

## Guidelines for appointment and promotion to professor

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## 1 Introduction

This guideline is a complement to the university's appointments procedure and must always be used in conjunction with the appointments procedure. It is intended for applicants and experts involved in the appointment and promotion to professor.

Eligibility requirements and bases of assessment for professors shall be applied in such a way that those who are appointed or promoted at University West possess equivalent competence to their colleagues within the same subject area at other universities and higher education institutions in Sweden.

## 2 Eligibility Requirements for Professor

According to University West's appointments procedure, the eligibility requirements for appointment as professor are as follows:

- Demonstrated teaching proficiency (Chapter 4, Section 3 of the Swedish Higher Education Ordinance). Applicants who lack teaching qualifications from an academic environment must possess competence equivalent to the university's eligibility requirements, although this competence may have been acquired outside the academic environment.
- Completion of higher education teacher training of at least ten weeks or equivalent competence. If such training is lacking, appointment may still be made on the condition that the appointee completes the training within the first two years of employment.
- Demonstrated academic expertise (Chapter 4, Section 3 of the Swedish Higher Education Ordinance).

For promotion, the same eligibility requirements and bases of assessment apply as for the appointment to an advertised position. The requirement regarding completion of higher education teacher training of at least ten weeks must be fulfilled at the time of application for promotion.

### 3 Bases of Assessment

In addition to eligibility requirements, there are general bases of assessment. At University West, the following general bases of assessment apply:

- Teaching proficiency
- Academic expertise
- Ability to collaborate
- Administrative proficiency
- Management proficiency
- Other professional skills

According to Chapter 4, Section 3 of the Swedish Higher Education Ordinance, the bases of assessment for the appointment of professors shall consist of the degree of such proficiency that is required for eligibility for the position. The assessment of teaching proficiency shall be given the same careful consideration as the assessment of academic/artistic expertise when appointing a professor.

As a general rule, all bases of assessment shall be applied in the appointment of a professor. The job specification for the position shall indicate which bases of assessment are to be considered and how they are to be weighted in relation to each other.

In the case of promotion to professor, the job specification shall generally include all bases of assessment but must follow the established practice within the subject area of the promotion.

#### 3.1 Teaching Proficiency

- Demonstrated teaching proficiency (Chapter 4, Section 3 of the Swedish Higher Education Ordinance).

In the assessment of teaching proficiency, consideration shall be given to demonstrated and documented ability to promote student learning through planning, implementation, and continuous evaluation and development of education, teaching, supervision, and examination. Applicants who lack teaching qualifications from an academic environment must possess competence equivalent to the university's eligibility requirements, although this competence may have been acquired outside the academic environment.

Guiding examples for the assessment of teaching proficiency include (these are examples and may vary depending on the subject and disciplinary tradition, i.e., not all elements need to be fulfilled):

- Ability to vary teaching methods and forms of examination in relation to the nature of the subject and the expected learning outcomes.
- Experience of teaching in higher education at both first and third cycle levels, or equivalent forms of education outside the university and higher education sector.
- Ability to integrate theory and practice in teaching situations with the aim of preparing students to meet and drive sustainable societal development.
- Experience of collaboration with the surrounding society and the ability to incorporate this into the planning, implementation, and follow-up of education, with the aim of integrating theory and practice.
- Documented proficiency in supervision at third-cycle level. Normally, the applicant should have served as principal supervisor with formal and actual responsibility for at least one doctoral student through to the completion of the doctoral degree. However, consideration shall be given to established practice within the subject area and the conditions of the discipline in a national context, which may imply higher or lower requirements depending on the subject area.
- Development of teaching components, courses, and educational programmes, as well as responsibility for and experience in quality development and quality assurance of education.
- Participation in higher education pedagogical and didactic development contexts.
- Ability to reflect on the pedagogical mission.
- Ability to relate to and integrate international perspectives and conditions into one's own teaching.
- Other teaching qualifications, such as pedagogical development projects, production of teaching materials, or similar. Also includes experience in contributing to national and international pedagogical debate.

### **3.2 Academic Expertise**

- Demonstrated academic expertise (Chapter 4, Section 3 of the Swedish Higher Education Ordinance).

The academic output should, both in terms of quality and quantity, significantly exceed the level required for associate professor. For a professor, the normal requirement is a volume equivalent to two standard doctoral theses in the field after the doctoral degree. This benchmark may vary depending on the subject and disciplinary tradition.

In the assessment of academic expertise, consideration shall be given to the ability to contribute to the development of knowledge through independent research efforts, demonstrated by the ability to plan, conduct, lead, and develop research. Academic expertise is demonstrated through individual research and/or research conducted in collaboration with others.

Guiding examples for the assessment of academic expertise include (these are examples and may vary depending on the subject and disciplinary tradition, i.e., not all elements need to be fulfilled):

- Breadth and depth in research.
- Contributions to theory and methodological development.
- Originality in research.
- Publication in international and national journals. These requirements shall be assessed based on the publication practices of the specific subject or field.
- Contributions to the international scientific community, such as active participation in international and national research networks, scientific conferences and congresses. This also includes assignments such as reviewer of scientific work — for example, as an independent reviewer for a scientific journal or conference, opponent or member of an examining committee at a public defence, or expert in connection with appointments and scientific evaluations.
- Ability to obtain external research funding in competition (as principal applicant and/or co-applicant).
- Ability to communicate and collaborate with the surrounding society regarding the implementation and results of research.

### **3.3 Ability to Collaborate**

In the assessment of the ability to collaborate, consideration shall be given to the ability to, as an integrated part of the teaching and research duties, collaborate with various societal actors. Collaboration should enhance the quality, relevance, dissemination, accessibility, and utilisation of education and research.

Guiding examples for the assessment of the ability to collaborate include (these are examples and may vary depending on the subject and subject tradition, i.e., not all elements need to be fulfilled):

- Collaborative projects with external actors, both nationally and internationally.
- External expert assignments.
- Ability to disseminate, make accessible, and utilise education and research through popular science communication and dissemination, patents, and the formation of start-up companies.
- Contributions to commissioned education and commissioned research.

### **3.4 Administrative proficiency**

In the assessment of administrative proficiency, consideration shall be given to the ability to plan, implement, organise, and prioritise tasks in an efficient and purpose-adapted manner. Administrative proficiency is demonstrated through engagement and activities that contribute to collegial community and a well-functioning academic environment.

Guiding examples for the assessment of administrative proficiency include (these are examples and may vary depending on the subject and subject tradition, i.e., not all elements need to be fulfilled):

- Assignments within boards, committees, and other bodies.
- Assignments related to, for example, internationalisation, digitalisation, ethics, or issues concerning work environment and sustainability, including gender equality and equal terms.
- Participation in the planning and implementation of conferences and seminars.
- Investigative assignments.
- Work with evaluation and follow-up.
- Mentorship.
- Ability to adhere to regulations and timeframes.

### **3.5 Management Proficiency**

In the assessment of management proficiency, consideration shall be given to the ability to lead and develop staff and academic activities in a sustainable manner, within both education and research. Management proficiency is demonstrated through the ability to, in dialogue with colleagues, create shared understanding and commitment to the mission, with the aim of achieving common goals and generating added value for students and the surrounding society.

Guiding examples for the assessment of management proficiency include (these are examples and may vary depending on the subject and subject tradition, i.e., not all elements need to be fulfilled):

- Experience in operational development, operational management, and personnel management within and outside academia.
- Formal leadership training.
- Experience in project management.
- Experience in managerial and/or leadership assignments within academia (e.g., assignments as head of division or head of department).
- Experience in leadership outside academia.

### **3.6 Other Professional Skills**

In the assessment of other professional skills, consideration shall be given to contributions to knowledge development within the specific area of expertise relevant to the appointment. Other professional skills are demonstrated through well-developed understanding of the conditions of professional practice at both organisational and societal levels, as well as for the individual professional practitioner.

Guiding examples for the assessment of other professional skills include (this is an example and may vary depending on the subject and subject tradition, i.e., the example does not need to be fulfilled):

- Qualified professional experience related to the relevant subject area. In the assessment of professional skills, its scope, breadth, and depth, as well as its significance for the professional field, are taken into account.

## **Appendix 1 – Information on Instructions for Preparing an Application for Appointment or Promotion to Professor**

Applicants for a publicly advertised position or promotion to professor are encouraged to follow the instructions for preparing the application. The instructions are available on the university's website under "Work with us," and the full instructions are included in the material provided to the experts.

Below is a brief description of what the instructions contain.

A complete application should normally include all parts. However, the relevance of each section may vary depending on the position and whether it concerns an advertised appointment or an application for promotion. It is recommended that sections not relevant be removed.

1. Specify the position or promotion to which the application refers (for advertised positions, the reference number must be stated).
2. Information about the applicant
3. Cover letter (motivation for the application)
4. CV
5. Teaching qualifications
6. Academic qualifications
7. Collaboration qualifications
8. Administrative qualifications
9. Management qualifications
10. Qualifications from other professional activities
11. Other qualifications
12. Plans for future activities
13. Copies of certificates, transcripts, and diplomas
14. References (not applicable for promotion)
15. List of appendices

## Appendix 2 – Instructions for Experts

### Introduction

Experts play an important role in assessing the eligibility and competence of applicants for appointment and promotion to professor at University West.

### The Expert Assignment

Expert evaluation shall be conducted unless it is clearly unnecessary for the assessment of proficiency. The number of experts shall be at least three. At least three experts must be external. Among the appointed experts, both women and men shall be represented unless there are exceptional reasons.

For publicly advertised appointments as professor, the recruitment group proposes experts to the Employment Committee, and for promotions, the Head of Department proposes experts to the Employment Committee. The experts shall be affiliated with different higher education institutions. The Employment Committee appoints experts based on the proposal.

Before the expert evaluation, HR ensures that the application documents are complete. The request for expert assignment shall be sent by HR.

When responding to a request for expert assignment, the expert must declare whether a conflict of interest exists. What constitutes a conflict of interest is outlined in Section 16 of the Swedish Administrative Procedure Act (*Förvaltningslagen*).

The request specifies the timeframe for the assignment and, in the case of a publicly advertised appointment, whether ranking or grouping should be applied. Once the experts have accepted the assignment, HR is responsible for ensuring that the experts receive the documentation.

The documentation consists of the following, either as appendices or via reference to the university's recruitment system:

- Advertisement (for publicly advertised appointment)
- List of applicants (for publicly advertised appointment)
- Application documents
- Appointments procedure at University West
- Guidelines for the application of the appointments procedure
- Guidelines for appointment and promotion to professor

- Instructions for preparing an application for advertised teaching appointments and for promotion applications
- Form for remuneration payment

The remuneration for an expert assignment in connection with the appointment of a professor is SEK 7,000 for one applicant, with an additional SEK 2,000 for each additional applicant. For promotion to professor, the remuneration is SEK 7,000. Deviations from these amounts may be made in exceptional cases, for example, in the event of expedited handling of the expert assignment.

### **Scope of the Expert Opinion**

The expert opinion should include a relatively concise description of the merits of the eligible applicant(s), approximately two to five pages per applicant. The expert opinion must be sufficiently detailed to allow understanding of the reasoning leading to the expert's conclusion.

### **After the Expert Opinion Has Been Received**

Once an expert opinion has been received, HR is responsible for an initial review of the opinion and consults with the Chair of the Employment Committee to determine whether any additions or clarifications are needed. If there is a need to contact the expert regarding additions or clarifications, a dialogue is held with the Chair of the Employment Committee to decide who will make contact. If the expert opinion is not received on time, HR sends a reminder. A new expert may be appointed if the expert opinion is not received despite reminders.

Remuneration to the expert is paid once the expert opinion has been received by the university and is deemed complete. The completed remuneration form is sent to HR. For experts residing abroad, an application for special income tax for non-residents (*SINK*) must also be submitted before payment can be made. HR provides information on how the expert applies for *SINK*.

If an expert submits a negative opinion based on the applicant's subject affiliation rather than their merits, the Employment Committee may decide to appoint an additional expert to clarify whether the applicant meets the university's requirements for the position.

An expert opinion received by the university is a public document.

## Appendix 3 – Structure of the Expert Evaluation

### Advertised Appointment

For an advertised appointment, the expert evaluation must include the following:

- **Introduction**

Introduction with reference to the case to which the expert evaluation pertains, as well as a brief summary of the results of the expert evaluation.

- **Assessment of the Applicant(s)' Qualifications**

For each applicant, a brief description and assessment of qualifications should be provided, addressing the areas relevant to the advertised appointment.

- Overview of Applicants

Name, degrees, and current/most recent position.

- Teaching Proficiency

- Academic Expertise

- Other Areas Relevant to the Advertised Appointment as Professor:

- Ability to Collaborate

- Administrative Proficiency

- Management Proficiency

- Other Professional Skills

- Other Qualifications

Other qualifications relevant to the advertised appointment as professor.

If language requirements are specified in the advertised appointment, it is not part of the assignment to assess the level of language proficiency.

If the advertised appointment includes weighting of the bases of assessment, this must be taken into account. However, it is important to emphasize that all eligibility requirements must be given equal consideration in the assessment.

When it comes to the assessment of the requirement for supervision of doctoral students, the experts are expected to make an assessment based on national subject practice and the conditions of the subject in a national context.

- **Conclusion**

- 1) State who should primarily be considered for the appointment by

forming a shortlist and provide reasons for the selection. The shortlist should be limited to those who can be considered eligible and should normally include three to five applicants.

Alternatively:

2) State the proficiency of those who should primarily be considered for the appointment, the order among them, and the reasoning for the choices made.

The assignment request must specify which of the above procedures applies to the expert assignment.

## Promotion

**For promotion, the expert evaluation must include the following:**

- **Introduction**  
Introduction with reference to the case to which the expert evaluation pertains, as well as a brief summary of the results of the expert evaluation.
- **Assessment of the Applicant's Qualifications**  
Provide a brief description and assessment of the applicant's qualifications, addressing the areas relevant to promotion to professor within the subject area concerned.
- Overview of Applicant  
Name, degrees, and current position.
- Teaching Proficiency
- Academic Expertise
- Other Areas Relevant in Relation to Professor within the Subject Area:
  - Ability to Collaborate
  - Administrative Proficiency
  - Management Proficiency
  - Other professional skills
- Other qualifications  
Other qualifications relevant in relation to the subject area

It is important to emphasize that all eligibility requirements must be given equal consideration in the assessment.

When it comes to the assessment of the requirement for supervision of doctoral students, the experts are expected to make an assessment based on national subject practice and the conditions of the subject in a national context.

- **Conclusion**

For promotion, the expert evaluation should conclude with whether the applicant meets the university's requirements for promotion to professor, including an overall assessment and justification for the decision. In the case of rejection, a description is expected of how the applicant can fully meet the requirements.