

SAMFAK 2012/46

Complementary Guidelines for the University's Appoint- ment Regulations

Revised decision

Board, Faculty of Social Sciences 2013-03-07

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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 (revised decision on 2013-03-07) the Board of the Faculty of Social Sciences decided to adopt the present complementary guidelines.

1 Preparation of appointment and promotion matters

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/associate senior lecturer or equivalent appointment qualifications

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 63-64 §§ in Appointment Regulations, departments should actively search for potential applicants and especially encourage individuals of the under-represented gender to apply.

2 Specific Qualifications and Assessment Criteria

a) In general

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.

§ 17 Assessment criteria to be applied in appointing teachers are, on the one hand, the degree of such expertise as is required to be eligible for the post and, on the other hand, the assessment criteria that otherwise have been established in the appointment profile. Which criteria are to be emphasised may vary depending on whether the assessment involves assessment criteria for an appointment, assessment criteria for ranking applicants, or promotion. The assessment criteria may be weighted differently depending on the content of the work and other conditions that have been defined for the appointment.

§ 18 Merits must be documented in a manner that makes it possible to assess both quality and scope.

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, 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.

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.

b) 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

See 4-31 §§, 2 a) above.

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.

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

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

- Research expertise 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.

c) Promotion from Senior Lecturer to Professor

Chapter 4 Section 3 Higher Education Ordinance¹

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

Please see 4 – 33 §§, 2 a) and 2b) above.

§ 46 Promotion may be requested only by teachers appointed by the University until further notice, who are active at the university at the time of application, and by associate senior lecturers.

¹ This regulation refers to appointment as professor, but is also applicable at promotion.

48 § The subject area must normally be the same as for the previous employment, although it may be changed if special reasons obtain.

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.

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

What is stated in Section 2 b) 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.

d) 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

See 4-31 §§, 2 a) above.

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.

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

- Teaching expertise

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".² Less teaching experience can be accepted, however, if the applicant has good teaching experience in other respects,

² 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.

such as teacher training, experience from educational development work, production of teaching materials, educational administration, various types of teaching efforts, etc.

e) Associate senior lecturer and postdoctoral research fellow

Chapter 4, Section 12 a, Paragraph 3, Higher Education Ordinance

A person who has obtained a doctoral degree or achieved the equivalent research expertise shall be qualified for appointment to a post subject to the first paragraph. Priority should be given to applicants who have obtained their doctoral degree or achieved equivalent competence at the most seven years prior to the end of the application period. (SFS 2012:523)

Appointment regulations for Uppsala University

11 § A post as associate senior lecturer or postdoctoral research fellow aims at providing qualifications for teaching appointments which require higher qualifications. Appointment as associate senior lecturer or postdoctoral research fellow may be made on one occasion. During the term of employment, the associate senior lecturer or postdoctoral research fellow shall obtain research and educational merits to qualify for more senior posts.

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.

40 § In addition to the criteria generally applied, when appointing associate senior lecturers or postdoctoral research fellows, special weight should be attached to the applicant's potential to contribute to future development of both research and teaching.

68 § A prerequisite for appointing an associate senior lecturer is that there is a documented operational need and a financial potential for an appointment as senior lecturer within the relevant subject area.

76 § In appointing and promoting an individual to professor (including adjunct professor or visiting professor), senior lecturer (including adjunct senior lecturer) and associate senior lecturer at least two referees from other higher education institutions or the equivalent must be engaged to assess the expertise of applicants, unless this is manifestly unnecessary. In appointing a postdoctoral research fellow, at least one referee from another higher education institution or the equivalent must be engaged to assess the expertise of applicants.

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

1 In appointing associate senior lecturer or postdoctoral research fellow, special weight will be put on research expertise. As much attention shall be given to the assessment of teaching expertise as to the assessment of research expertise. According to the appointments aim to provide qualifications for teaching appointments which require higher qualifications, when it comes to assessing research- and teaching expertise, quality must be the prime consideration. A quantitative advantage by one applicant, which could be explained by longer working time, should therefore not be conclusive.

2 In appointing a postdoctoral research fellow at least two referees from other higher education institutions or the equivalent must be engaged to assess the expertise of applicants, unless this is manifestly unnecessary.

f) Promotion from associate senior lecturer to senior lecturer³

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 § An associate senior 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 4-31 and 35 §§ under 2a) och d) above.

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

What is stated in Section 2 d) 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.

g) Promotion from associate senior lecturer to senior lecturer⁴

Chapter 4 Section 4 Higher Education Ordinance

Those qualified for appointment as senior lecturer are

³ Refers to those who have been employed as associate senior lecturer during the period 2008-08-01 – 2011-10-31.

⁴ Refers to those who have been employed as associate senior lecturer after 2012-11-09.

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

Please see 4-31 and 35 §§ under 2a) and d) above.

55 § An associate senior lecturer must be promoted 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 and on the basis of the following criteria:

§ 55a The applicant must be considered to have the potential as senior lecturer to be able to initiate and independently drive forward research of high scientific quality. The research qualifications shall be documented in such a way as to enable assessment of both quality and scope.

§ 55b The applicant must have demonstrated teaching expertise by teaching at the first and second cycle. Teaching qualifications shall be documented in such a way as to enable assessment of both quality and scope.

§ 55c 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.

§ 56 A written application to be considered for promotion to senior lecturer must have been received by the relevant domain/faculty board at the latest six months before the employment as associate senior lecturer ceases or is expected to cease. An associate senior lecturer may only be considered on one occasion for promotion to senior lecturer. The decision to grant or reject the application for promotion shall be made at the latest two months prior to the end of employment as associate senior lecturer.

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

What is stated in Section 2 d) 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.

h) Promotion from lecturer 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

See 4-31 and 35 §§, 2 a) and d) above.

§ 46 Promotion may be requested only by teachers appointed by the University until further notice, who are active at the university at the time of application, and by associate senior lecturers.

48 § The subject area must normally be the same as for the previous employment, although it may be changed if special reasons obtain.

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.

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

What is stated in Section 2 d) 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.

i) 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.

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 expertise 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 21 § and 32 § 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
- 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 b) and 2 c) 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 23 § in assessing **teaching qualifications** the following criteria should be addressed:

- teaching expertise (see especially the Faculty Board's Complementary Guidelines Sec. 2b) 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 33 § 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 (in Swedish) about assessing teaching competence can be downloaded from the homepage: http://www.samfak.uu.se/digitalAssets/221/221423_att-bedoma-ped-skicklighet.pdf or http://www.samfak.uu.se/Om_fakulteten/jobba/

Concerning **administrative** qualifications and **management** qualifications see Appointment Regulations 29 § and 31 §. 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.

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 21 § 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
- 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 23 § in assessing **teaching qualifications** the following criteria should be addressed:

- teaching competence (see especially the Faculty Board's Complementary Guidelines Sec. 2 d) 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 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 (in Swedish) about assessing teaching competence can be downloaded from the homepage: http://www.samfak.uu.se/digitalAssets/221/221423_att-bedoma-ped-skicklighet.pdf or http://www.samfak.uu.se/Om_fakulteten/jobba/

Concerning **administrative** qualifications and **management** qualifications see Appointment Regulations 29 § and 31 §. 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 experts in assessing applications for appointment as associate senior lecturer or postdoctoral research fellow

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 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. 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 the Appointment Regulations 40 § in assessing academic qualifications when appointing associate senior lecturers or postdoctoral research fellows, special weight should be attached to the applicant's potential to contribute to future development of both research and teaching.

Further criteria for the assessment are found in the Appointment Regulations and in the Complementary guidelines from the Board of the Faculty of Social Sciences according to this:

Academic qualifications: 21 § and 2 a) 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.

Teaching competence: 23 and 38 §§, and section 2 a) and e) above. With reference to the Appointment Regulations 38 § regarding the requirement for teacher training, in cases where the applicant has not undergone teacher training covering five weeks, experts are expected to take a stand regarding whether the applicant has acquired the equivalent knowledge in some other manner.

Further information (in Swedish) about assessing teaching competence can be downloaded from the homepage: http://www.samfak.uu.se/digitalAssets/221/221423_att-bedoma-ped-skicklighet.pdf or http://www.samfak.uu.se/Om_fakulteten/jobba/

Administrative and management qualifications: 29 and 31 §§.

6 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 33 §), 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.

7 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 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

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.

8 Instructions for applicants for appointment as associate senior lecturer or postdoctoral research fellow

The instructions below regarding the structure of applications for appointment as associate senior lecturer or postdoctoral research fellow 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

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)
- 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

Beside a brief reflection on the applicant's own research, the account should include information about any external research funding received, academic cooperation, participation in conferences, scientific or research political assignments.

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 five) are being primarily brought to bear for the appointment. Teaching materials may be brought to bear besides these five works.

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

5 Account of teaching qualifications

Beside a brief reflection on the applicant's teaching, the account should include information about the applicant's experiences of teaching and teaching 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, pedagogical awards etc. Experience as supervisor should be described with designation to the type of supervision, level and extent as well as level of responsibility.

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 five weeks of teacher training of relevance for University operations (cf. AO 38 §), the account must show in what way the applicant has acquired the equivalent knowledge.

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 five) 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.