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# Guidelines for Promotion of Assistant Professor to Associate Professor at the Disciplinary Domain of Science and Technology

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These guidelines shall be applied when promotion of Assistant Professor to Associate Professor when the applicant has been employed in a recruitment matter where the decision to initiate the recruitment of an Assistant Professor has been taken by the Faculty Board before 2018-12-01

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

Revised 2017-10-26

# 11 Promotion

## Uppsala University Appointment Regulations

- § 46 Promotion may be requested only by teachers appointed by the University until further notice, who are active at the university at the time of application, and by assistant professors.
- § 48 The subject area must normally be the same as for the previous employment, although it may be changed if special reasons obtain.
- § 49 Promotion of an associate professor to professor or of a lecturer to an associate professor entails an assessment of competence and a change in title. An associate professor or lecturer who has been promoted is not entitled to changed duties or terms of employment.
- § 50 An associate professor must be promoted to professor and a lecturer to associate professor if he or she applies for this in writing, is qualified for such a post and is deemed suitable for such a post on the basis of the specific criteria established by the respective domain/faculty board.
- § 52 The domain/faculty board may when announcing a vacant post as lecturer or decide to provide an opportunity for direct promotion. This means that an applicant in connection with the post at hand can apply for and be granted promotion to a higher post.

## 11.1 Promotion from assistant professor to associate professor

### 11.1.1 Qualifications

#### Uppsala University Appointment Regulations

- 55 § An assistant professor must be promoted to associate professor if he or she applies for this in writing, is qualified for such a post and is deemed suitable for such a post on the basis of the specific criteria established by the respective domain/faculty board and on the basis of the following criteria:
- 55a § The applicant must be considered to have the potential as associate professor to be able to initiate and independently drive forward research of high scientific quality. The research qualifications shall be documented in such a way as to enable assessment of both quality and scope.
- 55b § The applicant must have demonstrated teaching expertise by teaching at the first and second cycle. Teaching qualifications shall be documented in such a way as to enable assessment of both quality and scope.
- 55c § A prerequisite for having demonstrated teaching expertise is that applicants must have completed teacher training for higher education of relevance to operations at the University, comprising at least ten weeks, or have acquired the equivalent knowledge.
- 56 § A written application to be considered for promotion to associate professor must have been received by the relevant domain/faculty board at the latest six months before the employment as assistant professor ceases or is expected to cease. An assistant professor may only be considered on one occasion for promotion to associate professor. The decision to grant or reject the application for promotion shall be made at the latest two months prior to the end of

employment as assistant professor.

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

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

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

The applicant's research qualifications should be well on the international level and demonstrate an independent research profile. The applicant shall have demonstrated ability to independently initiate, lead and manage research projects. In the assessment of research expertise should eg research funding or the equivalent from research funders, publications in in for the subject relevant forms of publishing, presentations or the equivalent at scientific conferences or workshops, appointment as docent and other for the subject relevant qualifications be given weight.

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

The applicant must have completed teacher training for higher education of relevance to operations at the University, comprising at least ten weeks, or have acquired the equivalent knowledge. In the assessment of teaching expertise documented ability to plan, develop, implement and evaluate courses at undergraduate and graduate levels and experience of supervision in third level education be given weight.

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

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

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

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

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

## **11.1.2. Referees for promotion of Assistant Professor to Associate Professor**

### **Uppsala University Appointment Regulations**

- 75 § Domain/faculty boards decide what referees are to be appointed.
- 76 § In appointing and promoting an individual to professor (including adjunct professor or visiting professor), associate professor (including adjunct associate professor) and assistant

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

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

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

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

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

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

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

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

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

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

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

## Appendix 2: Evaluation criteria for teaching expertise

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