervision as assistant supervisor or degree project supervisor; to undergo supervisor training, for example research supervision (LH207V); a rough quantitative objective for research production in the form of publications which are adapted to the situation of the individual concerned; goals of establishing new collaboration partnerships and establishing new research priorities; goals concerning funding applications and external funding adapted to the situation of the individual concerned, or indeed others related to the individual’s own situation.

A tentative time plan of the relevant activities shall be formulated.

**Qualifications for leadership etc.**
An academic career also includes management and administrative tasks such as course responsibilities, supervision of doctoral students, project management of research projects, assignments on behalf of the Head of Department, Faculty Board tasks, assignments on behalf of research councils, academic journals, etc. This means that the academic leadership shall be developed; which is then also assessed on testing for career advancement.
It is also essential to develop one’s spoken and written language, in the first place Swedish and English.

The planning of development within this area should describe certain concrete activities and interim goals that involve developing one’s own professional role and taking leadership responsibility. This could include the following: through the PIL programme establishing a relationship to a mentor; taking on the role of project manager in collaboration projects in research; leading development activities in first cycle education, or indeed others related to the individual’s own situation.

A tentative time plan of the relevant activities shall be formulated.

**Compilation of activities undertaken**

The actual career plan lists the concrete activities and when they are intended to be carried out, and also the interim goals (milestones) established, and when these are expected to be achieved.

**II. Half time evaluation and information on advancement**

The objective of the half time evaluation is to support and guide the Assistant Professor on the basis of the employment profile’s defined requirements in respect of the work description, competence and grounds of assessment and also to inform about what is expected in terms of promotion in relation to the performance at the interim assessment.

The particular School at KTH where the Assistant Professor is active has responsibility for carrying out the half time evaluation, two years at the latest after the appointment was commenced.

The documentary basis for the half time evaluation is a self-evaluation written by the person who shall be assessed and that addresses certain specific issues in accordance with what is set out below. The self-evaluation is submitted to the Dean of the School who has a follow-up meeting with the Assistant Professor. At the follow-up meeting, the Dean shall provide the Assistant Professor with feedback concerning the half time evaluation. Following this, a written self-evaluation with the Dean’s recommendations is submitted to the Future Faculty responsible (FFA) and the Assistant Professor concerned.

The half time evaluation shall be based on the rules and regulations concerning promotion in KTH’s Appointments procedure (internal regulation 2/2014), and the rules concerning the employment structure in tenure track for the academic career development plan (internal regulation 1/2010).

**Pedagogical qualifications**

The Assistant Professor should consider and discuss her/his position in relation to the requirements that are mentioned in the regulatory framework and in respect of the situation in her/his subject field.

In respect of the career development plan perspective for pedagogical qualification acquisition, the Assistant Professor shall reflect on the following:
• How far have you come now in your pedagogical qualification acquisition?
• Formulate your own vision or strategic objective for your pedagogical activities.
• What do you need to focus on in the next few years?
• Which formal education or training courses etc. concerning pedagogy have you undertaken?
• Which additional education or training course/s do you require, or would benefit from?

**Research qualifications**
The Assistant Professor should consider and discuss her/his situation in relation to the requirements that are mentioned in the regulatory framework and in respect of the situation in her/his subject field.

In respect of the career development plan perspective for research qualification acquisition, the Assistant Professor shall reflect on the following:

• How far have you come now in your research qualifications?
• Formulate your own vision or strategic objective for your research-related activities.
• What do you need to focus on over the next few years?
• Which formal programmes or courses etc. concerning research issues have you undertaken?
• Which additional education in this area do you require or would benefit from?

**Qualifications for leadership, employeship etc.**
The Associate Professor should consider and discuss her/his situation in relation to the requirements that are mentioned in the regulatory framework and in respect of the situation in her/his subject field.

Examples of leadership competence and administration skills within

• First cycle education, in relation to students, other teachers, etc.
• Research collaboration and research projects requiring collaboration.
• Supervision.

Taking account of these perspectives, the Associate Professor should reflect on the following:

• How far have you come in the development of your leadership and in your experience of administrative tasks?
• Formulate your own vision or strategic objective for your leadership.
• What do you need to focus on in the next few years?
• Which formal education, courses etc., concerning leadership and management have you undertaken? Which additional education or training in this area do you require or would benefit from?
Viewpoints in summary

- Have you, in general, a satisfactory picture of what is expected of you for advancement to the post of Associate Professor?
- Which competence development otherwise might you require?
- Have you any other viewpoints concerning your situation and your possibilities of achieving the advancement?

Information on promotion

Training position
The appointment as Associate Professor is Career development positions under Ch. 4 Section 12 a of the Higher Education Ordinance (1993:100). The appointment is limited in time and the purpose of the appointment is that the teacher is given the possibility of developing her/his independence as researcher and of obtaining qualifications that can ensure eligibility for another teaching appointment for which higher competence requirements are set. At KTH, an Assistant Professor is entitled to promotion to Associate Professor when the requirements for promotion are satisfied. These requirements are specified in the KTH appointment procedure for teachers as well as in the employment profile.

To apply for promotion
The application for promotion is carried out in accordance with the Faculty Council’s guidelines (guideline no. 1/2014). For further information about the application, there is a webpage (page concerning promotion to a higher post) on KTH’s Intranet.

Important to consider before applying for promotion
The Assistant Professor is responsible for submitting the application for promotion in good time before the expiry of the Assistant Professor appointment period. This is to ensure that KTH has time to consider the application properly.