

Reg. no. UTBVET 2021/586

Supplemental guidelines for the appointment procedures for Uppsala University

Faculty of Educational Sciences

Adopted by the Faculty Board for Educational Sciences
3 June 2021

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Introduction

The appointment regulations for Uppsala University (UFV 2019/1673) specify in Section 2 that “subject-are/faculty boards are to issue supplemental guidelines and assessment criteria for recruiting and promoting teachers beyond established appointment regulations”. At its meeting the Faculty Board of Educational Sciences decided to establish these complementary guidelines to the Appointment Regulations for Uppsala University. These replace previous complementary guidelines and instructions for applicants and external experts with reg. no. UTBVET 2020/165.

1. Preparation of appointment and promotion cases

1.1 The Recruitment Committee

The Faculty Board of Educational Sciences has established a Recruitment Committee for appointment and promotion matters. The Recruitment Committee has seven members: dean/vice-dean and chair, four teachers and three group deputy members for the teachers, and two student representatives (including preferably one doctoral student) with two deputy members. The Faculty Board appoints representatives for the teachers, and the students’ union/doctoral student council appoints the representatives for the students. The Faculty Board appoints the vice-chair. Teachers serve for three years and students for at least one year and a maximum of three years.

The Recruitment Committee deals with the following matters:

- appointment as professors, including visiting professors and adjunct professors (decision made by the Vice-Chancellor)
- appointment for an indefinite period as a senior lecturer and associate senior lecturer (decision by the Head of Department/equivalent)
- promotion from senior lecturer to professor (decision by the Vice-Chancellor)
- promotion for an indefinite period as senior lecturer and associate senior lecturer (decision by the Head of Department/equivalent)
- assessment of qualifications of senior lecturers in reassignment cases or the equivalent (decision by the Human Resources Department in consultation with the faculty and after negotiation with the relevant organisation)
- application for being named as a Distinguished Teacher (decision by the Faculty Board)

The Faculty Board’s delegation of authority determines where decision-making power lies for certain issues related to the recruitment process. The faculty’s guidelines for being named a Distinguished Teacher (UTBVET 2021/585) specify the guidelines that apply within the Faculty of Educational Sciences for application and being named as a Distinguished Teacher.

The Faculty Board appoints a search group before recruiting a professor.

1.2 Procedure

The appointment of teachers is dealt with at the faculty level, with faculty administrative officers administering the matter. The relevant department/unit handles fixed-term appointments and appointments of lecturers.

The department/unit usually submits proposals for an appointment. The Faculty Board decides on initiating recruitment and the final appointment profile. When appointing professors, the Vice-Chancellor is also consulted on the appointment profile. Lecturers may be appointed only after consultation with the Dean.

The department/unit to which the appointment applies usually submits proposals for external experts. The Dean decides on external experts for professorial posts, the Faculty Board decides on external experts.

The faculty Recruitment Committee processes applications received for professor, senior lecturer and associate senior lecturer associate senior professor appointments and submits proposals for appointment decisions. The Head of Department makes the final appointment decision. In the case of professorial appointments, the Vice-Chancellor makes the appointment based on a proposal from the Faculty Board.

2 Qualification requirements and assessment criteria

2.1 General

Appointment Regulations for Uppsala University (UFV 2019/1673) generally prescribe the appointment of teachers:

Section 4 When hiring a new teacher, the University chooses the applicants based on a qualitative overall assessment of expertise and skills and that is judged to have the best potential to carry out and develop the relevant duties and to contribute to the positive development of the organisation.

Section 5 A general qualification requirement is for the applicant to have the personal qualities necessary to fulfil the appointment well.

Section 6 For eligibility to be employed as a teacher, the applicant is to have a documented ability to teach either in Swedish or English or in both languages. In addition, requirements may be established for the ability to teach in another language based on the relevant needs of the activities for which the applicant is being recruited. When promoting to a higher teaching position, the applicant normally demonstrates sufficient language skills in Swedish to contribute to the inner workings of the University.

Section 7 Teachers need to have completed training in teaching and learning in higher education or the equivalent.

Section 8 At Uppsala University, appointed teachers are to have a doctorate, unless special circumstances exist. A doctoral degree refers to a Swedish doctorate or the

equivalent foreign degree. In addition, the applicant demonstrates academic and teaching expertise at a level equivalent to that required to fulfil the duties well. The assessment of academic and teaching expertise is defined in more detail under the requirements for each position.

Section 16 Individuals are eligible for employment as a teacher if they have demonstrated sufficient scholarly and teaching expertise. Assessment criteria include the degree of such expertise and qualification for employment as well as the assessment criteria generally defined in the appointment profile. The criteria emphasised may vary, depending on whether the assessment relates to eligibility criteria for appointment and promotion or ranking among applicants. The assessment criteria may be weighted differently, depending on the type of work and the other conditions that have been defined for the appointment.

Section 17 Qualifications are to be documented so that both quality and scope can be assessed.

Section 20 Research expertise refers to research qualifications. When assessing scholarly expertise, scholarly quality will be the primary consideration. The scope of the research, particularly its depth and breadth, will also be given priority. The ability to plan, initiate, lead and develop research and education at the doctoral level and to collaborate through research with external actors are considered important.

Section 22 Teaching expertise refers to educational qualifications. When assessing teaching expertise, primary emphasis is on teaching quality. The scope of teaching expertise, both breadth and depth, will be considered. The ability to plan, initiate, lead and develop education and to link teaching with research are considered important. The ability to interact with the surrounding community through education should also be regarded as part of teaching expertise.

Section 28 Administrative expertise can be demonstrated through ability to plan, organise and prioritise work effectively, to adapt work for the intended purpose, and through the ability to define and maintain time frames. Expertise includes overall organisational planning and the ability to manage resources in a way that reflects the organisation's priorities and the ability to work in a structured way and based on an awareness of goals and quality.

Section 29 Management expertise is demonstrated through the ability to lead organisations and staff, make decisions, take responsibility, and to motivate and provide others with the conditions required to effectively achieve mutual goals. The ability to coordinate the group, to promote dedication, inclusion and job satisfaction, and to manage conflicts are additional examples of demonstrated expertise.

The following section quotes the specific assessment criteria from Uppsala University's appointment regulations.

2.2 Professorship

For appointment as a senior lecturer, the assessment is based on the call for

applications, paragraph 2.1, and on the following sections. In assessing both scholarly expertise and teaching expertise, special consideration is given to activities relevant to the appointment.

Scholarly expertise

Uppsala University's appointment regulations

Section 31 Scholarly expertise is to have been demonstrated by independent research and by the fact that the applicant's qualifications uphold a very high international and national standard. The applicant is to have demonstrated expertise in planning, initiating, leading and developing research, the capacity to obtain research funding in competition and well-documented expertise in supervising third-cycle students. The applicant's contribution to the international and national academic community will be assessed based on the quality and scope of the applicant's academic publications, among other things. Requirements for international acquisition of qualifications will be assessed based on the character and specific circumstances of the subject.

Faculty of Educational Sciences supplemental guidelines

- Scholarly expertise is to have been demonstrated by research contributions that substantially exceed, qualitatively and quantitatively, that required for appointment as a docent (associate professor).
- The applicant's research contribution, in terms of results, are to be described and assessed theoretically and methodologically and not only valued based on the extent of the academic publication. The Faculty of Educational Sciences assumes that in assessing scholarly expertise, the external experts make a substantive quality assessment of the publications referred to, examining them both qualitatively and quantitatively, including the research contribution in both volume and quality. The external experts' report should especially address the applicant's research contributions, particularly in relation to the specialisation of the appointment and the research programme declaration/research plan.
- The applicant will normally have supervised at least one doctoral student for a thesis or present equivalent experience.

Teaching expertise

Uppsala University's appointment regulations

Section 32 Teaching expertise is to have been demonstrated by extensive qualifications in education in accordance with Section 22. In addition, the applicant is to demonstrate well-documented expertise in first-, second- and third-cycle supervision. For educational expertise to be considered adequate, the applicant is to have had at least 10 weeks of training in teaching and learning in higher education that is relevant for the field, or equivalent knowledge. If special circumstances exist, the training in teaching and learning in higher education can be conducted during the first two years of the position. Teaching and learning training includes research supervisor training.

Faculty of Educational Sciences supplemental guidelines

The external experts are to especially consider:

- the applicant's teaching expertise in first-, second- and third-cycle education.
- the applicant's implementation and evaluation of their own courses and examination of course participants;
- the applicant's writing of instructional materials
- the applicant's obtaining of educational development funds in competition.

The Faculty of Educational Sciences assumes that the external experts in assessing teaching and learning expertise make a substantive quality assessment of the qualifications portfolio, with the review being carried out both qualitatively and quantitatively, including the teaching contribution in both volume and quality. The external expert report is to comment in particular on the applicant's basic outlook on teaching.

Other expertise

- The applicant's ability to interact with the external groups and organisations.
- The applicant's ability to organise, plan and prioritise work efficiently within given time frames, such as within the framework of active participation in working groups, committees, boards and commissions.
- The applicant's experience with management responsibilities and ability to lead activities and staff, make decisions, collaborate, coordinate, delegate, engage and take responsibility for achieving mutual objectives, in addition to fulfilling the applicant's own research and teaching.
- Any other expertise of importance for the appointment.

2.3 Promotion from senior lecturer to professor

Uppsala University's appointment regulations

Section 46 Only permanent employees actively involved in teaching at the time of application and associate senior lecturers may apply for promotion.

Section 48 The subject area will normally be the same as for the previous appointment but may be subject to change if there are specific circumstances.

Section 50 A senior lecturer may be promoted to professor and a lecturer to senior lecturer if they apply in writing, are qualified for such an appointment and have been deemed suitable based on the specific criteria established by the respective Domain/Faculty Board.

Section 58 Promotion from senior lecturer to professor may not occur earlier than five years after receiving a doctorate to ensure satisfactory experience in independent research and research supervision, unless special circumstances exist.

Faculty of Educational Sciences supplemental guidelines

In case of promotion to professor, the same eligibility requirements apply as for appointment as professor. In addition, the applicant needs to have fulfilled their assignments as senior lecturer in a satisfactory manner.

2.4 Employment as a senior lecturer

For appointment as a senior lecturer, the assessment is based on the call for applications, paragraph 2.1, and on the following sections. In assessing both scholarly expertise and teaching expertise, special consideration is given to activities relevant to the appointment.

Scholarly expertise

Except as circumscribed in Section 20 under paragraph 2.1, the Faculty of Educational Sciences' complementary guidelines stipulated below apply.

Faculty of Educational Sciences supplemental guidelines

The applicant's research contribution, in terms of results, are to be described and assessed theoretically and methodologically and not only valued based on the extent of the academic publication.

The Faculty of Educational Sciences assumes that in assessing scholarly expertise, the external experts make a substantive quality assessment of the publications referred to, examining them both qualitatively and quantitatively, including the research contribution in both volume and quality. The external experts' statement should especially address the applicant's research contributions, particularly in relation to the specialisation of the appointment.

Teaching expertise

Uppsala University's appointment regulations

Section 35 Teaching expertise is to have been demonstrated through qualifications within education in accordance with Section 22.

For educational expertise to be considered adequate, the applicant is to have had at least 10 weeks of training in teaching and learning in higher education that is relevant for the field, or equivalent knowledge. If special circumstances exist, the training in teaching and learning in higher education can be conducted during the first two years of the position.

Faculty of Educational Sciences supplemental guidelines

The external experts are to especially consider:

- the applicant's teaching expertise in first-, second- and third-cycle education.

- the applicant's implementation and evaluation of their own courses and examination of course participants;
- the applicant's writing of instructional materials
- the applicant's obtaining of educational development funds in competition.

The Faculty of Educational Sciences assumes that the external experts in assessing teaching and learning expertise make a substantive quality assessment of the qualifications portfolio, with the review being carried out both qualitatively and quantitatively, including the teaching contribution in both volume and quality. The external expert report is to comment in particular on the applicant's basic outlook on teaching.

Other expertise

- The applicant's ability to interact with the external groups and organisations.
- Any other expertise of importance for the appointment.

2.5 Employment as an association senior lecturer

For appointment as an associate senior lecturer, the assessment is based on the call for applications, paragraph 2.1, and on the following sections. In assessing both scholarly expertise and teaching expertise, special consideration is given to activities relevant to the appointment.

Scholarly expertise

Faculty of Educational Sciences supplemental guidelines

- Regarding the appointment's nature as a career-development position, the applicant's research contribution in terms of results, theoretical and methodological, is to be described and assessed in mainly qualitative terms. Consequently, the quantitative advantage resulting from an applicant having worked for a long time will not be decisive.
- The external expert's report should especially address the applicant's research contribution in relation to the specialisation of the appointment and the research programme declaration/research plan.

Teaching expertise

Uppsala University's appointment regulations

Section 38 For appointment as an associate senior lecturer, teaching expertise is required in accordance with Section 20. The scholarly expertise should be of good quality and provide good conditions for an academic career in the

subject area relevant to the appointment

Section 39 For appointment as an associate senior lecturer, teaching expertise will be taken into account in accordance with Section 22. To achieve teaching expertise, the applicant will have completed at least five weeks of training in teaching and learning in higher education that is relevant for the appointment or have equivalent knowledge. If such qualifications have not been completed prior to employment, the qualifying training in teaching and learning in higher education is to be completed during the first two years of employment.

Faculty of Educational Sciences supplemental guidelines

The external experts are to especially consider:

- the applicant's teaching expertise in first-, second- and third-cycle education.
- the applicant's implementation and evaluation of their own courses and examination of course participants;
- the applicant's writing of instructional materials
- the applicant's obtaining of educational development funds in competition.

The Faculty of Educational Sciences assumes that the external experts in assessing teaching and learning expertise make a substantive quality assessment of the qualifications portfolio, with the review being carried out both qualitatively and quantitatively, including the teaching contribution in both volume and quality. The external expert report is to comment in particular on the applicant's basic outlook on teaching.

Other expertise

- The applicant's ability to interact with the external groups and organisations.
- Any other expertise of importance for the appointment.

2.6 Promotion from associate senior lecturer to senior lecturer

Uppsala University's appointment regulations

Section 46 Only permanent employees actively involved in teaching at the time of application and associate senior lecturers may apply for promotion.

Section 48 The subject area will normally be the same as for the previous appointment but may be subject to change if there are specific circumstances.

63 Section The person employed as an associate senior lecturer will be promoted to senior lecturer following a written application if they are deemed to fulfil the qualification requirements established by the respective Domain/Faculty Board and as stated by the information on the vacancy.

Section 64 The applicant should have demonstrated scholarly expertise and be judged capable of initiating and independently conducting research of high scholarly quality according to Section 34. The research qualifications are to be documented so that quality as well as extent can be assessed.

65 Section The applicant should have demonstrated teaching expertise in accordance with Section 35 through teaching, examination and supervision at both first-cycle and second-cycle levels; through planning, development and evaluation; and through being deemed capable as a senior lecturer to assume teaching management assignments and further develop teaching. The educational qualifications are to be documented so that quality as well as extent can be assessed.

Section 66 For educational expertise to be considered adequate, the applicant is to have had at least 10 weeks of training in teaching and learning in higher education that is relevant for the field, or equivalent knowledge.

Faculty of Educational Sciences supplemental guidelines

In the case of promotion to senior lecturer, the same eligibility requirements apply as for appointment as a senior lecturer. In addition, the applicant needs to have fulfilled their assignments as associate senior lecturer in a satisfactory manner.

2.7 Promotion from lecturer to senior lecturer

Uppsala University's appointment regulations

Section 46 Only permanent employees actively involved in teaching at the time of application and associate senior lecturers may apply for promotion.

Section 48 The subject area will normally be the same as for the previous appointment but may be subject to change if there are specific circumstances.

Section 50 A senior lecturer will be promoted to professor and a lecturer to senior lecturer if they apply in writing, are qualified for such an appointment and have been deemed to meet the specific requirements established by the respective Domain/Faculty Board.

Faculty of Educational Sciences supplemental guidelines

In the case of promotion to senior lecturer, the same eligibility requirements apply as for appointment as a senior lecturer. In addition, the applicant needs to have fulfilled their assignments as lecturer in a satisfactory manner.

2.8 Employment as a lecturer

Uppsala University's appointment regulations

Section 41 Individuals are eligible for appointment as a lecturer if they a university degree and demonstrated teaching expertise.

Section 42 When appointing a lecturer, a requirement for in-depth subject study replaces the requirement for scholarly qualifications.

43 Section Teaching expertise is to have been demonstrated through extensive qualifications in education in accordance with Section 22 or in the subject area of the education.

For educational expertise to be considered adequate, the applicant is to have had at least 10 weeks of training in teaching and learning in higher education that is relevant for the field, or equivalent knowledge. If special circumstances exist, the training in teaching and learning in higher education can be conducted during the first two years of the position.

Faculty of Educational Sciences supplemental guidelines

In assessing teaching expertise, proven educational experience of relevance to the appointment will be given special weight.

2.9 Adjunct teachers

Uppsala University's appointment regulations

Section 45 For appointment as an adjunct professor, adjunct senior lecturer and adjunct lecturer, the eligibility requirements applicable to the relevant teacher category apply, except for teaching expertise.

Faculty of Educational Sciences supplemental guidelines

The employee's activities external to higher education are to provide relevant professional contributions.

3 Instructions to external experts for assessing applications for appointment as a professor (including promotion)

3.1 General information

In support of the external experts in their work, refer to [the University's appointment regulations](#).

In cases relating to appointment through advertising, also refer to the announcement of the appointment in question. The Qualification Requirements and Assessment Criteria sections of the announcement specify the factors of particular importance in assessing qualifications. Both the quantity and quality of scholarly, teaching and other expertise are tested and assessed with equal care.

Reports by external experts are made available to the recruitment team and submitted electronically as instructed by the supervisor through Uppsala University's recruitment system.

The report normally consists of three parts: The first part indicates which applicants are qualified based on a relatively brief review of the applicants' qualifications. This presentation leads to the identification of a top group of individuals: those who should primarily be considered for the appointment. The reasons applicants have not been placed in the top group should be clearly stated. The second part describes the applicants in the top group in more detail. The descriptions are to provide a detailed description of the applicants' qualifications and should not include material such as summaries of published works. As noted above, scholarly and educational and other expertise are to be assessed.

The third part includes a ranking of applicants in the top group. The ranking takes into account scholarly, teaching and other qualifications, appraising each of them in view of the assessment criteria. The ranking among the applicants and the justification for it should be clearly stated along with the criteria used in assessing the applicants' expertise.

The experts' comments are to be written individually in their entirety, and they are not allowed to discuss the description of the applicants or the ranking with other external experts.

Comments by external experts become public documents when they have been submitted to the University.

Any conflict of interest between applicants and external experts, such as supervisory or co-authorship, should be noted early in the recruitment process.

If the recruitment team finds that an expert opinion does not meet the requirements of the team – regarding the assessment of the applicants' educational qualifications, for example – it may be returned for supplementation. The experts may be asked to participate (normally by phone) in the meeting of the recruitment team to consider the applications but not in the team's decision.

3.2 Criteria for evaluation of qualifications

For assessing the applicant's qualifications, refer to the [University's appointment regulations](#) and the additions of the faculty as expressed in Chapter 2 of this document.

4 Instructions to external experts for assessing applications for appointment as a senior lecturer (including promotion)

4.1 General information

In support of the external experts in their work, refer to [the University's appointment regulations](#).

In cases relating to appointment through advertising, also refer to the announcement of the appointment in question.

The Qualification Requirements and Assessment Criteria sections of the announcement specify the factors of particular importance in assessing qualifications. Both the quantity and quality of scholarly, teaching and other expertise are tested and assessed with equal care.

The external expert comments are made available to the recruitment team and submitted electronically as instructed by the supervisor through Uppsala University's recruitment system.

The comments should normally consist of three parts: The first part indicates those considered qualified after a relatively brief review of the applicants' qualifications. This presentation leads to the identification of a top group of individuals: those who should primarily be considered for the appointment. The reasons applicants have not been placed in the top group should be clearly stated. The second part describes the applicants in the top group in more detail. The descriptions are to provide a detailed description of the applicants' qualifications and should not include material such as summaries of published works. As noted above, scholarly and educational and other expertise are to be assessed.

The third part includes a ranking of applicants in the top group. The ranking takes into account scholarly, teaching and other qualifications, appraising each of them in view of the assessment criteria. The ranking among the applicants and the justification for it should be clearly stated along with the criteria used in assessing the applicants' expertise.

The experts' comments are to be written individually in their entirety, and they are not allowed to discuss the description of the applicants or the ranking with other external experts.

The external experts' comments become public documents when they are received by the University.

Any conflict of interest between applicants and external experts, such as supervisory or co-authorship, should be noted early in the recruitment process.

If the recruitment team finds that an expert opinion does not meet the requirements of the team – regarding the assessment of the applicants' educational credentials, for example – it may be returned for supplementation. The experts may be asked to participate (normally by phone) in the meeting of the recruitment team to consider the applications but not in the team's decision.

4.2 Criteria for evaluation of qualifications

For assessing the applicant's qualifications, refer to the [University's appointment regulations](#) and the additions of the faculty as expressed in Chapter 2 of this document.

5 Instructions to external experts for assessing applications for appointment as an associate senior lecturer

5.1 General information

To support the external experts in their work, refer to the announcement of the appointment in question, the [University's appointment regulations](#).

The Qualification Requirements and Assessment Criteria sections of the announcement specify the factors of particular importance in assessing qualifications. Both the quantity and quality of scholarly, teaching and other expertise are tested and assessed with equal care.

The external expert comments are made available to the recruitment team and submitted electronically as instructed by the supervisor through Uppsala University's recruitment system.

The comments should normally consist of three parts: The first part indicates those considered qualified after a relatively brief review of the applicants' qualifications. This presentation leads to the identification of a top group of individuals: those who should primarily be considered for the appointment. The reasons applicants have not been placed in the top group should be clearly stated. The second part describes the applicants in the top group in more detail. The descriptions are to provide a detailed description of the applicants' qualifications and should not include material such as summaries of published works. As noted above, scholarly and educational and other expertise are to be assessed.

The third part includes a ranking of applicants in the top group. The ranking takes into account scholarly, teaching and other qualifications, appraising each of them in view of the assessment criteria. The ranking among the applicants and the justification for it should be clearly stated along with the criteria used in assessing the applicants' expertise.

The experts' comments are to be written individually in their entirety, and they are not allowed to discuss the description of the applicants or the ranking with other external experts.

The external experts' comments become public documents when they are received by the University.

Any conflict of interest between applicants and external experts, such as supervisory or co-authorship, should be noted early in the recruitment process.

If the recruitment team finds that an expert opinion does not meet the requirements of the team – regarding the assessment of the applicants' educational credentials, for example – it may be returned for supplementation. The experts may be asked to participate (normally by phone) in the meeting of the recruitment team to consider the applications but not in the team's decision.

5.2 Criteria for evaluation of qualifications

For assessing the applicant's qualifications, refer to [University's appointment regulations](#) and the additions of the faculty as expressed in Chapter 2 of this document.

6 Instructions to applicants for appointment as a professor (including promotion)

The following instructions regarding the formulation of an application for appointment or promotion to professor are intended to provide guidance to applicants on how an application should be designed and which documents should be attached. It is important that applicants follow these instructions as much as possible to allow external experts and recruitment teams to make a satisfactory assessment of the applicant's qualifications.

All applications are submitted electronically. Applications with attachments are submitted upon appointment as a professor through Uppsala University's recruitment system. When applying for promotion to professor, the application is made available to the faculty board and submitted through the University's recruitment system. Promotion applications are emailed to utbvet@utbildningsvetenskap.uu.se. The responsible faculty administrator then sends a link to the recruitment system through which the applicant submits the application. Writings cited that are not filed electronically are submitted in triplicate as paper documents. When applying through Uppsala University's recruitment system, detailed instructions on the design of the application can be found in the system.

6.1 Letters of application including list of annexes

Indicate the employment being sought with the registration number. The application letter should include personal information such as name, residence address, work address, telephone number and email address. An annex list should be included in the letter or attached separately.

6.2 Curriculum vitae

The CV should mainly contain the following points:

- Education (higher education degrees and year)
- Association professor qualifications
- Named as a Distinguished Teacher (or equivalent)
- Current and past positions and appointments
- Supervising doctoral students
The presentation should indicate whether the applicant has been the principal supervisor or second supervisor, number of doctoral students and whether the supervision is ongoing or completed. The presentation indicates whether any (where applicable, how many) doctoral student has been supervised from admission to defence of the thesis (indicate name and year of thesis).
- Assignment/membership (head of department, expert, external reviewer, etc.)

- Distinctions and awards
- Personal circumstances that may have significance in the assessment of qualifications, such as parental leave, military service, extended periods of illness.

Attach relevant certificates and other material documenting this.

6.3 Presentation of scholarly qualifications

- Reflection over own research
This should include an account of the applicant's scholarly work, describing the main theoretical, methodological and empirical knowledge contribution, with an explanation of the research results in a national and/or international perspective. A programme declaration/research plan should be included in the description. The applicant should describe his/her research profile in relation to the research domain at large and the applicant's views on research and doctoral education. The description should make it possible to assess the applicant's independence and productivity and the quality of research.

Other scholarly qualifications can be presented under the following headings:

- Major external research grants received
- Scholarly cooperation nationally and internationally
- Participation in national and international conferences, etc.
- Scholarly and research policy assignments
- Other scholarly qualifications

Attach relevant certificates and other material documenting this.

6.4 Publication list

The list is to include all the scholarly work of the applicant, reported according to the following structure. A bibliography, or a separate list, indicating which scholarly works (not more than 10) are referred to. Educational works (no more than 10) can be cited in addition to these 10 works. In co-authored publications, the applicant's own scholarly contribution should be briefly described.

- Scholarly articles, monographs and other publications that have been subjected to peer review
- Other scholarly work
- Education and outreach
- Instructional material

6.5 Presentation of teaching qualifications

- Self-analysis of educational outlook

The applicant should briefly state his/her basic educational outlook and how this has been expressed in the applicant's own teaching. The applicant's reflections should clarify not only what the applicant has done but also how this has been done, why it has been done so and what results have been achieved. The applicant should also reflect on what they have learned from teaching and learning courses and how the lessons have been applied in their teaching.

- **Educational training**
Describe training in teaching and learning in higher education or the equivalent, indicating the duration of the education (weeks/credits) and any other educational studies or the like. If the applicant has not completed relevant educational training within the University lasting 10 weeks (compare with Section 33), the presentation is to show how the applicant acquired equivalent knowledge.
- **Teaching activities and teaching planning**
The presentation may, for example, refer to the following: extent, breadth and level of teaching; course responsibility (extent and level); experience in different teaching and examination formats; selection and production of teaching and examination materials; course development; educational leadership (such as director of studies, degree programme coordinator); participation in educational planning and development of types of instruction; experience in education and outreach; and research information.
- **Other educational qualifications, such as educational works, authoring of educational materials, educational awards or funds obtained.**

Attach relevant certificates and other material documenting this. Certificates of teaching experience should be issued by the director of studies (or equivalent) and contain both quantitative data and qualitative judgements.

6.6 Presentation of other qualifications

In addition to the above, other qualifications can be described. This might include administrative qualifications; management expertise; experience in activities outside the higher education; interaction with the surrounding community; commitment to outreach, the "third task" of universities; experience in education and outreach; and research information.

Attach relevant certificates and other material documenting this.

6.7 Cited scholarly and educational works

The scholarly works (no more than 10) cited first and foremost, and the educational works (not more than 10) that are cited. The works are submitted electronically or in triplicate as paper documents.

7 Instructions to applicants for appointment as a senior lecturer (including promotion)

The following instructions regarding the formulation of an application for appointment or promotion to senior lecturer are intended to provide guidance to applicants on how an application should be designed and which documents should be attached. It is important that applicants follow these instructions as much as possible to allow external experts and recruitment teams to make a satisfactory assessment of the applicant's qualifications.

All applications are submitted electronically. Applications with attachments are submitted upon appointment as a senior lecturer through Uppsala University's recruitment system. When applying for promotion to senior lecturer, the application is made available to the faculty board and submitted through the University's recruitment system. Promotion applications are emailed to utbvvet@utbildningsvetenskap.uu.se. The responsible faculty administrator then sends a link to the recruitment system through which the applicant submits the application. Writings cited that are not filed electronically are submitted in triplicate as paper documents. When applying through Uppsala University's recruitment system, detailed instructions on the design of the application can be found in the system.

7.1 Letters of application including list of annexes

Indicate the employment being sought with the registration number. The application letter should include personal information such as name, residence address, work address, telephone number and email address. An annex list should be included in the letter or attached separately.

7.2 Curriculum vitae

The CV should mainly contain the following points:

- Education (higher education degrees and year)
- Association professor qualifications
- Named as a Distinguished Teacher (or equivalent)
- Current and past positions and appointments
- Assignment/membership (head of department, expert, external reviewer, etc.)
- Distinctions and awards
- Personal circumstances that may have significance in the assessment of qualifications, such as parental leave, military service, extended periods of illness.

Attach relevant certificates and other material documenting this.

7.3 Presentation of scholarly qualifications

- Reflection over own research

This should include an account of the applicant's scholarly work, describing the main theoretical, methodological and empirical knowledge contribution, with an explanation of the research results in a national and/or international perspective. The description should make it possible to assess the applicant's independence and productivity and the quality of research. Where appropriate, a programme declaration/research plan may be included in the description.

Other scholarly qualifications can be presented under the following headings:

- Major external research grants received
- Scholarly cooperation nationally and internationally
- Participation in national and international conferences, etc.
- Scholarly and research policy assignments
- Other scholarly qualifications

Attach relevant certificates and other material documenting this.

7.4 Publication list

The list is to include all the scholarly work of the applicant, reported according to the following structure. A bibliography, or a separate list, indicating which scholarly works (not more than 10) are referred to. Educational works (no more than 10) can be cited in addition to these 10 works. In the case of co-authoring publications, the applicant's own scholarly contribution should be summarised.

- Scholarly articles, monographs and other publications that have been subjected to peer review
- Other scholarly work
- Education and outreach
- Instructional material

7.5 Presentation of teaching qualifications

- Self-analysis of educational outlook
The applicant should briefly state his/her basic educational outlook and how this has been expressed in the applicant's own teaching. The applicant's reflections should clarify not only what the applicant has done but also how this has been done, why it has been done so and what results have been achieved. The applicant should also reflect on what they have learned from teaching and learning courses and how the lessons have been applied in their teaching.
- Educational training
Describe training in teaching and learning in higher education or the equivalent, indicating the duration of the education (weeks/credits) and any other educational studies or the like. If the applicant has not completed relevant educational training within the University lasting 10 weeks (compare with Section 35), the presentation is to show how the applicant acquired equivalent knowledge.

- **Teaching activities and teaching planning**
The presentation may, for example, refer to the following: extent, breadth and level of teaching; course responsibility (extent and level); experience in different teaching and examination formats; selection and production of teaching and examination materials; course development; educational leadership (such as director of studies, degree programme coordinator); participation in educational planning and development of types of instruction; experience in education and outreach; and research information.
- **Experience as supervisor**
The presentation should indicate the nature, level and extent of supervision and degree of responsibility. Regarding research supervision, the account should indicate whether the applicant has been the principal supervisor or second supervisor; the number of doctoral students; the name and year of defence of the thesis; or whether the supervision is ongoing.
- **Other educational qualifications, such as educational works, authoring of educational materials, educational awards or funds obtained.**

Attach relevant certificates and other material documenting this. Certificates of teaching experience should be issued by the director of studies (or equivalent) and contain both quantitative data and qualitative judgements.

7.6 Presentation of other qualifications

In addition to the above, other qualifications can be described. This might include administrative qualifications; management expertise; experience in activities outside the higher education; interaction with the surrounding community; commitment to outreach, the “third task” of universities; experience in education and outreach; and research information.

Attach relevant certificates and other material documenting this.

7.7 Cited scholarly and educational works

The scholarly works (no more than 10) cited first and foremost, and the educational works (not more than 10) that are cited. The works are submitted electronically or in triplicate as paper documents.

8 Instructions for applicants to appointments as associate senior lecturers

The following instructions regarding the formulation of an application for appointment or promotion to associate senior lecturer are intended to provide guidance to applicants on how an application should be designed and which documents should be included. It is important that applicants follow these instructions as much as possible to allow

external experts and recruitment teams to make a satisfactory assessment of the applicant's qualifications.

All applications are submitted electronically. The application with attachments is submitted through Uppsala University's recruitment system. Writings cited that are not filed electronically are submitted in triplicate as paper documents. Detailed instructions on the structure of the application can be found in the system in connection with the announcement.

8.1 Letters of application including list of annexes

Indicate the employment being sought with the registration number. The application letter should include personal information such as name, residence address, work address, telephone number and email address. An annex list should be included in the letter or attached separately.

8.2 Curriculum vitae

The CV should mainly contain the following points:

- Education (higher education degrees and year)
- Association professor qualifications
- Named as a Distinguished Teacher (or equivalent)
- Current and past positions and appointments
- Assignment/membership (head of department, expert, external reviewer, etc.)
- Distinctions and awards
- Personal circumstances that may have significance in the assessment of qualifications, such as parental leave, military service, extended periods of illness.

Attach relevant certificates and other material documenting this.

8.3 Presentation of scholarly qualifications

- Reflection over own research
This should include an account of the applicant's scholarly work, describing the main theoretical, methodological and empirical knowledge contribution, with an explanation of the research results in a national and/or international perspective. A programme declaration/research plan should be included in the description. The description should make it possible to assess the applicant's independence and productivity and the quality of research.

Other scholarly qualifications can be presented under the following headings:

- Major external research grants received
- Scholarly cooperation nationally and internationally
- Participation in national and international conferences, etc.
- Scholarly and research policy assignments
- Other scholarly qualifications

Attach relevant certificates and other material documenting this.

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- Experience as supervisor
The presentation should indicate the nature, level and extent of supervision and degree of responsibility. Regarding research supervision, the account should indicate whether the applicant has been the principal supervisor or second

supervisor; the number of doctoral students; the name and year of defence of the thesis; or whether the supervision is ongoing.

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