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The task of external experts and the formulation of reports

The task of external experts

The evaluations reports by external experts constitute the most important basis for decisions by the recruitment board and should be designed in such a way that the members of the recruitment board are given a stable foundation for decision making. The task of the external experts is to provide the recruitment group with a sufficient basis for decision making, based on the subject field and the vacancy announcement. The assessment should be based on the applicants' submitted documentation. The assessment should also take into consideration the provisions provided by Chapter 4 of the *Higher Education Ordinance* (HF) and the University's *Rules of Employment as and Promotion to Teacher at Stockholm University* (AOSU).

The external experts are free to contact each other. Section A, the description of the applicant's merits, can also be summarised jointly. Section B, concerning the applicant's qualifications, including assessment and ranking, is done individually.

A. Description of the applicants' merits

The first part of the report should include a clear description of each applicant and their merits; both generally and in relation to the advertised position and the boundaries of the subject field. Incomplete applications will not be assessed. Nor will merits gained after the end of the application period be taken into consideration. This descriptive section of the report should contain a thorough review of the contents of the submitted publications. However, this section does not contain any assessment or ranking of the applicants and their merits.

B. Assessment and ranking

In this second part of the report each external expert should individually assess the applicants' qualifications and carry out a comprehensive assessment and ranking based on the applicants' merits for the position in question.

Step 1: Qualifications in relation to the advertised position

The purpose of the first step is to determine which applicants are qualified for the position. Applicants who are not deemed sufficiently qualified will be excluded from further assessment with a clear individual explanation (The qualification requirements are specified in the advertisement and in HF 4:4 and AOSU 2.1.2)

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Step 2: Assessment

During the second step, the merits of all qualified applicants should be assessed based on the assessment criteria for the advertised position (The assessment criteria are specified in the advertisement and in HF 4:4, AOSU 2.3). Gender equality aspects should not be taken into consideration by the external experts, as they are handled by the recruitment board. If a large number of applicants remain in the second step, they should be divided into two (or more) groups based on the assessed merits. Applicants in the less well-merited group can be handled in more general terms, but with a clear and individual explanation as to why each individual is not part of the more well-merited group.

Step 3: Total appraisal and ranking

During the third step all remaining applicants, or the frontrunners if such a group was identified in step two, will be compared and ranked; both separately for each individual assessment criterion and as part of a combined ranking. The weighing of assessment criteria in the advertisement should be given consideration, and the rankings should have clear explanations and contain information about the distance between the ranked applicants.

It is important that there is a clear ranking for each individual assessment criterion as well as a combined ranking with a clear line of reasoning, based on all the assessment criteria. The report should make it clear who is recommended as the primary candidate for the position, the ranking between the foremost candidates, and the reasoning behind the ranking.

Desired report structure

- Background, possible comments on the basis of the task.
- Description of the applicant's merits (this section may be written jointly by the external experts).
- Assessment of which applicants are qualified and which are not.
- Possible grouping of the qualified applicants with clear individual explanations.
- Assessment and ranking of the most qualified applicants; both in relation to each of the assessment grounds (for example scientific proficiency, pedagogical proficiency, administrative proficiency and leadership), and as part of a combined ranking.