

Guideline for the assessment of eligibility requirements for professor

Approved by	Pro Vice-Chancellor
Document manager	The employment board
Version	3
Effective as of	December 12, 2023, effective until August 31, 2025
Replaces	-

This is an English translation.

Background

This guideline describes the University West's definition of pedagogical and scientific skills for a professor, which is a complement to the university's appointments procedure.

Pedagogical skills

- Demonstrated pedagogical skills (Chapter 4, Section 3, HF).

When assessing pedagogical skills, consideration is to be given to the demonstrated and documented ability to promote student learning by planning, implementing and continuously evaluating and developing education, teaching, supervision, and examination. Applicants who lack pedagogical skills from an academic context must have competence equivalent to the university's entry requirements, although this may have been achieved in another way than within the academic environment.

Guidance for the assessment of pedagogical skills includes (NB: These are examples and may vary depending on the discipline and discipline tradition, i.e. not all these parts need to be fulfilled):

- The ability to vary teaching methods and forms of examination in relation to the nature of the subject and expected study results.
- Have experience of teaching in higher education at both undergraduate and postgraduate level, 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 students developing readiness to meet and lead sustainable social development.
- Experience of collaborating with the wider community and the ability to incorporate this into the planning, implementation and follow-up of education and training to integrate theory and practice.
- Development of teaching modules, courses, and programs, as well as responsibility for, and experience in, quality development and quality assurance of education.
- Supervision at different levels, including third cycle level (in the case of doctoral program: completed and/or ongoing). The requirement may be more or less important depending on the discipline, the tradition of the discipline and its conditions.
- Participation in higher education pedagogical and didactic development contexts.
- Ability to reflect on the pedagogical mission.
- The ability to relate to and integrate international perspectives and conditions in the teaching.
- Other pedagogical merits, such as pedagogical development projects, textbook production or similar. Also, experience of contributing to national and international pedagogical debate.

Scientific skills

- Demonstrated scientific skill (Chapter 4, Section 3, HF).

The scientific productivity, both qualitatively and quantitatively, should be considerably higher than that of an associate professor level, which in terms of volume is roughly equivalent to two normal doctoral thesis within the field. This threshold may vary depending on the discipline and discipline tradition.

When assessing scientific competence, consideration shall be given to the ability to contribute to the development of knowledge through independent research efforts as demonstrated by the ability to plan, conduct, lead and develop research. Scientific skill is demonstrated through own research and/or research together with others.

Guidance for the assessment of scientific skills includes (NB: These are examples and may vary according to discipline and discipline tradition, i.e. not all these parts need to be fulfilled):

- Broadness and depth of research.
- Contribution to theory and methodology development.
- Originality of the research.
- Published in international and national journals. These requirements should be adapted to the publishing practices of the individual subject or discipline.
- Contribution to the international scientific community, such as active participation in international and national research networks, scientific conferences, and congresses. Also, for example, assignments as reviewer of scientific activities, such as independent reviewer for a scientific journal or conference, external reviewer, or a member of the examining committee for a doctoral thesis, or as an expert, for example in connection to appointments and scientific investigations.
- Ability to obtain research grants in competition (as main applicant and/or co-applicant).
- Ability to communicate and interact with the wider community on the implementation and results of research.