



## **Recommendations for the assessment and weighting of teaching performance in appointment procedures**

The criteria listed below are taken from the LERU paper “A Pathway towards Multidimensional Academic Careers: Towards a LERU Framework for the Assessment of Researchers” (2022) and are intended to provide professorial appointment committees with a structured discussion of key assessment criteria regarding teaching as early as possible in the process. It is important to note that the fulfillment of the criteria identified as relevant to the position and the department/clinic will be assessed in light of the nature of the advertised professorship, the academic age of the applicants, their country of origin and their institution of origin. Particularly for younger applicants at a lower career level, an assessment of potential for teaching demands special attention.

### **Four criteria for assessing teaching performance and other activities in the teaching field**

1. High-quality teaching, including the supervision of junior researchers and feedback of student performance
  - a. teaching experience, high-quality teaching, evidence of effective teaching
  - b. individual supervision of final theses (Bachelor’s and Master’s theses)
  - c. experience in student assessment (grading, feedback process)
  - d. positive feedback scores from teaching evaluations and teaching awards
2. Development of teaching and learning materials
  - a. adapts content, didactics, and technical aspects of courses on a regular basis
  - b. uses innovative teaching methods and materials
  - c. acquires funding for teaching innovation projects
  - d. produces and develops learning materials
  - e. publishes or contributes towards major textbooks and e-learning materials
  - f. publishes educational materials with national and international reach
3. Reflection on teaching practices and engagement in curriculum development
  - a. attendance of further didactic courses, active in professional development of own teaching skills
  - b. works collaboratively with students and colleagues to improve the quality of education in response to student feedback
  - c. mentors and supports junior researchers and colleagues aiming to develop their teaching practice
  - d. contributes to curriculum mapping, planning, development and learning design, contributes to significant curriculum reform
4. Educational engagement outside the university
  - a. engagement in education policy and practice (regional, national)
  - b. curriculum reviewer for other universities
  - c. holding an educational leadership position within a professional body
  - d. engagement in lifelong learning programs