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Guidelines for the appointment of professors, senior lecturers and associate senior lecturers within the Faculty of Medicine and Health at Örebro University
– assessment criteria and external expert assessment

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1. Introduction and purpose

These guidelines are intended as a supplement to Örebro University's Procedures for Academic Appointments¹ and should always be used together with that document. As seen in the appointment procedures, Örebro University applies the qualifications criteria for appointment provided in the Higher Education Ordinance for each appointment category². In addition, any specific assessment criteria to be met are determined by the respective faculty board.

1.1 Basis for assessment and assessment criteria

This document details the basis for assessment, whereas the relative weighting of the requisite skills and qualities is set out in the requirements profile, which is to be prepared and approved for each appointment. Applicants for a teaching position within medicine and health will be assessed on the basis of the following:

- Research expertise
- Teaching expertise
- Collaboration and public engagement skills
- Leadership skills
- Suitability
- Professional expertise (if relevant)

In this document, each assessment criterion is specified in detail for each appointment category and constitutes the faculty board's supplement to the university's Procedures for Academic Appointments, with the purpose of adapting assessment to the demands of the relevant disciplinary research domain. For each appointment category, a special checklist has been prepared, listing a number of assessment criteria (see appendix 2–4). The checklist is to be attached to and submitted with the external expert opinion.

1.2 Delimitations

These guidelines for appointment have been limited to include only the appointment categories that, in accordance with the Procedures for Academic Appointments, require external expert assessments. To facilitate the reading of the appointment procedures³, reference is made here to the relevant paragraphs of that document:

- Principles for recruitment
- General eligibility and assessment criteria for teaching appointments
- Combined appointments
- Teaching staff categories – duties and responsibilities, qualifications and assessment criteria
 - Professor
 - Post retirement professor
 - Adjunct professor
 - Visiting professor

¹ Procedures for Academic Appointments at Örebro University (ORU 05616/2020)

² Chapter 4, Section 3, first paragraph, Swedish Higher Education Ordinance (SFS 1993:100)

³ Procedures for Academic Appointments at Örebro University (ORU 05616/2020)

- Senior lecturer
- Adjunct senior lecturer
- Associate senior lecturer
- External expert assessment

2. Professor

2.1 Research expertise

The applicant's research expertise is assessed based on national and international standing and recognition in the scientific community. Research expertise is demonstrated through independent research initiatives that significantly exceed the requirements for appointment as a docent. Further evidence of recognition is provided by the ability to lead and develop research and as well as through supervision of doctoral students. It is desirable that an applicant has been principal supervisor to at least two doctoral students who have successfully defended their theses, or that they equivalent qualifications (e.g. international qualifications from doctoral supervision). Research expertise also encompasses being/having been the principal researcher of projects with grants awarded in national or international competition and appointments to positions of trust within academia.

2.2 Teaching expertise

The completion of courses equivalent to 10 weeks of study in teaching and learning in higher education is a general qualification requirement for permanent employment as a professor at Örebro University. Örebro University may also assess whether other experience of teaching in higher education meets this assessment criterion. A professor who on appointment lacks training in teaching and learning in higher education or equivalent expertise undertakes to complete the requisite training course(s) within two years of their appointment. Appointment as a professor also requires that the applicant has completed training in supervising doctoral students.

At Örebro University, teaching expertise is assessed in the categories teaching approach, teaching approach in practice, and professional development as a teacher. Applicants' teaching qualifications shall be documented in accordance with Örebro University's [template for teaching portfolios](#) and clearly relate to the values set out in Örebro University's [educational philosophy](#).

The assessment of applicant's teaching expertise is based on the breadth and scope of various forms of working and teaching at the bachelor's, master's and/or doctoral levels, including experience of individual supervision at various levels, in addition to doctoral supervision. In addition, applicants' ability to develop, plan, implement and evaluate teaching and examination formats is assessed, as is their ability to contribute to the pedagogical development of teaching, such as preparing teaching material, learning aids and/or governance documents for teaching. The assessment of teaching expertise is further based on applicants' experience of management and leadership responsibilities at the bachelor's, master's and doctoral levels that have actively

promoted student learning. Applicants' ability to link teaching to research and contribute to a scientific approach in their teaching will also be assessed.

2.3 Collaboration and public engagement skills

The ability to interact with the surrounding society is an important part of a professor's role and it requires a good understanding of various societal processes and the impact of university activities on these. Assessment of collaboration and public engagement skills looks at three aspects: the ability to communicate, the ability to collaborate with the surrounding society, and the ability to facilitate utilisation of the university's research. Applicants are expected to present national and international external relations and collaborations.

2.4 Leadership skills

In assessing leadership and administrative skills, particular consideration is given to leadership qualifications within education and research, such as a proven ability to lead activities and staff, and an ability to organise and lead research projects, research teams and/or study programmes. Depending on the specialisation and duties of the appointment, qualifications obtained outside the higher education sector may also be considered.

2.5 Suitability⁴

Suitability refers to the applicant having the personal qualities required to successfully perform the duties and responsibilities at hand, to cooperate with other members of staff, and to drive the development of the operations in question.

2.6 Professional expertise (if relevant)

In cases when professional expertise is to be assessed for appointment as a professor, formal qualifications such as obtained specialist qualifications, as well as any sub-specialisations, can be assessed. In addition, assessment of professional expertise is based on an account of, for example, clinical practice and whether the applicant has their own area of responsibility. Moreover, experience of clinical supervision at various levels can be assessed. Experience from development and quality management efforts at a local, regional or national level, as well as positions within professional organisations and expert assignments for authorities or other organisations nationally and internationally will also be assessed.

3. Senior lecturer

3.1 Research expertise

The assessment of the applicant's research expertise is based on their research qualifications, demonstrated through independent research contributions, continued scientific publishing following the award of the doctoral degree, and establishment in the research community. Further evidence of recognition is the ability to plan,

⁴ The university is to assess the applicant's ability to cooperate, whether they have the personal qualities required to successfully perform the duties and responsibilities in question, and their ability to contribute to the development of the operations. Interviews, assignments relating to teaching, as well as the taking of references will be used to aid the assessment.

administer and lead their own research. Having the qualifications required for appointment as a docent is considered an advantage.

Research expertise also encompasses being/having been the principal researcher/co-applicant of projects with grants awarded in competition, and appointments to positions of trust within academia.

3.2 Teaching expertise

The completion of courses equivalent to 10 weeks of study in teaching and learning in higher education is a general qualification requirement for permanent employment as a senior lecturer at Örebro University. Örebro University may also assess whether other experience of teaching in higher education meets this assessment criterion. A senior lecturer who on appointment lacks training in teaching and learning in higher education or equivalent expertise undertakes to complete the requisite training course(s) within two years of their appointment.

At Örebro University, teaching expertise is assessed in the categories teaching approach, teaching approach in practice, and professional development as a teacher. Applicants' teaching qualifications shall be documented in accordance with Örebro University's [template for teaching portfolios](#) and clearly relate to the values set out in Örebro University's [educational philosophy](#).

The assessment of applicant's teaching expertise is based on the breadth and scope of various forms of working and teaching at the bachelor's, master's and/or doctoral levels, including experience of individual supervision. In addition, applicants' ability to develop, plan, implement and evaluate teaching and examination formats is assessed, as is their ability to contribute to the pedagogical development of teaching, such as preparing teaching material, learning aids and/or governance documents for teaching. The assessment of teaching expertise is further based on applicants' experience of pedagogical leadership responsibilities, such as course coordination, at the bachelor's, master's and doctoral levels. Applicants' ability to link teaching to research and contribute to a scientific approach in their teaching will also be assessed.

3.3 Collaboration and public engagement skills

The ability to interact with the surrounding society is an important part of a university teacher's role and it requires a good understanding of various societal processes and the impact of university activities on these. Assessment of collaboration and public engagement skills looks at three aspects: the ability to communicate, the ability to collaborate with the surrounding society, and the ability to facilitate utilisation of the university's research.

3.4 Leadership skills

In assessing leadership and administrative skills, particular consideration should be given to leadership qualifications within education and research, such as a proven ability to lead activities and staff, and an ability to organise and lead research projects and/or study programmes. Depending on the specialisation and duties of the

appointment, qualifications obtained outside the higher education sector may also be considered.

3.5 Suitability⁵

Suitability refers to the applicant having the personal qualities required to successfully perform the duties and responsibilities at hand, to cooperate with other members of staff, and to contribute to the development of the operations in question.

3.6 Professional expertise (if relevant)

In cases when professional expertise is to be assessed for appointment as a senior lecturer, formal qualifications such as obtained specialist qualifications, as well as any sub-specialisations, can be assessed. In addition, assessment of professional expertise is based on an account of, for example, clinical practice and whether the applicant has their own area of responsibility. Moreover, experience of, for example, clinical supervision at various levels is assessed. Experience from development and quality management efforts at a local, regional or national level, as well as positions within professional organisations and expert assignments for authorities or other organisations nationally and internationally will also be assessed.

4. Associate senior lecturer

4.1 Research expertise

The assessment of the applicant's research expertise is based on their research qualifications, with regard to both quality and publication output, in relation to the post applied for. Assessed is also applicants' ability to conduct research autonomously and the ability to develop and lead their own research. The applicant is expected to confirm their intention to engage in future research activities.

4.2 Teaching expertise

At Örebro University, teaching expertise is assessed in the categories teaching approach, teaching approach in practice, and professional development as a teacher. Applicants' teaching qualifications shall be documented in accordance with Örebro University's [template for teaching portfolios](#) and clearly relate to the values set out in Örebro University's [educational philosophy](#).

The assessment of applicant's teaching expertise is based on the breadth and scope of various forms of working and teaching at the bachelor's and master's levels, including experience of supervision. In addition, applicants' ability to plan, implement and evaluate teaching and examination formats is assessed. Applicants' ability to link teaching to research and contribute to a scientific approach in their teaching will also be assessed.

⁵ The university is to assess the applicant's ability to cooperate, whether they have the personal qualities required to successfully perform the duties and responsibilities in question, and their ability to contribute to the development of the operations. Interviews, assignments relating to teaching, as well as the taking of references will be used to aid the assessment.

4.3 Collaboration and public engagement skills

The ability to interact with the surrounding society is an important part of a university teacher's role and it requires a good understanding of various societal processes and the impact of university activities on these. Assessment of collaboration and public engagement skills looks at three aspects: the ability to communicate, the ability to collaborate with the surrounding society, and the ability to facilitate utilisation of the university's research.

4.4 Leadership skills

In assessing leadership and administrative skills, particular consideration should be given to leadership qualifications within education and research, such as contributions to development work. Depending on the specialisation and duties of the appointment, qualifications obtained outside the higher education sector may also be considered.

4.5 Suitability⁶

Suitability refers to the applicant having the personal qualities required to successfully perform the duties and responsibilities at hand, to cooperate with other members of staff, and to contribute to the development of the operations in question. The applicant shall also have an interest in development work and the ability and desire to embark on an academic career.

4.6 Professional expertise (if relevant)

In cases when professional expertise is to be assessed for appointment as an associate senior lecturer, formal qualifications such as obtained specialist qualifications, as well as any sub-specialisations, can be assessed. In addition, assessment of professional expertise is based on an account of, for example, clinical practice and whether the applicant has their own area of responsibility. Moreover, experience of, for example, clinical supervision at various levels is assessed. Experience from development and quality management efforts at a local, regional or national level, as well as positions within professional organisations and expert assignments for authorities or other organisations nationally and internationally will also be assessed.

5. The external expert assignment

For the appointment of professors, senior lecturers and associate senior lecturers, Örebro University appoints external experts to assess applicants' competence and expertise. Expert opinions are part of the selection process and are intended to aid Örebro University in reaching the right decision when making appointments/promotions. The task of external experts is to prepare the matter for the Academic Appointments Committee and through their assessment provide Örebro University with an adequate basis for reaching a decision on an appointment or promotion. The university is required to assess the applicant's suitability based on the

⁶ The university is to assess the applicant's ability to cooperate, whether they have the personal qualities required to successfully perform the duties and responsibilities in question, and their ability to contribute to the development of the operations. Interviews, assignments relating to teaching, as well as the taking of references will be used to aid the assessment.

personal qualities that are required to successfully perform the duties and responsibilities at hand, their ability to cooperate with other members of staff, and their ability to contribute to the development of Örebro University's operations.

5.1 Criteria for external expert assignments

In undertaking the assignment of external expert, equal care shall be taken in assessing teaching expertise as research expertise. An assessment of each applicant's teaching and research expertise shall be based on all available material in the case and consider all assessment criteria pertaining to the appointment in question and the duties it involves.

Qualification is not dependent on meeting all of the assessment criteria for the respective expertise/skills category. Deficiencies in one regard may be balanced by merits in another, so that on weighing up all assessment criteria the applicant may be deemed qualified. Deficiencies in research expertise cannot however be offset by teaching merits, nor vice versa.

When assessing the expertise of applicants for posts at the Faculty of Medicine and Health, the opinions of at least two external experts are obtained⁷. When assessing applicants for the posts of senior lecturer and associate senior lecturer, the opinions of two external experts with, as a minimum, the qualifications required for appointment as a docent are obtained. When assessing applicants for the post of professor, the opinions of at least two external professors are obtained.

5.2 The design of expert opinions

Expert opinions shall include an account and an assessment of the applicants' qualifications and whether the applicants meet the criteria determined for the post. If relevant, a comparison between applicants is to be made. This comparison should result in a group of leading candidates, however, without any particular order of preference. The grounds for selecting this "leading group" shall be provided in the opinion based on:

- research expertise
- teaching expertise
- collaboration and public engagement skills
- leadership skills, and
- professional expertise (if relevant)

The leading group may consist of three to five (3–5) candidates depending on the total number of applicants. Also when dealing with matters of promotion, external experts are expected to give an opinion on teaching expertise, research expertise as well as on the other expertise/skills categories. Note that the assessment shall be made individually by each expert. This is especially important as the assessment is expected to result in a proposed leading group rather than a strict ranking of candidates.

⁷ When dealing with matters of promotion, at least one (1) external expert shall be appointed to assess the applicant's expertise.

5.3 Summary

A summary of the content of the expert opinion is provided in Appendix 1.

Supplementation of opinions may be requested. Signed opinions should be sent together with a fee form to:

Human Resources
Örebro University
SE-701 82 Örebro

Once an expert opinion is received at the university it is covered by the principle of public access to official documents. This means that anyone has the right to read it.

6. Enters into force

These guidelines enter into force on 1 January 2022.

Appendix 1

Outline of the external expert opinion

1. Summary

The external expert assesses and provides the grounds for which of the candidates are deemed most competent to go forward to the leading group, without any particular order of preference. These candidates are considered the most suitable and competent for the post in question.

2. Overview applicants

2.1 Name and year of birth of the applicant(s)

2.2 Degree of the applicant(s)

3. Assessment of each applicant

3.1 Requirements

Whether the applicant meets the criteria stated in the requirements profile

3.2 Assessment based on the requisite expertise and skills (basis for assessment)

3.2.1 Assessment of research expertise

3.2.2 Assessment of teaching expertise

3.2.3 Assessment of collaboration and public engagement skills

3.2.4 Assessment of leadership skills

3.2.5 Assessment of documented professional expertise (if relevant)

3.3 Additional qualifications

Additional qualifications stated in the requirements profile and job advert that the applicant fulfils.

Assessment of current/previous employment and its relevance to the appointment applied for.

Depending on the specialisation and duties of the appointment, qualifications obtained outside the higher education sector may also be considered.

3.4 Conclusion

A conclusion and overall assessment of whether the applicant is deemed to have the requisite expertise and skills given the announced appointment and its specialisation and whether the applicant can be expected to satisfactorily perform the duties involved.

4. Appendices

Attach completed checklist in question (appendices two to four [2–4] below).

Appendix 2

Checklist for external expert assessment, professor – basis for assessment and assessment criteria

Research expertise				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has been awarded a doctoral degree.				
The applicant is a nationally established researcher.				
The applicant is an internationally recognised researcher.				
The applicant can present their own ongoing research.				
The applicant can present scientific publications of significant scope and high quality (number of publications to exceed the requirements for appointment as docent).				
The applicant is deemed to have a good ability to develop and lead research, e.g. of their own research group.				
The applicant has experience of academic/scientific positions of trust such as acting as an external expert, external reviewer, member of a scientific council, etc.				
The applicant has presented current doctoral supervision.				
The applicant has been principal supervisor to two doctoral students who have successfully defended their theses; or has acquired equivalent expertise by some other means.				
The applicant has presented doctoral instruction experience in addition to doctoral supervision.				
The applicant is/has been the principal researcher of projects with current grants awarded in national or international competition.				

Teaching expertise				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has undergone a minimum of 10 weeks training in teaching and learning in higher education ¹ .				
The applicant has undergone doctoral supervisor training.				
The applicant has presented documented experience of various forms of working and teaching at bachelor's, master's and/or doctoral levels that develop students' knowledge, skills and abilities.				
The applicant has presented documented experience of individual supervision at various levels in addition to doctoral supervision (e.g. degree projects or clinical supervision).				
The applicant has presented the ability to support student learning through constructive and continuous feedback.				
The applicant has presented the ability to reflect on their teaching approach with regard to course evaluations and own reflections and how this can be translated into a practical approach for the students.				
The applicant has presented documented experience of pedagogical leadership for study programmes/parts of study programmes (e.g. through the post as director of studies).				
The applicant has presented documented independent responsibility for planning, implementing and evaluating their own courses and for examinations or equivalent.				

Appendix 2

The applicant has demonstrated the ability to contribute to pedagogical development of teaching in collaboration with colleagues and students (e.g. teaching materials, learning aids or governance documents related to teaching).				
The applicant can present participation in training days and courses and conferences on teaching and learning in higher education.				
The applicant is considered to be a good educator (e.g. via course evaluations, teaching awards etc.).				
The applicant has a demonstrated ability to link teaching to research.				
The applicant has performed a significant part of their teaching-related work during the previous 5 to 10 years.				
¹ If necessary, an equivalence assessment will be made by Örebro University. If/when appointed, the applicant lacks training, the requisite courses may be taken within two years of taking up the position.				

Collaboration and public engagement skills				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has demonstrated national/international contacts relevant to the nature of the appointment (e.g. networks).				
The applicant has experience of collaboration and interaction with external stakeholders (e.g. interdisciplinary collaborations).				
The applicant has presented popular science production aimed at stakeholders outside academia (e.g. informational and educational material, workshops, popular-science lectures etc.).				

Leadership skills				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has formal management/leadership training.				
The applicant has experience of academic leadership (of a division/department/school/university or equivalent).				
The applicant has experience of leadership outside of academia.				
The applicant has experience of leadership in scholarly networks and associations.				
The applicant has participated in academic development work.				
The applicant has been appointed as a member of boards, committees, working groups or assignments in other relevant areas.				
The applicant has experience of assignments/working with systematic work environment management, research ethics, equal opportunities, gender equality, environment, diversity and/or accessibility, etc. (e.g. within projects and/or inquiries).				

Appendix 2

Professional expertise (if relevant)				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has specialist qualifications.				
The applicant has presented clinical expertise by having their own, area of responsibility or own development activities within healthcare.				
The applicant has presented expertise through clinical training/supervision.				
The applicant has experience from leadership or inquiry assignments within healthcare organisations.				
The applicant has experience from development work or quality management at a regional and national/international level.				
The applicant has worked nationally and/or internationally within subject and specialty associations.				
The applicant has held national and/or international assignments, for public authorities or other organisations.				

– The completed checklist should be attached to and submitted with the opinion –

Appendix 3

Checklist for external expert assessment, senior lecturer – basis for assessment and assessment criteria

Research expertise				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has been awarded a doctoral degree.				
The applicant is a nationally established researcher.				
The applicant is an internationally recognised researcher.				
The applicant can present their own ongoing research.				
The applicant has presented independent scientific publications of high quality following the award of the doctoral degree.				
The applicant has demonstrated that the majority of the papers constituting the doctoral thesis have been published following the award of the degree.				
The applicant is deemed to have a good ability to develop and lead research, e.g. their own research group.				
The applicant has experience of academic/scientific positions of trust.				
The applicant is/has been the principal researcher of projects with current grants awarded in national or international competition.				
The applicant is/has been co-applicant of projects with current grants awarded in national or international competition.				

Teaching expertise				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has undergone a minimum of 10 weeks training in teaching and learning in higher education ¹ .				
The applicant has presented documented experience of various forms of working and teaching at bachelor's, master's and/or doctoral levels.				
The applicant has presented documented experience of individual supervision at various levels (e.g. degree projects or clinical supervision).				
The applicant has presented the ability to support student learning through constructive and continuous feedback.				
The applicant has presented documented independent responsibility for planning, implementing and evaluating their own courses and for examinations or equivalent.				
The applicant is considered to be a good educator (e.g. via course evaluations, teaching awards etc.).				
The applicant has a demonstrated ability to link teaching to research.				
The applicant has performed a significant part of their teaching-related work during the previous 5 to 10 years.				
¹ If necessary, an equivalence assessment will be made by Örebro University. If/when appointed, the applicant lacks training, the requisite courses may be taken within two years of taking up the position.				

Appendix 3

Collaboration and public engagement skills				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has demonstrated national/international contacts relevant to the nature of the appointment (e.g. networks).				
The applicant has experience of collaboration and interaction with external stakeholders (e.g. interdisciplinary collaborations).				
The applicant has presented popular science production aimed at stakeholders outside academia (e.g. informational and educational material, workshops, popular-science lectures etc.).				

Leadership skills				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has experience of academic leadership (of a division/department/school/university or equivalent).				
The applicant has experience of leadership outside of academia.				
The applicant has experience of leadership in scholarly networks and associations.				
The applicant has participated in academic development work.				
The applicant has been appointed as a member of boards, committees, working groups or assignments in other relevant areas.				
The applicant has experience of assignments/working with systematic work environment management, research ethics, equal opportunities, gender equality, environment, diversity and/or accessibility, etc. (e.g. within projects and/or inquiries).				

Professional expertise (if relevant)				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has specialist qualifications.				
The applicant has presented clinical expertise by having their own specific area of responsibility or own development activities within healthcare.				
The applicant has presented expertise through clinical training/supervision.				
The applicant has experience from leadership or inquiry assignments within healthcare organisations.				
The applicant has experience from development work or quality management at a regional and national/international level.				
The applicant has worked nationally and/or internationally within subject and specialty associations.				
The applicant has held national and/or international assignments, for public authorities or other organisations.				

– The completed checklist should be attached to and submitted with the opinion –

Appendix 4

Checklist for external expert assessment, associate senior lecturer – basis for assessment and assessment criteria

Research expertise				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has been awarded a doctoral degree.				
The applicant can present their own ongoing research.				
The applicant can present scientific publications.				
The applicant has demonstrated that the majority of the papers constituting the doctoral thesis have been published following the award of the degree.				
The applicant is deemed to have an ability to develop and lead their own research.				
The applicant is/has been co-applicant of projects with current grants awarded in national or international competition.				

Teaching expertise				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has undergone a minimum of 10 weeks training in teaching and learning in higher education ¹ .				
The applicant has presented documented experience of various forms of working and teaching at bachelor's and master's levels.				
The applicant has presented documented experience of individual supervision at various levels (e.g. degree projects or clinical supervision).				
The applicant has presented documented experience of planning, implementing and evaluating teaching and examination formats.				
The applicant is considered to be a good educator (e.g. via course evaluations, teaching awards etc.).				
The applicant has a demonstrated ability to link teaching to research.				
¹ Not a requirement for the appointment of an associate senior lecturer, but completed courses are a requirement for promotion from associate senior lecturer to senior lecturer.				

Appendix 4

Collaboration and public engagement skills				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has demonstrated national/international contacts relevant to the nature of the appointment (e.g. networks).				
The applicant has experience of collaboration and interaction with external stakeholders (e.g. interdisciplinary collaborations).				
The applicant has presented popular science production aimed at stakeholders outside academia (e.g. informational and educational material, workshops, popular-science lectures etc.).				

Leadership skills				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has contributed to development work within academia.				
The applicant has experience of assignments/working with systematic work environment management, research ethics, equal opportunities, gender equality, environment, diversity and/or accessibility, etc. (e.g. within projects and/or inquiries).				

Professional expertise (if relevant)				
Assessment criteria	Yes	Doubtful	No	Insufficient basis for assessment
The applicant has specialist qualifications.				
The applicant has presented clinical expertise by having their own area of responsibility or own development activities within healthcare.				
The applicant has presented expertise through clinical training/supervision.				
The applicant has experience from leadership or inquiry assignments within healthcare organisations.				
The applicant has experience from development work or quality management at a regional and national/international level.				
The applicant has worked nationally and/or internationally within subject and specialty associations.				
The applicant has held national and/or international assignments, for public authorities or other organisations.				

– The completed checklist should be attached to and submitted with the opinion –