

# Faculty of Social Sciences Guidelines supplementing the University's Appointment Regulations

Revised decision

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Section 2 of the Appointment Regulations for Uppsala University (UFV 2019/1673) prescribes that “Disciplinary domain/faculty boards are to issue guidelines and assessment criteria for recruiting and promoting teachers to complement these Appointment Regulations.” At a meeting on 31 May 2012 (revised decision 7 March 2013), the Board of the Faculty of Social Sciences decided to adopt the present complementary guidelines.

## 1 Preparation of appointment and promotion matters

The Faculty of Social Sciences is to have two recruitment committees.

The **Recruitment Committee for Professorial Appointments** is responsible for preparing the following types of business:

- appointment as professor (incl. visiting professor and adjunct professor)
- promotion from senior lecturer to professor
- appointment as associate senior lecturer

Other matters of a similar nature may also occur.

The **Recruitment Committee for Senior Lecturer Appointments** is responsible for preparing the following types of business:

- indefinite-term appointment as senior lecturer
- promotion from lecturer to senior lecturer
- promotion from associate senior lecturer to senior lecturer
- assessment of qualification as senior lecturer (in the case of transfer or similar)

Other matters of a similar nature may also occur.

The recruitment committees are to consist of four teachers, one doctoral student and one undergraduate student. Two alternate members are appointed for the group of teachers. Personal alternates are appointed for the doctoral student and undergraduate student representatives. The teacher representatives are appointed by the Faculty Board, which also appoints the committee chair. Each recruitment committee selects its own deputy chair.

The Faculty Board’s order of delegation specifies which bodies or officials have the authority to make decisions in matters relating to the recruitment process, e.g. a decision to initiate recruitment of a teacher, including a decision on the person specification for the position, appointment of referees and proposals for appointment.

Before initiating a recruitment, departments should actively seek out potential applicants in Sweden and abroad and, in particular, encourage individuals of an underrepresented gender to apply (see Appointment Regulations, Sections 69–78).

The person specification for the position is the key instrument by which departments can influence the recruitment process. It must be formulated with care to incorporate the needs of the department and have sufficient clarity and specificity to enable the referees and the recruitment committee to take a position on the assessment criteria on this basis.

References should generally be taken prior to an appointment.

## 2 Qualifications required and assessment criteria

### a) General

#### Uppsala University Appointment Regulations

**Section 4** When the University appoints new teachers, it must select the applicants who, following a qualitative overall assessment of their competence and expertise, are judged to have the best potential to perform and develop the relevant duties and to contribute to the positive development of the department/equivalent.

**Section 5** One general qualification required is that applicants must be able to work with other people and otherwise meet the demands of suitability required to perform their duties well.

**Section 6** To be eligible for a teaching appointment, an applicant must have a documented ability to teach in either Swedish or English or in both these languages. In addition, the ability to teach in another language may be required, based on current needs in the recruiting department/equivalent. In the case of promotion to a higher teaching position, applicants must normally demonstrate sufficient proficiency in Swedish to be able to participate in the University's internal procedures.

**Section 7** Teachers must have completed teacher training for higher education or the equivalent.

**Section 16** To qualify for a teaching appointment, an applicant must have shown sufficient expertise in both research and teaching. Assessment criteria applicable to teaching appointments are, first, the degree to which the applicant possesses the expertise required to qualify for the position and, second, the other assessment criteria stated in the person specification for the position. Which criteria are emphasised may vary, depending on whether the assessment involves eligibility criteria for appointment and promotion, or assessment criteria for ranking applicants. The assessment criteria may be weighted differently, depending on the content of the work and the other conditions for the position that have been defined on the basis of operational needs.

**Section 17** Qualifications must be documented in a manner that makes it possible to assess both their quality and their scope.

**Section 20** Research expertise refers to research qualifications. In assessing research expertise, research quality must be the primary consideration. Consideration must also be given to the scope of the research, in terms primarily of its depth and breadth. Furthermore, consideration

must be given to the capacity to plan, initiate, lead and develop research and third cycle (doctoral) education, the ability to obtain research funding in competition, and the ability to collaborate and engage with the wider community through research.

**Section 22** Teaching expertise refers to educational qualifications. In assessing teaching expertise, teaching quality must be the primary consideration. Consideration must also be given to the scope of teaching experience, in terms of both breadth and depth. Furthermore, consideration must be given to the capacity to plan, initiate, lead and develop education, and to the ability to base teaching on research. Teaching expertise should also include the ability to collaborate and engage with the wider community through education.

**Section 28** Administrative expertise is demonstrated, for example, by the ability to plan, organise and prioritise work in an efficient and appropriate manner, and the ability to specify and keep to time frames. Such expertise includes overall operational planning, the ability to manage resources in a way that reflects operational priorities, and the ability to work in a structured manner based on awareness of goals and quality.

**Section 30** Management expertise is demonstrated by the ability to lead operations and staff, make decisions, take responsibility and motivate others, providing them with the conditions needed for efficient achievement of shared goals. Expertise may also be demonstrated by an ability to coordinate the group, to help create a sense of involvement, participation and job satisfaction, and to deal with conflicts.

## **b) Appointment as professor**

### **Higher Education Ordinance (Chapter 4, Section 3)**

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor, except in disciplines in the fine, applied or performing arts. [...] The assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor. (SFS 2010:1064)

### **Uppsala University Appointment Regulations**

See Sections 4–30 in section 2 a) above.

**Section 31** Research expertise must have been demonstrated by the applicant's independent research contributions and by achievements that are of very high quality by international standards. The applicant must have demonstrated expertise in planning, initiating, leading and developing research; an ability to obtain research funding in competition; and well-documented expertise in supervising third cycle (doctoral) students. The applicant's contributions to the international and national scientific community must be assessed on the basis of such criteria as the quality and scope of scholarly publications. The international track record required must be assessed in light of the nature and specific circumstances of the subject.

**Section 32** Teaching expertise must have been demonstrated by an extensive educational portfolio in accordance with Section 22. Furthermore, the applicant must demonstrate well-documented expertise in supervision at first cycle (undergraduate) level, second cycle (Master's) level and third cycle (doctoral) level.

A prerequisite for considering that the applicant has teaching expertise is that the applicant has completed at least ten weeks of teacher training for higher education that is relevant to the organisation and its activities, or has equivalent knowledge. If there are special reasons, the teacher training for higher education may be undertaken during the first two years of employment. The teacher training must include third-cycle (doctoral student) supervision.

**Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

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

Research expertise must have been demonstrated through independent research contributions that both qualitatively and quantitatively considerably exceed that which is required of a docent.

The applicant must have been principal supervisor of at least one doctoral student up to and including the thesis defence, or be able in their application to demonstrate equivalent depth and breadth of experience of supervision at doctoral level, unless there are special grounds to the contrary.

Experience of management responsibility, demonstrated by responsibility at department level or similar, is regarded as a valuable qualification.

**c) Promotion from senior lecturer to professor**

**Higher Education Ordinance (Chapter 4, Section 3)<sup>1</sup>**

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. [...] As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise.

**Uppsala University Appointment Regulations**

See Sections 4–32 in section 2 a) and b) above.

**Section 46** Applications for promotion may only be made by teachers employed at the University on indefinite-term contracts who are actively engaged in their role at the time of application, and by associate senior lecturers.

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<sup>1</sup> This provision refers to the appointment of professors, but is also applicable to promotions.

**Section 48** The subject area must normally be the same as for the applicant's previous position, but this can be changed if there are special reasons for doing so.

**Section 49** Promotion of a senior lecturer to professor or of a lecturer to senior lecturer entails an assessment of competence and a change of title. A senior lecturer or lecturer who has been promoted is not entitled to a change in their duties or their terms of employment.

**Section 50** A senior lecturer must be promoted to professor and a lecturer to senior lecturer if they apply for this in writing, are qualified for such a position and have been deemed to meet the specific requirements adopted by the relevant disciplinary domain or faculty board.

**Section 53** A written application from a senior lecturer or lecturer for consideration for promotion must reach the relevant disciplinary domain/faculty board nine months, at the latest, before their employment ceases or is expected to cease.

### **6.2.1 Qualifications required for promotion from senior lecturer to professor**

**Section 54** The applicant must have demonstrated research expertise in accordance with Section 31.

**Section 55** The applicant must have demonstrated teaching expertise in accordance with Section 32.

**Section 56** A prerequisite for considering that the applicant has teaching expertise is that the applicant has completed at least ten weeks of teacher training for higher education that is relevant to the organisation and its activities, or has equivalent knowledge. The teacher training must include third cycle (doctoral student) supervision.

**Section 57** The applicant must have demonstrated collegial responsibility and be considered capable of contributing to the development of the University. This requires leadership, development and collaboration skills, and, where applicable, clinical expertise.

**Section 58** Promotion from senior lecturer to professor may take place no earlier than five years following completion of the doctoral degree, to ensure sufficient experience of independent research work and supervision of doctoral students, unless there are special reasons.

#### **Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

For promotion from senior lecturer to professor, the supplementary guidelines adopted by the Faculty Board for appointment as a professor and specified in Section 2 b) above apply. In addition, applicants must have performed their duties satisfactorily.

## **d) Appointment as senior lecturer**

### **Higher Education Ordinance (Chapter 4, Section 4)**

Those qualified for appointment as a senior lecturer are

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

The assessment criteria for appointment as a senior lecturer shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of other qualifying criteria laid down in the first paragraph above. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer. (SFS 2010:1064)

### **Uppsala University Appointment Regulations**

See Sections 4–30 in section 2 a) above.

**Section 34** Research expertise must have been demonstrated by the applicant's independent, high-quality research contributions. The applicant's contributions to the international and national scientific community must be assessed on the basis of such criteria as the quality and scope of scholarly publications. The international track record required must be assessed according to the nature and specific circumstances of the subject.

**Section 35** Teaching expertise must have been demonstrated by an educational portfolio in accordance with Section 22.

A prerequisite for considering that the applicant has teaching expertise is that the applicant has completed at least ten weeks of teacher training for higher education that is relevant to the organisation and its activities, or has equivalent knowledge. If there are special reasons, the teacher training for higher education may be undertaken during the first two years of employment.

#### **Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

##### *Teaching expertise*

When preparing the appointment of a senior lecturer, a prerequisite for being considered for appointment is normally that the applicant has at least one year of teaching experience, i.e. the equivalent of 1,600 hours or approximately 400 'old lecturing hours'. However, less teaching experience may be acceptable if the applicant has good educational experience in other respects (e.g. education in teaching and learning, experience of educational development work, production of teaching materials, educational administration), or if the advertisement for the position states that other vocational experience related to the teaching profession is a valuable qualification.

## **e) Appointment as associate senior lecturer**

### **Higher Education Ordinance, Chapter 4, Section 4a**

A person qualified for appointment as an associate senior lecturer is a person who has been awarded a PhD or has the corresponding research expertise. Primary consideration should be given to a person who has been awarded a PhD or achieved the equivalent expertise within five years of the deadline for application for employment as an associate senior lecturer. However, a person who has been awarded a PhD or achieved the equivalent expertise at an earlier date may also be considered if there are special reasons. Special reasons are sick leave, parental leave or other similar circumstances.

### **Uppsala University Appointment Regulations**

**Section 14** The duties of an associate senior lecturer include research, teaching and administration. The purpose of the appointment is for the teacher to have the opportunity to develop research autonomy and acquire the scholarly and teaching qualifications required for eligibility for appointment as a senior lecturer.

**Section 38** Appointment as an associate senior lecturer requires research expertise in accordance with Section 20. The research expertise must be of good quality and promise good prospects of an academic career in the relevant subject area for the position.

**Section 39** For an appointment as an associate senior lecturer, teaching expertise in accordance with Section 22 must be taken into account. To acquire teaching expertise, the applicant should have completed at least five weeks of teacher training for higher education of relevance to the organisation and its activities, or have equivalent knowledge. If it has not been possible to acquire this qualification before appointment, qualifying training for teachers in higher education must be undertaken during the first two years of employment.

**Section 80** One precondition for appointing an associate senior lecturer is the existence of a documented operational need and financial scope for a senior lecturer appointment within the relevant subject area.

**Section 88** When appointing or promoting an individual to professor (including adjunct professor or visiting professor) or senior lecturer (including adjunct senior lecturer) or 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.

#### **Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

When appointing an associate senior lecturer, particular emphasis must be given to research expertise. As much attention must be given to the assessment of teaching expertise as to the assessment of research expertise. In view of the nature of the position as a career-development position, applicants' research and teaching and learning qualifications must be assessed primarily

in terms of quality. Hence, if an applicant has a quantitative advantage attributable to longer professional experience, this should not be decisive.

## **f) Promotion from associate senior lecturer to senior lecturer<sup>2</sup>**

### **Higher Education Ordinance (Chapter 4, Section 4)**

Those qualified for appointment as a senior lecturer are

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

### **Higher Education Ordinance, Chapter 4, Section 12c**

An associate senior lecturer who is employed at a higher education institution pursuant to Section 12a must, on application, be promoted to senior lecturer at the higher education institution, if he or she

1. is eligible for employment as a senior lecturer, and
2. is assessed as suitable for such an appointment in accordance with the assessment criteria that the higher education institution has decided, pursuant to the second paragraph of Section 4a, must be applied to an application for promotion to senior lecturer. Such a promotion entails indefinite employment as a senior lecturer. Ordinance (2017:844).

### **Uppsala University Appointment Regulations**

See Sections 4–30 and 34–35 in sections 2 a) and 2 d) above

**Section 63** A person who is employed as associate senior lecturer must, upon written application, be promoted to senior lecturer if they are considered, upon expert assessment, to satisfy the qualification requirements that have been set by the relevant disciplinary domain or faculty board and have been set out in the job vacancy information.

**Section 64** The applicant must have demonstrated research expertise and be considered to have the potential, as senior lecturer, to initiate and independently pursue research of high scientific quality in accordance with Section 34. The research qualifications must be documented in such a way as to enable assessment of both quality and scope.

**Section 65** Applicants must have demonstrated teaching expertise in accordance with Section 35 through teaching, examination and supervision at both first cycle (undergraduate) and second cycle (Master's) level, and through planning, development and evaluation, and be considered able as senior lecturer to assume educational leadership roles and further develop teaching activities. Teaching qualifications must be documented in such a way as to enable assessment of both quality and scope.

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<sup>2</sup> This section has reference to individuals appointed associate senior lecturer after 9 November 2012.

**Section 66** A prerequisite for considering that the applicant has teaching expertise is that the applicant has completed at least ten weeks of teacher training for higher education that is relevant to the organisation and its activities, or has equivalent knowledge.

**Section 67** The applicant must have demonstrated collegial responsibility and be considered capable of contributing to the development of the University.

**Section 68** A written application to be considered for promotion to senior lecturer must have reached the relevant disciplinary domain or faculty board six months, at the latest, before the appointment as associate senior lecturer ends. An associate senior lecturer may be considered for promotion to senior lecturer only once. The decision to grant or reject the application for promotion must be made at the latest two months prior to the end of employment as associate senior lecturer.

**Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

For promotion from associate senior lecturer to senior lecturer, the supplementary guidelines adopted by the Faculty Board for appointment as a senior lecturer and specified in Section 2 b) above apply. In addition, applicants must have performed their duties satisfactorily.

**h) Promotion from lecturer to senior lecturer**

**Higher Education Ordinance (Chapter 4, Section 4)**

Those qualified for appointment as a senior lecturer are

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

**Uppsala University Appointment Regulations**

See sections 4–30 and 34–35 in sections 2 a) and 2 d) above

**Section 49** Promotion of a senior lecturer to professor or of a lecturer to senior lecturer entails an assessment of competence and a change of title. A senior lecturer or lecturer who has been promoted is not entitled to a change in their duties or their terms of employment.

**Section 50** A senior lecturer must be promoted to professor and a lecturer to senior lecturer if they apply for this in writing, are qualified for such a position and have been deemed to meet the specific requirements adopted by the relevant disciplinary domain or faculty board.

**Section 53** A written application from a senior lecturer or lecturer for consideration for promotion must reach the relevant disciplinary domain/faculty board nine months, at the latest, before their employment ceases or is expected to cease.

**Section 59** The applicant must have a doctoral degree or equivalent competence as well as research competence in accordance with Section 34, and be considered to have the potential, as senior lecturer, to pursue research of good scientific quality. The research qualifications must be documented in such a way as to enable assessment of both quality and scope.

**Section 60** Applicants must have demonstrated teaching expertise in accordance with Section 35 through teaching, examination and supervision at both first cycle (undergraduate) and second cycle (Master's) level, and through planning, development, evaluation and leadership, and be considered able as senior lecturer to assume educational leadership roles and further develop teaching activities. Teaching qualifications must be documented in such a way as to enable assessment of both quality and scope.

**Section 61** A prerequisite for considering that the applicant has teaching expertise is that the applicant has completed at least ten weeks of teacher training for higher education that is relevant to the organisation and its activities, or has equivalent knowledge.

**Section 62** The applicant must have demonstrated collegial responsibility and be considered capable of contributing to the development of the University.

**Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

For promotion from lecturer to senior lecturer, the supplementary guidelines adopted by the Faculty Board for appointment as a senior lecturer and specified in Section 2 b) above apply. In addition, applicants must have performed their duties satisfactorily.

**i) Adjunct teachers**

**Uppsala University Appointment Regulations**

**Section 45** For appointment as adjunct professor, adjunct senior lecturer and adjunct lecturer, with the exception of teaching expertise, the same qualifications are required as for the relevant teacher category.

**Supplementary guidelines adopted by the Board of the Faculty of Social Sciences:**

The qualifications required by an adjunct teacher are the same as for an equivalent non-adjunct position. As the proposed employee will often not have worked in a conventional academic environment, the assessment of teaching qualifications may in part involve factors other than the usual criteria, e.g. skill in producing good teaching materials or presentations of research results at conferences.

### 3 a) Instructions to referees for assessment of applications for appointment as professor

#### General

Referees will find guidance for their assessment in the announcement of the position in question, the Appointment Regulations for Uppsala University and the faculty's supplementary guidelines.

The announcement will normally state that particular emphasis will be given to research expertise when making the appointment. As much attention must be given to the assessment of teaching expertise as to the assessment of research expertise. The "Qualifications required" and "Assessment criteria" sections of the announcement state the factors considered particularly important when assessing qualifications.

The referees are to address their statements to the recruitment committee and send them to the recruitment officer, via the e-recruitment system or by email to [samfak@samfak.uu.se](mailto:samfak@samfak.uu.se). Statements should normally consist of three parts:

**The first part** presents the applicants found to be qualified after a relatively brief review of their qualifications. This presentation leads to the identification of a shortlist, i.e. the applicants who should primarily be considered for the position. The reasons why applicants are not placed on the shortlist should be clearly indicated.

**The second part** describes the shortlisted applicants in greater detail. Both research and teaching expertise must be assessed, as well as other skills. If the referees wish to do so, they may draw up the first two parts of their statement jointly.

**The third part**, on the other hand, must consist of an individually drafted and signed conclusion ranking the shortlisted applicants. The ranking must first refer to research, teaching and other qualifications separately and, secondly, represent an overall appraisal integrating these assessment criteria. The order in which the applicants are ranked and the reasons for this must be clearly indicated, together with the criteria used for gauging the applicants' expertise.

Thus, the referee's statement must clearly indicate:

- Which of the applicants are qualified for the post.
- Which of the applicants are on the shortlist that should primarily be considered for the position.
- The ranking of the shortlisted applicants, with clearly stated reasons for this ranking in terms of the criteria identified in the announcement of the position.
- The reasons why an applicant is not placed on the shortlist.

The referees' statements become public documents upon reception at the University. The referees are expected to participate (via videolink/by telephone) in the meeting at which the recruitment committee considers the matter, but not in the committee's decision.

Attention should be drawn early in the recruitment process to any relationships between applicants and referees that potentially involve a conflict of interest, such as supervision or co-authorship.

If the recruitment committee finds that the statements do not satisfy the committee's requirements, e.g. regarding assessment of the applicants' teaching and learning qualifications, the statements may be returned for supplementary assessment.

### **Criteria for assessment of qualifications**

With reference to Sections 20 and 31 of the Appointment Regulations, the assessment of the applicants' **research qualifications** should take up the following criteria:

- research quality, international and national quality
- degree of independence
- scope, referring primarily to breadth and depth
- ability to plan, initiate, lead and develop doctoral-level research and education
- ability to obtain research funding in competition
- ability to interact both within the scholarly community and with the external community
- skill in supervising doctoral students
- quality and scope of scholarly publications in the publishing channels most relevant to the subject. The international track record required must be assessed in light of the nature and specific circumstances of the subject.

In addition, attention should be given to the Faculty Board Guidelines supplementing the Appointment Regulations, see sections 2 b) and 2 c) above.

When assessing **research expertise**, referees must assess the quality of the contents of the publications cited. The referee's assessment must not be a merely quantitative evaluation, such as number of international publications, citations index, etc.

With reference to Section 22 of the Appointment Regulations, the assessment of the applicants' **teaching and learning qualifications** should take up the following criteria:

- educational expertise (see in particular the Faculty Board's guidelines in section 2 b) above)
- scope, in terms of both breadth and depth
- ability to plan, initiate, lead and develop education and instruction
- ability to base teaching on research, with reference to research in the subject concerned, subject-based teaching and learning, and teaching and learning in higher education
- ability to interact on issues of teaching and learning in higher education with actors inside and outside the University.

When assessing applicants' teaching and learning qualifications, consideration should be given to teaching experience (including supervision and examination) with regard, for example, to levels, types of instruction, responsibility for courses, educational leadership, etc. In addition, attention should be paid to applicants' training in teaching and learning, educational development work and research on education, production of teaching materials, and planning and

administration of education. Referees should also comment on the applicants' personal reflection.

With reference to Section 32 of the Appointment Regulations concerning requirements for training in teaching and learning, referees must explicitly state their opinion on whether or not the applicant has:

- **10 weeks of training in teaching and learning in higher education**, incl. supervision of doctoral students. If this requirement is not met, referees must state their opinion on whether the applicant reports other qualifications that can be equated with the requirement for training in teaching and learning in higher education.

- **been principal supervisor of a doctoral student up to the thesis defence**. If this requirement is not met, referees must state their opinion on whether the applicant's qualifications display an equivalent depth and breadth of experience of supervision at doctoral level.

With regard to **administrative** and **management** qualifications, reference is made to Sections 28 and 30 of the Appointment Regulations. Factors that can underpin the assessment of these qualifications are the applicants' capacity for and experience of staff, financial and educational administration, decision-making and management; experiences from activities outside academia; collaboration with the community; engagement in third-stream activities, popular science activities, dissemination of research results, etc.

### 3 b) Instructions to referees for assessment of applications for promotion to professor

#### General

Referees will find guidance for their assessment in the Appointment Regulations for Uppsala University and the faculty's supplementary guidelines.

When assessing an application for promotion to professor, particular emphasis must be given to research expertise. As much attention must be given to the assessment of teaching expertise as to the assessment of research expertise.

The referees are to address their statements to the recruitment committee and send them to the recruitment officer, via the e-recruitment system or by email to [samfak@samfak.uu.se](mailto:samfak@samfak.uu.se). In addition to reviewing the applicant's qualifications, both research and teaching expertise must be assessed, as well as other skills. In the conclusion drawn, an overall appraisal must be made, integrating all the assessment criteria: research, teaching and other qualifications. The criteria used for gauging the applicant's expertise must be clearly indicated.

The referees' statements become public documents upon reception at the University. The referees are expected to participate (via videolink/by telephone) in the meeting at which the recruitment committee considers the matter, but not in the committee's decision.

Attention should be drawn early in the recruitment process to any relationships between applicants and referees that potentially involve a conflict of interest, such as supervision or co-authorship.

If the recruitment committee finds that the statements do not satisfy the committee's requirements, e.g. regarding assessment of the applicants' teaching and learning qualifications, the statements may be returned for supplementary assessment.

#### Criteria for assessment of qualifications

With reference to Sections 20 and 31 of the Appointment Regulations, the assessment of the applicants' **research qualifications** should take up the following criteria:

- research quality, international and national quality
- degree of independence
- scope, referring primarily to breadth and depth
- ability to plan, initiate, lead and develop doctoral-level research and education
- ability to obtain research funding in competition
- ability to interact both within the scholarly community and with the external community
- skill in supervising doctoral students
- quality and scope of scholarly publications in the publishing channels most relevant to the subject. The international track record required must be assessed in light of the nature and specific circumstances of the subject.

In addition, attention should be given to the Faculty Board Guidelines supplementing the Appointment Regulations, see sections 2 b) and 2 c) above.

When assessing **research expertise**, referees must assess the quality of the contents of the publications cited. The referee's assessment must not be a merely quantitative evaluation, such as number of international publications, citations index, etc.

With reference to Section 22 of the Appointment Regulations, the assessment of the applicants' **teaching and learning qualifications** should take up the following criteria:

- educational expertise (see in particular the Faculty Board's guidelines in section 2 b) above)
- scope, in terms of both breadth and depth
- ability to plan, initiate, lead and develop education and instruction
- ability to base teaching on research, with reference to research in the subject concerned, subject-based teaching and learning, and teaching and learning in higher education
- ability to interact on issues of teaching and learning in higher education with actors inside and outside the University.

When assessing applicants' teaching and learning qualifications, consideration should be given to teaching experience (including supervision and examination) with regard, for example, to levels, types of instruction, responsibility for courses, educational leadership, etc. In addition, attention should be paid to applicants' training in teaching and learning, educational development work and research on education, production of teaching materials, and planning and administration of education. Referees should also comment on the applicant's personal reflection.

With reference to Section 56 of the Appointment Regulations concerning requirements for training in teaching and learning, referees must explicitly state their opinion on whether or not the applicant has:

- **10 weeks of training in teaching and learning in higher education**, incl. supervision of doctoral students. If this requirement is not met, referees must state their opinion on whether the applicant reports other qualifications that can be equated with the requirement for training in teaching and learning in higher education.
- **been principal supervisor of a doctoral student up to the thesis defence**. If this requirement is not met, referees must state their opinion on whether the applicant's qualifications display an equivalent depth and breadth of experience of supervision at doctoral level.

A further assessment criterion is the way in which the applicant has demonstrated **collegial responsibility** and can be considered capable of contributing to the development of the University (Appointment Regulations. Section 57). Examples of collegial responsibility are taking on management and administrative roles, duties on committees or in working groups, or engagement in some other way in the development of the University and the department.

Collegial responsibility also includes duties in the day-to-day internal work of the department, such as participating in and contributing to seminar activities, mentoring and research review.

With regard to **administrative** and **management** qualifications, reference is made to Sections 28 and 30 of the Appointment Regulations. Factors that can underpin the assessment of these qualifications are the applicants' capacity for and experience of staff, financial and educational administration, decision-making and management; experiences from activities outside academia; collaboration with the community; engagement in third-stream activities, popular science activities, dissemination of research results, etc.

## 4 a) Instructions to referees for assessment of applications for appointment as senior lecturer

### General

Referees will find guidance for their assessment in the announcement of the position in question, the Appointment Regulations for Uppsala University and the faculty's supplementary guidelines.

The announcement will normally state that equal emphasis will be given to research expertise and educational expertise when making the appointment, and equal attention will be devoted to assessing these two criteria. The "Qualifications required" and "Assessment criteria" sections of the announcement state the factors considered particularly important when assessing qualifications.

The referees are to address their statements to the recruitment committee and send them to the recruitment officer, via the e-recruitment system or by email to [samfak@samfak.uu.se](mailto:samfak@samfak.uu.se). Statements should normally consist of three parts:

**The first part** presents the applicants found to be qualified after a relatively brief review of their qualifications. This presentation leads to the identification of a shortlist, i.e. the applicants who should primarily be considered for the position. The reasons why applicants are not placed on the shortlist should be clearly indicated.

**The second part** describes the shortlisted applicants in greater detail. Both research and teaching expertise must be assessed, as well as other skills. If the referees wish to do so, they may draw up the first two parts of their statement jointly.

**The third part**, on the other hand, must consist of an individually drafted and signed conclusion ranking the shortlisted applicants. The ranking must first refer to research, teaching and other qualifications separately and, secondly, represent an overall appraisal integrating these assessment criteria. The order in which the applicants are ranked and the reasons for this must be clearly indicated, together with the criteria used for gauging the applicants' expertise.

Thus, the referee's statement must clearly indicate:

- Which of the applicants are qualified for the post.
- Which of the applicants are on the shortlist that should primarily be considered for the position.
- The ranking of the shortlisted applicants, with clearly stated reasons for this ranking in terms of the criteria identified in the announcement of the position.
- The reasons why an applicant is not placed on the shortlist.

The referees' statements become public documents upon reception at the University. The referees are expected to participate (via videolink/by telephone) in the meeting at which the recruitment committee considers the matter, but not in the committee's decision.

Attention should be drawn early in the recruitment process to any relationships between applicants and referees that potentially involve a conflict of interest, such as supervision or co-authorship.

If the recruitment committee finds that the statements do not satisfy the committee's requirements, e.g. regarding assessment of the applicants' teaching and learning qualifications, the statements may be returned for supplementary assessment.

### **Criteria for assessment of qualifications**

With reference to Section 20 of the Appointment Regulations, the assessment of the applicants' **research qualifications** should take up the following criteria:

- research quality
- scope, referring primarily to breadth and depth
- ability to plan, initiate, lead and develop doctoral-level research and education
- ability to obtain research funding in competition
- ability to interact both within the scholarly community and with the external community

When assessing **research expertise**, referees must assess the quality of the contents of the publications cited. The referee's assessment must not be a merely quantitative evaluation, such as number of international publications, citations index, etc.

With reference to Section 22 of the Appointment Regulations, the assessment of the applicants' **teaching and learning qualifications** should take up the following criteria:

- educational expertise (see in particular the Faculty Board's guidelines in section 2 d) above)
- scope, in terms of both breadth and depth
- ability to plan, initiate, lead and develop education and instruction
- ability to base teaching on research, with reference to research in the subject concerned, subject-based teaching and learning, and teaching and learning in higher education
- ability to interact on issues of teaching and learning in higher education with actors inside and outside the University.

When assessing applicants' teaching and learning qualifications, consideration should be given to teaching experience (including supervision and examination) with regard, for example, to levels, types of instruction, responsibility for courses, educational leadership, etc. In addition, attention should be paid to applicants' training in teaching and learning, experience of educational development work and research on education, production of teaching materials, and planning and administration of education. Referees should also comment on the applicant's personal reflection.

With reference to Section 35 of the Appointment Regulations concerning requirements for training in teaching and learning, referees must explicitly state their opinion on whether or not the applicant has:

- **adequate teaching and learning qualifications** relative to faculty guidelines.

• **10 weeks of training in teaching and learning in higher education.** If this requirement is not met, referees must state their opinion on whether the applicant reports other qualifications that can be equated with the requirement for training in teaching and learning in higher education.

With regard to **administrative** and **management** qualifications, reference is made to Sections 28 and 30 of the Appointment Regulations. Factors that can underpin the assessment of these qualifications are the applicants' capacity for and experience of staff, financial and educational administration, decision-making and management; experiences from activities outside academia; collaboration with the community; engagement in third-stream activities, popular science activities, dissemination of research results, etc.

## 4 b) Instructions to referees for assessment of applications for promotion to senior lecturer

### General

Referees will find guidance for their assessment in the Appointment Regulations for Uppsala University and the faculty's supplementary guidelines.

When assessing an application for promotion to senior lecturer, equal emphasis must be given to research expertise and educational expertise, and equal attention must be devoted to assessing these two criteria. The referees are to address their statements to the recruitment committee and send them to the recruitment officer, via the e-recruitment system or by email to [samfak@samfak.uu.se](mailto:samfak@samfak.uu.se).

In addition to reviewing the applicant's qualifications, both research and teaching expertise must be assessed, as well as other skills. In the conclusion drawn, an overall appraisal must be made, integrating all the assessment criteria: research, teaching and other qualifications. The criteria used for gauging the applicant's expertise must be clearly indicated.

The referees' statements become public documents upon reception at the University. The referees are expected to participate (via videolink/by telephone) in the meeting at which the recruitment committee considers the matter, but not in the committee's decision.

Attention should be drawn early in the recruitment process to any relationships between applicants and referees that potentially involve a conflict of interest, such as supervision or co-authorship.

If the recruitment committee finds that the statements do not satisfy the committee's requirements, e.g. regarding assessment of the applicants' teaching and learning qualifications, the statements may be returned for supplementary assessment.

### Criteria for assessment of qualifications

With reference to Section 20 of the Appointment Regulations, the assessment of the applicants' **research qualifications** should take up the following criteria:

- research quality
- scope, referring primarily to breadth and depth
- ability to plan, initiate, lead and develop doctoral-level research and education
- ability to obtain research funding in competition
- ability to interact both within the scholarly community and with the external community

When assessing **research expertise**, referees must assess the quality of the contents of the publications cited. The referee's assessment must not be a merely quantitative evaluation, such as number of international publications, citations index, etc.

With reference to Section 22 of the Appointment Regulations, the assessment of the applicants' **teaching and learning qualifications** should take up the following criteria:

- educational expertise (see in particular the Faculty Board's guidelines in section 2 d) above)
- scope, in terms of both breadth and depth
- ability to plan, initiate, lead and develop education and instruction
- ability to base teaching on research, with reference to research in the subject concerned, subject-based teaching and learning, and teaching and learning in higher education
- ability to interact on issues of teaching and learning in higher education with actors inside and outside the University.

When assessing applicants' teaching and learning qualifications, consideration should be given to teaching experience (including supervision and examination) with regard, for example, to levels, types of instruction, responsibility for courses, educational leadership, etc. In addition, attention should be paid to applicants' training in teaching and learning, experience of educational development work and research on education, production of teaching materials, and planning and administration of education. Referees should also comment on the applicant's personal reflection.

With reference to Section 61 of the Appointment Regulations concerning requirements for training in teaching and learning, referees must explicitly state their opinion on whether or not the applicant has:

- **adequate teaching and learning qualifications** relative to faculty guidelines.
- **10 weeks of training in teaching and learning in higher education.** If this requirement is not met, referees must state their opinion on whether the applicant reports other qualifications that can be equated with the requirement for training in teaching and learning in higher education.

A further assessment criterion is the way in which the applicant has demonstrated **collegial responsibility** and can be considered capable of contributing to the development of the University (Appointment Regulations, Section 57). Examples of collegial responsibility are taking on management and administrative roles, duties on committees or in working groups, or engagement in some other way in the development of the University and the department. Collegial responsibility also includes duties in the day-to-day internal work of the department, such as participating in and contributing to seminar activities, mentoring and research review.

With regard to **administrative** and **management** qualifications, reference is made to Sections 28 and 30 of the Appointment Regulations. Factors that can underpin the assessment of these qualifications are the applicants' capacity for and experience of staff, financial and educational administration, decision-making and management; experiences from activities outside academia; collaboration with the community; engagement in third-stream activities, popular science activities, dissemination of research results, etc.

## 5 Instructions to referees for assessment of applications for appointment as associate senior lecturer

### General

Referees will find guidance for their assessment in the announcement of the position in question, the Appointment Regulations for Uppsala University and the faculty's supplementary guidelines. The "Qualifications required" and "Assessment criteria" parts of the announcement state the factors intended to be particularly important in assessment of the qualifications.

The referees are to address their statements to the recruitment committee and send them to the recruitment officer, via the e-recruitment system or by email to [samfak@samfak.uu.se](mailto:samfak@samfak.uu.se). Statements should normally consist of three parts:

**The first part** presents the applicants found to be qualified after a relatively brief review of their qualifications. This presentation leads to the identification of a shortlist, i.e. the applicants who should primarily be considered for the position. The reasons why applicants are not placed on the shortlist should be clearly indicated.

**The second part** describes the shortlisted applicants in greater detail. Both research and teaching expertise must be assessed, as well as other skills. If the referees wish to do so, they may draw up the first two parts of their statement jointly.

**The third part**, on the other hand, must consist of an individually drafted and signed conclusion ranking the shortlisted applicants. The ranking must first refer to research, teaching and other qualifications separately and, secondly, represent an overall appraisal integrating these assessment criteria. The order in which the applicants are ranked and the reasons for this must be clearly indicated, together with the criteria used for gauging the applicants' expertise.

Thus, the referee's statement must clearly indicate:

- Which of the applicants are qualified for the post.
- Which of the applicants are on the shortlist that should primarily be considered for the position.
- The ranking of the shortlisted applicants, with clearly stated reasons for this ranking in terms of the criteria identified in the announcement of the position.
- The reasons why an applicant is not placed on the shortlist.

The referees' statements become public documents upon reception at the University. The referees are expected to participate (via videolink/by telephone) in the meeting at which the recruitment committee considers the matter, but not in the committee's decision.

Attention should be drawn early in the recruitment process to any relationships between applicants and referees that potentially involve a conflict of interest, such as supervision or co-authorship.

If the recruitment committee finds that the statements do not satisfy the committee's requirements, e.g. regarding assessment of the applicants' teaching and learning qualifications, the statements may be returned for supplementary assessment.

## Criteria for assessment of qualifications

Section 38 of the Appointment Regulations states that when appointing associate senior lecturers or assistant professors, special weight should be attached to the applicant's potential to contribute to the future development of both research and teaching.

Further criteria for the assessment of qualifications are stated in the Appointment Regulations and the Faculty's supplementary guidelines, in the sections referred to below:

**Research** qualifications: Appointment Regulations, Section 20 (see section 2 a) above).

When assessing **research expertise**, referees must assess the quality of the contents of the publications cited. The referee's assessment must not be a merely quantitative evaluation, such as number of international publications, citations index, etc.

**Teaching** qualifications: Appointment Regulations, Sections 22 and 39 (see sections 2 a) and e) above) and the guidelines in section 2 e) above.

With reference to Section 39 of the Appointment Regulations concerning requirements for training in teaching and learning, referees must explicitly state their opinion on whether or not the applicant has:

- **adequate teaching and learning qualifications** relative to faculty guidelines.
- **five weeks of training in teaching and learning in higher education**. If this requirement is not met, referees must state their opinion on whether the applicant reports other qualifications that can be equated with the requirement for training in teaching and learning in higher education.

**Administrative and management** qualifications: Admission Regulations, Sections 28 and 30.

## 6 a) Instructions for applicants for appointment as professor

The following instructions concerning the formulation of an application for appointment as professor are intended to provide applicants with guidance on how to put together an application and which documents to attach. It is desirable for applicants to follow these instructions as far as possible to enable referees and recruitment committees to make a satisfactory assessment of each applicant's qualifications.

Applications with attachments and publications cited are to be submitted in the University's recruitment system. See the link in the advertisement.

### 1 Application letter including list of attachments

Specify which position you are applying for, stating the reference number. The application letter should contain personal data such as name, home address, work address, telephone number(s) and email address. A list of attachments should be included in the letter or attached separately.

### 2 Curriculum Vitae

The main points to include in the CV are as follows:

- Education (degrees and years)  
Docent status  
Distinguished University Teacher status (or equivalent)
- Present and previous positions held and their duration
- Courses taken in teaching and learning in higher education (including training in doctoral student supervision)
- Supervision of doctoral students. When appropriate, the presentation should document whether the applicant has been principal supervisor or assistant supervisor, the number of doctoral students and whether supervision is ongoing or completed. The presentation should also document whether any doctoral students (and if so, how many) have been supervised from admission to thesis defence (name and year of defence are to be stated).
- Official duties/memberships (head of department, referee/external expert, external reviewer at a thesis defence, etc.)
- Distinctions and awards
- Personal circumstances that may be relevant to the assessment of qualifications, e.g. parental leave, military service, protracted illness
- List of reference persons.

Attach relevant certificates and other documents to confirm the above account.

### 3. Presentation of research qualifications

- Reflection on own research (2-3 pages)

This should include an account of the applicant's research activity, describing goals, strategies and methods, preferably shedding light on the research results in a national and/or international

perspective. This account should include a programme declaration/research plan. Applicants should describe their research profile relative to the research area in general and their view of research and doctoral education. The account should make it possible to assess the applicant's independence and productivity, and the quality of their research.

- Major external research grants received
- National and international research collaborations
- Participation in national and international conferences, etc.
- Research and research policy roles
- Other research qualifications

Attach relevant certificates and other documents to confirm the above account.

#### **4 List of publications**

The list should encompass all research publications produced by the applicant, recorded in the order indicated below. The list (or a separate list) should make it clear which publications (maximum ten) the applicant wishes to cite in the application. Teaching and learning publications may be cited besides these ten.

- Scholarly articles, monographs and other works published following peer review
- Other research publications
- Popular science publications
- Teaching materials

#### **5 Presentation of educational qualifications**

- Teaching and learning personal reflection (2-3 pages)

Applicants should give a brief account of their teaching and learning philosophy and how this has been expressed in their own teaching activities. Their reflections should clarify not just what they have done but also how it has been done, why this specific approach was chosen and what the results were. Applicants should also reflect on what they have learned from teaching and learning courses and how they have applied these lessons in their teaching.

- Teacher training

Give an account of training in teaching and learning in higher education or equivalent courses, stating the length of the course (weeks/credits), and any other studies in teaching and learning or similar. If an applicant has not completed ten weeks of teacher training of relevance to operations at the University (cf. Appointment Regulations, Section 32), this account should show how the applicant has acquired equivalent knowledge.

- Teaching activities and educational planning

The account may take up the following, for example: scope, breadth and level of teaching; responsibility for courses (scope and level); experience of different teaching and examination

formats; choice and production of materials for teaching and examination; course development; educational management (e.g. director of studies, programme coordinator); participation in educational planning and development of teaching formats; experience of popular science activities and dissemination of research results.

- Other teaching and learning qualifications, e.g. publications on teaching and learning or any teaching awards.

Attach relevant certificates and other documents to confirm the above account. Certificates of teaching experience should be issued by a director of studies (or equivalent) and contain both quantitative information and qualitative evaluations.

In their applications, applicants should set out clearly and substantiate that they have:

- **ten weeks of training in teaching and learning in higher education**, including doctoral student supervision, or other qualifications that can be equated with the requirement of training in teaching and learning in higher education.
- **been principal supervisor to a doctoral student up to and including the thesis defence**, or have other qualifications that document equivalent depth and breadth of experience of supervision at doctoral level.

## 6 Presentation of other qualifications

Other qualifications may be presented in addition to those specified above. Examples of other qualifications that may be presented here are administrative qualifications, management skills, experience from activities outside academia, collaboration with the community, engagement in third-stream activities, and experience of popular science activities and dissemination of research results.

Attach relevant certificates and other documents to confirm the above account.

## 7 Scholarly and any teaching and learning publications cited

The scholarly publications (maximum ten) primarily cited and the teaching and learning publications cited are to be submitted electronically via the University's recruitment system. Any books cited that are not available in electronic format should be sent separately (**three copies**) to: Registrar's Office, Uppsala University, Box 256, 751 05 Uppsala. Write the reference number for the appointment on the package. Supplementary submissions should be received no later than one week after the deadline for applications.

## 6 b) Instructions for applicants for promotion from senior lecturer to professor

The following instructions concerning the formulation of an application for promotion to professor are intended to provide applicants with guidance on how to put together an application and which documents to attach. It is desirable for applicants to follow these instructions as far as possible to enable referees and recruitment committees to make a satisfactory assessment of each applicant's qualifications.

Applications with attachments and publications cited are to be submitted in the University's recruitment system. See the link in the advertisement.

### 1 Application letter including list of attachments

Specify which position you are applying for, stating the reference number. The application letter should contain personal data such as name, home address, work address, telephone number(s) and email address. A list of attachments should be included in the letter or attached separately.

### 2 Curriculum Vitae

The main points to include in the CV are as follows:

- Education (degrees and years)  
Docent status  
Distinguished University Teacher status (or equivalent)
- Present and previous positions held and their duration
- Courses taken in teaching and learning in higher education (including training in doctoral student supervision)
- Supervision of doctoral students. When appropriate, the presentation should document whether the applicant has been principal supervisor or assistant supervisor, the number of doctoral students and whether supervision is ongoing or completed. The presentation should also document whether any doctoral students (and if so, how many) have been supervised from admission to thesis defence (name and year of defence are to be stated).
- Official duties/memberships (head of department, referee/external expert, external reviewer at a thesis defence, etc.)
- Distinctions and awards
- Personal circumstances that may be relevant to the assessment of qualifications, e.g. parental leave, military service, protracted illness

Attach relevant certificates and other documents to confirm the above account.

### 3. Presentation of research qualifications

- Reflection on own research (2-3 pages)

This should include an account of the applicant's research activity, describing goals, strategies and methods, preferably shedding light on the research results in a national and/or international perspective. This account should include a programme declaration/research plan. Applicants should describe their research profile relative to the research area in general and their view of research and doctoral education. The account should make it possible to assess the applicant's independence and productivity, and the quality of their research.

- Major external research grants received
- National and international research collaborations
- Participation in national and international conferences, etc.
- Research and research policy roles
- Other research qualifications

Attach relevant certificates and other documents to confirm the above account.

#### **4 List of publications**

The list should encompass all research publications produced by the applicant, recorded in the order indicated below. The list (or a separate list) should make it clear which publications (maximum ten) the applicant wishes to cite in the application. Teaching and learning publications may be cited besides these ten.

- Scholarly articles, monographs and other works published following peer review
- Other research publications
- Popular science publications
- Teaching materials

#### **5 Presentation of educational qualifications**

- Teaching and learning personal reflection (2-3 pages)

Applicants should give a brief account of their teaching and learning philosophy and how this has been expressed in their own teaching activities. Their reflections should clarify not just what they have done but also how it has been done, why this specific approach was chosen and what the results were. Applicants should also reflect on what they have learned from teaching and learning courses and how they have applied these lessons in their teaching.

- Teacher training

Give an account of training in teaching and learning in higher education or equivalent courses, stating the length of the course (weeks/credits), and any other studies in teaching and learning or similar. The teacher training must include third cycle (doctoral student) supervision. If an applicant has not completed ten weeks of teacher training of relevance to operations at the University (cf. Appointment Regulations, Section 32), this account should show how the applicant has acquired equivalent knowledge.

- Teaching activities and educational planning

The account may take up the following, for example: scope, breadth and level of teaching; responsibility for courses (scope and level); experience of different teaching and examination formats; choice and production of materials for teaching and examination; course development; educational management (e.g. director of studies, programme coordinator); participation in educational planning and development of teaching formats; experience of popular science activities and dissemination of research results.

- Other teaching and learning qualifications, e.g. publications on teaching and learning or any teaching awards.

Attach relevant certificates and other documents to confirm the above account. Certificates of teaching experience should be issued by a director of studies (or equivalent) and contain both quantitative information and qualitative evaluations.

## 6 Presentation of collegial responsibility

Applicants should give an account of how they have demonstrated collegial responsibility and contributed to the development of the University. Examples of collegial responsibility are taking on management and administrative roles, duties on committees or in working groups, or engagement in some other way in the development of the University and the department. Collegial responsibility also includes duties in the day-to-day internal work of the department, such as participating in and contributing to seminar activities, mentoring and research review.

In their applications, applicants should set out clearly and substantiate that they have:

- **ten weeks of training in teaching and learning in higher education**, including doctoral student supervision, or other qualifications that can be equated with the requirement of training in teaching and learning in higher education.
- **been principal supervisor to a doctoral student up to and including the thesis defence**, or have other qualifications that document equivalent depth and breadth of experience of supervision at doctoral level.
- **demonstrated collegial responsibility** and can be considered to contribute to the development of the University (Appointment Regulations, Section 67). Examples of collegial responsibility are taking on management and administrative roles, duties on committees or in working groups, or engagement in some other way in the development of the University and the department. Collegial responsibility also includes duties in the day-to-day internal work of the department, such as participating in and contributing to seminar activities, mentoring and research review.

## 7 Presentation of other qualifications

Other qualifications may be presented in addition to those specified above. Examples of other qualifications that may be presented here are administrative qualifications, management skills,

experience from activities outside academia, collaboration with the community, engagement in third-stream activities, and experience of popular science activities and dissemination of research results.

Attach relevant certificates and other documents to confirm the above account.

### **8 Scholarly and any teaching and learning publications cited**

The scholarly publications (maximum ten) primarily cited and the teaching and learning publications cited are to be submitted electronically via the University's recruitment system. Any books cited that are not available in electronic format should be sent separately (**three copies**) to: Registrar's Office, Uppsala University, Box 256, 751 05 Uppsala. Write the reference number for the appointment on the package. Supplementary submissions should be received no later than one week after the deadline for applications.

## 7 a) Instructions for applicants for appointment as senior lecturer

The following instructions concerning the formulation of an application for appointment as senior lecturer are intended to provide applicants with guidance on how to put together an application and which documents to attach. It is desirable for applicants to follow these instructions as far as possible to enable referees and recruitment committees to make a satisfactory assessment of each applicant's qualifications.

Applications with attachments and publications cited are to be submitted in the University's recruitment system. See the link in the advertisement.

### 1 Application letter including list of attachments

Specify which position you are applying for, stating the reference number. The application letter should contain personal data such as name, home address, work address, telephone number(s) and email address. A list of attachments should be included in the letter or attached separately.

### 2 Curriculum Vitae

The main points to include in the CV are as follows:

- Education (degrees and years)  
Docent status  
Distinguished University Teacher status (or equivalent)
- Present and previous positions held and their duration
- Courses taken in teaching and learning in higher education
- Official duties/memberships (head of department, referee/external expert, external reviewer at a thesis defence, etc.)
- Distinctions and awards
- Personal circumstances that may be relevant to the assessment of qualifications, e.g. parental leave, military service, protracted illness.
- List of reference persons

Attach relevant certificates and other documents to confirm the above account.

### 3. Presentation of research qualifications

- Reflection on own research (2-3 pages)

This should include an account of the applicant's research activity, describing goals, strategies and methods, preferably shedding light on the research results in a national and/or international perspective. The account should make it possible to assess the applicant's independence and productivity, and the quality of their research.

- Major external research grants received
- National and international research collaborations

- Participation in national and international conferences, etc.
- Research and research policy roles
- Other research qualifications

Attach relevant certificates and other documents to confirm the above account.

#### **4 List of publications**

The list should encompass all research publications produced by the applicant, recorded in the order indicated below. The list (or a separate list) should make it clear which publications (maximum ten) the applicant wishes to cite in the application. Teaching and learning publications may be cited besides these ten.

- Scholarly articles, monographs and other works published following peer review
- Other research publications
- Popular science publications
- Teaching materials

#### **5 Presentation of educational qualifications**

- Teaching and learning personal reflection (2-3 pages)

Applicants should give a brief account of their teaching and learning philosophy and how this has been expressed in their own teaching activities. Their reflections should clarify not just what they have done but also how it has been done, why this specific approach was chosen and what the results were. Applicants should also reflect on what they have learned from teaching and learning courses and how they have applied these lessons in their teaching.

- Teacher training

Give an account of training in teaching and learning in higher education or equivalent courses, stating the length of the course (weeks/credits), and any other studies in teaching and learning or similar. If an applicant has not completed ten weeks of teacher training of relevance to operations at the University (cf. Appointment Regulations, Section 35), this account should show how the applicant has acquired equivalent knowledge.

- Teaching activities and educational planning

The account may take up the following, for example: scope, breadth and level of teaching; responsibility for courses (scope and level); experience of different teaching and examination formats; choice and production of materials for teaching and examination; course development; educational management (e.g. director of studies, programme coordinator); participation in educational planning and development of teaching formats; experience of popular science activities and dissemination of research results.

- Experience as supervisor

The presentation should take up the type, level and scope of supervision and the degree of responsibility. Regarding supervision of doctoral students, the presentation should document whether the applicant was principal supervisor or assistant supervisor, the number of doctoral students, their name, and year of thesis defence or whether supervision is ongoing.

- Other teaching and learning qualifications, e.g. publications on teaching and learning or any teaching awards.

Attach relevant certificates and other documents to confirm the above account. Certificates of teaching experience should be issued by a director of studies (or equivalent) and contain both quantitative information and qualitative evaluations.

In their applications, applicants should set out clearly and substantiate that they have:

- **400/1600 lecturing hours/hours of teaching experience**, or other qualifications that can be equated with this requirement of teaching experience.
- **ten weeks of training in teaching and learning in higher education**, or other qualifications that can be equated with the requirement of training in teaching and learning in higher education.

## 6 Presentation of other qualifications

Other qualifications may be presented in addition to those specified above. Examples of other qualifications that may be presented here are administrative qualifications, management skills, experience from activities outside academia, collaboration with the community, engagement in third-stream activities, and experience of popular science activities and dissemination of research results.

Attach relevant certificates and other documents to confirm the above account.

## 7 Scholarly and any teaching and learning publications cited

The scholarly publications (maximum ten) primarily cited and the teaching and learning publications cited are to be submitted electronically via the University's recruitment system. Any books cited that are not available in electronic format should be sent separately (**three copies**) to: Registrar's Office, Uppsala University, Box 256, 751 05 Uppsala. Write the reference number for the appointment on the package. Supplementary submissions should be received no later than one week after the deadline for applications.

## 7 b) Instructions for applicants for promotion to senior lecturer

The following instructions concerning the formulation of an application for promotion to senior lecturer are intended to provide applicants with guidance on how to put together an application and which documents to attach. It is desirable for applicants to follow these instructions as far as possible to enable referees and recruitment committees to make a satisfactory assessment of each applicant's qualifications.

Applications with attachments and publications cited are to be submitted in the University's recruitment system. See the link in the advertisement.

### 1 Application letter including list of attachments

Specify which position you are applying for, stating the reference number. The application letter should contain personal data such as name, home address, work address, telephone number(s) and email address. A list of attachments should be included in the letter or attached separately.

### 2 Curriculum Vitae

The main points to include in the CV are as follows:

- Education (degrees and years)  
Docent status  
Distinguished University Teacher status (or equivalent)
- Present and previous positions held and their duration
- Courses taken in teaching and learning in higher education
- Official duties/memberships (head of department, referee/external expert, external reviewer at a thesis defence, etc.)
- Distinctions and awards
- Personal circumstances that may be relevant to the assessment of qualifications, e.g. parental leave, military service, protracted illness.

Attach relevant certificates and other documents to confirm the above account.

### 3. Presentation of research qualifications

- Reflection on own research (2-3 pages)

This should include an account of the applicant's research activity, describing goals, strategies and methods, preferably shedding light on the research results in a national and/or international perspective. The account should make it possible to assess the applicant's independence and productivity, and the quality of their research.

- Major external research grants received
- National and international research collaborations
- Participation in national and international conferences, etc.

- Research and research policy roles
- Other research qualifications

Attach relevant certificates and other documents to confirm the above account.

#### **4 List of publications**

The list should encompass all research publications produced by the applicant, recorded in the order indicated below. The list (or a separate list) should make it clear which publications (maximum ten) the applicant wishes to cite in the application. Teaching and learning publications may be cited besides these ten.

- Scholarly articles, monographs and other works published following peer review
- Other research publications
- Popular science publications
- Teaching materials

#### **5 Presentation of educational qualifications**

- Teaching and learning personal reflection (2-3 pages)

Applicants should give a brief account of their teaching and learning philosophy and how this has been expressed in their own teaching activities. Their reflections should clarify not just what they have done but also how it has been done, why this specific approach was chosen and what the results were. Applicants should also reflect on what they have learned from teaching and learning courses and how they have applied these lessons in their teaching.

- Teacher training

Give an account of training in teaching and learning in higher education or equivalent courses, stating the length of the course (weeks/credits), and any other studies in teaching and learning or similar. If an applicant has not completed ten weeks of teacher training of relevance to operations at the University (cf. Appointment Regulations, Section 35), this account should show how the applicant has acquired equivalent knowledge.

- Teaching activities and educational planning

The account may take up the following, for example: scope, breadth and level of teaching; responsibility for courses (scope and level); experience of different teaching and examination formats; choice and production of materials for teaching and examination; course development; educational management (e.g. director of studies, programme coordinator); participation in educational planning and development of teaching formats; experience of popular science activities and dissemination of research results.

- Experience as supervisor

The presentation should take up the type, level and scope of supervision and the degree of responsibility. Regarding supervision of doctoral students, the presentation should document whether the applicant was principal supervisor or assistant supervisor, the number of doctoral students, their name, and year of thesis defence or whether supervision is ongoing.

- Other teaching and learning qualifications, e.g. publications on teaching and learning or any teaching awards.

Attach relevant certificates and other documents to confirm the above account. Certificates of teaching experience should be issued by a director of studies (or equivalent) and contain both quantitative information and qualitative evaluations.

## 6 Presentation of collegial responsibility

Applicants should give an account of how they have demonstrated collegial responsibility and contributed to the development of the University. Examples of collegial responsibility are taking on management and administrative roles, duties on committees or in working groups, or engagement in some other way in the development of the University and the department. Collegial responsibility also includes duties in the day-to-day internal work of the department, such as participating in and contributing to seminar activities, mentoring and research review.

In their applications, applicants should set out clearly and substantiate that they have:

- **400/1600 lecturing hours/hours of teaching experience**, or other qualifications that can be equated with this requirement of teaching experience.
- **ten weeks of training in teaching and learning in higher education**, or other qualifications that can be equated with the requirement of training in teaching and learning in higher education.
- **demonstrated collegial responsibility** and can be considered to contribute to the development of the University (Appointment Regulations, Section 67). Examples of collegial responsibility are taking on management and administrative roles, duties on committees or in working groups, or engagement in some other way in the development of the University and the department. Collegial responsibility also includes duties in the day-to-day internal work of the department, such as participating in and contributing to seminar activities, mentoring and research review.

## 7 Presentation of other qualifications

Other qualifications may be presented in addition to those specified above. Examples of other qualifications that may be presented here are administrative qualifications, management skills, experience from activities outside academia, collaboration with the community, engagement in third-stream activities, and experience of popular science activities and dissemination of research results.

Attach relevant certificates and other documents to confirm the above account.

## **8 Scholarly and any teaching and learning publications cited**

The scholarly publications (maximum ten) primarily cited and the teaching and learning publications cited are to be submitted electronically via the University's recruitment system. Any books cited that are not available in electronic format should be sent separately (**three copies**) to: Registrar's Office, Uppsala University, Box 256, 751 05 Uppsala. Write the reference number for the appointment on the package. Supplementary submissions should be received no later than one week after the deadline for applications.

## 8 Instructions for applicants for appointment as associate senior lecturer

The following instructions concerning the formulation of an application for appointment as associate senior lecturer are intended to provide applicants with guidance on how to put together an application and which documents to attach. It is desirable for applicants to follow these instructions as far as possible to enable referees and recruitment committees to make a satisfactory assessment of each applicant's qualifications.

Applications with attachments and publications cited are to be submitted in the University's recruitment system. See the link in the advertisement.

### 1 Application letter including list of attachments

Specify which position you are applying for, stating the reference number. The application letter should contain personal data such as name, home address, work address, telephone number(s) and email address. A list of attachments should be included in the letter or attached separately.

### 2 Curriculum Vitae

The main points to include in the CV are as follows:

- Education (degrees and years)
- Present and previous positions held and their duration
- Courses taken in teaching and learning in higher education
- Official duties/memberships (head of department, referee/external expert, external reviewer at a thesis defence, etc.)
- Distinctions and awards
- Personal circumstances that may be relevant to the assessment of qualifications, e.g. parental leave, military service, elected office in a trade union or student organisation, protracted illness, parental leave or other similar circumstances.
- List of reference persons.

Attach relevant certificates and other documents to confirm the above account.

### 3. Presentation of research qualifications

In addition to brief reflections on the applicant's own research, this presentation should contain information about any research grants received, research collaborations, participation in conferences, research or research policy roles, etc.

Relevant certificates and other documents to confirm this account should be attached.

#### 4 List of publications

The list should encompass all research publications produced by the applicant, recorded in the order indicated below. The list (or a separate list) should make it clear which publications (maximum five) the applicant wishes to cite in the application. Teaching and learning publications may be cited in addition to these five publications.

- Scholarly articles, monographs and other works published following peer review
- Other research publications
- Popular science publications
- Teaching materials

#### 5 Presentation of educational qualifications

In addition to brief reflections on the applicant's own teaching and learning, the presentation should contain information about the applicant's experience of teaching activities and educational planning. This information should refer, for example, to the scope, breadth and level of teaching; responsibility for courses; experience of different teaching and examination formats; production of materials for teaching and examination; course development; teaching awards, etc. Experience as a supervisor should be documented and substantiated, stating the type, level and scope of supervision and the degree of responsibility.

Courses taken in teaching and learning should be reported, stating the length of the course (weeks/credits). If an applicant has not completed at least five weeks of teacher training of relevance to operations at the University (cf. Appointment Regulations, Section 39), this account should show how the applicant has acquired equivalent knowledge.

Attach relevant certificates and other documents to confirm the presentation of educational qualifications. Certificates of teaching experience should be issued by a director of studies (or equivalent) and contain both quantitative information and qualitative evaluations.

In their applications, applicants should set out clearly and substantiate that they have:

- **five weeks of training in teaching and learning in higher education**, or other qualifications that can be equated with the required training in teaching and learning in higher education.

#### 6 Presentation of other qualifications

Other qualifications may be presented in addition to those specified above. Examples of other qualifications that may be presented here are administrative qualifications, management skills, experience from activities outside academia, collaboration with the community, engagement in third-stream activities, and experience of popular science activities and dissemination of research results.

Attach relevant certificates and other documents to confirm the above account.

## **7 Scholarly and any teaching and learning publications cited**

The scholarly publications (maximum ten) primarily cited and the teaching and learning publications cited are to be submitted electronically via the University's recruitment system. Any books cited that are not available in electronic format should be sent separately (**three copies**) to: Registrar's Office, Uppsala University, Box 256, 751 05 Uppsala. Write the reference number for the appointment on the package. Supplementary submissions should be received no later than one week after the deadline for applications.