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Guidelines and assessment criteria for recruiting and promoting teachers at the Disciplinary Domain of Medicine and Pharmacy

Introduction

Section 2 of the Appointment Regulations for Uppsala University (UFV 2010/1842) provides that "Domain/Faculty boards may issue complementary guidelines and assessment criteria for recruiting and promoting teachers beyond these Appointment Regulations". These guidelines and assessment criteria are applicable at the Disciplinary Domain of Medicine and Pharmacy at Uppsala University. The decision to implement them was made by the Board of the Disciplinary Domain 26/04/2012. The decision to revise them was made Board of the Disciplinary Domain 31/03/2013, 24/10/2013, 20/11/2014 and 18/11/2015.

This document is complementary to the Appointment Regulations for Uppsala University and shall always be used together with this.

The Appointment Regulations for Uppsala University can be found here:

<http://regler.uu.se/Detaljsida/?contentId=228256&kategoriId=129>

Below is a list of sections relevant to this document in order to facilitate reading of the appointment regulations:

Eligibility: Sections 3-9, 31-42

General assessment criteria: Sections 17-31

Promotion Sections: 46-52

Assessment criteria

Section 1 The assessment criteria listed below are complementary additions made by the Disciplinary Domain of Medicine and Pharmacy to the assessment criteria given in the Appointment Regulations for Uppsala University for employing teachers. The complementary additions aim to adapt the assessment criteria to the conditions of the disciplinary domain.

Section 2 Assessments of different areas of expertise are made separately. However, within the different areas of expertise, different merits shall be considered and compared. When assessing expertise, the merits must always be considered with the duties of the position in question in mind.

Specific assessment criteria

Assessment criteria for employing professors

Section 3 Being an active and nationally and internationally established researcher with clearly independent research shall be of significance when an applicant's research expertise is assessed. Consideration should also be given to whether the applicant is an accountable authority for external competitive grants obtained nationally and/or an accountable authority or co-applicant for external competitive grants obtained internationally. Experience and well documented expertise in being a supervisor and/or co-supervisor for doctoral students or an equivalent level of expertise through other research leading activities shall also be of significance. Consideration should also be given to whether the applicant is the supervisor of a doctoral student at the time of the application. Further useful qualifications are experience with academic commissions of trust of a scholarly nature, such as providing expert advice or serving as a faculty examiner, or other significant experiences with scholarly commissions with other authorities and companies, such as being a member in scientific councils.

Section 4 Documented expertise in different types of instruction on first, second and third-cycle levels shall be of significance. It shall also be considered significant if the applicant has been deemed a good educationalist by both academic colleagues and students. It is considered a useful qualification if the applicant has extensive experience with teaching, particularly if a significant part of the teaching has been conducted within the last six years.

Section 5 Knowledge, training and documented expertise in administration and/or leadership shall be of significance when assessing administrative and leadership expertise. Furthermore, documented abilities to lead research groups and experience in leading academic networks and associations shall also be taken into consideration. It shall also be considered significant if the applicant has experience in the management of sections/departments/universities or equivalent and/or has been assigned as a member of boards or working parties or has had assignments within other areas relevant to the university's function. Experience with and a documented ability for active work and assignments in other areas relevant to the university's function, such as issues of working environments, ethics, equality, environment, diversity or accessibility, for example

through projects and investigations, shall be considered to be of significance.

Section 6 When assessing collaborative expertise, experience with and expertise in education and outreach, editorships and other activities related to knowledge exchange between the university and the surrounding community, as well as experience with innovation and entrepreneurship, shall be of significance.

Assessment criteria for employing senior lecturers

Section 7 Being an active and nationally and internationally established researcher and demonstrating scholarly independence with good quality scholarly publications and merits equivalent of those required for readerships at the Disciplinary Domain of Medicine and Pharmacy at Uppsala University are qualities that shall be considered of significance when assessing an applicant's research expertise. Consideration should also be given to whether the applicant is an accountable authority or co-applicant for external competitive grants obtained nationally or internationally. Experience and well documented expertise in being a supervisor and/or co-supervisor for doctoral students or an equivalent level of expertise demonstrated through other research leading activities shall also be of significance. Further useful qualifications are experience with academic commissions of trust, such as providing expert advice or serving as a faculty examiner, or other significant experiences with scholarly commissions with other authorities and companies, such as being a member in scientific councils.

Section 8 Documented expertise in different types of instruction on first, second and third-cycle levels shall be of significance. It shall also be considered significant if the applicant has been deemed a good educationalist by both academic colleagues and students. It is considered a useful qualification if the applicant has extensive experience with teaching, particularly if a significant part of the teaching has been conducted within the last six years.

Section 9 Knowledge, training and documented expertise in administration and/or leadership shall be of significance when assessing administrative and leadership expertise. Furthermore, documented abilities to lead research groups and experience with leading academic networks and associations shall also be taken into consideration. Experience in the management of sections/departments/universities or equivalent and/or

assignments as a member of boards or working parties or within other areas relevant to the university's function shall also be considered to be of significance. Experience with and a documented ability for active work and assignments in other areas relevant to the university's function, such as issues of working environments, ethics, equality, environment, diversity or accessibility, for example through projects and investigations, shall be considered to be of significance.

Section 10 When assessing collaborative expertise, experience with and expertise in education and outreach, editorships and other activities related to knowledge exchange between the university and the surrounding community, as well as experience with innovation and entrepreneurship, shall be of significance.

Assessment criteria for employing associate senior lecturers and postdoctoral research fellows

Section 11 Being an active researcher demonstrating scholarly independence and with good quality scholarly publications are qualities that shall be considered of significance when assessing an applicant's research expertise. Consideration should also be given to whether the applicant is an accountable authority or co-applicant for external competitive grants obtained nationally or internationally. Further useful qualifications are experience with academic commissions of trust, such as providing expert advice or serving as a faculty examiner, or experience with scholarly commissions with other authorities and companies, such as being a member in scientific councils.

Section 12 Documented expertise in different types of instruction on first and second-cycle levels shall be of significance. It shall also be considered significant if the applicant has been deemed a good educationalist by both academic colleagues and students. It is considered a useful qualification if the applicant has extensive experience with teaching.

Section 13 Knowledge, training and documented expertise in administration and/or leadership shall be of significance when assessing administrative and leadership expertise. Experience in the management of sections/departments/universities or equivalent and/or assignments as a member of boards or working parties or within other areas relevant to the university's function shall also be considered to be of significance. Experience with and a documented ability for active work and

assignments in other areas relevant to the university's function, such as issues of working environments, ethics, equality, environment, diversity or accessibility, for example through projects and investigations, shall be considered to be of significance.

Section 14 When assessing collaborative expertise, experience with and expertise in education and outreach, editorships and other activities related to knowledge exchange between the university and the surrounding community, as well as experience with innovation and entrepreneurship, shall be of significance.

Assessment criteria for employing lecturers

Section 15 Documented expertise in different types of instruction on first, second and third-cycle level shall be of significance when assessing educational expertise. It shall also be considered significant if the applicant has been deemed a good educationalist by both academic colleagues and students. It is considered a useful qualification if the applicant has extensive experience with teaching, particularly if a significant part of the teaching has been conducted within the last six years.

Section 16 Knowledge, training and documented expertise in administration and/or leadership shall be of significance when assessing administrative and leadership expertise. Furthermore, documented abilities to lead research groups and experience with leading academic networks and associations shall also be taken into consideration. Experience in the management of sections/departments/universities or equivalent and/or assignments as a member of boards or working parties or within other areas relevant to the university's function shall also be considered to be of significance. Experience with and a documented ability for active work and assignments in other areas relevant to the university's function, such as issues of working environments, ethics, equality, environment, diversity or accessibility, for example through projects and investigations, shall be considered to be of significance.

Section 17 When assessing collaborative expertise, experience with and expertise in education and outreach, editorships and other activities related to knowledge exchange between the university and the surrounding community, as well as experience with innovation and entrepreneurship, shall be of significance.

Promotion

Section 18 Lecturers and senior lecturers with indefinite-term appointments at the Disciplinary Domain of Medicine and Pharmacy may apply for promotions in November of each year. All applications for promotion are processed together.

Section 19 An associate senior lecturer at the Disciplinary Domain of Medicine and Pharmacy can apply for promotion at the latest six months before the end of his or her appointment.

Section 20 When assessing promotion applications, the recruitment group at the respective faculty shall use the assessment methods deemed suitable in each specific case. For example, educational testing procedures, such as trial lectures, may be applicable.

Section 21 Guidelines for teaching hour experience are provided in the criteria for educational expertise in Sections 27, 29 and 32. Teaching hours here means active, scheduled time spent teaching students, such as whole-group teaching, seminars, smaller-group teaching, instructional rounds and individual supervision. An instructional round is a teaching element separate from healthcare requirements where clinical problems are demonstrated and discussed. Preparation for teaching and examinations in the form of marking exams are not included.

Criteria for promotion

Section 22 The Disciplinary Domain of Medicine and Pharmacy has established criteria for promotions from lecturer to senior lecturer, from associate senior lecturer to senior lecturer and from senior lecturer to professor. The criteria represent requirements of expertise and experience which the applicant must meet. If they are not met, no promotion can take place.

Section 23 When promoting from lecturer to senior lecturer, from associate senior lecturer to senior lecturer and from senior lecturer to professor, research and educational expertise is required. Sections 26-27, 28-29 and 31-32 establish which criteria apply. The applicant must meet all criteria to attain the expertise required for a promotion.

Section 24 When promoting from associate senior lecturer to senior lecturer, leadership expertise is required. Section 30 establishes which types of experience and expertise are considered useful qualifications. In order to attain sufficient

expertise for a promotion, the applicant shall demonstrate basic merits.

Section 25 When promoting from senior lecturer to professor, leadership and collaborative expertise is required. Sections 33-34 establish which types of experience and expertise are considered useful qualifications. In order to attain sufficient expertise for a promotion, the applicant shall demonstrate extensive merits.

Promotion from lecturer to senior lecturer

Section 26 The applicant shall be an active researcher who demonstrates scholarly independence with good quality scholarly publications and merits equivalent of those required for readerships at the Disciplinary Domain of Medicine and Pharmacy at Uppsala University. In addition, the applicant shall be an accountable authority or co-applicant for external research grants.

Section 27 The applicant shall be a good educationalist and have experience with and documented expertise in different types of instruction at first and second-cycle level at a university. The applicant is usually required to have completed at least 200 teaching hours. The applicant shall have experience with planning courses/course elements of high quality, both at first and second-cycle level. The applicant shall have participated in educational development. A significant part of the pedagogical work shall have been carried out within the last six years.

Promotion from associate senior lecturer to senior lecturer

Section 28 The applicant shall be an active researcher who demonstrates scholarly independence. The applicant shall show a documented high activity during the entire appointment period as an associate senior lecturer, including scholarly publications of high quality, the establishment of a personal research programme and funding all or parts of that programme by being the main applicant for external research grants. The applicant shall be the supervisor or co-supervisor for at least one doctoral student.

Section 29 The applicant shall be a good educationalist and have experience with and documented expertise in different types of instruction at first and second-cycle level at a university. The applicant is usually required to have completed

at least 200 teaching hours, of which at least 100 teaching hours shall be completed during the appointment as an associate senior lecturer. The applicant shall have experience with planning courses/course elements of high quality, both at first and second-cycle level. The applicant shall have participated in educational development. A significant part of the pedagogical work shall have been carried out within the last four years, and the applicant is required to show that he or she has continually taken part in teaching and educational work during the appointment as an associate senior lecturer. The applicant shall show the ability to teach, which includes the ability to examine, in both Swedish and English. The applicant shall 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.

Section 30 Experience in the management of sections/departments/universities or equivalent and/or having been assigned as member of boards, committees, working parties or having received assignments within other areas relevant to the university's function, are considered useful qualifications. Experience with active work or assignments within issues of working environments, ethics, equality, environment, diversity or accessibility etc., for example by carrying out projects and investigations, shall also be taken into consideration. In order to attain sufficient expertise for a promotion, the applicant shall demonstrate basic merits.

Promotion from senior lecturer to professor

Section 31 The applicant shall be an active and independent researcher with an extensive scholarly production. The applicant's scholarly production is of good or higher quality. The applicant shall have experience with leading a long-term research programme. The applicant is, or has recently been, a main applicant for external grants, that are granted in national or international competition. The applicant shall have been the supervisor of two doctoral students who have been awarded PhDs, and shall be the supervisor or co-supervisor for at least one doctoral student. The applicant shall have experience with academic commissions of trust, such as providing expert advice or serving as a faculty examiner, or other significant experiences with scholarly commissions with other authorities and companies, such as being a member in scientific councils.

Section 32 The applicant shall be a good educationalist and have experience with and documented expertise in different

types of instruction at first, second and third-cycle level at a university. The applicant is usually required to have completed at least 240 teaching hours. The applicant shall have experience with planning courses/course elements of high quality, both at first, second and third-cycle level. The applicant shall have experience with individual supervision, in addition to doctoral student supervision, and shall have participated in educational development. A significant part of the pedagogical work shall have been carried out within the last six years.

Section 33 Experience with leading scientific networks and associations is considered a useful qualification. Further useful qualifications are knowledge, training and documented expertise in academic leadership and/or experience in the management of sections/departments/universities or equivalent and/or having been assigned as member of boards, committees, working parties or having received assignments within other areas relevant to the university's function. Experience with active work or assignments within issues of working environments, ethics, equality, environment, diversity or accessibility etc., for example by carrying out projects and investigations, shall also be taken into consideration. In order to attain sufficient expertise for a promotion, the applicant shall demonstrate extensive merits.

Section 34 Experience with innovation and entrepreneurship is considered a useful qualification. Experience with education and outreach, editorships or other collaborative activities with the surrounding community is also a useful qualification.

The recruitment process

Selection methods

Section 35 When recruiting teachers, the selection methods deemed most suitable for the position in question shall be applied. In addition to referee assessments and interviews, methods may include trial lectures, reference assessments etc. Decisions regarding which selection methods shall be used for specific recruitments are made by the recruitment group in question.

Referees

Section 36 In appointing a postdoctoral research fellow, at least two referees from another higher education institution or the

equivalent should be engaged to assess the expertise of applicants.

Section 37 Proposals for individuals to serve as referees for each specific recruitment is to be submitted by the relevant Head of Department, or the relevant equivalent. The decision to appoint referees is made by the Working Committee of the Board of the Disciplinary Domain, after the relevant recruitment group has been given the opportunity to comment on the proposals.

Section 38 The proposal regarding referees is to be framed in such a manner, and contain all the information needed, that the Working Committee of the Board of the Disciplinary Domain can reach an informed and factual decision.

Section 39 The referee shall fill in and submit the checklist for the position in question. The checklist shall be filled in for all applicants.

Section 40 The referee shall, for each applicant, submit a written assessment, in which each and every checked box in the checklists is motivated. The referee's assessment is also to include a short presentation of the applicant and his or her work.

Section 41 A referee that is reviewing an application for promotion shall only submit a statement on whether the applicant is qualified for promotion or not, if specifically asked to do so by the recruitment group in question.

Time-limited employment

Section 42 Temporary employment as senior lecturer or junior lecturer in accordance with the Employment Protection Act, temporary employments or temporary substitute employments, are set up in accordance with the regulations established by the respective department board.

Section 43 Employments for an indefinite period as senior lecturer shall usually be advertised at the latest a year before the time-limited employment is transformed into indefinite employment.

Section 44 If recruitment in accordance with Section 43 has not been initiated, the case shall be handed over to the Board of the Disciplinary Domain for referee examination no later than five

months before an employment as referred to in Section 42 is transformed into indefinite employment.

Adjunct teachers

Section 45 The recruitment of adjunct teachers shall always be justifiable based on a requirement for the activities at the medical and pharmaceutical faculties respectively. The same requirements for eligibility exist for adjunct teachers as for other teachers within the same appointment category, with the exception of the requirement to have completed teacher training for higher education.

Section 46 In cases when the applicant for employment as adjunct teacher is primarily employed and active outside the university, research expertise may be demonstrated in a different manner than what is required when teachers who are mainly active at the university are recruited. Examples of this are industrial research which has not resulted in customary publications, patents with scholarly news value, and construction of and participation in international scientific networks. In order to be eligible for employment, the merits shall meet the requirements for research expertise of the position in question when a qualitative comprehensive assessment is conducted.

Section 47 In cases when the applicant for employment as adjunct teacher is primarily employed and active outside of the university, educational expertise may be demonstrated in a different manner than what is required when teachers who are mainly active at the university are recruited. Examples of this are development of and responsibility for internal training within companies or organisations, or production of internal teaching aids. In order to be eligible for employment, the merits shall meet the requirements for educational expertise of the position in question when a qualitative comprehensive assessment is conducted.

Senior appointments

Section 48 The extent (in percentage of a full-time equivalent) of a senior appointment shall be based on the needs of departments and faculties of the Disciplinary Domain, as well as on the ability to finance the appointment. A motivation regarding the extent of the appointment shall be made in every single case.

Section 49 When a senior professor or other senior appointee is appointed with the explicit purpose to do research, including being the head of a research group, the extent of the appointment shall normally be 20 % of a full-time equivalent. Such an appointment as senior professor shall normally be wholly funded by external research grants. The provider of the external grant shall, before the appointment agreement is signed, approve in writing that grant funds are used to finance the appointment in question.

Section 50 When a senior professor or other senior appointee is appointed for other purposes than doing research, or with the purpose to do research in combination with other duties, the extent of the appointment can exceed 20 % of a full-time equivalent. The part of the appointment that includes other duties than research can be financed by state grants.

Section 51 When a senior professor is appointed, and there is a need to use him or her as an examiner, part of the appointment should be as a senior lecturer.