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**Guidelines for the appointment of professors, senior lecturers and associate senior lecturers within the Faculty of Humanities and Social Sciences
– assessment criteria and external expert assessment**

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1. Introduction

These guidelines are the faculty's supplement to Örebro University's *Procedures for Academic Appointments*¹. The appointment procedures outline the qualifications criteria for each appointment category².

1.1 Assessment criteria and assessment aspects

This document details the assessment criteria, whereas their relative weighting is established in the requirements profile, which is to be prepared and approved for each appointment. If the weighting of the assessment criteria is not provided in the requirements profile, scientific/artistic expertise should be prioritised over teaching expertise, followed by the other assessment criteria. Applicants for a teaching position within the faculty's disciplinary research domain will be assessed on the basis of the following assessment criteria:

- Research/artistic expertise
- Teaching expertise
- Collaboration and public engagement skills
- Leadership skills
- Suitability

For each assessment criterion, there are a number of aspects that further detail the criterion in question.

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.

2. Professor

2.1 Research expertise

Research expertise is to be demonstrated through independent research contributions. These are to significantly exceed the qualifications required for appointment as a docent, in terms of both quality and quantity. In contrast to a docentship, a professorship demands not only an ability to independently conduct research but also a proven ability to manage research, including leading other researchers and research projects. Scientific publications are to be at a high continuous level and published in quality-assured channels of relevance to the subject in question. Research expertise includes the ability to obtain funding in competition, experience of serving in academic positions of trust, and experience of doctoral supervision.

In assessing leadership and administrative skills, qualifications in research management are to be given special consideration, such as proven ability to initiate, organise and lead research projects or research teams. Experience of roles and assignments, such as at faculty level or at research councils, and contributions to the national and international research community are to be given special consideration. In assessing collaboration and public engagement skills, the ability to communicate research is to be considered, as well as the ability to conduct research in

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

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

collaboration with the surrounding community and to utilise research results for the benefit of society.

2.1.1 Assessment of research expertise

External experts are to assess the research expertise of applicants based on their scientific production and completed projects, the scientific and societal impact of the projects and the role played by the applicant. This assessment is to be made in relation to the requirements profile.

The following aspects are to be considered in the assessment:

- Quality, independence and topicality of scientific production.
- The significance of scientific production for the development of the field of research.
- The relevance of publication channels.
- The ability to plan, initiate, lead and develop research, research teams and research projects.
- Presence in the national and international scientific community (e.g. conference participation, editorship, membership of expert panels).
- Ability to obtain research grants in competition.
- Experience of doctoral supervision.
- Experience of academic positions of trust (review assignments, external reviewer at theses defences, external expert assignments, or assessment panels).
- Ability to engage with the surrounding community.
- Leadership and administrative skills, especially in relation to academic leadership, and how administrative roles have been performed.

2.2 Artistic expertise

Artistic expertise is assessed based on the applicant's national and international standing and recognition as an artist. Artistic expertise is demonstrated through independent and current artistic production of the highest quality in channels of most relevance to the artistic field in question. Additional proof of recognition is provided by the ability to lead and develop artistic activities, education and research and through experience of doctoral supervision. Artistic expertise also includes the ability to obtain research grants and awards in competition, as well as artistic expert assignments and positions of trust within academia, such as serving as external reviewer or external expert.

In assessing leadership and administrative skills, qualifications in the management of research and artistic activities are to be given special consideration, such as proven ability to initiate, organise and lead research projects, research teams or artistic projects. Experience of roles and assignments, such as at the faculty level or at research councils, and contributions to the national and international research community are to be given special consideration. In assessing collaboration and public engagement skills, the ability to communicate research and artistic activities is to be considered, as well as the ability to conduct research and artistic activities in collaboration with the surrounding community, and to utilise research results and artistic activities for the benefit of society.

2.2.1 Assessment of artistic expertise

In assessing the artistic expertise of applicants, external experts are to consider artistic qualifications in relation to the requirements profile for the appointment. External experts are

also to assess expertise based on the applicant's artistic production and completed projects, the scientific and societal impact of the projects, and the role played by the applicant.

The following aspects are to be considered in the assessment:

- Quality, independence and topicality of the artistic production.
- The relevance of publication channels.
- Ability to lead and develop artistic activities.
- Experience of leading research teams and research projects.
- Ability to lead and develop education and research in fine, applied and performing arts.
- Presence in the national and international scientific community (e.g. conference participation, editorship, membership of expert panels).
- Ability to obtain research grants in competition.
- Ability to obtain prestigious scholarships or awards in the field.
- Experience of doctoral supervision.
- Experience of positions of trust (review assignments, external expert assignments, jury assignments, external reviewer at theses defences or assessment panels).
- Experience of artistic expert assignments.
- Ability to engage with the surrounding community.
- Leadership and administrative skills, especially in relation to academic leadership, and how administrative roles have been performed.

2.3 Teaching expertise

Teaching expertise is based on the applicant's teaching outlook and approach, how it is put into practice, and their professional development as a teacher. Teaching expertise covers the ability to teach and supervise at the bachelor's, master's and doctoral levels. Teaching expertise also includes the ability to independently take responsibility for planning, implementing, examining and evaluating courses and study programmes, as well as the ability to contribute to and lead the pedagogical development of teaching. Moreover, teaching expertise includes the ability to draw on research in teaching, as well as the ability to develop students' self-learning and interest in the subject.

Leadership skills are assessed based on experience of assignments within education, including the ability to lead organisations and individuals, organise and coordinate study programmes or other educational activities. The ability to collaborate with society at large is assessed based on the ability to develop and implement training courses for outside the higher education sector, to communicate courses and study programmes, and to prepare teaching materials for external use.

The applicant's teaching qualifications are to 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](#). In addition to having completed qualifying courses on teaching and learning in higher education, an appointment as professor requires that the applicant has completed training in supervising doctoral students. A professor who on appointment lacks training in supervising doctoral students is required to complete the requisite course(s) within two years of their appointment.

2.3.1 Assessment of teaching expertise

In assessing teaching expertise, external experts are to perform a qualitative and quantitative assessment of the applicant's teaching qualifications and expertise, taking as a point of departure the presentation given in their teaching portfolio, based on the following aspects:

- The breadth and scope of various forms of working and teaching at the bachelor's, master's and doctoral levels.
- The ability to link teaching to research in the field of study.
- Experience of supervision at various levels, including doctoral supervision.
- The ability to critically reflect on their own teaching role, educational philosophy and pedagogical practice.
- The ability to engage and create interest in the subject among students.
- The ability to advance students' self-learning.
- Independent responsibility for planning, implementing, examining and evaluating courses and study programmes.
- Contributions to pedagogical development work and/or the development of teaching materials.
- Management and leadership responsibilities on courses and study programmes.

2.4 Suitability³

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.

3. Senior lecturer

3.1 Research expertise

Research expertise is to be demonstrated through independent research contributions and continued scientific publishing following the award of the doctoral degree. In the assessment, weight is to be given to the applicant's experience of planning and managing their own research, as well as their ability to communicate research to the surrounding community.

3.1.1 Assessment of research expertise

External experts³ are to assess the research expertise of applicants based on their scientific production and completed projects, the scientific and societal impact of the projects, and the role played by the applicant. This assessment is to be made in relation to the requirements profile.

The following aspects are to be considered in the assessment:

- Quality, independence and topicality of scientific production.
- The relevance of publication channels.
- The ability to plan, lead and administer research.
- Presence in the national and international scientific community (e.g. conference participation, editorship, membership of expert panels).

³ 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.

- Ability to obtain research grants in competition.
- Experience of doctoral supervision.
- Experience of academic positions of trust (review assignments or external expert assignments).
- Ability to engage with the surrounding community.

3.2 Artistic expertise

Artistic expertise is to be demonstrated through work that exhibits high artistic quality and through the display of originality and independence. The work is to be of considerable proportions and of great significance to the subject field in question. This expertise may moreover be demonstrated through productions that have gained a wider audience, where the candidate has been the originator of or clearly contributed to the artistic process and its ultimate outcome. The candidate is also to have been a part of and actively contributed to artistic development work within their subject field.

3.2.1 *Assessment of artistic expertise*

In assessing the artistic expertise of applicants, external experts are to consider artistic qualifications in relation to the requirements profile for the appointment. External experts are also to assess expertise based on the applicant's artistic production and completed projects, the scientific and societal impact of the projects, and the role played by the applicant.

The following aspects are to be considered in the assessment:

- Quality, independence and topicality of the artistic production.
- The relevance of publication channels.
- Presence in the national and international scientific community (e.g. conference participation, editorship, membership of expert panels).
- Ability to obtain research grants in competition.
- Ability to obtain scholarships or awards.
- Experience of supervising master's students.
- Experience of positions of trust (review assignments, external expert assignments or jury assignments).
- Ability to engage with the surrounding community.

3.3 Teaching expertise

Teaching expertise is based on the applicant's teaching outlook and approach, how it is put into practice, and their professional development as a teacher. Of significance is the breadth and scope of various forms of teaching and supervision experience. Moreover, teaching expertise includes the ability to draw on research in teaching, as well as the ability to develop students' self-learning and interest in the subject.

Leadership skills are assessed based on experience of assignments within education. The assessment also includes the ability to independently take responsibility for planning, implementing, examining, and evaluating courses and study programmes, as well as the ability to contribute to and lead development initiatives relating to teaching. The ability to collaborate with society at large is assessed based on the ability to develop and implement training courses for outside the higher education sector, to communicate courses and study programmes, and to prepare teaching materials for external use.

The applicant's teaching qualifications are to 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](#).

3.3.1 Assessment of teaching expertise

In assessing teaching expertise, external experts are to perform a qualitative and quantitative assessment of the applicant's teaching qualifications and expertise, taking as a point of departure the presentation given in their teaching portfolio, based on the following aspects:

- The breadth and scope of various forms of working and teaching at the bachelor's, master's and doctoral levels.
- The ability to link teaching to research in the field of study.
- Experience of supervision at various levels.
- The ability to critically reflect on their own teaching role, educational philosophy and pedagogical practice.
- The ability to engage and create interest in the subject among students.
- The ability to advance students' self-learning.
- Responsibility for planning, implementing, examining and evaluating courses and study programmes.
- Contributions to pedagogical development work and/or the development of teaching materials.

3.4 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 contribute to the development of the operations.

4. Associate senior lecturer

4.1 Research expertise

Research expertise is based on the applicant's independent research contributions and continued scientific publications following the award of the doctoral degree. Of significance is also the applicant's experience of planning their own research, as well as their ability to communicate research to the surrounding society.

4.1.1 Assessment of research expertise

External experts are to assess the research expertise of applicants based on their scientific production and completed projects, the scientific and societal impact of the projects and the role played by the applicant. This assessment is to be made in relation to the requirements profile.

The following aspects are to be considered in the assessment:

- Quality, independence and topicality of scientific production.
- The relevance of publication channels.
- The ability to plan and conduct research.

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.

- Presence in the national and international scientific community (e.g. conference participation, editorship, membership of expert panels).
- Ability to obtain research grants in competition.
- Experience of academic positions of trust (review assignments or external expert assignments).
- Ability to engage with the surrounding community.

4.2 Artistic expertise

Artistic expertise is to be demonstrated through work that exhibits high artistic quality and through the display of originality and independence. The work is to be on a not insignificant scale and of significance to the subject field in question. This expertise may moreover be demonstrated through productions that have gained a wider audience, where the candidate has been the originator of or clearly contributed to the artistic process and its ultimate outcome. The candidate is also to have been a part of and actively contributed to artistic development work within their subject field.

4.2.1 Assessment of artistic expertise

In assessing the artistic expertise of applicants, external experts are to consider artistic qualifications in relation to the requirements profile for the appointment. External experts are also to assess expertise based the applicant's artistic production and completed projects, the scientific and societal impact of the projects, and the role played by the applicant.

The following aspects are to be considered in the assessment:

- Quality, independence and topicality of the artistic production.
- The relevance of publication channels.
- Presence in the national and international scientific community (e.g. conference participation, editorship, membership of expert panels).
- Ability to obtain research grants in competition.
- Ability to obtain scholarships or awards.
- Experience of positions of trust (review assignments or external expert assignments).
- Ability to engage with the surrounding community.

4.3 Teaching expertise

Teaching expertise is based on the applicant's teaching outlook and approach, how it is put into practice, and their professional development as a teacher. Of significance is the breadth and scope of various forms of teaching and supervision experience. Moreover, teaching expertise includes the ability to draw on research in teaching, as well as the ability to develop students' self-learning and interest in the subject.

Leadership skills are assessed based on experience of assignments within education. The assessment also includes the ability to independently take responsibility for planning, implementing, examining, and evaluating courses and study programmes. The ability to collaborate with society at large is assessed based on the ability to develop and implement training courses for outside the higher education sector, to communicate courses and study programmes, and to prepare teaching materials for external use.

The applicant's teaching qualifications are to 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](#).

4.3.1 Assessment of teaching expertise

In assessing teaching expertise, external experts are to perform a qualitative and quantitative assessment of the applicant's teaching qualifications and expertise, taking as a point of departure the presentation given in their teaching portfolio, based on the following aspects:

- The breadth and scope of various working and teaching methods.
- The ability to link teaching to research in the field of study.
- Experience of supervision at various levels.
- The ability to critically reflect on their own teaching role, educational philosophy and pedagogical practice.
- The ability to engage and create interest in the subject among students.
- The ability to advance students' self-learning.
- Responsibility for planning, implementing, examining and evaluating courses and study programmes.

4.4 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.

5. Assessment

To assess the competence and expertise of applicants, the university obtains the opinions of external experts⁶. External expert opinions are part of the selection process and are intended to aid the university in reaching the right decision in matters of appointment/promotion.

- Appointment as professor: The main rule is that opinions from three external experts are to be obtained. Exceptions may be made and are to be approved by the person specified in university delegations. At least one of the experts is to be a woman, and at least one a man. Those appointed as external experts are to hold the appointment of professor.
- Appointment as senior lecturer: Opinions from at least two external experts are to be obtained. One of the experts is to be a woman and one a man. Those appointed as external experts are to hold the appointment of docent or professor.
- Appointment as associate senior lecturer: Opinions from at least two external experts are to be obtained. One of the experts is to be a woman and one a man. Those appointed as external experts are to hold the appointment of docent or professor.

As additional selection tools, the university employs the taking of references and a teaching assignment (e.g. trial lecture/seminar). The university is to assess the applicant's suitability, for example, in terms of their 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.

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.

⁶ When dealing with matters of promotion, at least one (1) external expert shall be appointed to assess the applicant's expertise.

5.1 The external expert assignment

In undertaking the assignment of external expert, equal care shall be taken in assessing teaching expertise as research/artistic expertise. Unless other weighting is specified in the requirements profile, research/artistic expertise is to rank higher than teaching expertise, which is then to be followed by other assessment criteria. An assessment of each applicant's teaching and research/artistic expertise is to 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 aspects for research/artistic expertise or teaching expertise, respectively. 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/artistic expertise cannot however be offset by teaching merits, nor vice versa.

5.2 Instructions for the expert opinion

Expert opinions are to include an account of the assessment of the various aspects of research/artistic and teaching expertise. These assessments shall be made with due consideration for any specific assessment aspects that may be included in the requirements profile. In determining whether an applicant has the requisite research/artistic and teaching expertise for qualification, an overall assessment is to be made of all aspects of each criteria.

In addition to describing and assessing the qualifications of the applicants, a comparison between applicants are to be made in cases where there are more than one applicant.

- Appointment as professor: The comparison is to generate a *ranking order* of the top candidates for the appointment in question, based on the different assessment criteria. The grounds for the ranking order are to be provided in the opinion.
- Appointment as senior lecturer: The comparison is to generate a *leading group* in which the 2-3 top candidates for the appointment in question are placed, based on the different assessment criteria. The grounds for the selection of candidates to this group are to be provided in the opinion.
- Appointment as associate senior lecturer: The comparison is to generate a *leading group* in which the 2-3 top candidates for the appointment in question are placed, based on the different assessment criteria. The grounds for the selection of candidates to this group are to be provided in the opinion.

Each expert shall submit individual assessments of applicants. Experts are, however, permitted to collaborate on describing the candidate's qualifications.

Summary of the information that is to be included in the external expert opinion:

- Appointment registration number.
- Applicant's name and year of birth.
- Applicant's degree.
- Whether the applicant meets the criteria stated in the requirements profile.
- Additional qualifications specified in the requirements profile and job advert that the applicant fulfils.
- Assessment of current/previous employment and their relevance to the position applied for.
- Assessment of research/artistic expertise.

- Assessment of teaching expertise.
- Completed qualifying courses on teaching and learning in higher education.
- Completed courses on doctoral supervision (if relevant).
- A conclusion and overall assessment of whether the applicant is deemed to have the requisite competence and expertise according to the requirements profile and whether the applicant can be expected to satisfactorily perform the duties involved.
- Assessment of which of the qualified candidates form a leading group and are deemed most suitable and competent for the appointment in question (in ranking order or leading group depending on the appointment category, see above).

Supplementation of opinions may be requested. Signed opinions are to 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.