



UMEÅ UNIVERSITY

GUIDELINES

**for candidates and external expert for
assessment of applications for promotion
to Professor**

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Guidelines for candidates and external experts for assessment of applications for promotion to Professor.

A Senior Lecturer¹ on a permanent contract may be provided with the opportunity, upon application, of being considered for promotion to Professor as permitted by the needs and circumstances of the university.

Based on documentation presented by the faculty, the vice-chancellor determines whether a particular application may be assessed. Any such assessment shall proceed from the qualifications and assessment criteria for an appointment as Professor. Completion of supervisor training or the equivalent is a requirement for promotion to Professor.

Qualifications

Qualifications for appointment as Professor are governed by Chapter 4, Section 3, Swedish Higher Education Ordinance:

A person who has demonstrated both research and educational expertise shall qualify for appointment as a Professor, except in artistic disciplines. A person who has demonstrated both artistic and educational expertise shall qualify for appointment as a Professor in artistic disciplines.

The assessment criteria for appointment as Professor shall be the expertise required for the position. Teaching expertise shall be assessed as stringently as research or artistic expertise. Each university shall otherwise determine the particular assessment criteria that applies when appointing a Professor. (HF 4 kap 3 §)

Research expertise refers to independent research work, the ability to plan and lead research activities and the ability to impart information about research to the outside world.

Educational expertise refers to documented experience of planning, implementation, examination and evaluation of teaching and is shown in a reflective approach to student learning and one's own teacher role.

Artistic expertise refers to distinguished artistic qualifications from practice within the artistic fields as well as the ability to conduct artistic research and development work.

¹ Senior Lecturer = Associate Professor



Guidelines for assessment of research expertise

Assessment criteria:

- breadth and depth – quality and scope
- originality in research
- productivity
- contributions to the international research community
- assignments from the research community
- ability to compete successfully for external research grants
- collaboration with society at large

In addition:

1. The candidate shall demonstrate a high level of research independence.
2. The candidate shall have demonstrated the ability for successful research leadership.

Guidelines for assessment of artistic expertise

Assessment criteria:

- depth and expressivity
- artistic originality
- visibility and value in artistic and professional settings
- productivity
- artistic research and development efforts
- awards, scholarships, etc.
- collaboration with society at large



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Guidelines for assessment of teaching expertise

When appointing Professors and Senior Lecturers, teaching expertise must have been demonstrated by means of documented experience of scientific or artistic teaching at the university.

Assessment criteria:

- an ability to plan, implement and evaluate teaching and an ability to supervise and examine students at every level of education
- an ability to vary teaching methods and examination formats in relation to anticipated study results and the nature of the subject
- experience of collaboration with the surrounding society in planning and implementation of education
- participation in the development of learning environments, teaching aids and study resources
- a reflective approach to student learning and one's own role as a teacher

In addition:

1. The candidate shall have successfully completed teacher's education at the university level or acquired equivalent expertise by means of teaching experience.
2. The candidate shall demonstrate a high level of research supervision expertise and have successfully completed supervisor training.

Teaching expertise may be demonstrated by means of a portfolio in accordance with the guidelines in *Bases of assessment and descriptions of research or artistic expertise, as well as pedagogical expertise, when appointing Professors and Associate Professors* (Reg. no. FS 1.1-888-18).



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External expert evaluation

We recommend that external expert evaluations follow the structure that candidates are instructed to use (attached).

It is essential that both the strengths and weaknesses of the candidate's overall qualifications be described and evaluated. If possible, the evaluation shall include a clear conclusion about whether or not the candidate should be promoted.

Below are listed fundamental variables to be assessed when evaluating the candidate to the above guidelines.

Fundamental variables for assessment of scientific or artistic expertise

1. The candidate's scientific or artistic expertise is assessed on the basis of production, including articles published in respected international journals with peer review systems and those that have been cited frequently. The total number of citations and other bibliometric data should be used restrictively for assessment and evaluation purposes based on the particular circumstances of the subject involved. This caution particularly applies to artistic disciplines that also require evaluation of production other than articles. The position on, and length of, the list of authors is frequently integral to an assessment of whether the candidate played a vital role in production. Research efforts should be at least twice as extensive as those required for a docent, or in line with the norm for an internationally recognized researcher in the field.
2. The candidate's scientific or artistic independence is assessed on the basis of the ability to establish, or autonomously and significantly advance, one or more fields of research and development. For example, the ability may be verified by means of research or artistic production with a clear, internationally recognized orientation, as well as having been the principal applicant for previous and ongoing grants from established donors. The ability to identify and process questions and problems in other disciplines, as well as the private or public sector, is also useful. Having initiated interdisciplinary projects, structured collaboration with businesses or public agencies and applied one's own research findings to commercial or non-commercial products is useful as well.
3. The candidate's national and international status as a researcher is assessed on the basis of recognition by the scientific community. For example, a high level of acknowledgment may be verified by means of articles in respected, high-quality international journals, invitations to write overviews, invitations to speak at major international conferences, or peer review assignments from international journals. A highly level of research or artistic acknowledgement may also be verified by means of membership on editing committees, serving as an examiner for doctoral theses, external expert assignments, membership on



national and international research councils, as well as ability to regularly receive competitive grants from established donors in the capacity of principal applicant.

4. Ongoing research and artistic development efforts may be verified by means of documented projects and their potential for expansion, the scope of current grants and supervision of third-cycle students.
5. The ability to successfully exercise research leadership is assessed on the basis of the ability to put together, direct and improve a team.
6. Following are some of the variables on which an assessment of the ability to collaborate with society at large is based:
 - External contacts relevant to the nature of the field
 - Collaborative projects with external parties
 - Popular scientific presentations and articles
 - Participation in contract education
 - Experience of external activities

Fundamental variables for assessment of teaching expertise

1. The candidate shall have been appointed as a Docent.
2. Broad, relevant subject expertise includes the ability to provide an overview, as well as the competence to structure and organise current knowledge of the subject matter. A demonstrated ability to stimulate commitment and interest in the subject is also involved.
3. Expertise at the third-cycle level is verified by means of documented principal supervision of at least two doctoral students from admission to degree. At least one of them shall have completed a degree within the past five years.
4. a) Teaching expertise includes a well-considered approach, critically deliberative attitude to instruction, knowledge of the learning process, and scientific perspective focused on students. Teaching experience is assessed on the basis of documented participation in various classroom situations, types of instruction and examination, and first, second and third-cycle efforts.

b) Teaching leadership includes the ability to direct and organize in a way that promotes participation and collaboration at all levels, as well as the ability to clearly and effectively disseminate and communicate information. Stimulating educational discussions and systematic quality improvements, as well as the ability to work within specified constraints and towards overall objectives, are also included.



c) The candidate's ability to spur educational renewal and improvement is based on documented skills when it comes to deliberately and systematically expanding teaching skills and activities. The desire to constantly improve by means of self-reflection shall be evident, as well as the ability to put together educational materials that stimulate and enhance learning.

5. Following are some of the variables on which an assessment of the ability to collaborate with society at large is based:
- External contacts relevant to the nature of the field
 - Collaborative projects with external parties
 - Popular scientific presentations and articles
 - Participation in contract education
 - Experience of external activities





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Application template - Application for promotion to Professor

The application, which must be structured according to the template below and written in *English*, should be sent electronically to the Head of the Department.

A Senior Lecturer on a permanent contract may be provided with the opportunity, upon application, of being considered for promotion to Professor as permitted by the needs and circumstances of the university.

The Vice-Chancellor makes the decision in each individual case as to whether such an opportunity exists, taking into consideration the guidance document presented by the Faculty. A consideration for promotion to Professor shall involve an assessment of qualification requirements and criteria. Having completed a student supervision qualification or the equivalent is a formal requirement for promotion to Professor.

1 PERSONAL DATA

1.1 Name

1.2 Swedish personal identity number

1.3 Present Departmental affiliation with e-mail address and telephone number.

1.4 Current employment with the exact subject area and dates of employment.

1.5 Previous employments (specify periods of leaves of absence).

2 DEGREES AND EVALUATIONS

2.1 University degrees with the year (FK, FM, FD, etc.).

2.2 Qualification required for appointment as a Docent with the year.

2.3 Previous evaluation(s) for a Professorship. Assessments/evaluations made over the past five years can be attached to the application.

2.4 Evaluations of own scientific research from the Research Council or the equivalent.



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3 REPORT OF RESEARCH ACTIVITIES

Assessment and evaluation criteria regarding scientific research proficiency:

- breadth and depth of the research – quality and extent
- originality of the research
- productivity
- contributions to the international scientific community
- assignments/responsibilities in the scientific community
- capability in competition to obtain external research funding
- interaction with the surrounding society

3.1 *Brief description of planned research activities* (2 pages maximum, total max. 6,000 characters.)

3.2 *List of publications* (with all authors listed in order of name as published).

3.2.1 International peer-reviewed journals.

3.2.2 Other publications incl. books.

10 publications, which the applicant desires to submit and present for consideration, is to be attached to the application. Brief explanation for the selection* and an indication of the author's own role regarding papers, etc. which have more than one author.

* Max. 1 page, 3,000 characters

3.3 *Funding/grants situation* Major (over SEK 50,000/year) grants received as principal applicant or co-applicant (indicate principal applicant and other co-applicants) in the past five years)

3.3.1 Research Council funding.

3.3.2 EU, Private foundation funds and other funding.

3.4 *Research policy assignments*

3.4.1 Member of central government Research Councils or committees of these.

3.4.2 Membership of other boards or committees granting funding.

3.4.3 Other assessments of Swedish and foreign research applications (number per year over the past five years).



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3.5 *An account of the interaction with the surrounding society as well as popular science activities*

- 3.5.1 Information about research and development work, and the ability to interact with the surrounding society
- 3.5.2 Participation in Public Debate
- 3.5.3 Research Communications
- 3.5.4 Collaboration with others concerning education and research
- 3.5.5 Project development/development of activities
- 3.5.6 Patenting/Licensing
- 3.5.7 Contract education
- 3.5.8 Contract research
- 3.5.9 Development assignments

3.6 *Other academic/scientific qualifications and experience*

- 3.6.1 National and international awards and honours.
- 3.6.2 Membership of academies, etc.
- 3.6.3 Editorial/advisory Board of international journals.
- 3.6.4 Assignments as an opponent.
- 3.6.5 Expert assignments.
- 3.6.6 Patents.

4 EDUCATIONAL QUALIFICATIONS AND EXPERIENCE

Assessment and evaluation criteria regarding pedagogical proficiency:

- ability to plan, implement and evaluate teaching, as well as the ability to supervise and provide academic supervision/tutor students at all levels of education
- ability to vary teaching methods and forms of examination in relation to expected study results and the nature of the particular subject
- experience with collaboration with the surrounding society in planning and implementation of education/training
- participation in the development of learning environments, teaching materials and study material



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- a reflective approach to student learning and your own role as a teacher.

The teaching qualifications and experience must be documented in a teaching qualifications/experience portfolio with the following headings:

4.1 Pedagogical approaches and related attitudes/perspectives.

A statement of your perspective concerning pedagogical methods and approaches; your basic perspectives and opinions concerning pedagogical approaches.

4.2 Pedagogical experience.

Concrete teaching experiences with examples that provide evidence of your pedagogical skills (see criteria above). Describe activities, target groups, pedagogical choices, results, lessons learned and reflections, participation in the development of learning environments, teaching materials and study materials. The descriptions must be appropriately substantiated.

4.3 Evaluations and assessments.

Provide certificates or documents from appraisals from e.g. the Head of Department, Director of Studies, colleagues, external assessors and students. Please provide a reference person, if possible

4.4 Academic CV with teaching experience

An academic/CV with teaching experience is to be linked to the teaching qualifications/experience portfolio. This should include the following headings. State, where possible, a description with contents, scope and level of activity presented.

- 4.4.1 Teaching experience including academic supervision (academic supervision of undergraduate and Masters' thesis, licentiate work and doctoral dissertations. State the person, admittance and year of receiving the degree, and, if applicable, other academic supervisors. Academic supervision of doctoral students – indicate if principal academic supervisor or assistant academic supervisor, and year of admission).
- 4.4.2 Pedagogical education, development of skills and experience, and further education/in-service training
- 4.4.3 Pedagogical development work
- 4.4.4 Development of teaching materials, books or similar materials
- 4.4.5 Participation in pedagogical conferences
- 4.4.6 Planning of teaching/educational programme, assignments with educational responsibility
- 4.4.7 Pedagogical proficiency awards



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4.5 Attachments to the teaching qualifications/experience portfolio

Examples of attachments that can be attached to the teaching qualifications/experience portfolio with accompanying CV include:

- Certificate of participation in pedagogic educational programmes/teacher training courses
- Copies of pedagogical distinctions/awards
- Compilations of course evaluations
- Reviews from superiors and colleagues regarding pedagogical aspects
- Examples of teaching materials developed
- Examples of study guides or other instructions to students

5 OTHER

5.1 International activity

- 5.1.1 Working abroad, incl. periods after receiving a doctor's degree.
- 5.1.2 Active participation in international conferences over the past five years. Indicate type of activity: plenary lectures, invited presentations, chairmanship, session organisation, posters, etc.
- 5.1.3 International commitments (board work, etc. in international organisations).
- 5.1.4 International cooperation resulting in publications.

5.2 Administrative tasks/positions

- 5.2.1. Report on the development and management of activities and personnel (research group, department/institution, etc.) with indication of time expended, dates, and size of the entity.
- 5.2.2 Membership on boards, councils/committees within the University over the past five years (Faculty Board, departmental councils/committees, etc.).
- 5.2.3 Other professional administrative assignments/tasks.

5.3 Other assignments/tasks of significance

6 REFERENCES, INCLUDING CONTACT DETAILS