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 Lecturer\(^1\) 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.

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\(^1\) 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
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).
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. Documented teacher’s education at the university level or the equivalent shall include courses in research supervision as well as in pedagogic at university level.

2. Broad, relevant subject expertise includes the ability to analyse, as well as structure and organise current knowledge of the subject. The ability to stimulate commitment and interest 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 been admitted as a docent, and at least one should have received a degree within the past five years. Documentation of assistant supervision and or extensive supervision of master’s students or postdocs may replace the requirement for the second doctoral student if it can be shown that the candidate made a significant contribution. See Section 4 under research expertise.

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