GUIDELINES

For candidates and external experts concerning the assessment of application for promotion to professor

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Faculty of Science and Technology
Index

Guidelines for candidates and external experts concerning the assessment of applications for promotion to professor .......................................................... 3
  Eligibility ........................................................................................................3
  Guidelines for the assessment of academic skills ............................................4
  Guidelines for the assessment of teaching skills ..........................................4
  Guidelines for the assessment of academic leadership/administrative skills and skills in developing and managing activities and staff .....................5
  Guidelines for the assessment of interaction with the surrounding community and spreading information about research and development ...................5
  External expert’s opinion ................................................................................6
    Central factors when assessing academic skills .........................................6
    Central factors when assessing educational skills ......................................7
    Central factors when assessing academic leadership/administrative skills and the ability to develop and manage activities and staff ..........................8
    Central factors when assessing cooperation with the surrounding community and the spreading of knowledge about research and development ..........8
Guidelines for candidates and external experts concerning the assessment of applications for promotion to professor

Eligibility

The Higher Education Ordinance regulates eligibility for appointment as professor (HEO Chapter 4).

A professor at the Faculty of Science and Technology at Umeå University must have the long-term ability to initiate, conduct, lead and develop research and education of a high international standard.

These guidelines, and the ensuing central assessment factors, specify how this general goal is applied to the promotion of professors within the faculty.

“A Senior University Lecturer on a permanent contract may be provided with the opportunity of being considered for promotion to Professor, on the basis of 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 is a formal requirement for promotion to Professor.” (Appointments procedure for teachers at Umeå University).

When assessing the competence of a person applying for promotion to professor, the starting point is that the demands made on a candidate’s academic and teaching skills will be the same as those made when appointing a professor. The candidate’s skills will be assessed on the basis of his or her list of qualifications and it is important that a comprehensive assessment of these is made.
Guidelines for the assessment of academic skills

The assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor. Ordinance (2010:1064). (HEO Chapter 4 Section 3)

1. Academic publications must be of a high standard and of considerable proportions.
2. The candidate must show a high degree of academic independence.
3. The candidate must be a recognised researcher, both in Sweden and abroad.
4. The candidate must be actively doing research of a high standard.
5. The candidate must have shown the ability to conduct successful academic leadership.

Guidelines for the assessment of teaching skills

The assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor. Ordinance (2010:1064). (HEO Chapter 4 Section 3)

1. The candidate must have undergone teacher training aimed at higher education teachers or similar training.
2. The candidate must show solid and up-to-date knowledge of the subject.
3. The candidate must show a high degree of skill as a research supervisor.
4. The candidate must show considerable teaching skills and experience, comprising both the ability to lead and the ability to renew and develop his or her teaching.
Guidelines for the assessment of academic leadership/administrative skills and skills in developing and managing activities and staff

Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor. Ordinance (2010:1064). (HEO Chapter 4 Section 3)

1. The candidate must possess considerable skill as an academic leader and must have shown that he or she possesses the personal skills needed to carry out the duties that a professorship normally entails.

Guidelines for the assessment of interaction with the surrounding community and spreading information about research and development

“The task of collaborating with the outside society and ensuring that the knowledge that exists within the university is utilized forms one part of the explicit mission of the university. Thus, skills within these areas constitute a specific criterion for assessment.

Ability to collaborate with the outside society may, for example, be demonstrated through efforts to develop contacts with businesses and the industries, public sector, cultural sector and organizations. Ability to impart information about research and development work may be demonstrated through education and outreach projects, such as participation in popular education work, the production of popular scientific publications, and through participation in public debates around education and research.” (Appointments procedure for teachers at Umeå University)
External expert’s opinion

When writing their opinion, external experts are advised to follow the same template that candidates are instructed to follow (attached).

It is important that the opinion describes and assesses both the strengths and weaknesses in the candidate’s total qualifications. The opinion should, if possible, conclude in a clear standpoint on whether the candidate should be promoted or not.

The following paragraphs state the central factors that are to be assessed when evaluating the candidate in accordance with the guidelines given above.

Central factors when assessing academic skills

1. The candidate’s academic skills are assessed on the basis of his or her academic production where works published in reputable international journals and conference proceedings that use the peer review system and works frequently quoted from can function as a measurement of the candidate’s degree of competence. However, bibliometric data, such as the total number of quotes, should be used in moderation during the assessment and must be evaluated on the basis of the special circumstances that apply for that particular subject. The candidate’s position in the list of authors and the length of the list of authors are often of great importance when assessing whether the candidate played a crucial role in the writing of the piece of work. Regarding the volume of research, this should be of much greater scope, at least twice as much, than that required for a position as docent (associate professor) and in the same class as what is normal for an internationally recognized researcher within the field.

2. The candidate’s academic independence is assessed on the basis of his or her ability to have established or independently and significantly developed one or more fields of research. Such ability can be proved, for example, by the production of academic works with a distinct and internationally recognized academic line, and by the candidate being the principal applicant for earlier and current research funding and having acquired funding, in competition from others, from established research funding bodies. The ability to identify and study problems and issues within other subject areas and/or commerce and industry or the public sector is also to be seen as an additional qualification. The following are also to be considered as additional qualifications: the initiation of interdisciplinary cooperation, the development of structured cooperation with businesses or the public sector, and/or to have turned his or her own research findings into successful commercial or non-commercial products.

3. The candidate’s national and international position as researcher is assessed on how well the researcher is recognized in the research community. A high degree of recognition is proven for example by publications in reputable international publications of a high
quality, by invitations to write in general articles, by invitations to speak at major international conferences or by being asked to give peer reviews in international journals. A high degree of academic recognition is also proven by membership in editorial committees, assignments as faculty examiner and/or external expert, membership in national and international research councils, and in capacity as principal applicant and in competition with others, be able continuously to obtain funding from established research funding bodies.

4. Ongoing research is proven by documented ongoing research projects and their potential for development, the scope of current research funding, and the current supervision of research students.

5. The ability to conduct successful academic leadership is assessed on the basis of the candidate’s ability to build up, lead and develop his or her own research group.

**Central factors when assessing educational skills**

1. Documented skills in teaching in higher education must include courses in university teaching and learning and in the supervision of doctoral students.

2. Broad and relevant subject knowledge comprises the ability to survey the subject area and to structure and organise current knowledge with the field. It also includes the ability to impart interest in and commitment to the subject.

3. Skills within post graduate education are proven by documentation showing that the candidate has been the principal supervisor of at least two doctoral students, from admission to the taking of their doctor's degree. At least one of these doctoral students must have been admitted after the candidate was appointed as docent, and at least one of them should have taken their degree during the last five years. The requirement concerning the latter doctoral student can be substituted by documentation showing that the candidate has been assistant supervisor to a doctoral student, and/or has supervised many Master’s students and post-doctors, if it can be shown that the candidate’s contribution has a substantial one. See also point 4 under Academic Skills.

4. a) Educational skills comprise a well-reasoned educational basic outlook, having a critical and reflective attitude towards one's own teaching, knowing about learning processes, and holding an academic approach that focuses on students' learning. Teaching experience is assessed on the basis of documented experience of different teaching situations, forms of teaching and examination, and experience from teaching at undergraduate/graduate/postgraduate levels.

   b) Educational leadership comprises an ability to lead and organise others in a way that promotes participation and cooperation at all levels, and the ability to spread information and communicate efficiently. It also comprises promoting educational discussions and systematic quality improvement, and the ability to work within a set framework and
c) The candidate’s capacity for educational innovation and development is assessed on his or her documented ability to develop educational skills and teaching in a conscious and systematic way. It must be evident that the candidate continually strives for improvement through reflection on his or her teaching and that the candidate is able to develop educational material that stimulates and facilitates learning.

**Central factors when assessing academic leadership/administrative skills and the ability to develop and manage activities and staff**

1. Academic leadership refers to tasks such as head of department, member of boards and committees at faculty and university level, and the representation of his or her own organization in national and international organizations and working parties. Such skills can be proven by the ability to plan and adapt activities according to a given set of rules and financial limits. Such competence can also be proven by exhibited commitment to the long-term strategic development of a department, faculty or university.

**Central factors when assessing cooperation with the surrounding community and the spreading of knowledge about research and development**

1. Contacts with the outside society that are of relevance to the area in question
2. Collaborative projects with external bodies
3. Popular science projects
4. Participation in contract teaching
5. Experience within external activities

(Appointments procedure for teachers at Umeå University)
Recommended template for applications for promotion to professor

The application must be structured in accordance with the template below and written in *English* and will be sent electronically to the Head of department.

1  PERSONAL DETAILS

1.1  Name

1.2  Personal identity number

1.3  Present department with email address and telephone number.

1.4  Present appointment with the exact name of subject and date of appointment.

1.5  Previous appointments (State periods of time off).

2  DEGREES AND EVALUATIONS

2.1  Higher education qualifications with year (BA, MA, PhD etc.).

2.2  Docent (associate professor) qualifications with year.

2.3  Previous assessments for professorships. Assessments made during the last five years may be attached to the application.

2.4  Evaluations of own scholarly work by research councils or similar.

3  ACADEMIC QUALIFICATIONS

3.1  Brief description of own research profile (maximum 2 pages, in total maximum 6000 letters).

3.2  Brief description of planned research activities (maximum 2 pages, in total maximum 6000 letters).

3.3  List of publications (with all authors stated in the same order as in the publication).

3.3.1  Peer reviewed publications in international journals/conference proceedings.
3.3.2 Other publications including books/book chapters.

The 10 publications that the applicant wishes to refer to in the first instance are to be attached to the application. Brief explanation of the selection,* stating the author's own role in papers etc. with several authors

* maximum 1 page, 3000 letters

3.4 Funding situation

Major funding (over 50 000 SEK/year) that has been acquired in capacity as principal or co-applicant (state the name of the principal and other co-applicants) during the last five years.

3.4.1 Research council funding.

3.4.2 EU, foundation funds and other funding.

3.5 Research policy assignments

3.5.1 Member of government research councils or their committees.

3.5.2 Member of other boards or committees that grant funding.

3.5.3 Assessments of other Swedish and foreign research applications (number per year during the last five years).

3.6 Other academic qualifications

3.6.1 National and international prizes and honors.

3.6.2 Member of academies etc.

3.6.3 Editorial/advisory board of international journals.

3.6.4 Faculty examiner assignments.

3.6.5 External expert assignments.

3.6.6 Patents.
4 EDUCATIONAL QUALIFICATIONS

4.1 Description of own experience of educational work and practice (maximum 2 pages, in total maximum 6000 letters).

4.2 Reflection on own educational work (maximum 2 pages, in total maximum 6000 letters). Pedagogic starting points and approach.

4.3 Teaching at undergraduate/graduate/postgraduate levels. Scope of teaching, giving more detail for the last five years. This section should include not only volume and type of teaching but also responsibilities and active development of courses as well as education planning or assignments with pedagogic responsibility.

4.4 Development of educational materials. Describe the type and scope.

4.5 Educational development work.

4.6 Teacher training courses (school of education or other teaching courses).

4.7 Educational awards.

4.8 Reviews, e.g. course evaluations from students or opinions from managers or colleagues.

4.9 Popular science presentations.

4.10 Experience of supervision.

4.10.1 Degree projects. State how many and number of credits.

4.10.2 Licentiate and Doctor’s degrees. State the person’s name, year of admission and year of qualification. State other supervisors if applicable.

4.10.3 Ongoing supervision of doctoral students (state whether in capacity as principal supervisor or assistant supervisor and year of admission).

5 OTHER QUALIFICATIONS

5.1 International activities

5.1.1 Work abroad, including post-doc periods.

5.1.2 Active participation in international conferences from during the last five years. State form of participation: plenary lecture, invitation to lecture, chairmanship, sessions organization, poster etc.

5.1.3 International undertakings (board work etc. for international organizations).

5.1.4 International collaboration that has resulted in publications.
5.2 Administrative tasks

5.2.1 Experience of managing units (research team, department etc.) stating period of time and size of unit.

5.2.2 Member of boards and counsels at university during the last five years (faculty board, department counsel etc.)

5.2.3 Other professional administrative tasks.

5.3 Other assignments of importance

5.4 External contacts and external activities

5.4.1 Cooperation with commerce and industry.

5.4.2 Other cooperation with the surrounding community.

5.4.3 Information on research and development.