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SAMFAK

Complementary Guidelines for the University's Appoint- ment Regulations

Board, Faculty of Social Sciences 2012-05-31

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The Appointment Regulations for Uppsala University (AO in Swedish) (UFV 2010/1842) prescribe in 2 § that “domain/faculty boards may issue complementary guidelines and assessment criteria for recruiting and promoting teachers beyond these Appointment Regulations”. At its meeting 2012-05-31 the Board of the Faculty of Social Sciences decided to adopt the present complementary guidelines.

1 Preparation of appointment and promotion matters (AO 63 §)

Within the Faculty of Social Sciences there shall be two recruitment groups.

The Recruitment Group for Professors is responsible for preparing the following types of matters:

- appointment as professor (inc. visiting professor and adjunct professor)
- promotion from senior lecturer to professor
- appointment as postdoctoral research fellow/lecturer or equivalent appointment qualifications¹

Other matters of a similar nature may also arise.

The Recruitment Group for Senior Lecturers is responsible for preparation of the following types of matters:

- tenured posts as senior lecturer
- promotion from lecturer to senior lecturer
- promotion from associate senior lecturer to senior lecturer
- assessment of application for recognition as an excellent teacher
- assessment of eligibility as senior lecturer (in transfer cases or the equivalent)

Other matters of a similar nature may also arise.

The recruitment groups must consist of four teachers, one doctoral student, and one student from first-cycle courses or study programmes. For teachers, two group deputies are to be appointed. For doctoral and first-cycle students, personal deputies are to be appointed. Teacher representatives are to be appointed by the Faculty Board, which also appoints chairs for the groups. Vice chairs are to be appointed by the respective recruitment group.

The Faculty Board’s Delegation Regulations state where decisions are to be made in certain matters regarding the recruitment process, such as decisions on initiating recruitment of teachers including decisions about appointment profiles, appointment of experts, and proposed appointments.

In advance of initiating a recruitment, with reference to 59-60 §§ in Appointment Regulations, departments should actively search for potential applicants and especially encourage individuals of the under-represented gender to apply.

¹ On the condition that the possibility of instituting such a position is introduced.

2 Specific Qualifications and Assessment Criteria (AO 2 § and 45 §)

a) Professor

Chapter 4 Section 3 Higher Education Ordinance

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor except in disciplines in the fine, applied or performing arts. [...]

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 determines itself what assessment criteria are otherwise to apply to the appointment of a professor (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 the applicant must have a documented ability to teach in Swedish and/or English unless special reasons obtain.

19 § 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.

21 § 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.

22 § If an applicant has been assessed and achieved a level of teaching expertise corresponding to Excellent Teacher according the University's guidelines for admittance of Excellent Teachers, there is no need for assessing teaching eligibility. However, assessment of teaching expertise is required when several applicants are to be ranked.

28 § Administrative expertise is demonstrated, for example, through the capacity to plan, organise, and prioritise 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.

30 § 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.

31 § 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.

32 § To be eligible for appointment as professor applicants must have completed teacher training of relevance to operations at the University, comprising 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 year of employment.

Complementary guidelines from the Board of the Faculty of Social Sciences:

For appointment as professor, the following complementary assessment criteria normally apply:

- Academic competence must have been demonstrated by independent research work that, in terms of quality and quantity, significantly exceeds what is required for appointment as reader (Swedish *docent*).
- The applicant must normally have been the principal supervisor for at least one doctoral student to the student's public thesis defence, unless special reasons obtain.
- Management responsibility, shown by taken responsibility for the departmental environment or the equivalent, is to be regarded as a qualification.

b) Promotion from Senior Lecturer to Professor

Chapter 4 Section 3 Higher Education Ordinance²

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor except in disciplines in the fine, applied or performing arts. [...]

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.

Appointment regulations for Uppsala University

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

52 § 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.

Please also see 4, 5, 6, 19, 21, 28, 30, 31, 32 §§ under 2 a) above.

² This regulation refers to appointment as professor, but is also applicable at promotion.

Complementary guidelines from the Board of the Faculty of Social Sciences:

What is stated in Section [2 a\)](#) above as the Faculty Board's complementary guidelines for appointment as professor applies to promotion to professor. It is further stipulated that the applicant must have performed his/her work duties in a satisfactory manner.

c) Senior Lecturer

Chapter 4 Section 4 Higher Education Ordinance

Those qualified for appointment as 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 the applicant must have a documented ability to teach in Swedish and/or English unless special reasons obtain.

19 § 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.

21 § 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.

22 § If an applicant has been assessed and achieved a level of teaching expertise corresponding to Excellent Teacher according the University's guidelines for admittance of Excellent Teachers, there is no need for assessing teaching eligibility. However, assessment of teaching expertise is required when several applicants are to be ranked.

28 § Administrative expertise is demonstrated, for example, through the capacity to plan, organise, and prioritise 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.

30 § 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 § To be eligible for appointment as senior lecturer applicants must have completed teacher training of relevance to operations at the University, comprising 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 year of employment.

Complementary guidelines from the Board of the Faculty of Social Sciences:

- Teaching competence

In preparing an appointment as senior lecturer, it is normally assumed that to be considered for appointment, the applicant must have at least one year of teaching experience, that is, corresponding to ca 1,600 clock hours or ca 400 “old senior lecturer hours”.³ Less teaching experience can be accepted, however, if the applicant has good teaching experience in other respects, such as teacher training, experience from educational development work, production of teaching materials, educational administration, various types of teaching efforts, etc.

d) Promotion from lecturer to senior lecturer⁴

Chapter 4 Section 4 Higher Education Ordinance

Those qualified for appointment as 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.

Decision University Board 2011-12-15 (UFV 2011/1968)

1 § A lecturer that is employed accordingly to former regulations in Higher Education Ordinance or accordingly to interim provision in Higher Education Ordinance, must be promoted to senior lecturer if he or she applies for this in writing, is qualified for such a post and moreover has been deemed suitable for employment as senior lecturer on the basis of the specific criteria stated in the Appointment regulations for Uppsala University.

Appointment regulations for Uppsala University

Please also see 4, 5, 6, 19, 21, 28, 30, 35 §§ under [2 c\)](#) above.

³ The purpose behind this measure is that a modicum of teaching experience is needed for the applicant's teaching competence to be the object of a qualitative assessment.

⁴ Refers to those who have been employed as lecturer during the period 2008-08-01 – 2011-10-31.

Complementary guidelines from the Board of the Faculty of Social Sciences:

What is stated in [Section 2 c\)](#) above as the Faculty Board's complementary guidelines for appointment as senior lecturer applies to promotion from associate senior lecturer to senior lecturer. It is further stipulated that the applicant must have performed his/her work duties in a satisfactory manner.

e) Promotion from "universitetsadjunkt" to senior lecturer

Chapter 4 Section 4 Higher Education Ordinance

Those qualified for appointment as 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.

Appointment regulations for Uppsala University

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

Please also see 4, 5, 6, 19, 21, 28, 30, 35 §§ under [2 c\)](#) above.

Complementary guidelines from the Board of the Faculty of Social Sciences:

What is stated in [Section 2 c\)](#) above as the Faculty Board's complementary guidelines for appointment as senior lecturer applies to promotion to senior lecturer. It is further stipulated that the applicant must have performed his/her work duties in a satisfactory manner.

f) Adjunct teachers

Appointment Regulations for Uppsala University

42 § For appointment as adjunct teacher (professor, senior lecturer, or lecturer) the same qualifications and assessment criteria shall be applied as for the relevant category.

Complementary guidelines from the Board of the Faculty of Social Sciences:

The eligibility requirements for an adjunct teacher are the same as for the corresponding appointment without adjunct status. As the prospective employee has often not been working in a conventional academic environment, assessment of teaching competence may be done according to partly different criteria than the usual ones, such as competence in producing good instructional materials or presenting research results at conferences.

3 Instructions for experts in assessing applications for appointment as professor (including promotion)

General

As support in their work, experts are referred to the posting for the appointment in question, Appointment Regulations for Uppsala University, and the Faculty's Complementary Guidelines.

The posting normally stipulates that, in making appointments, special weight is to be assigned to academic competence. Equal care is to be taken in assessing teaching competence as for academic competence. The posting sections Eligibility requirements and Assessment criteria, respectively, stipulate which factors are to be regarded as being of particular importance in assessing qualifications.

Expert statements are addressed to the recruitment group and sent to the officer in charge, both via e-mail and as signed originals with regular mail. Statements should normally comprise three parts: the first part provides an account of which applicants are eligible following a relatively concisely worded review of the applicants' qualifications. This account leads to the identification of a group of leading applicants, that is, those who should primarily be considered for appointment. Reasons for not including applicants in the leading group should be stated. The second part is devoted to a more detailed discussion of the leading applicants. These descriptions should consist of accounts of the applicants' qualifications and not include summaries of published works, for example. As mentioned above, academic, teaching, and other competence is to be assessed.

If the experts so wish, they may formulate the first two parts of the statements jointly. The third part, on the other hand, must consist of an individually written and signed conclusion where the applicants in the leading group are ranked. On the one hand, this ranking must be based on the academic, teaching, and other qualifications separately and, on the other hand, must present a balancing of these assessment criteria. The order among applicants and the justification of this order must be clearly stated, as must what criteria were used in gauging the applicants' competence.

Expert statements become public documents once they have been received by the University. The experts are expected to take part (normally by telephone) in the recruitment group's meeting to address the matter, although not in the group's decision.

Any conflicts of interest between applicants and experts, such as thesis supervision or co-authorship, should be signalled early in the recruitment process.

If the recruitment group finds that the statements do not fulfil the group's requirements, for example in terms of the assessment of the applicants' teaching qualifications, the statements may be returned for supplementation.

Criteria for assessing qualifications

With reference to Appointment Regulations 19 § and 31 § in assessing **academic qualifications** the following criteria should be addressed:

- academic quality, international and national quality
- degree of independence
- scope, primarily regarding breadth and depth
- ability to plan, initiate, lead, and develop research and third-cycle education
- ability to obtain research funding in competition
- demonstrated ability to interact both within academia and with the surrounding community
- skill in supervision at the third cycle

- quality and scope of academic publications in the most relevant publication channels in the subject. Requirements regarding international qualifications must be assessed taking into consideration the character and specific conditions of the subject.

Beyond this, consideration must be given to what is stated in the Faculty Board's Complementary Guidelines for the Appointment Regulations, see [Sections 2 a\)](#) and [2 b\)](#) above.

The recruitment group assumes that, in assessing academic competence, the experts will provide an evaluation of the content of the publications brought to bear, and that this assessment will not be limited to purely quantitative evaluation, such as number of international publications, citation index, etc.

With reference to the Appointment Regulations 21 § in assessing **teaching qualifications** the following criteria should be addressed:

- teaching competence (see especially the Faculty Board's Complementary Guidelines [Sec. 2 c\)](#) above)
- scope, both breadth and depth
- ability to plan, initiate, lead, and develop courses and study programmes and teaching
- ability to relate teaching to research, based on current research in the subject at hand, subject didactics, and teaching and learning in higher education
- ability to interact in higher education issues with actors within and outside the University.

In assessing the teaching qualifications of the applicants, consideration should be given to teaching experience (including supervision and examination) regarding different cycles, forms of teaching, course responsibility, leadership in teaching, etc. Further, attention should be paid to the applicants' teacher training, educational development work, and research on education, production of teaching materials, educational planning, and educational administration. Applicants' personal reflections should also be commented on.

With reference to the Appointment Regulations Sec. 32 § regarding the requirement for teacher training, in cases where the applicant has not undergone teacher training covering ten weeks, experts are expected to take a stand regarding whether the applicant has acquired the equivalent knowledge in some other manner.

Further information about assessing teaching competence can be downloaded from the homepage for the University's Division for Development of Teaching and Learning:
http://uadm.uu.se/pu/Litteratur_lankar/Publikationer/

Concerning **administrative** qualifications and **management** qualifications see Appointment Regulations Secs. 28 § and 30 §. Factors that can provide a basis for assessing these qualifications are the applicants' skills in and experience of personnel, financial, and educational administration, decision-making and management, experience from operations outside academia, collaboration with the wider community, involvement in the Third Mission of higher education, popularizing activities, information about research, etc.

4 Instructions for experts in assessing applications for appointment as senior lecturer (including promotion)

General

As support in their work, experts are referred to the posting for the appointment in question, Appointment Regulations for Uppsala University, and the Faculty's Complementary Guidelines.

The posting normally states that, in making appointments, equal weight is to be assigned to academic competence and teaching competence and equal care is to be taken in evaluating these two grounds for assessment. The posting sections Eligibility requirements and Assessment criteria, respectively, stipulate which factors are to be regarded as being of particular importance in assessing qualifications.

Expert statements are addressed to the recruitment group and sent to the officer in charge, both via e-mail and as signed originals with regular mail. Statements should normally comprise three parts: the first part provides an account of which applicants are eligible following a relatively concisely worded review of the applicants' qualifications. This account leads to the identification of a group of leading applicants, that is, those who should primarily be considered for appointment. Reasons for not including applicants in the leading group should be stated. The second part is devoted to a more detailed discussion of the leading applicants. These descriptions should consist of accounts of the applicants' qualifications and not include summaries of published works, for example. As mentioned above, academic, teaching, and other competence is to be assessed.

If the experts so wish, they may formulate the first two parts of the statements jointly. The third part, on the other hand, must consist of an individually written and signed conclusion where the applicants in the leading group are ranked. On the one hand, this ranking must be based on the academic, teaching, and other qualifications separately and, on the other hand, must present a balancing of these assessment criteria. The order among applicants and the justification of this order must be clearly stated, as must what criteria were used in gauging the applicants' competence.

Expert statements become public documents once they have been received by the University. The experts are expected to take part (normally by telephone) in the recruitment group's meeting to address the matter, although not in the group's decision.

A while after the experts have received the application documents, normally the chair of the recruitment group will contact the experts to discuss the matter.

Any conflicts of interest between applicants and experts, such as thesis supervision or co-authorship, should be signalled early in the recruitment process.

If the recruitment group finds that the statements do not fulfil the group's requirements, for example in terms of the assessment of the applicants' teaching qualifications, the statements may be returned for supplementation.

Criteria for assessing qualifications

With reference to the Appointment Regulations 19 § in assessing **academic qualifications** the following criteria should be addressed:

- academic quality
- scope, primarily regarding breadth and depth
- ability to plan, initiate, lead, and develop research and third-cycle education
- ability to obtain research funding in competition
- demonstrated ability to interact both within academia and with the surrounding community.

The recruitment group assumes that, in assessing academic competence, the experts will provide an evaluation of the content of the publications brought to bear, and that this assessment will not be limited to purely quantitative evaluation, such as number of international publications, citation index, etc.

With reference to the Appointment Regulations 21 § in assessing **teaching qualifications** the following criteria should be addressed:

- teaching competence (see especially the Faculty Board's Complementary Guidelines [Sec. 2 c](#)) above)
- scope, both breadth and depth
- ability to plan, initiate, lead, and develop courses and study programmes and teaching
- ability to relate teaching to research, based on current research in the subject at hand, subject didactics and teaching and learning in higher education
- ability to interact in higher education issues with actors within and outside the University.

Beyond this, consideration must be given to what is stated in the Faculty Board's Complementary Guidelines for the Appointment Regulations, see Section [2 c](#)) above.

In assessing the teaching qualifications of the applicants, consideration should be given to teaching experience (including supervision and examination) regarding different cycles, forms of teaching, course responsibility, leadership in teaching, etc. Further, attention should be paid to the applicants' teacher training, educational development work, and research on education, production of teaching materials, educational planning, and educational administration. Applicants' personal reflections should also be commented on.

With reference to the Appointment Regulations Sec. 35 § regarding the requirement for teacher training, in cases where the applicant has not undergone teacher training covering ten weeks, experts are expected to take a stand regarding whether the applicant has acquired the equivalent knowledge in some other manner.

Further information about assessing teaching competence can be downloaded from the homepage for the University's Division for Development of Teaching and Learning:

http://uadm.uu.se/pu/Litteratur_lankar/Publikationer/

Concerning **administrative** qualifications and **management** qualifications see Appointment Regulations Secs. 28 § and 30 §. Factors that can provide a basis for assessing these qualifications are the applicants' skills in and experience of personnel, financial, and educational administration, decision-making and management, experience from operations outside academia, collaboration with the wider community, involvement in the Third Mission of higher education, popularizing activities, information about research, etc.

5 Instructions for applicants for appointment as professor (including promotion)

The instructions given below regarding the structure of applications for appointment as professor or promotion to professor are intended to provide applicants with guidance in how an application should be set up and what documents should be appended. It is important for applicants to follow these instructions as closely as possible in order to enable experts and the recruitment group to perform a satisfactory assessment of the applicant's qualifications.

The application with appendices and works brought to bear are to be submitted in triplicate in paper form.

1 Letter of application including list of appendices

State what position is being applied for, along with its log number. The letter of application must contain personal information such as name, home address, work address, telephone number, and e-mail address. A list of appendices must be included with the application or sent separately.

2 Curriculum Vitae

The CV should primarily cover the following points:

- Education (higher education degrees and years)
- Qualification for Swedish *docent* (reader, associate professor)
- Recognition as excellent teacher (equiv.)
- Current and previous positions and employment periods
- Supervision of doctoral students. The account should indicate whether the applicant was the principal supervisor or assistant supervisor, the number of doctoral students, and whether the supervision is ongoing or completed. The account should indicate whether any (if so, how many) doctoral candidates have been supervised from admission to public thesis defence (provide names and years of public defence).
- Assignments/memberships (head of department, expert, faculty examiner, etc.)
- Distinctions and prizes
- Personal circumstances that may be of significance in assessing qualifications, such as parental leave of absence, military service, extended sickness leave.

Relevant certificates and other documents must be enclosed to substantiate the above account.

3 Account of academic qualifications

- Reflection on the applicant's own research (2-3 pages)

Included here should be an account of the applicant's academic activity with descriptions of goals, strategies, and methods, preferably with an elucidation of research findings in a national and/or international perspective. A programme declaration/research plan should be included in the account. The applicant should give an account of his/her research profile in relation to the research field in general and what view he/she has of research and third-cycle education. The account should make it possible to assess the applicant's independence and productivity as well as the quality of the research.

- Major external research funding received.
- National and international research collaboration
- Participation in national and international conferences, etc.

- Academic and research policy assignments
- Other academic qualifications

Relevant certificates and other documents must be enclosed to substantiate the above account.

4 List of publications

The list must comprise all the academic works of the applicant, presented under the headings below. This list, or a separate list, should make it clear which academic works (maximum of ten) are being primarily brought to bear for the appointment. Teaching materials may be brought to bear besides these ten works.

- Academic articles, monographs, another publications that have undergone peer review
- Other academic works
- Popularizing works
- Teaching materials

5 Account of teaching qualifications

- Own reflections on teaching (2-3 pages)

The applicant should give a brief account of his/her basic thoughts about teaching and in what way they have found expression in his/her own teaching activities. The applicant's reflections must elucidate not only what the applicant has done but also how it has been done, why the specific methodology has been chosen as well as the outcome of the process. Similarly, the applicant must reflect upon what he/she has learned from their teacher training and how these lessons have been applied in teaching.

- Teacher training

Give an account of tertiary-level teacher training or the equivalent, stating the length of the training (weeks/credits) and any other educational studies and the like. If the applicant has not undergone ten weeks of teacher training of relevance for University operations (cf. AO 32 §), the account must show in what way the applicant has acquired the equivalent knowledge.

- Teaching activities and educational planning

For example, the account can cover the following: the extent, breadth, and level of teaching, responsibility for courses (scope and level), experience of different forms of teaching and examination, choice and production of teaching and examination materials, course development, educational leadership (such as director of studies, programme coordinator), involvement in educational planning and development of forms of instruction, experience of popularizing activities and research information.

- Other teaching qualifications, such as educational works or any distinguished teaching awards.

Enclose relevant certificates and other documents to substantiate the above account. A certificate of teaching experience should be issued by a director of studies (equiv.) and contain both quantitative information and a qualitative assessment.

6 Account of other qualifications

Besides the above, other qualifications may be presented. For example, an account may be given of administrative qualifications, management competence, experience from operations outside of academia, involvement in the University's Third Mission, and experience of popularizing activities and presentation of research information.

Enclose relevant certificates and other documents to substantiate the above account.

7 Academic works and any educational works being brought to bear

The academic works (maximum of ten) is being brought to bear for primary consideration and educational works being brought to bear. The works are to be submitted in triplicate in paper form.

6 Instructions for applicants for appointment as senior lecturer (including promotion)

The instructions below regarding the structure of applications for appointment as or promotion to senior lecturer. It is important for applicants to follow these instructions as closely as possible in order to enable experts and the recruitment group to perform a satisfactory assessment of the applicant's qualifications.

The application with appendices and works brought to bear are to be submitted in triplicate in paper form.

1 Letter of application including list of appendices

The letter of application must contain personal information such as name, home address, work address, telephone number, and e-mail address. A list of appendices must be included with the application or sent separately.

2 Curriculum Vitae

The CV should primarily cover the following points:

- Education (higher education degrees and years)
- Qualification for the Swedish *docent* (reader, associate professor)
- Recognition as excellent teacher (equiv.)
- Current and previous positions and employment periods
- Assignments/memberships (head of department, expert, faculty examiner, etc.)
- Distinctions and prizes
- Personal circumstances that may be of significance in assessing qualifications, such as parental leave of absence, military service, extended sickness leave.

Relevant certificates and other documents must be enclosed to substantiate the above account.

3 Account of academic qualifications

- Reflection on the applicant's own research (2-3 pages)

Included here should be an account of the applicant's academic activity with descriptions of goals, strategies, and methods, preferably with an elucidation of research findings in a national and/or international perspective. The account should make it possible to assess the applicant's independence and productivity as well as the quality of the research.

- Major external research funding received.
- National and international research collaboration
- Participation in national and international conferences, etc.
- Academic and research policy assignments
- Other academic qualifications

Relevant certificates and other documents must be enclosed to substantiate the above account.

4 List of publications

The list must comprise all the academic works of the applicant, presented under the headings below. This list, or a separate list, should make it clear which academic works (maximum of ten) are being

primarily brought to bear for the appointment. Teaching materials may be brought to bear besides these ten works.

- Academic articles, monographs, another publications that have undergone peer review
- Other academic works
- Popularizing works
- Teaching materials

5 Accounting of teaching qualifications

- Own reflections on teaching (2-3 pages)

The applicant should give a brief account of his/her basic thoughts about teaching and in what way they have found expression in his/her own teaching activities. The applicant's reflections must elucidate not only what the applicant has done but also how it has been done, why the specific methodology has been chosen as well as the outcome of the process. Similarly, the applicant must reflect upon what he/she has learned from their teacher training and how these lessons have been applied in teaching.

- Teacher training

Give an account of tertiary-level teacher training or the equivalent, stating the length of the training (weeks/credits) and any other educational studies and the like. If the applicant has not undergone ten weeks of teacher training of relevance for University operations (cf. AO 35 §), the account must show in what way the applicant has acquired the equivalent knowledge.

- Teaching activities and educational planning

For example, the account can cover the following: the extent, breadth, and level of teaching, responsibility for courses (scope and level), experience of different forms of teaching and examination, choice and production of teaching and examination materials, course development, educational leadership (such as director of studies, programme coordinator), involvement in educational planning and development of forms of instruction, experience of popularizing activities and research information.

- Experience as a supervisor

The account should cover the nature, level, and extent of the supervision and the degree of responsibility. Regarding third-cycle supervision the account should include whether the applicant was the principal or assistant supervisor, number of doctoral students, their names, year of completion, or whether the supervision is ongoing.

- Other teaching qualifications, such as educational works or any distinguished teaching awards.

Enclose relevant certificates and other documents to substantiate the above account. A certificate of teaching experience should be issued by a director of studies (equiv.) and contain both quantitative information and a qualitative assessment.

6 Account of other qualifications

Besides the above, other qualifications may be presented. For example, an account may be given of administrative qualifications, management competence, experience from operations outside of academia, involvement in the University's Third Mission, and experience of popularizing activities and presentation of research information.

Enclose relevant certificates and other documents to substantiate the above account.

7 Academic works and any educational works being brought to bear

The academic works (maximum of ten) is being brought to bear for primary consideration and educational works being brought to bear. The works are to be submitted in triplicate in paper form.