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Supplementary Guidelines to *Uppsala University* *Appointment Regulations* at the Faculty of Languages



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Table of contents

| | |
|--|----------|
| Supplementary guidelines to <i>Appointment Regulations for Uppsala University</i> | 4 |
| 1. Preparing appointment and promotion matters (AO § 67) | 4 |
| 2 Eligibility requirements and assessment criteria (AO §§ 2, 4, and 5) | 5 |
| 2.1 Appointment as professor | 5 |
| Higher Education Ordinance (Chapter 4 Section 3) | 5 |
| Appointment Regulations for Uppsala University | 5 |
| Supplementary guidelines from the Board of the Faculty of Languages: | 6 |
| 2.2 Promotion to professor | 7 |
| Higher Education Ordinance (Chapter 4 Section 3) | 7 |
| Appointment Regulations for Uppsala University | 7 |
| Supplementary guidelines for the Faculty of Languages: | 8 |
| 2.3 Appointment as senior lecturer | 8 |
| Higher Education Ordinance (Chapter 4 Section 4) | 8 |
| Appointment Regulations for Uppsala University | 9 |
| Supplementary guidelines from the Board of the Faculty of Languages: | 10 |
| 2.4 Promotion from lecturer to senior lecturer | 11 |
| Higher Education Ordinance (Chapter 4 Section 4) | 11 |
| Appointment Regulations for Uppsala University | 11 |
| Supplementary guidelines for the Faculty of Languages: | 11 |
| 2.5 Appointment as lecturer | 11 |
| Appointment Regulations for Uppsala University | 11 |
| Supplementary guidelines for the Faculty of Languages: | 12 |
| 2.6 Adjunct teachers | 12 |
| Appointment Regulations for Uppsala University | 12 |
| § 45 For appointment as adjunct professor, adjunct senior lecturer and adjunct lecturer, the same qualifications shall apply as for the relevant category of teachers, with the exception of teaching expertise. | 12 |
| Supplementary guidelines from the Board of the Faculty of Languages: | 12 |
| 2.7 Associate senior lecturer and postdoctoral research fellow | 12 |
| Appointment Regulations for Uppsala University | 12 |
| Supplementary guidelines for the Faculty of Languages | 13 |

Supplementary guidelines to *Appointment Regulations for Uppsala University*

I Appointment Regulations for Uppsala University (AO) (UFV2010/1842) prescribes in § 2 that “Domain/Faculty boards may issue complementary guidelines and assessment criteria for recruiting and promoting teachers beyond these Appointment Regulations”. The Board of the Faculty of Languages decided on 2013-03-21 to adopt these supplementary guidelines.

1. Preparing appointment and promotion matters (AO § 67)

At the Faculty of Languages there shall be a recruitment group in charge of

- appointment as professor (incl. visiting professor and adjunct professor)
- promotion from senior lecturer to professor
- permanent appointment as senior lecturer
- appointment as associate senior lecturer
- appointment as postdoctoral research fellow
- promotion from lecturer to senior lecturer
- review of applications for admittance as excellent teacher
- review of eligibility as senior lecturer (transfers, etc.)

Other matters of a similar nature may occur.

The recruitment group, headed by the dean, consists of four teachers, one third-cycle student, and one student from the first or second cycle. Two group deputies are to be appointed for the teachers. Personal deputies are to be appointed for the student representatives. Teacher representatives are to be appointed by the Faculty Board, which also chooses a deputy chair for the group.

The Faculty Board’s delegation regulations state where decisions are to be made in certain issues involving the recruitment process, for example, the decision to initiate teacher recruitment, including decisions about the appointment profile, the selection of experts, and appointment proposals.

In advance of initiating a recruitment process, departments, with reference to §§ 63-64 in the Appointment Regulations, should actively seek out prospective applicants and especially urge individuals of the underrepresented gender to apply.

2 Eligibility requirements and assessment criteria (AO §§ 2, 4, and 5)

2.1 Appointment as professor

Higher Education Ordinance (Chapter 4 Section 3)

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor. [...]

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 independently determines what further assessment criteria are to apply in the appointment of professors. (SFS 2010:1 064)

Appointment Regulations for Uppsala University

§ 4 When the University appoints new teachers those applicants must be selected who, following a qualitative holistic assessment of their competence and expertise, are judged to have the best potential to carry out and develop the relevant duties and to help advance operations.

§ 5 A general eligibility requirement is that the applicant must have the personal characteristics required to perform the duties of the post well.

§ 6 To be eligible for appointment as a teacher an applicant must have a documented ability to teach in Swedish and/or English. Requirements may also be made for ability to teach in another language based on the actual needs of the operation for which recruitment is made.

§ 21 Research expertise comprises research merits. In assessing research expertise research quality must be the prime consideration. The scope of research, primarily in regard to depth and breadth, must also be afforded consideration. Furthermore, consideration must be given to the capacity to plan, initiate, lead and develop research and education in the third cycle, the ability to acquire funding for research in competition, as well as the demonstrated capacity to interact with others both within academia and in the wider community.

§ 23 Teaching expertise comprises educational and teaching qualifications. In assessing teaching expertise teaching quality must be the prime consideration. The scope of teaching experience, in terms of both breadth and depth, must also be afforded consideration. Furthermore, consideration must be given to the capacity to plan, initiate, lead, and develop teaching and instruction, as well as the ability to connect research to teaching in respect to research in the subject at hand, subject didactics, as well as teaching and learning in higher education. The ability to interact concerning issues of teaching and learning in higher education with actors inside and outside the University is also included in teaching expertise.

§ 29 Administrative expertise is demonstrated, for example, through the capacity to plan, organize, and prioritize work in an efficient and task-related manner as well as through the ability to assign and observe time frames. Expertise includes overall operational planning and the capacity to manage resources in a way that reflects operational priorities as well as the ability to work in a structured manner based on an awareness of goals and quality.

§ 31 Management expertise is demonstrated through the capacity to lead operations and personnel, make decisions, take responsibility, and motivate others, providing them with what is needed for the efficient achievement of common goals.

The abilities to coordinate the group and help create a sense of involvement, participation, and enjoyment in work and to deal with conflicts constitute further examples of demonstrated expertise.

§ 32 Research expertise must have been demonstrated by independent research work and by the fact that the applicant's activities maintain a high international and national standard. The applicant must have demonstrated expertise in planning, initiating, leading, and developing research, have demonstrated the capacity to obtain research funding in competition, and demonstrate well-documented expertise in supervising third-cycle students. The applicant's contributions to the international and national academic community must be assessed on the basis of, among other things, the quality and scope of his/her academic publications in publishing channels most relevant to the subject. Requirements for international merits must be assessed on the basis of the character and specific circumstances of the subject.

§ 33 Teaching expertise must have been demonstrated by educational and teaching qualifications in accordance with § 23. Furthermore, the applicant must demonstrate well-documented expertise in supervision in the first, second and third cycles.

A prerequisite for having demonstrated teaching expertise is that applicants have completed teacher training for higher education of relevance to operations at the University, comprising at least ten weeks, or have acquired the equivalent knowledge. If special circumstances apply, this training for teachers in higher education may be completed during the first two years of employment. The teacher training must also include third cycle supervision.

Supplementary guidelines from the Board of the Faculty of Languages:

In recruiting a professor the Faculty Board may, if the department finds it appropriate, appoint a search group that must include representatives from operations, one of whom is to serve as chair of the group, and external representatives.

The appointment profile the recruitment of a professor must be established by the Faculty Board, following consultation with the Vice-Chancellor. The appointment profile must state how various assessment criteria are to be weighed against each other and any other conditions that must be met for the applicant to perform the duties of the position well.

For appointment as professor the following supplementary assessment criteria shall normally apply beyond what is prescribed in the Higher Education Ordinance and the Appointment Regulations for Uppsala University.

- Academic competence must have been demonstrated through independent research work that both qualitatively and quantitatively substantially exceeds what is required for admittance as reader (associate professor).
- Assessment of “equivalent knowledge” regarding teaching eligibility is to be performed by the recruitment group and justified in its minutes.
- Applicants must normally have supervised at least one doctoral candidate as principal supervisor from admission to public defence, unless special reasons obtain.
- Experience of management responsibilities, demonstrated by taking responsibility for the departmental environment and the like, shall be regarded as a qualification.
- As methods of selection, alongside statements from experts, trial lectures, interviews, and solicitation of references may be used.
- Two external experts must be appointed by the Faculty Board following nominations from the department where the appointment is placed.
- Any decision to appoint a special expert for teaching competence must be made by the dean following consultation with the recruitment group (see delegation regulations).
- Experts should participate in interviews and trial lectures.

2.2 Promotion to professor

Higher Education Ordinance (Chapter 4 Section 3)

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor [...] As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise.

Appointment Regulations for Uppsala University

§ 50 A senior lecturer must be promoted to professor and a lecturer to senior lecturer if he or she applies for this in writing, is qualified for such a post and is deemed suitable for such a post on the basis of the specific criteria established by the respective domain/faculty board.

§ 51 Promotion from senior lecturer to professor is allowed no earlier than five years following the completion of the doctoral degree in order to ensure sufficient experience of independent research work and supervision of doctoral students, unless special reasons obtain.

See also §§ 4, 5, 6, 21, 23, 29, 31, 32, 33 under Section 2.1 above.

Supplementary guidelines for the Faculty of Languages:

- For promotion to professor the following applies beyond the rules of the Appointment Regulations and what has been stated above:
- The applicant's academic competence must substantially exceed what is required for admittance as reader (associate professor) in terms of both quality and quantity. The applicant's academic production should correspond to at least two doctoral dissertations besides the doctoral dissertation and must include at least one larger work. What it to be assessed is the total production with a focus on the research qualifications the applicant demonstrates from the last five years. Besides published works, documents attached to the application, such as reports from international evaluations, previous expert statements from professorial appointments, evaluations and grants from research councils, etc., may be used in the assessment.
- The applicant's teaching competence must cover the first, third, and, normally, third cycles and be well documented in submitted documents. The applicant's teaching qualifications must be of such a scope, breadth, and quality that they document teaching competence. From first- and second-cycle education, the applicant must have experience from all components normally included in senior lecturer teaching. From third-cycle education the applicant must have experience from all stages of the programme and must normally have supervised at least one doctoral candidate from admission to completed degree.
- For applicants in subjects where there are no opportunities to gain experience in third-cycle supervision, the requirement for third-cycle supervision is not applicable.
- Two external experts must be appointed by the Faculty Board following nominations from the department where the position is placed.

2.3 Appointment as senior lecturer**Higher Education Ordinance (Chapter 4 Section 4)**

Those qualified for appointment as a senior lecturer are

1. except in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a PhD or has the corresponding research competence or some other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve [...]

The assessment criteria for appointment as a senior lecturer 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 other qualifying criteria laid down in the first paragraph above. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer. (SFS 2010:1064)

Appointment Regulations for Uppsala University

§ 4 When the University appoints new teachers those applicants must be selected who, following a qualitative holistic assessment of their competence and expertise, are judged to have the best potential to carry out and develop the relevant duties and to help advance operations.

§ 5 A general eligibility requirement is that the applicant must have the personal characteristics required to perform the duties of the post well.

§ 6 To be eligible for appointment as a teacher an applicant must have a documented ability to teach in Swedish and/or English. Requirements may also be made for ability to teach in another language based on the actual needs of the operation for which recruitment is made.

§ 21 Research expertise comprises research merits. In assessing research expertise research quality must be the prime consideration. The scope of research, primarily in regard to depth and breadth, must also be afforded consideration. Furthermore, consideration must be given to the capacity to plan, initiate, lead and develop research and education in the third cycle, the ability to acquire funding for research in competition, as well as the demonstrated capacity to interact with others both within academia and in the wider community.

§ 23 Teaching expertise comprises educational and teaching qualifications. In assessing teaching expertise teaching quality must be the prime consideration. The scope of teaching experience, in terms of both breadth and depth, must also be afforded consideration. Furthermore, consideration must be given to the capacity to plan, initiate, lead, and develop teaching and instruction, as well as the ability to connect research to teaching in respect to research in the subject at hand, subject didactics, as well as teaching and learning in higher education. The ability to interact concerning issues of teaching and learning in higher education with actors inside and outside the University is also included in teaching expertise.

§ 29 Administrative expertise is demonstrated, for example, through the capacity to plan, organize, and prioritize work in an efficient and task-related manner as well as through the ability to assign and observe time frames. Expertise includes overall operational planning and the capacity to manage resources in a way that reflects operational priorities as well as the ability to work in a structured manner based on an awareness of goals and quality.

§ 31 Management expertise is demonstrated through the capacity to lead operations and personnel, make decisions, take responsibility, and motivate others, providing them with what is needed for the efficient achievement of common goals.

The abilities to coordinate the group and help create a sense of involvement, participation, and enjoyment in work and to deal with conflicts constitute further examples of demonstrated expertise.

§ 35 Teaching expertise must have been demonstrated by educational and teaching qualifications in accordance with § 23.

A prerequisite for having demonstrated teaching expertise is that applicants have completed teacher training for higher education of relevance to operations at the University, comprising at least ten weeks, or have acquired the equivalent knowledge. If special circumstances apply, this training for teachers in higher education may be completed during the first two years of employment.

Supplementary guidelines from the Board of the Faculty of Languages:

- In recruiting a senior lecturer, a search group may be appointed by the department board, if this is deemed necessary. The appointment profile for recruiting a senior lecturer is to be established by the dean by delegation from the Faculty Board.
- For appointment as senior lecturer the following supplementary guidelines and assessment criteria beyond what is prescribed in the Higher Education Ordinance and Appointment Regulations for Uppsala University shall normally apply.
- Two external experts are to be appointed by the dean following nominations from the department where the appointment is placed. Following consultation with the recruitment group, the dean may decide to appoint a third expert and/or a special expert for teaching competence.
- As methods of selection, alongside statements from experts, trial lectures, interviews, and solicitation of references may be used.
- The experts must not, unless special reasons obtain, participate in trial lectures and interviews.
- In preparation for appointing a senior lecturer it is normally expected that applicants must have at least one year of teaching experience, that is, the equivalent of 1,300 clock hours, in order to be considered for appointment. The thinking behind this measure is that a certain body of teaching experience is needed for applicants' teaching capabilities to be the object of a qualitative assessment of any value. A lesser body of teaching experience may be accepted if the applicant has good teaching experience in other respects, such as extensive teacher training, experience from educational development work, production of teaching materials, educational administration, various types of teaching efforts, etc. Another reason may be the department's acute need for teachers and the number of applicants.
- If the department wishes to make use of direct promotion, a request to this effect must be submitted to the Faculty Board and be decided upon in connection with the adoption of the appointment profile.

2.4 Promotion from lecturer to senior lecturer

Higher Education Ordinance (Chapter 4 Section 4)

Those qualified for appointment as a senior lecturer are

1. except in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a PhD or has the corresponding research competence or some other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve. [...] As much attention shall be given to the assessment of teaching expertise as to the assessment of other qualifying criteria laid down in the first paragraph above

Appointment Regulations for Uppsala University

§ 50 A senior lecturer must be promoted to professor and a lecturer to senior lecturer if he or she applies for this in writing, is qualified for such a post and is deemed suitable for such a post on the basis of the specific criteria established by the respective domain/faculty board.

See also §§ 4, 5, 6, 21, 23, 29, 31, 35 under Section 2.3 above.

Supplementary guidelines for the Faculty of Languages:

- The same assessment criteria as for appointment as senior lecturer apply to the promotion of a lecturer to senior lecturer.

2.5 Appointment as lecturer

Appointment Regulations for Uppsala University

§ 41 To be eligible for appointment as lecturer, applicants must have a higher education degree and have demonstrated teaching expertise.

§ 42 In appointments to the post of lecturer, the requirement for research expertise is replaced by a requirement for depth in the subject.

§ 43 Teaching expertise must have been demonstrated by educational and teaching qualifications in accordance with § 23.

A prerequisite for having demonstrated teaching expertise is that applicants must have completed teacher training for higher education of relevance to operations at the University, comprising at least ten weeks, or have acquired the equivalent knowledge. If special circumstances apply, this training for teachers in higher education may be completed during the first two years of employment.

Supplementary guidelines for the Faculty of Languages:

The appointment profile for a lecturer is to be established by the dean by delegation from the Faculty Board. The choice of lecturer instead of senior lecturer must be justified. Matters involving the appointment of lecturers are to be dealt with at the department where the appointment is placed.

- In appointing lecturers special consideration is to be given to teaching competence, which means that an applicant with better teaching qualifications is to be given precedence over an academically more competent applicant.

2.6 Adjunct teachers**Appointment Regulations for Uppsala University**

§ 45 For appointment as adjunct professor, adjunct senior lecturer and adjunct lecturer, the same qualifications shall apply as for the relevant category of teachers, with the exception of teaching expertise.

Supplementary guidelines from the Board of the Faculty of Languages:

- Eligibility requirements for adjunct teachers are the same as those for the equivalent appointment without adjunct status. As the prospective employee has often not worked in a traditional academic environment, the assessment of eligibility for teaching must be undertaken using partially different criteria than the normal ones, for example, competence in producing good teaching materials or presentations of research findings at conferences.

2.7 Associate senior lecturer and postdoctoral research fellow**Appointment Regulations for Uppsala University**

§ 15 The duties of an associate senior lecturer and a postdoctoral research fellow shall include research and teaching, as well as administration.

§ 38 To be eligible for appointment as an associate senior lecturer or post-doctoral research fellow, teaching expertise in accordance with § 23 is required. It must have been demonstrated by educational and teaching qualifications. In assessing teaching expertise, teaching quality must be the prime consideration. Consideration shall also be given to scope, including both breadth and depth.

To obtain teaching expertise, the applicant should have participated in teacher training for higher education of relevance to operations at the University, comprising at least five weeks, or be considered to have acquired the equivalent knowledge. If it has not been possible to acquire this qualification prior to employment, qualifying training for teachers in higher education shall be completed during the first two years of employment.

Supplementary guidelines for the Faculty of Languages

- In appointing associate senior lecturers or postdoctoral research fellows, special consideration must be given to academic competence. The assessment of teaching competence must be done with the same conscientiousness as the assessment of academic competence. Inasmuch as the nature of the appointment is to provide a platform to enhance the qualifications of holder, applicants' academic and teaching qualifications must be assessed above all in qualitative terms. Whatever quantitative advantage one applicant may have that is ascribable to the fact that the applicant has been working for a longer period of time is not to be regarded as a critical factor.