



UPPSALA  
UNIVERSITET

TEKNAT 2018/239

# Guidelines for the Appointment and Promotion of Teachers and for Admittance of Associate Professors and of Excellent Teachers at the Disciplinary Domain of Science and Technology

---

Adopted by the Board of the Disciplinary Domain/Faculty  
of Science and Technology 2014-12-03

Revised 2018-10-24

In force as of 2018-12-01

## Table of Contents

|          |  |           |
|----------|--|-----------|
| <b>1</b> | <b>Guidelines for recruitment and promotion of teachers at the Disciplinary Domain of Science and Technology</b> | <b>5</b>  |
| <b>2</b> | <b>Preparing appointment and promotion matters</b>   | <b>5</b>  |
| 2.1      | The Recruitment Committee  | 5         |
| 2.2      | Responsibilities of various actors in the appointment process  | 6         |
| 2.3      | Log-keeping and posting  | 6         |
| <b>3</b> | <b>Categories of teachers</b>  | <b>7</b>  |
| <b>4</b> | <b>Recruitment of professors</b>   | <b>8</b>  |
| 4.1      | Search group for recruiting professors   | 8         |
| 4.2      | Appointment profile for employment as professor  | 9         |
| 4.3      | Qualifications   | 9         |
| 4.4      | Assessment criteria  | 10        |
| 4.4.1    | Research expertise   | 10        |
| 4.4.2    | Teaching expertise   | 11        |
| 4.4.3    | Collaboration expertise  | 11        |
| 4.4.4    | Administrative expertise   | 11        |
| 4.4.5    | Management expertise   | 12        |
| 4.5      | Methods of selection   | 12        |
| 4.6      | Referees   | 12        |
| 4.7      | Discontinuing recruitment of a professor   | 13        |
| 4.8      | Nominating an individual to a post as professor  | 14        |
| <b>5</b> | <b>Recruitment of senior lecturers</b>   | <b>15</b> |
| 5.1      | Search group for recruiting senior lecturers   | 15        |
| 5.2      | Appointment profile for employment as senior lecturer  | 15        |
| 5.3      | Qualifications   | 16        |
| 5.4      | Assessment criteria  | 17        |
| 5.4.1    | Research expertise   | 17        |
| 5.4.2    | Teaching expertise   | 17        |
| 5.4.3    | Collaboration expertise  | 18        |
| 5.4.4    | Administrative expertise   | 18        |
| 5.4.5    | Management expertise   | 18        |
| 5.5      | Methods of selection   | 19        |

|          |   |           |
|----------|---|-----------|
| 5.6      | Referees  | 19        |
| 5.7      | Discontinuing recruitment of a senior lecturer                  | 20        |
| <b>6</b> | <b>Recruitment of associate senior lecturers</b>                | <b>21</b> |
| 6.1      | Search group for recruiting associate senior lecturers          | 22        |
| 6.2      | Appointment profile for employment as associate senior lecturer | 22        |
| 6.3      | Qualifications  | 23        |
| 6.4      | Assessment criteria   | 24        |
| 6.4.1    | Research expertise  | 24        |
| 6.4.2    | Teaching expertise  | 24        |
| 6.4.3    | Collaboration expertise   | 25        |
| 6.4.4    | Administrative expertise  | 25        |
| 6.4.5    | Management expertise  | 25        |
| 6.5      | Methods of selection  | 25        |
| 6.6      | Referees  | 26        |
| 6.7      | Discontinuing recruitment of an associate senior lecturer       | 27        |
| <b>7</b> | <b>Recruitment of lecturers</b>                                 | <b>28</b> |
| 7.1      | Appointment profile for employment as lecturer                  | 28        |
| 7.2      | Qualifications  | 28        |
| 7.3      | Assessment criteria   | 29        |
| 7.3.1    | Subject depth   | 29        |
| 7.3.2    | Teaching expertise  | 30        |
| 7.3.3    | Administrative expertise  | 30        |
| 7.3.4    | Collaboration expertise   | 30        |
| 7.3.5    | Management expertise  | 31        |
| 7.3.6    | Methods of selection  | 31        |
| 7.3.7    | Referees  | 31        |
| 7.4      | Discontinuing recruitment of a lecturer                         | 32        |
| <b>8</b> | <b>Fixed-term appointments</b>                                  | <b>33</b> |
| <b>9</b> | <b>Adjunct teachers</b>   | <b>34</b> |
| 9.1      | Adjunct professor   | 34        |
| 9.1.1    | Qualifications  | 34        |
| 9.1.2    | Criteria for research expertise                                 | 35        |
| 9.1.3    | Criteria for teaching expertise                                 | 35        |

---

|  |   |           |
|--|---|-----------|
| 9.1.4  | Assessment criteria for employment  | 36        |
| <b>10</b>  | <b>Promotion</b>  | <b>37</b> |
| 10.1   | Promotion from associate senior lecturer to senior lecturer   | 37        |
| 10.1.1   | Qualifications  | 37        |
| 10.1.2   | Referees for promotion of associate senior lecturer to senior lecturer  | 39        |
| 10.2   | Promotion from lecturer to senior lecturer  | 40        |
| 10.2.1   | Qualifications  | 40        |
| 10.2.2   | Referees for promotion of lecturer to senior lecturer   | 41        |
| 10.3   | Promotion to professor  | 41        |
| 10.3.1   | Qualifications  | 41        |
| 10.3.2   | Referees for promotion to professor   | 42        |
| <b>11</b>  | <b>Guidelines for admittance of excellent teachers</b>  | <b>43</b> |
| 11.1   | Guidelines for admittance of excellent teachers at the Disciplinary Domain of Science and Technology                            | 43        |
| 11.1.1   | Board for Admittance of Excellent Teachers  | 43        |
| 11.1.2   | Procedure for admittance of excellent teachers  | 44        |
| 11.2   | Criteria for admittance as an excellent teacher   | 44        |
| 11.2.1   | Skill in teaching   | 45        |
| 11.2.2   | Holistic perspective  | 45        |
| 11.2.3   | Scientific and investigative approach   | 46        |
| 11.2.4   | Collaboration with colleagues and students  | 46        |
| 11.2.5   | Skill in pedagogical leadership   | 47        |
| <b>12</b>  | <b>Guidelines for admittance of associate professor (Swedish “docent”) at the Disciplinary Domain of Science and Technology</b> | <b>48</b> |
| 12.1   | Board of Admittance of Associate Professors   | 48        |
| 12.2   | Qualifications for admittance as associate professor  | 48        |
| 12.2.1   | Research qualifications   | 48        |
| 12.2.2   | Teaching qualifications   | 49        |
| 12.3   | Procedure for admittance as associate professor   | 49        |
| <b>Appendix 1: Responsibilities for various actors in the appointment process</b>  |   | <b>51</b> |
| <b>Appendix 2: Assessment criteria for assessing teaching expertise</b>  |   | <b>53</b> |
| <b>Appendix 3: Assessment criteria for assessing research expertise when promotion from associate senior lecturer to senior lecturer</b> |   | <b>54</b> |

# 1 Guidelines for recruitment and promotion of teachers at the Disciplinary Domain of Science and Technology

The Appointment Regulations for Uppsala University (UFV 2010/1842) prescribe in 2 §: “Domain/Faculty boards may issue complementary guidelines and assessment criteria for recruiting and promoting teachers beyond these Appointment Regulations”.

The Guidelines for Admittance of Excellent Teachers (UFV 2010/1842) prescribes that: “Each domain/faculty board is charged with drafting supplementary guidelines in accordance with these Guidelines for Admittance of Excellent Teachers. Each domain/faculty board is to specify more closely the requirements for admittance of Excellent Teachers”.

The present supplementary guidelines for the appointment and promotion of teachers, guidelines for admittance of excellent teachers, and guidelines for admittance of associate professors at the Disciplinary Domain of Science and Technology were adopted by the Board of the Disciplinary Domain/Faculty of Science and Technology on December 3, 2014. The target group for the guidelines, apart from heads of departments and other employees at the Disciplinary Domain of Science and Technology, is individuals applying to be appointed or promoted as a teacher, individuals applying for admittance as associate professor or as excellent teacher, and referees in appointment and promotion cases.

## 2 Preparing appointment and promotion matters

### 2.1 The Recruitment Committee

The Recruitment Committee at the Disciplinary Domain of Science and Technology deals with matters regarding

- appointment as professor (decision made by the Vice-Chancellor)
- appointment of senior lecturer and associate senior lecturer (decision made by the Head of Department)
- application for promotion from associate senior lecturer to senior lecturer (decision made by the Head of Department)
- application for promotion from lecturer to senior lecturer (decision made by the Head of Department)
- application for promotion to professor (decision made by the Vice-Chancellor)
- application for appointment as senior lecturer instead of lecturer (decision made by the Head of Department)
- application for appointment as professor instead of senior lecturer (decision made by the Vice-Chancellor)

The Recruitment Committee is composed as follows: A Presidium consisting of a chairperson, a first deputy chairperson with special responsibility for equal treatment issues and a second deputy chairperson with special responsibility for the assessment of teaching expertise is appointed by the Board of the Disciplinary Domain/Faculty as proposed by the Electoral Assembly's Nominating Committee. Among the members there must be at least one man and one woman.

A doctoral student representative along with a substitute and a student representative along with a substitute are appointed by the relevant Student Union, the term decided by the Student Union.

Two subject representatives are appointed as members for each individual matter by the Faculty Board's Working Committee as proposed by the concerned Section Dean after consultation with the relevant Head of Department and recruiting environment. One of the representatives shall be appointed rapporteur of the matter by the Faculty Board's Working Committee, upon recommendation by the relevant Section Dean.

Among the subject representatives there must be at least one woman and at least one man, unless there are special reasons. Such reasons must be provided in writing by the Section Dean to the Faculty Board's Working Committee to serve as a basis for decision.

It is incumbent upon all members to assess equal treatment in employment and promotion matters, for which the first deputy chairperson is given particular responsibility.

It is incumbent upon all members to assess the candidate's teaching expertise, for which the second deputy chairperson is given particular responsibility.

The Section Dean may suggest him-/ herself as subject representative.

The Section Dean suggests subject representatives in recruitment matters once all applications have been received, taking into account possible conflicts of interest.

The Section Dean suggests subject representatives in promotion matters once applications for promotion have been received, taking into account possible conflicts of interest.

If the Section Dean has a conflict of interest, the Head of Department suggests subject representatives.

The Recruitment Committee constitutes a quorum if at least two members of the Presidium, the subject representative rapporteur, and a minimum of four members in total participate in the decision.

The Presidium of the Recruitment Committee and subject representatives must have pedagogical and scientific skills and be recruited from the group of teachers and researchers eligible to the Domain Board in accordance with the Vice-Chancellor's decision UFV 2013/1233.

The relevant Head of Department is not a member but attends meetings, however not final deliberations and decisions (according to § 69 Appointment Regulations at Uppsala University UFV 2010/1842).

## 2.2 Responsibilities of various actors in the appointment process

Appendix 1 states the responsibilities of various actors in the process of appointing an associate senior lecturer, a senior lecturer, or a professor.

## 2.3 Log-keeping and posting

The practical procedure for dealing with teacher recruitments comprises the Edgar system (applies to 2013), log keeping, and posting. The responsibilities of each person involved in the process are delineated below.

Recruitment of professors: The Domain Office obtains a log number and logs the documents. The Human Resources Division is responsible for publishing the appointment profile after it has been negotiated with union organizations and approved by the Board of the Disciplinary Domain/Faculty and by the Vice-Chancellor. In posting vacant positions as professor, the Disciplinary Domain defrays the costs.

Recruitment of senior lecturers, associate senior lecturers, and lecturers: The department obtains a log number and enters the appointment profile in Edgar (templates for appointment profiles are available at the Medarbetarportalen). For senior lecturers, associate senior lecturers, and lecturers other documents are also to be entered into Edgar, such as the request from the head of the department to create a position, minutes and excerpts from minutes from the department board, statements from the section dean and a funding plan.

Once the appointment profile has been negotiated with the union associations and approved by the Board of the Disciplinary Domain/Faculty, the Domain Office contacts the department regarding where the position is to be advertised.

The department is to defray the costs of posting in recruitment of senior lecturers, associate senior lecturers, and lecturers.

## 3 Categories of teachers

Uppsala University recognizes the following categories of teachers (Appointment Regulations 10 §):

Under the Higher Education Act and the Higher Education Ordinance:

- professor
- visiting professor
- adjunct professor
- senior lecturer
- associate senior lecturer

By local decision:

- lecturer
- adjunct senior lecturer
- adjunct lecturer

## 4 Recruitment of professors

### 4.1 Search group for recruiting professors

#### **Uppsala University Appointment Regulations**

- 63 § Broad mapping, advertising, and active search for potential applicants must be undertaken. Individuals from the under-represented gender must be encouraged to apply for the appointment at hand. Vacant posts must be described in gender-neutral terms.
- 64 § In advance of recruitment a search group may be appointed to identify and interest suitable candidates for the appointment, to provide support in establishing the appointment profile, and to assist in finding referees. The group must have a gender-balanced representation unless special reasons occur.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

In advance of a decision to recruit a professor, a search group is to be appointed by the Board of the Disciplinary Domain/Faculty following nomination by the dean of the section. The search group must include one or more representatives from operations, one of whom is to convene meetings. External representatives must also be included.

In advance of a reconsideration of a professorship, the search group must submit a proposal to refill the post or some other plausible action.

In advance of a recruitment decision, the search group is to identify and interest suitable candidates and be helpful in the search for referees.

In advance of a decision to recruit a professor, the search group is to provide support in the formulation of an appointment profile.

The report from the search group, together with a proposed appointment profile, is to constitute a platform for the Domain/Faculty Board's proposal to the Vice-Chancellor for a decision.

### 4.2 Appointment profile for employment as professor

#### **Uppsala University Appointment Regulations**

- 59 § The profile of the appointment must be established on the basis of demands that need to be met in order to carry out the appointment well. The appointment profile must comprise the subject area, a description of subject content, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other eligibility requirements. The profile may indicate how various proficiency criteria are to be weighed against each other, as well as other prerequisites that must be met for the appointment to be carried out well.
- 60 § The subject area may have one of the following forms:
  - subject
  - subject specializing in
  - subject, specific subspecialty
  - subject 1 and subject 2



- 61 § The established subject area, including the description of the subject, may not be complemented or modified after the appointment profile has been decided.
- 62 § To promote an even gender balance in the area/appointment category, the appointment profile must be established in such a manner that individuals of the under-represented gender are encouraged to apply for the post.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The appointment profile for recruiting a professor is to be adopted by the Domain/Faculty Board in consultation with the Vice-Chancellor.

In order to comprise the largest possible number of applicants, the appointment profile must have a broad formulation of the subject area.

Subject content/description, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other qualification requirements must be clearly delineated.

The appointment profile must indicate how various competence criteria are to be weighed against each other and what else is required for the duties of the appointment to be carried out well.

## **4.3 Qualifications**

### **Higher Education Ordinance**

- Chapter 4 § 3 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. A person who has demonstrated both artistic and teaching expertise shall be qualified for employment as a professor in disciplines in the fine, applied or performing arts. [...]

### **Uppsala University Appointment Regulations**

- 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.
- 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.

## 4.4 Assessment criteria

### Higher Education Ordinance

- Chapter 4 § 3 [...] 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 in the appointment of a professor. Ordinance (2010:1064).

### Uppsala University Appointment Regulations

- § 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 emphasized 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.

#### 4.4.1 Research expertise

### Uppsala University Appointment Regulations

- 20 § Research expertise constitutes an assessment criterion in the appointment of professors and senior lecturers.
- 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.

### Guidelines at the Disciplinary Domain of Science and Technology

By research competence is also meant research qualifications from professional life, including, for example, development of technology and capacity for innovation.

## 4.4.2 Teaching expertise

### Uppsala University Appointment Regulations

- 22 § Teaching expertise constitutes an assessment criterion in the appointment of professors, senior lecturers, associate senior lecturers, and lecturers.
- 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.

### Guidelines at the Disciplinary Domain of Science and Technology

Teaching competence may have been achieved in professional life through supervision, internal training, mentoring programmes, etc.

When assessing teaching expertise, appendix 2 *Assessment criteria for teaching expertise* shall be used.

## 4.4.3 Collaboration expertise

### Guidelines at the Disciplinary Domain of Science and Technology

Collaboration expertise constitutes an assessment criterion in the appointment of professors, senior lecturers, associate senior lecturers, and lecturers.

Collaborative expertise is demonstrated by the ability and skill of planning, organizing and implementing interaction with the surrounding community. Popular publications, public debate and lectures are examples of forms of interaction with the surrounding community. Other examples of collaboration are patent applications, commercialization and industrial cooperation. The ability to translate knowledge sharing with the surrounding community into activities of importance to the education's development and quality is part of the collaboration expertise.

## 4.4.4 Administrative expertise

### Uppsala University Appointment Regulations

- 28 § Administrative competence constitutes an assessment criterion in appointments that involve or may come to involve administrative work.
- 29 § Administrative competence is demonstrated, for example, through the capacity to plan, organize, and prioritize work in an efficient manner in terms of goal achievement as well as the ability to assign and observe time frames. Competence 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 that evinces an awareness of goals and quality.

## **Guidelines at the Disciplinary Domain of Science and Technology**

Administrative expertise also comprehends entrepreneurship.

### **4.4.5 Management expertise**

#### **Uppsala University Appointment Regulations**

- 30 § Management competence constitutes an assessment criterion in appointments that involve or may come to involve management, that is, responsibility for leading operations and/or personnel.
- 31 § Management competence 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 instill a sense of involvement, participation, and enjoyment in work and to deal with conflicts constitute further examples of demonstrated competence.

## **4.5 Methods of selection**

#### **Uppsala University Appointment Regulations**

- 73 § The assessment of research qualifications constitutes the foundation of teacher recruitment. The proposal of an individual to fill a post must be preceded by statements from referees and interviews, unless this is manifestly unnecessary. Further of selection may be used.
- 74 § Domain/faculty boards may decide to provide referees with instructions for selecting a group of leading applicants who are deemed best to fulfil the requirements found in the appointment profile and to submit referee statements containing assessments and rankings for this group alone.

## **Guidelines at the Disciplinary Domain of Science and Technology**

As methods of selection, alongside statements from referees and interviews, research presentations and trial lectures are to be arranged unless this is deemed patently unnecessary. The research presentation and trial lecture are to be assessed in terms of both research and teaching competence.

## **4.6 Referees**

#### **Higher Education Ordinance**

- Chapter 4 § 6 For the appointment of a professor (including an adjunct professor) opinions on the expertise of the applicants shall be obtained, provided that this is not manifestly unnecessary for appraisal of their expertise. When the opinions of two or more persons are obtained, both men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary. (SFS 2010:1064)

#### **Uppsala University Appointment Regulations**

- 75 § Domain/faculty boards decide what referees are to be appointed.

- 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.
- 77 § Guidelines for engaging referees and instructions for referees should be issued by the domain/faculty board for the purpose of rationalizing and assuring the quality of the work of the referees.
- 78 § Proposals for individuals to serve as referees may be made as early as when the appointment profile is decided.
- 79 § Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- 80 § Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.
- 81 § Referees must not attend the part of the preparatory work which is devoted to final deliberations regarding proposals and decisions.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

Referees are to be appointed by the Board of the Disciplinary Domain/Faculty following nomination from the dean of the section where the appointment is to be placed. The Dean of section shall ensure that conflicts of interest do not prevail.

At least two referees must be appointed for the recruitment of a professor.

Among referees, there must be at least one woman and at least one man unless special reasons occur.

All referees must address all assessment criteria. However, it is possible to appoint an additional referee to assess only teaching expertise.

The referees should participate in interviews and research presentations.

## **4.7 Discontinuing recruitment of a professor**

#### **Uppsala University Appointment Regulations**

- 91 § An appointment process may be discontinued if special reasons obtain. Such a decision must be in writing and may only be made by the person authorized to make decisions about appointments.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

The Vice-Chancellor is to decide whether to discontinue the appointment process based upon a proposal, with an explanation, from Board of the Disciplinary Domain/Faculty.

## 4.8 Nominating an individual to a post as professor

### Higher Education Ordinance

- Chapter 4 § 7 A higher education institution may nominate an individual for an appointment as a professor if the appointment of the individual is of exceptional importance for a specific activity at the institution. If a higher education institution nominates an individual for a post, the grounds on which the appointment is of exceptional importance for the institution must be placed on record.

Only those qualified for appointment to the post pursuant to Section 3 may be nominated for appointment.

The decision to nominate an individual for a post is made by the vice-chancellor and cannot be delegated.

When an appointment is made by nomination, no information of the kind laid down in the first paragraph of Section 6 of the Employment Ordinance (1994:373) need be submitted. The regulation on referees' opinions in Section 6 shall apply. Ordinance (2010:1064).

- Chapter 4 § 3 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. [...]

### Uppsala University Appointment Regulations

- 90 § The nomination procedure is to be used as an instrument for particularly strategic recruitments and may only be used if both the subject area and the person to be nominated are deemed to be of special strategic importance to certain operations at the University. The reasons for this must be documented. The nomination procedure is to be used restrictively.
- 91 § Consultation shall take place with the Vice-Chancellor before the procedure is initiated.
- 92 § Only those who meet the requirements for appointment as professor may be nominated. In nominations of individuals to a post as professor, it must normally be manifestly unnecessary to obtain referee assessments regarding expertise. If this is not the case, at least two referees from other higher education institutions or equivalent must be engaged for the purpose of assessing the expertise of the individual to be nominated.
- 93 § The nomination procedure shall not be subject to any such information as stated in Section 6, paragraph 1, of the Higher Education Ordinance (1994:373).

## 5 Recruitment of senior lecturers

### 5.1 Search group for recruiting senior lecturers

#### **Uppsala University Appointment Regulations**

- 63 § Broad mapping, publicizing, and an active search for potential applicants must be undertaken. Individuals of the under-represented gender must be encouraged to apply for the appointment at hand. Vacant posts must be described in gender-neutral terms.
- 64 § In advance of recruitment a search group may be appointed to identify and interest suitable candidates for the appointment, to provide support in establishing the appointment profile, and to assist in finding referees. The group must have a balanced representation of women and men unless special reasons occur.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

A search group for recruitment of a senior lecturer may be appointed by the Department Board if necessary.

In cases where it is not clear which teacher category is to be recruited to a certain subject area, a search group may be appointed by the Board of the Disciplinary Domain/Faculty.

The search group shall consist of representatives from operations, one of whom is to convene meetings.

The search group can provide support in the formulation of an appointment profile.

The search group shall identify and interest suitable candidates both national and international, women as well as men.

The work from the search group shall be handed over to the Department board.

### 5.2 Appointment profile for employment as senior lecturer

#### **Uppsala University Appointment Regulations**

- 59 § The profile of the appointment must be established on the basis of demands that need to be met in order to carry out the appointment well. The appointment profile must comprise the subject area, a description of subject content, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other eligibility requirements. The profile may indicate how various proficiency criteria are to be weighed against each other, as well as other prerequisites that must be met for the appointment to be carried out well.
- 60 § The subject area may have one of the following forms:
  - subject
  - subject specializing in
  - subject, specific subspecialty
  - subject 1 and subject 2

- 61 § The established subject area, including the description of the subject, may not be complemented or modified after the appointment profile has been decided.
- 62 § To promote an even gender balance in the area/appointment category, the appointment profile must be established in such a manner that individuals of the under-represented gender are encouraged to apply for the post.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The appointment profile for employment as senior lecturer is to be established by the Board of the Disciplinary Domain/Faculty.

In order to comprise the largest possible number of applicants, the appointment profile must have a broad formulation of the subject area.

Subject content/description, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other qualification requirements must be clearly delineated.

The appointment profile must indicate how various competence criteria are to be weighed against each other and what else is required for the duties of the appointment to be carried out well.

## **5.3 Qualifications**

### **Higher Education Ordinance**

- Chapter 4 § 4

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. [...]

### **Uppsala University Appointment Regulations**

- 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 the teaching expertise.
- 35 § Teaching expertise must have been demonstrated by educational and teaching qualifications in accordance with § 23. A prerequisite for having demonstrated teaching expertise is that applicants have completed teacher training for higher education of relevance to operations at the University, comprising at least ten weeks, or have acquired the equivalent knowledge. If special circumstances apply, this training for teachers in higher education may be completed during the first two years of employment.
- 36 § By other professional expertise is meant expertise acquired in professional activities outside a higher education institution. The professional expertise must be of value in view of the subject matter of the post.



## 5.4 Assessment criteria

### Higher Education Ordinance

- Chapter 4 § 4 [...] 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)

### Uppsala University Appointment Regulations

- 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 emphasized 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.

### 5.4.1 Research expertise

- 20 § Research expertise constitutes an assessment criterion in the appointment of professors, senior lecturers and associate senior lecturers.
- 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.

### Guidelines at the Disciplinary Domain of Science and Technology

By research competence is also meant research qualifications from professional life, including, for example, development of technology and capacity for innovation.

### 5.4.2 Teaching expertise

#### Uppsala University Appointment Regulations

- 22 § Teaching expertise constitutes an assessment criterion in the appointment of professors, senior lecturers, associate senior lecturers, and lecturers.
- 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.

### **Guidelines at the Disciplinary Domain of Science and Technology**

Teaching competence may have been achieved in professional life through supervision, internal training, mentoring programmes, etc.

When assessing teaching expertise, appendix 2 *Assessment criteria for teaching expertise* shall be used.

#### **5.4.3 Collaboration expertise**

##### **Guidelines at the Disciplinary Domain of Science and Technology**

Collaboration expertise constitutes an assessment criterion in the appointment of professors, senior lecturers, associate senior lecturers, and lecturers.

Collaborative expertise is demonstrated by the ability and skill of planning, organizing and implementing interaction with the surrounding community. Popular publications, public debate and lectures are examples of forms of interaction with the surrounding community. Other examples of collaboration are patent applications, commercialization and industrial cooperation. The ability to translate knowledge sharing with the surrounding community into activities of importance to the education's development and quality is part of the collaboration expertise.

#### **5.4.4 Administrative expertise**

##### **Uppsala University Appointment Regulations**

- 28 § Administrative competence constitutes an assessment criterion in appointments that involve or may come to involve administrative work.
- 29 § Administrative competence is demonstrated, for example, through the capacity to plan, organize, and prioritize work in an efficient manner in terms of goal achievement as well as the ability to assign and observe time frames. Competence 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 that evinces an awareness of goals and quality.

##### **Guidelines at the Disciplinary Domain of Science and Technology**

Administrative competence also comprehends entrepreneurship.

#### **5.4.5 Management expertise**

##### **Uppsala University Appointment Regulations**

- 30 § Management competence constitutes an assessment criterion in appointments that involve or may come to involve management, that is, responsibility for leading operations and/or personnel.
- 31 § Management competence 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 instill a sense of involvement, participation, and enjoyment in work and to deal with conflicts constitute further examples of demonstrated competence.

## 5.5 Methods of selection

### Uppsala University Appointment Regulations

- 73 § The assessment of research merits constitutes the foundation of teacher recruitment. A proposal for a holder of an appointment must be preceded by statements from referees and interviews, unless this is manifestly unnecessary. Further methods of selection may be used.
- 74 § Domain/faculty boards may decide to provide referees with instructions for selecting a leading group of applicants comprising those applicants who are considered to fulfil the requirements in the best way, and to submit referee statements containing assessments and rankings for this leading group alone.

### Guidelines at the Disciplinary Domain of Science and Technology

As methods of selection, alongside statements from referees and interviews, research presentations and trial lectures are to be arranged. The research presentation and trial lecture are to be assessed in terms of both research and teaching expertise.

## 5.6 Referees

### Uppsala University Appointment Regulations

- 75 § Domain/faculty boards decide what referees are to be appointed.
- 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.
- 77 § Guidelines for engaging referees and instructions for referees should be issued by the domain/faculty board for the purpose of rationalizing and assuring the quality of the work of the referees.
- 78 § Proposals for individuals to serve as referees may be made as early as when the appointment profile is decided.
- 79 § Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- 80 § Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.
- 81 § Referees must not attend the part of the preparatory work which is devoted to final deliberations regarding proposals and decisions.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The Domain/Faculty Board has delegated the power to appoint experts to the Dean of the section where the appointment is placed. The Dean of section shall ensure that conflicts of interest do not prevail.

At least two referees must be appointed for the recruitment of a senior lecturer.

Among referees, there must be at least one woman and at least one man unless special reasons occur.

All referees must address all assessment criteria. However, it is possible to appoint an additional referee to assess only teaching expertise.

The referees should participate in interviews, trial lectures, and research presentations.

## **5.7 Discontinuing recruitment of a senior lecturer**

### **Uppsala University Appointment Regulations**

- 89 § An appointment process may be discontinued if special reasons obtain. Such a decision must be in writing and may only be made by the person authorized to make decisions about appointments.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The head of the department where the position is placed is to decide whether to discontinue the appointment process following consultation with the Board of the Disciplinary Domain/Faculty.

## 6 Recruitment of associate senior lecturers

### Higher Education Ordinance

- Chapter 4 § 12 a A teacher may be employed for an indefinite period, but for no longer than at least four years and at most six years, which must have been decided by the seat of learning before the position is announced. The purpose of the employment is to provide the teacher with an opportunity to develop his/her independence as a researcher and gain qualifications regarding research expertise as well as teaching expertise, that will satisfy requirements for employment as senior lecturer. Employment according to the first paragraph may be renewed, however for at most two years, if, owing to the teacher's absence for sick leave, parental leave, or other special reasons, more time is required to achieve the purpose of the appointment. For employment according to the first and second paragraphs, the Employment protections Act (1082:80) applies. By collective agreement entered into or approved by a central employee organisation, exceptions from the first paragraph may be made (Regulation 2017:844).

### Uppsala University Appointment Regulations

- 11 § Appointment as associate senior lecturer may be made on one occasion.
- 15 § The duties of an associate senior lecturer shall include research and teaching, as well as administration.
- 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.

### Guidelines at the Disciplinary Domain of Science and Technology

Period of employment for an associate senior lecturer at the Faculty of Science and Technology shall be six years.

A position as associate senior lecturer shall be appointed in competition to secure the best possible outcome based on aspects such as quality, equal terms and mobility. A position as associate senior lecturer shall normally be advertised for at least six weeks, in both Swedish and English, and the advertisement shall be spread internationally.

All new associate senior lecturers shall be offered career support and guidance with the objective to reach the necessary criteria for promotion to senior lecturer. Career support shall comply with the general plan of the Board of the Disciplinary Domain/Faculty for how career support and guidance shall be given.

The department that employs an associate senior lecturer shall develop an individual plan for each newly employed associate senior lecturer. The plan shall contain intermediate goals which must be clearly defined in relation to the promotion criteria of the Disciplinary Domain of Science and Technology<sup>1</sup>. The plan shall be established by the Head of the Department and then evaluated and revised annually. In the annual evaluation it should be discussed how the associate senior lecturer is performing in relation to the goals and what is required to achieve them.

It is the responsibility of the department to provide the career support and guidance required in addition to the ones offered by the central services to enable the associate senior lecturer to reach the defined

---

<sup>1</sup> Guidelines for the Appointment and Promotion of Teachers (TEK-NAT 2014-214) item 11.1

goals. In the individual career plan it should be clearly stated what is required to achieve the necessary qualifications for promotion to senior lecturer.

## 6.1 Search group for recruiting associate senior lecturers

### Uppsala University Appointment Regulations

- 63 § Broad mapping, advertising, and active search for potential applicants must be undertaken. Individuals from the under-represented gender must be encouraged to apply for the appointment at hand. Vacant posts must be described in gender-neutral terms.
- 64 § In advance of recruitment a search group may be appointed to identify and interest suitable candidates for the appointment, to provide support in establishing the appointment profile, and to assist in finding referees. The group must have a gender-balanced representation unless special reasons occur.

### Guidelines at the Disciplinary Domain of Science and Technology

A search group for recruitment of a senior lecturer may be appointed by the Department Board if necessary.

In cases where it is not clear which teacher category is to be recruited to a certain subject area, a search group may be appointed by the Board of the Disciplinary Domain/Faculty.

The search group shall consist of representatives from operations, one of whom is to convene meetings.

The search group can provide support in the formulation of an appointment profile.

The search group shall identify and interest suitable candidates both national and international, women as well as men.

The work from the search group shall be handed over to the Department board.

## 6.2 Appointment profile for employment as associate senior lecturer

### Uppsala University Appointment Regulations

- 59 § The appointment profile must be established on the basis of demands that need to be met in order to carry out the appointment well. The appointment profile must comprise the subject area, a description of subject content, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other eligibility requirements. The profile may tell how different expertise criteria are to be weighed against each other, as well as other prerequisites that must be met for the appointment to be carried out well.
- 60 § The subject area may have one of the following forms:
  - subject
  - subject specializing in
  - subject, specifying subspecialty
  - subject 1 and subject 2

- 61 § The established subject area, including the description of the subject, may not be complemented or modified after the appointment profile has been decided.
- 62 § To promote an even gender balance in the area/appointment category at hand, the appointment profile must be established in such a manner that individuals from the underrepresented gender are encouraged to apply for the post.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The appointment profile for employment as associate senior lecturer is to be established by the Board of the Disciplinary Domain/Faculty.

## **6.3 Qualifications**

### **Higher Education Ordinance**

- Chapter 4 § 4 a Those who have completed a PhD or have obtained the equivalent research competence are qualified to be employed. Primary consideration shall be given to those who have completed their PhD or attained the equivalent competence no more than five years before the dead line for application for the position as associate senior lecturer. However, those who have completed their PhD or attained the equivalent competence earlier may be considered if special reasons prevail. Special reasons refer to leave of absence due to illness, parental leave or other similar circumstances.

### **Uppsala University Appointment Regulations**

- 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.
- 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.

---

## 6.4 Assessment criteria

### Uppsala University Appointment Regulations

- 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 emphasized 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.

#### 6.4.1 Research expertise

- 20 § Research expertise constitutes an assessment criterion in the appointment of professors, senior lecturers and associate senior lecturers.
  - 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.
- 40 § In addition to the criteria generally applied, when appointing associate senior lecturers special weight should be attached to the applicant's potential to contribute to future development of both research and teaching.

#### 6.4.2 Teaching expertise

### Uppsala University Appointment Regulations

- 22 § Teaching expertise constitutes an assessment criterion in the appointment of professors, senior lecturers, associate senior lecturers, and lecturers.
- 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.
- 40 § In addition to the criteria generally applied, when appointing associate senior lecturers, special weight should be attached to the applicant's potential to contribute to future development of both research and teaching.



### **Guidelines at the Disciplinary Domain of Science and Technology**

When assessing teaching expertise, appendix 2 *Assessment criteria for teaching expertise* shall be used.

#### **6.4.3 Collaboration expertise**

##### **Guidelines at the Disciplinary Domain of Science and Technology**

Collaboration expertise constitutes an assessment criterion in the appointment of professors, senior lecturers and associate senior lecturers, lecturers.

Collaborative expertise is demonstrated by the ability and skill of planning, organizing and implementing interaction with the surrounding community. Popular publications, public debate and lectures are examples of forms of interaction with the surrounding community. Other examples of collaboration are patent applications, commercialization and industrial cooperation. The ability to translate knowledge sharing with the surrounding community into activities of importance to the education's development and quality is part of the collaboration expertise.

#### **6.4.4 Administrative expertise**

##### **Uppsala University Appointment Regulations**

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

#### **6.4.5 Management expertise**

##### **Uppsala University Appointment Regulations**

- 30 § Management expertise constitutes an assessment criterion in appointments that involve or may come to involve management, i.e. responsibility for leading operations and/or personnel.
  
- 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.

## 6.5 Methods of selection

### Uppsala University Appointment Regulations

- 73 § The assessment of research merits constitutes the foundation of teacher recruitment. A proposal for a holder of an appointment must be preceded by statements from referees and interviews, unless this is manifestly unnecessary. Further methods of selection may be used.
- 74 § Domain/faculty boards may decide to provide referees with instructions for selecting a leading group of applicants comprising those applicants who are considered to fulfil the requirements in the best way, and to submit referee statements containing assessments and rankings for this leading group alone.

## 6.6 Referees

### Uppsala University Appointment Regulations

- 75 § Domain/faculty boards decide what referees are to be appointed.
- 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.
- 77 § Guidelines for engaging referees and instructions for referees should be issued by the domain/faculty board for the purpose of rationalizing and assuring the quality of the work of the referees.
- 78 § Proposals for individuals to serve as referees may be made as early as when the appointment profile is decided.
- 79 § Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- 80 § Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.
- 81 § Referees must not attend the part of the preparatory work which is devoted to final deliberations regarding proposals and decisions.

### Guidelines at the Disciplinary Domain of Science and Technology

The Board of the Disciplinary Domain/Faculty has delegated the appointment of referees to the Dean of the section where the appointment is to be placed. The Dean of section shall ensure that conflicts of interest do not prevail.

At least two referees must be appointed for the recruitment of an associate senior lecturer.

Among referees, there must be at least one woman and at least one man unless special reasons occur.

All referees must address all assessment criteria. However, it is possible to appoint an additional referee to assess only teaching expertise.

---

The referees should participate in interviews with applicants.

## 6.7 Discontinuing recruitment of an associate senior lecturer

### **Uppsala University Appointment Regulations**

- 89 § An appointment process may be discontinued if special reasons obtain. Such a decision must be in writing and may only be made by the person authorized to make decisions about appointments.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The head of the department where the position is placed is to decide whether to discontinue the appointment process following consultation with the Board of the Disciplinary Domain/Faculty.

## 7 Recruitment of lecturers

Matters regarding the appointment of lecturers are dealt with by the department where the position is to be placed.

### 7.1 Appointment profile for employment as lecturer

#### **Uppsala University Appointment Regulations**

- 59 § The appointment profile must be established on the basis of demands that need to be met in order to carry out the appointment well. The appointment profile must comprise the subject area, a description of subject content, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other eligibility requirements. The profile may tell how different expertise criteria are to be weighed against each other, as well as other prerequisites that must be met for the appointment to be carried out well.
- 60 § The subject area may have one of the following forms:
  - subject
  - subject specializing in
  - subject, specifying subspecialty
  - subject 1 and subject 2
- 61 § The established subject area, including the description of the subject, may not be complemented or modified after the appointment profile has been decided.
- 62 § To promote an even gender balance in the area/appointment category at hand, the appointment profile must be established in such a manner that individuals from the underrepresented gender are encouraged to apply for the post.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

The appointment profile for employment lecturer is to be adopted by the Domain/Faculty Board.

In order to comprise the largest possible number of applicants, the appointment profile must have a broad formulation of the subject area.

Subject content/description, work duties, qualifications, assessment criteria, special requirements regarding skills and personal characteristics, and other qualification requirements must be clearly delineated.

The appointment profile must indicate how various competence criteria are to be weighed against each other and what else is required for the duties of the appointment to be carried out well.

### 7.2 Qualifications

#### **Uppsala University Appointment Regulations**

- 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.

- 41 § To be eligible for appointment as lecturer, applicants must have a higher education degree and have demonstrated teaching expertise.
- 42 § In appointments to the post of lecturer, the requirement for research expertise is replaced by a requirement for depth in the subject.
- 43 § Teaching expertise must have been demonstrated by educational and teaching qualifications in accordance with § 23.

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

## 7.3 Assessment criteria

### Uppsala University Appointment Regulations

- 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 emphasized 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.

#### 7.3.1 Subject depth

### Uppsala University Appointment Regulations

- 41 § To be eligible for appointment as lecturer, applicants must have a higher education degree and have demonstrated teaching expertise.
- 42 § In appointments to the post of lecturer, the requirement for research expertise is replaced by a requirement for depth in the subject.

### Guidelines at the Disciplinary Domain of Science and Technology

A third-cycle degree may constitute depth in the subject. Subject depth may also comprise experience from professional life involving e.g. technological development.

### 7.3.2 Teaching expertise

#### Uppsala University Appointment Regulations

- 22 § Teaching expertise constitutes an assessment criterion in the appointment of professors, senior lecturers and associate senior lecturers, and lecturers.
- 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.
- 43 § Teaching expertise must have been demonstrated by educational and teaching qualifications in accordance with § 23.

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

#### Guidelines at the Disciplinary Domain of Science and Technology

Teaching competence may have been achieved in professional life through supervision, internal training, mentoring programmes, etc.

When assessing teaching expertise, appendix 2 *Assessment criteria for teaching expertise* shall be used.

### 7.3.3 Administrative expertise

#### Uppsala University Appointment Regulations

- 28 § Administrative competence constitutes an assessment criterion in appointments that involve or may come to involve administrative work.
- 29 § Administrative competence is demonstrated, for example, through the capacity to plan, organize, and priorities work in an efficient manner in terms of goal achievement as well as the ability to assign and observe time frames. Competence 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 that evinces an awareness of goals and quality.

#### Guidelines at the Disciplinary Domain of Science and Technology

Administrative competence also comprehends entrepreneurship.

### 7.3.4 Collaboration expertise

#### Guidelines at the Disciplinary Domain of Science and Technology

Collaboration expertise constitutes an assessment criterion in the appointment of professors, senior

lecturers and associate senior lecturers, and lecturers.

Collaborative expertise is demonstrated by the ability and skill of planning, organizing and implementing interaction with the surrounding community. Popular publications, public debate and lectures are examples of forms of interaction with the surrounding community. Other examples of collaboration are patent applications, commercialization and industrial cooperation. The ability to translate knowledge sharing with the surrounding community into activities of importance to the education's development and quality is part of the collaboration expertise.

### **7.3.5 Management expertise**

#### **Uppsala University Appointment Regulations**

- 30 § Management expertise constitutes an assessment criterion in appointments that involve or may come to involve management, i.e. responsibility for leading operations and/or personnel.
- 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.

### **7.3.6 Methods of selection**

#### **Guidelines at the Disciplinary Domain of Science and Technology**

Alongside interviews and other methods of selection, applicants must also give a trial lecture.

### **7.3.7 Referees**

#### **Uppsala University Appointment Regulations**

- 79 § Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- 80 § Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.
- 81 § Referees must not attend the part of the preparatory work which is devoted to final deliberations regarding proposals and decisions.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

One or more referees may be appointed in recruiting a lecturer. In such cases, referees are to be appointed by Head of the department where the appointment is placed. The Head of Department is to decide what assessment criteria are to be considered by the referees. If more than one referee is appointed, there must be at least one woman at least one man among the referees, unless special reasons occur.

## 7.4 Discontinuing recruitment of a lecturer

### **Uppsala University Appointment Regulations**

- 89 § An appointment process may be discontinued if special reasons occur. Such a decision must be in writing and may only be made by the person authorized to make decisions about appointments.

### **Guidelines at the Disciplinary Domain of Science and Technology**

The Head of the department where the position is placed is to decide whether to discontinue the appointment process following consultation with the Domain/Faculty Board.



## 8 Fixed-term appointments

### **Uppsala University Appointment Regulations**

- 96 § Recruitment to fixed-term appointments must be used with caution, against the background of the right to appointment for an indefinite term that may arise from multiple fixed-term appointments.
- 97 § In appointments to posts comprising no more than two years as a substitute or general fixed-term appointment, a simplified appointment procedure may be used, entailing that referee assessment may be excluded.
- 98 § The individual in charge of the appointment (head of department/equivalent) must ensure that a fixed-term appointment as a teacher does not continue so long that it will be converted to an indefinite-term appointment under the Employment Protection Act without having been advertised and filled in accordance with a refereed procedure. If this nevertheless happens, the recruitment group/equivalent must assess whether the individual fulfils the qualifications for the appointment.
- 99 § Fixed-term appointments that are not advertised externally must always be advertised internally.

### **Guidelines at the Disciplinary Domain of Science and Technology**

Extension of a fixed-term appointment resulting in a total period of employment exceeding one year may only be granted after consultation with the Board of the Disciplinary Domain/Faculty, which is to decide about possible review by referees and treatment in the Recruitment Committee.

## 9 Adjunct teachers

### Uppsala University Appointment Regulations

- 13 § The purpose of the post of adjunct teacher is to temporarily bring valuable competence to the University or to strengthen connections with the business community or the wider community. An adjunct teacher must have his/her main activities outside the higher education sector, which entails that the post at Uppsala University may comprise no more than 49 percent of full time. Adjunct senior lecturers and adjunct lecturers are employed under collective agreements.<sup>6</sup>
- 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.
- 100 § In appointing an adjunct teacher an agreement must be entered into between Uppsala University and the primary employer. The agreement must contain the conditions for the appointment, e.g. duties, wage costs and other costs, resources in the form of premises and equipment, ownership of findings, right of publication, and secrecy.

### Guidelines at the Disciplinary Domain of Science and Technology

## 9.1 Adjunct professor

### 9.1.1 Qualifications

An applicant must display both scholarly and pedagogical skill to qualify for an appointment as adjunct professor.

Qualifications for an adjunct professor are the same as for appointment as a professor. However, as applicants often have not worked in a conventional academic environment, assessment of teaching qualifications may be partly based on other criteria than the usual ones. The subject area may also be more limited than is usually the case regarding professorships at the Disciplinary Domain.

As the appointment is personal, individual merits are not ranked in relation to any other applicant; what is crucial is that the prospective holder of the appointment should fulfil the qualification requirements such as they are interpreted in accepted practice.

---

<sup>6</sup> Agreement on Employment for a Fixed Term as Adjunct Teacher. Minutes of the Negotiations, 14 December 2011  
The Swedish Agency for Government Employers and OFR.S, SACO, SEKO

## 9.1.2 Criteria for research expertise

### Uppsala University Appointment Regulations

- 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.

### Guidelines at the Disciplinary Domain of Science and Technology

Research expertise may be demonstrated in several ways, such as the following:

- The applicant shall hold a doctoral degree or merit of similar nature.
- The applicant shall be a leading researcher and developer in the subject orientation of the appointment, which may be demonstrated by documented experience of the founding and participation in national and/or international professional networks and/or supervision of important research and development projects.
- The applicant shall demonstrate their own current activities connected to research/development.
- Prior research and development activities of the applicant must have played an essential role for the development of the activity or activities in which the applicant has been involved.
- Any research pursued outside academia that has not been published in a scientific journal may be taken under consideration in the assessment of research expertise contingent on the research being important to the field in question and/or society at large.
- The applicant shall preferably have documented experience of active participation in national and international networks or projects within research/development. This may for instance be lectures held at seminars or conferences, participation in various types of assessment committees or commissions of trust.

## 9.1.3 Criteria for teaching expertise

### Uppsala University Appointment Regulations for the appointment of professors

- 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.

- 
- 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 the activities of 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.

### **Guidelines at the Disciplinary Domain of Science and Technology**

As part of any assessment of teaching expertise, appendix 2: *Assessment criteria for teaching expertise* shall normally be used. In cases where appendix 2 may not be applied, teaching expertise may be demonstrated in other ways, such as the following:

- The applicant shall have documented experience of teaching outside of academic contexts, such as in-service training, supervising colleagues, skill in developing useful teaching materials, or the presentation of research results at conferences.
- The applicant shall have demonstrated teaching leadership.
- The applicant shall have demonstrated experience of individual supervision. This may for instance be in the form of mentorship or supervision of PhD students or degree projects.
- The applicant shall have good rapport with students and be able to support their learning as well as provide engaging and appreciated teaching.
- The applicant shall be able to reflect on the learning processes of students, as well as connect teaching and training to research, development, current societal issues and future career prospects.

#### **9.1.4 Assessment criteria for employment**

##### **Uppsala University Appointment Regulations**

- § 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 emphasized 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.

##### **Guidelines at the Disciplinary Domain of Science and Technology**

To further assess potential adjunct teachers at the Disciplinary Domain of Science and Technology, expertise in collaboration with other elements of society as well as the greater research community shall be considered.

Skill in leading and developing activities and staff shall also affect the assessment. Leadership of activities and/or collaborations with academic environments are considered an additional qualification, as is experience of strategic recruitment of researchers and teachers within Uppsala University.

Publications in scientific journals and the holding of patents are considered additional qualifications, as are documented technological development and capacity for innovation.

## 10 Promotion

### Uppsala University Appointment Regulations

- § 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.
- § 49 Promotion of a senior lecturer to professor or of a lecturer to a senior lecturer entails an assessment of competence and a change in title. A senior lecturer or lecturer who has been promoted is not entitled to changed duties or terms of employment.
- § 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.
- § 52 The domain/faculty board may when announcing a vacant post as lecturer or senior lecturer decide to provide an opportunity for direct promotion. This means that an applicant in connection with the post at hand can apply for and be granted promotion to a higher post.

### 10.1 Promotion from associate senior lecturer to senior lecturer

Chapter 10.1 applies when an applicant has been employed in a recruitment matter where the decision to initiate the recruitment of an associate senior lecturer has been taken by the Faculty Board after 2018-12-01. When an applicant has been employed in a recruitment matter where the decision to initiate the recruitment of an associate senior lecturer has been taken by the Faculty Board before 2018-12-01 *Guidelines for Promotion of Associate Senior Lecturer to Senior Lecturer at the Disciplinary Domain of Science and Technology*, TEKNAT 2014/214 applies.

#### 10.1.1 Qualifications

##### Higher Education Ordinance

- Chapter 4, 12 c § An associate senior lecturer employed according to 12a § at a university shall upon application be promoted to senior lecturer at that university, if he or she
  1. is qualified for employment as a senior lecturer, and
  2. after assessment is considered appropriate for such employment according to the assessment criteria that the university according to chapter 2 § 4 has decided shall be applied in a matter regarding promotion to senior lecturer.

Such a promotion means that he or she shall be employed until further notice as a senior lecturer. Regulation (2017:844).

##### Uppsala University Appointment Regulations

- 55 § A person employed as associate senior lecturer shall, upon application, be promoted to senior lecturer if he or she requests it in writing, meets the qualification requirements stated in the assessment grounds to be applied for promotion and previously clarified in information of

---

vacant position prior to employment as associate senior lecturer, is qualified for such a post and has been deemed suitable based on 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.

### **Guidelines at the Disciplinary Domain of Science and Technology**

Promotion to senior lecturer shall be based on an overall assessment of the applicant's research, teaching and administrative expertise, and leadership expertise. The applicant must in connection with the examination of the merits be interviewed and hold a trial lecture. The relevant Head of department shall submit a statement about the applicant's ability to perform the duties incumbent on a university lecturer.

#### ***Research expertise***

The applicant's research qualifications shall demonstrate an independent research profile and demonstrate ability to independently initiate, lead and manage research projects. The applicant shall also demonstrate success in seeking and receiving research funding and/or receiving good evaluations from external research funders, as well as demonstrate international visibility in the field of research. Admittance as associate professor (Swedish docent) is considered an additional qualification.

When assessing research expertise, appendix 3 *Assessment criteria for research expertise when promotion from associate senior lecturer to senior lecturer* shall be used.

#### ***Teaching expertise***

The applicant 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. In the assessment of teaching expertise documented ability to plan, develop, implement and evaluate courses at undergraduate and graduate levels and experience of supervision in third level education be given weight.

When assessing teaching expertise, appendix 2 *Assessment criteria for teaching expertise* shall be used.

#### ***Collaboration expertise***

Collaboration expertise is demonstrated by the ability and skill of planning, organizing and

---

implementing interaction with the surrounding community. Popular publications, public debate and lectures are examples of forms of interaction with the surrounding community. Other examples of collaboration are patent applications, commercialization and industrial cooperation. The ability to translate knowledge sharing with the surrounding community into activities of importance to the education's development and quality is part of the collaboration expertise.

### *Administrative and management expertise*

The applicant must have shown administrative expertise and leadership expertise through participation in overall planning and management of research and teaching activities. In the assessment of administrative expertise and management expertise roles within research projects, administrative and leadership assignments at university, faculty or departmental level and external missions be given weight.

## **10.1.2. Referees for promotion of lecturer to senior lecturer**

### **Uppsala University Appointment Regulations**

- 75 § Domain/faculty boards decide what referees are to be appointed.
- 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.
- 79 § Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- 80 § Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.

### **Guidelines at the Disciplinary Domain of Science and Technology**

Referees are to be appointed by the section Dean based on nominations from the Head of department where the applicant is employed. The Head of department shall ensure that conflicts of interest do not prevail.

At least two referees must be appointed for promotion to senior lecturer.

Among the referees there must be at least one woman and at least one man, unless special reasons occur.

All referees must address all assessment criteria. However, it is possible to appoint an additional referee to assess only teaching expertise.

## 10.2 Promotion from lecturer to senior lecturer

Alongside interviews and other methods of selection, applicants must also give a trial lecture.

### 10.2.1 Qualifications

#### Uppsala University Appointment Regulations

- § 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.

#### Guidelines at the Disciplinary Domain of Science and Technology

For promotion from lecturer to senior lecturer the same qualification requirements apply as for appointment as senior lecturer. The application must also have demonstrated research expertise in the subject area. The applicant must also have been employed as a teacher at a higher-education institution for at least three years or the equivalent.

### 10.2.2 Referees for promotion of lecturer to senior lecturer

#### Uppsala University Appointment Regulations

- § 75 Domain/faculty boards decide what referees are to be appointed.
- § 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.
- § 77 Guidelines for engaging referees and instructions for referees should be issued by the domain/faculty board for the purpose of rationalizing and assuring the quality of the work of the referees.
- § 79 Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- § 80 Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.
- § 81 Referees must not attend the part of the preparatory work which is devoted to final deliberations regarding proposals and decisions.

#### Guidelines at the Disciplinary Domain of Science and Technology

Referees are to be appointed by the section Dean based on nominations from the Head of the department where the applicant is employed. The Head of department shall ensure that conflicts of interest do not prevail.

At least two referees must be appointed for the promotion of a lecturer to senior lecturer.

Among the referees there must be at least one woman and at least one man, unless special reasons



occur.

All referees must address all assessment criteria. However, it is possible to appoint an additional referee to assess only teaching expertise.

## 10.3 Promotion to professor

### 10.3.1 Qualifications

#### **Uppsala University Appointment Regulations**

- § 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 occur.

#### **Guidelines at the Disciplinary Domain of Science and Technology**

##### ***Research expertise***

The applicant's research qualifications must be current, and must both quantitatively and qualitatively considerably exceed those required for admittance as associate professor. Besides published works, the applicant may append reports from international evaluations, previous referee statements in professorial appointments, statements and grants from research councils, etc., to the application.

##### ***Teaching expertise***

The applicant's teaching expertise must considerably exceed what is required to be employed as senior lecturer, and normally teaching experience should comprise at least one year of teaching as a senior lecturer. Teaching expertise must cover instruction in the first, second, and third cycles and be well documented in the submitted documents. The scope of the applicant's teaching qualifications must be of such breadth and quality that they clearly document good teaching expertise. From first- and second-cycle teaching the applicant must have experience of all of the elements that are normally included in senior lecturer teaching. This must normally include personal course responsibilities and experience of teaching in both Swedish and English. From third-cycle teaching the applicant must have experience from all levels of the programme and normally have been principal supervisor of at least one doctoral candidate from admission to completed degree.

When assessing teaching expertise, appendix 2 *Assessment criteria for teaching expertise* shall be used.

##### ***Collaboration expertise***

Collaboration expertise is demonstrated by the ability and skill of planning, organizing and implementing interaction with the surrounding community. Popular publications, public debate and lectures are examples of forms of interaction with the surrounding community. Other examples of collaboration are patent applications, commercialization and industrial cooperation. The ability to translate knowledge sharing with the surrounding community into activities of importance to the education's development and quality is part of the collaboration expertise.

##### ***Administrative and management expertise***

In an overall assessment regarding promotion, assignments in management and evaluation bodies for research and education must receive special consideration.

### 10.3.2 Referees for promotion to professor

#### Uppsala University Appointment Regulations

- § 75 Domain/faculty boards decide what referees are to be appointed.
- § 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.
- § 77 Guidelines for engaging referees and instructions for referees should be issued by the domain/faculty board for the purpose of rationalizing and assuring the quality of the work of the referees.
- § 78 Proposals for individuals to serve as referees may be made as early as when the appointment profile is decided.
  - § 79 Referees must be particularly knowledgeable in the subject area. Working independently, they must each present an account of the expertise of the applicants that should primarily be considered for the appointment, rank them in relation to each other, and justify their choice. If two or more applicants are judged to be equally qualified for the post, they may be given the same ranking.
- § 80 Consideration must always be given to the possibility of calling in a special referee to assess teaching expertise and, where relevant, other special expertise.
- § 81 Referees must not attend the part of the preparatory work which is devoted to final deliberations regarding proposals and decisions.

#### Guidelines at the Disciplinary Domain of Science and Technology

Referees are to be appointed by the Disciplinary Domain/Faculty Board based on nominations from the Dean of the section where the applicant is employed. The Dean of the section shall ensure that conflicts of interest do not prevail.

At least two referees must be appointed for the promotion to professor.

Among the referees there must be at least one woman and at least one man, unless special reasons occur.

All referees must address all assessment criteria. However, it is possible to appoint an additional referee to assess only teaching expertise.

## 11 Guidelines for admittance of excellent teachers

### Uppsala University Guidelines for Admittance of Excellent Teachers (UFV 2010/1842)

- The [Swedish] term “excellent lärare” is to be used with respect to teachers who have attained a higher level of teaching expertise. This level is clearly to be distinguished from the basic level, just as the associate professor level (Swedish “docent”) is distinguished from the doctor level. The English term is Excellent Teacher.

Each domain/faculty board is to specify more closely the requirements for admittance of Excellent Teachers. These requirements are to reflect the criteria for teaching expertise specified in the document Appointment Regulations for Uppsala University. Teachers are to document their merits in a teaching qualifications portfolio. Assessment of such merits may be supplemented by interviews and by testing for teaching skills.

In order to serve as an incentive to teaching and learning development, the supplementary guidelines formulated by each domain/faculty board shall promote involvement by individual teachers and their departments. Any teacher admitted as Excellent Teacher shall, upon his or her admittance, receive a standardized salary increase (cf. docent admittance).

Only teachers at Uppsala University employed for an indefinite term (lecturers, senior lecturers and professors) are eligible for admittance as Excellent Teachers. At least one opportunity to apply shall be made available each year. Each domain/faculty board shall establish a working group to evaluate applications. The opinions of two referees concerning teaching expertise, one of whom shall be from another higher education institution, shall be obtained with respect to each case. At least one of these referees is to have his/her scientific/scholarly expertise in the same field as that of the applicant. The working group shall submit recommendations prior to the decision of the domain/faculty board. A renewed application may be submitted no sooner than one year following a rejection.

These guidelines shall take effect on 1 July 2012 and shall be subject to a University-wide review during 2014.

### 11.1 Guidelines for admittance of excellent teachers at the Disciplinary Domain of Science and Technology

#### 11.1.1 Board for Admittance of Excellent Teachers

The Disciplinary Domain’s Board for Admittance of Excellent Teachers decides about admittance of excellent teachers following assessment by referees. The Board consists of one teacher from each section and two student representatives from the first or second cycle and one doctoral (third-cycle) representative. The teachers are to be appointed by the Disciplinary Domain/Faculty Board based on nominations from the section deans.

The student representatives are to be appointed by the relevant student union. The Board for Admittance of Excellent Teachers is to appoint a chairperson among its members.

The Boards’ teacher members should be excellent teachers. However, all sections must still be represented.

The teacher members of the Board must:

- have exercised leadership in teaching as director of studies, coordinator, programme director, subject coordinator, or the equivalent and have been involved in educational development.
- have at least ten weeks of teacher training or the equivalent and have actively participated in education seminars, conferences, or the equivalent in the last three years.

The Board is responsible for the training of its members in accordance with the Action Plan for Teaching and Learning at the Faculty of Science and Technology.

The Board is to meet at least three times per semester.

The Board is responsible for instructions to applicants regarding the design of applicants' teaching portfolios.

### **11.1.2 Procedure for admittance of excellent teachers**

Applications for admittance as an excellent teacher will be dealt with two times each year, at the beginning of the spring and autumn semester respectively.

Applicants must document their teaching expertise with a portfolio of teaching merits. A recommendation from the head of department and a testimonial about teaching skills from someone at the institution, selected by the Head of Department, must be appended to the application.

The Board for Admittance of Excellent Teachers is to appoint two referees for each applicant, one man and one woman, at least one of whom must be external (from another higher-education institution), with previous experience of evaluating teaching expertise, unless special reasons occur. At least one of the referees must have his/her research expertise in the same subject area as the applicant. The referees' statement is to be submitted to the Board.

When the referees' statement has been submitted, the applicant is invited to an interview and a test of his/her teaching skills. The Board is to decide on the basis of the referees' statement, the interview, and tests of teaching skills whether the applicant is to be admitted as an excellent teacher.

Admittance as an excellent teacher is not limited in time.

Decisions in matters of admittance as an excellent teacher are not subject to appeal.

## **11.2 Criteria for admittance as an excellent teacher**

Skills must be demonstrated in the following assessment areas:

- Skill in teaching
- Holistic perspective
- Scientific and investigative approach
- Collaboration with colleagues and students
- Leadership in teaching

In their portfolio of teaching qualifications, applicants must describe and discuss their skills in relation to these assessment areas. An overall assessment is to be reached and skill must have been demonstrated in each assessment area, however, not necessarily for all specified aspects. Other aspects that demonstrate skill within the assessment areas can also be taken into account.

### **11.2.1 Skill in teaching**

Skill in teaching is primarily the skill the teacher shows in the direct contact with the students but also includes interaction with students through, for example tasks and examinations. The skilled teacher develops continuously, thus adapting his or her teaching to new situations.

The following aspects are to be considered in assessing skill in teaching:

- to provide involved and appreciated teaching of high quality at different levels of the educational system and in a broad field of knowledge.
- to support students in their development of understanding, critical thinking, research and professional skills and attitudes.
- to have a broad repertoire of student-activating forms of teaching and examination that are used in relevant ways.
- to work with constructive linkage between goals, instruction, and examination, where instruction is adapted to make it optimally possible for students to achieve the goals, and to design examination in a way that enables students to show that the goals have been achieved.
- to have a well-functioning communication and to be responsive to the students' points of view.
- to observe gender and diversity perspectives and to take into consideration and utilise students' differences and shifting experiences.
- to develop the knowledge and competence of students through constructive feedback.
- to be able to teach well in both Swedish and English.
- to continuously develop teaching and examination as well as the role of the teacher.

### **11.2.2 Holistic perspective**

The holistic perspective includes both seeing the education as a whole and seeing it and the students' learning in a broader context. Higher education shall develop educated and critically thinking citizens of society while being useful for students in a future working life. The holistic perspective enables better contribution to students as well as to society.

The following aspects are to be considered in assessing holistic perspective:

- to connect teaching to the students' programme in general and to earlier and coming courses, thereby creating a thread running through the study programme.
- to connect teaching to international research, current societal issues, and students' future careers.
- to develop and continuously revisit course and programme goals in relation to changes in society, the environment, and working life.

- 
- to interact with the surrounding society to develop the education and give concrete examples to the students.

### 11.2.3 Scientific and investigative approach

A scientific and investigative approach involves building one's teaching on research and proven experience, to investigate one's own practices and outcomes, and to open up for colleagues' insight and criticism. A basis for this is a good anchoring in one's own subject, and good insight into pedagogical and subject-specific didactic research. Furthermore, philosophy of science perspectives can contribute to scientific and investigative approach.

The following aspects are to be considered in assessing scientific and investigative approach:

- to possess extensive subject knowledge and, on the basis of this knowledge, to reflect upon what and how students are to learn and why.
- to use conscious strategies to connect research to teaching.
- to critically discuss one's own discipline.
- to examine and evaluate the student's learning and one's own teaching and its effects, to reflect upon this and make use of the results in one's own practice.
- to renew or create teaching materials and revisit the choice of course reading with a view to developing the programme and in light of new research findings.
- to reflect upon what promotes student learning and to discuss the development of teaching and learning with colleagues on the basis of relevant research in subject-matter didactic and pedagogical research and well-tested experience.
- to spread good models and results from the development of teaching and examination in the form of recurrent contributions to conferences and seminars on teaching and learning or publication of works on education or didactics, thereby exposing one's own experiences to peer review.

### 11.2.4 Collaboration with colleagues and students

Collaboration with colleagues and students is a prerequisite for positive development of individuals as well as organization. Discussions can be about content as well as form, and emanate from concrete situations or more abstract reasoning. In a dialogue for mutual learning, teaching can be renewed, while increasing the students' awareness about the own learning and the learning of others, and teachers will be able to analyze and reflect upon pedagogical issues.

The following aspects are to be considered in assessing collaboration with colleagues and students:

- to collaborate with students and colleagues to advance teaching and learning.
- to clarify course goals and assessment criteria and to justify choices of forms of teaching and examination in dialog with students.
- to appraise students' prior understanding and expectations in order to tailor teaching to the student group at hand.
- to use course evaluations and course reports to develop both one's own teaching and courses and programmes, as well as oneself as a teacher.

- to take active part in collegial discussions and teaching days.
  
- to contribute to mutual learning between colleagues, by visiting each other's classes as students and discuss concrete class room situations and through dialogue about learning and education.
  - to conduct constructive collegial discussions and actively participate in teaching days, teaching staff meetings and further education, in order to strengthen teaching, overall perspective and development of colleagues.

### **11.2.5 Skill in pedagogical leadership**

A skilled pedagogical leadership includes influencing the development of individual colleagues and the teaching staff as a whole, to renew education and to lead pedagogical development work. Pedagogical leaders contribute to create a lively collegial discussion and opens up to individual pedagogical discussions. A skilled leader develop through reflection on leadership and in dialogue with others.

The following aspects are to be considered in assessing leadership in teaching:

- to exercise educational leadership in roles such as course director, programme director, or director of studies, thereby influencing courses and programmes beyond one's own teaching.
  
- to lead development of courses and programmes.
  
- to contribute to the individual development of colleagues and collegial discussions and renewal work through pedagogical leadership.
  
- to initiate and run pedagogical development projects and to lead colleagues in these.
  
- To develop the leadership through own reflection, dialogue with colleagues and through relevant courses and literature about academic leadership.

## 12 Guidelines for admittance of associate professor (Swedish “docent”) at the Disciplinary Domain of Science and Technology

Assessment of an application for associate professorship at the Disciplinary Domain of Science and Technology will be done if the applicant is qualified and is thought to be beneficial to operations at the Disciplinary Domain.

The benefit to the Disciplinary Domain may consist in the circumstance that the associate professor, by dint of his/her expertise and availability, can be engaged as a teacher and supervisor in third-cycle programmes, as a member of examining committees, as a teacher in first- and second-cycle programmes, in collaborations with other elements of society or in other central activities at the Disciplinary Domain and the University.

Associate professors may be admitted in subject orientations in which PhD programmes are given<sup>2</sup>, or, in the case of special circumstances, in another subject. Admittance is not limited in time.

### 12.1 Board of Admittance of Associate Professors

The Disciplinary Domain of Science and Technology Associate Professorship Board consists of one professor from each section and two student representatives (including one PhD). The professors shall be appointed by the Domain Board/Faculty Board based on nominations from the section deans and the student representatives by the relevant student union.

### 12.2 Qualifications for admittance as associate professor

Admittance as associate professor requires applicants to have completed a doctoral degree or equivalent research expertise in addition to the requisite research merits and teaching expertise.

#### 12.2.1 Research qualifications

Research qualifications, which carry the most weight, must be characterized by high quality, innovative thinking, good presentation skills, and documented independence. Normally the scope of the total academic production, presented in international academic journals, must include independent production (in addition to doctoral degree) equivalent to at least one doctoral dissertation at Uppsala University.

The material for assessment of research expertise is to be submitted by a referee from another faculty, although not a faculty where the applicant has been academically active.

Associate professor may be admitted in the subject in which a third-cycle programme is offered or, if extraordinary reasons obtain, in another subject. Admittance is by application if the applicant is qualified and it will be beneficial to operations at the Disciplinary Domain. Admittance is not limited in time.



### 12.2.2 Teaching qualifications

Teaching qualifications for admittance as associate professor shall normally comprise:

- a. The Uppsala University courses Academic Teacher Training Course (consisting of five weeks of full-time studies) and Supervising PhD Students (three weeks of full-time studies) or equivalent and
- b. Successful and documented teaching at a first- or second-cycle level equivalent to at least 5 higher education credits and
- c. Successful and documented supervision of PhD students or within a project comprising at least 15 higher education credits on a first- or second-cycle level.

Other forms of teaching or activities may be considered qualifying as well.

### 12.3 Procedure for admittance as associate professor

The Associate Professorship Board decides on associate professor admissions. The Board convenes two to three times a year to handle submitted applications continually through the year.

Applications must be written in accordance with the instructions of the Associate Professorship Board. The application shall be enclosed with a recommendation from the professor in charge of third-cycle programmes in the associate professorship subject orientation that the associate professorship regards (or the professor delegated by him/her). The statement shall include the expertise of the applicant, their research and teaching skills and independence, as well as the expected benefit to research and education in admitting the applicant as associate professor, and shall specify the kind and scope of the anticipated contribution to the Disciplinary Domain.

The Section Dean is to appoint the referee based on nominations from the professor in charge of the PhD studies programme. The referee, who must be part of another faculty or other seat of learning and normally at a professor level, must have been informed of this assignment by the nominating professor.

Once a statement from the referee has been received, the matter will be dealt with at a meeting of the Associate Professorship Board for a preliminary assessment of eligibility for an associate professorship. If the assessment is positive, the applicant will be invited to give an associate professorship lecture. This is a compulsory educational test for the applicant. The lecture must be given during the academic semester in accordance with the instructions of the Associate Professorship Board. The lecture shall primarily be given in Swedish, otherwise in English.

The lecture shall be attended by the professor in charge of the third-cycle programme (or the professor delegated by him/her) in the subject orientation that the associate professorship application regards, and the relevant member of the Associate Professorship Board. If the section representative of the Associate Professorship Board is unable to attend, this shall be reported to the chair of the Associate Professorship Board, who shall then appoint another member to represent the Associate Professorship Board at the lecture. If special reasons obtain, a unanimous Board may delegate to another qualified professional within the subject orientation of the applicant, who shall then assess the lecture according to the guidelines of the Board.

The relevant professor shall introduce the lecturer and the topic of the lecture, as well as moderate a post-lecture discussion with audience participation.

Following the lecture, the representative of the Associate Professorship Board shall submit a written assessment to the Board with a preliminary grade (passed or failed). If the Associate Professorship Board deems the lecture unsatisfactory, a new lecture may be given in accordance

with the instructions of the Board.

The definitive decision regarding admittance as an associate professor is to be made at the first meeting of the Associate Professorship Board following the associate professorship lecture.

If the application is denied, no new application may be submitted within one year of the decision.

Decisions in matters of admittance as associate professor are not subject to appeal.

# Appendix 1: Responsibilities for various actors in the appointment process

The table below shows what responsibilities various actors have in the process of appointing an associate senior lecturer, senior lecturer, or professor. The chronology of the appointment process will become clear if the table is read from top to bottom.

| Department  | Section Dean   | Recruitment Committee (RC) | Domain Office   |
|---|--|----------------------------|---|
| <p>Submits request via EDGAR to Domain/Faculty Board to initiate recruitment.</p> <p>Formulates the long-term goal of the recruitment.</p> <p>Appends funding plan.</p> <p>Submits proposal for appointment profile.</p> <p>Names prospective candidates.</p> |  |                            |   |
|   |  |                            | <p>Checks appointment profile against template.</p> <p>Presents matter in Domain/Faculty Board (Working Committee), which adopts the appointment profile.</p> <p>Contacts department about posting, deadline, and any prospective referees.</p> |
| <p>Proposes deadline and requests regarding further notices.</p> <p>May submit proposals for prospective referees.</p>  |  |                            |   |
|   |  |                            | <p>Arranges posting on homepage and any other notices.</p> <p>Informs RC of deadline</p> <p>Sends appointment profile and search list to RC, the Head of Department and Section Dean after deadline has passed.</p>                             |
|   | <p>Appoints referees for senior lectureship in consultation with chair of Appointment Committee. (Faculty Board (Working Committee) appoints referees for professorships based on nominations from the section dean.)</p> <p>Referees must have been approached, have been informed of an approximate time plan, and have given their consent.</p> |                            |   |

|  |  |  |   |
|--|--|--|---|
|  | Suggests two subject representatives as members of the Recruitment Committee of the matter. One of the subject representatives will be designated rapporteur. (The Domain/Faculty Board (the Working Committee) designates subject representatives as proposed by the Section Dean.) |  |   |
|  |  |  | Sends application documents to referees.<br>Sends referee statements to Recruitment Committee.<br>Arranges first meeting of RC. |
| Head of department attends first Recruitment Committee meeting.  |  | First meeting:<br>Selection of top candidates, who are to be invited.              |   |
|  |  |  | Invites candidates.<br>Asks head of the Department to designate hosts for applicants and referees.                              |
| Responsible for social hosting of candidates and referees. Designates hosts responsible for the care of applicants invited to interviews, visits to the department, etc. |  |  |   |
|  |  |  | Arranges second meeting of RC.  |
| Head of department attends second Recruitment Committee meeting.   |  | Second meeting:<br>Presentations and interviews.<br>Decision to propose appointee. |   |
|  |  |  | Dispatches RC decision to head of department (Vice Chancellor for professorships) and applicants.                               |

## Appendix 2: Assessment criteria for teaching expertise

| § 23 Appointment regulations for Uppsala University  | Assessment criteria  | Further criteria for employment   |
|--|--|---|
| Teaching expertise comprises educational and teaching experience.  | The applicant must have teaching experience and ability to through documentation and a reflective teaching portfolio demonstrate teaching expertise and renewal. The teaching portfolio should consequently show not only what the applicant has done, but also how and why, and what the results were and what can be learned from the experience.  |   |
| In assessing teaching expertise teaching quality must be the prime consideration.  | The applicant must <ul style="list-style-type: none"> <li>• work well in relation to students and support their learning and provide engaging and appreciated teaching</li> <li>• use various student active teaching methods based on goals and student group</li> <li>• be able to examine the course objectives adequately</li> </ul>   | It is also an advantage if the candidate has demonstrated the ability to <ul style="list-style-type: none"> <li>• teach in both English and Swedish</li> <li>• make use of students' diverse experiences and expertise</li> </ul>   |
| Also scope, both broad and deep, shall be given weight.  | The applicant must <ul style="list-style-type: none"> <li>• be able to teach within a broad subject field at both undergraduate and graduate level</li> </ul> When considered for a position as Professor, applicants should also <ul style="list-style-type: none"> <li>• have proven skills in the supervision of PhD-students</li> </ul>  | It is also advantageous if the applicant has demonstrated ability to <ul style="list-style-type: none"> <li>• teach and supervise at all levels, from introductory courses to PhD supervision</li> <li>• participate in interdisciplinary courses</li> <li>• teach at various educational programs</li> </ul>   |
| Furthermore, the ability to plan, initiate, lead and develop education and teaching, as well as the ability to connect research and teaching from the perspective of research in the subject area, didactics as well as teaching and learning in higher education shall be given weight. | The applicant must <ul style="list-style-type: none"> <li>• plan both courses and individual lectures on the basis of objectives, student groups and basic courses in teaching and learning skills in higher education</li> <li>• using course evaluations and student comments to develop his or her teaching and teaching role</li> <li>• have extensive subject knowledge and reflect on what and how students should learn and why</li> <li>• link teaching to the students' education at large</li> <li>• relate to research, current social issues or future working life</li> </ul> | It is also an advantage if the candidate has demonstrated the ability to <ul style="list-style-type: none"> <li>• analyze student learning, putting it into his or her own practice</li> <li>• develop examinations</li> <li>• lead teaching teams and be responsible for courses with many other teachers involved</li> <li>• take on educational management assignments</li> <li>• initiate new courses or programs</li> <li>• initiate and lead educational development</li> <li>• renew or produce course literature</li> </ul> |
| The ability to interact on teaching and learning issues in higher education with stakeholders within and outside the university is also part of teaching skills.   | The applicant must <ul style="list-style-type: none"> <li>• discuss the course objectives, teaching and examination with the students</li> <li>• discuss pedagogy and teaching, as well as interact with peers</li> </ul>  | It is also advantageous if the applicant has demonstrated the ability to <ul style="list-style-type: none"> <li>• disseminate knowledge on educational development at conferences or through publications</li> <li>• assist in evaluations of higher education</li> </ul>   |

## Appendix 3: Assessment criteria for research expertise when promotion from associate senior lecturer to senior lecturer

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. The following assessment criteria are tools for facilitating such an assessment.

### **The applicant's merits shall:**

#### *- Show an independent research profile*

The following assessment criteria are tools for assessment:

- a) Excellent: The applicant has an innovative research focus and has published several peer reviewed publications independent of previous supervisors.
- b) Good: The applicant has independently chosen research tasks and has run projects of his/her own. The applicant has published several peer reviewed publications within these projects.
- c) Acceptable: The applicant has published several peer reviewed publications, where the results come from research conducted in an independent manner with new angles of approach.

#### *- Show ability to initiate, lead and run scientific projects on her/his own*

The following assessment criteria are tools for assessment:

- a) Excellent: The applicant regularly publishes conceptually new ideas and well executed scientific studies in leading international scientific journals or equivalent.
- b) Good: The applicant's independent work is creative, well cited and is published in prominent scientific journals or equivalent in the field of research.
- c) Acceptable: The applicant has primarily published as part of collaborations where he/she has been responsible for a well-defined part that contains new high-quality components.

#### *- Demonstrate success in obtaining funding from external research financiers*

The following assessment criteria are tools for assessment:

- a) Excellent: The applicant has been very successful in obtaining external research funding as main applicant, and is not limited by funding to develop his/her research activity.
- b) Good: The applicant has obtained external research funding sufficient to maintain an independent research activity.
- c) Acceptable: The applicant has applied for external research funding and received good evaluations even if not having obtained research funding sufficient to conduct independent research.

#### *- Show on international visibility within the field of research*

The following assessment criteria are tools for assessment:

- a) Excellent: The applicant is regularly invited to present at international conferences and to review manuscripts in leading scientific journals or equivalent. The applicant is known as leading in his/her field of research.
- b) Good: The applicant is regularly invited to review manuscripts within his/her research area, and participates regularly with peer-reviewed contributions at international scientific journals. The applicant is selected to give oral presentations at international conferences within the field of research.
- c) Acceptable: The applicant has good national visibility in his/her field of research, and participates regularly with peer-reviewed contributions in international scientific journals and conferences within the field of research.

In order for the eligibility requirements for research expertise when promotion from associate senior lecturer to senior lecturer to be considered fulfilled, the applicant must after a balanced consideration have achieved b (good), and under respective assessment criteria have achieved at least c (acceptable).