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UNIVERSITET

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Supplementary Guidelines to the University's Appointment Regulations

Faculty of Theology

Adopted by the Board of the Faculty of Theology
on 8 October 2021, revised on 2 June 2026

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1. Introduction

In the *Appointment Regulations for Uppsala University* (UFV 2019/1673), Section 2 prescribes that:

“Disciplinary domain/faculty boards are to issue guidelines and assessment criteria for recruiting and promoting teachers to complement these Appointment Regulations.”

The Board of the Faculty of Theology decided to adopt these supplementary guidelines at a meeting on 8 October 2021.

The guidelines are based on Sweden's *Higher Education Ordinance* and the *Appointment Regulations for Uppsala University*. Relevant parts of these documents are quoted below. Matters regulated at a higher level are not repeated at a lower one. For every type of employment, rules at three different levels must thus be taken into consideration.

The Faculty Board wishes to issue a particular reminder of the following provision in Section 3 of the *Appointment Regulations*:

“The pertinent domain/faculty board and the recruiting head of department/equivalent are responsible for monitoring impartiality in appointment matters, ensuring that only objective criteria are used in assessments, that professional expertise receives primary consideration unless there are special reasons for doing otherwise, and that the recruitment process is transparent and free from discrimination.”

2. Review of appointment and promotion cases

Appointment Regulations for Uppsala University

Section 79 “Disciplinary domain/faculty boards are responsible for processing recruitment and promotion matters, including fixed-term teaching appointments, and are to adopt complementary instructions and procedures for this process.”

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 81 “The head of the department to which the vacant position belongs in organisational terms is to have the right to attend and speak at meetings processing the recruitment and promotion of teachers. However, the head of department must not participate in the part of this processing that is devoted to final deliberations on a proposal for a decision on the candidate to be appointed. At the proposal of the head of department or the vice-rector/dean, another representative from the department can substitute for the head of department.”

Section 82 “One or more recruitment committees or equivalent bodies can be appointed to deal with appointment and/or promotion matters.”

Section 83 “If a recruitment committee or equivalent body has been set up, it should consist of a chair, deputy chair and at least a further four members, including two student representatives. With the exception of the student representatives, the members must be academically qualified individuals. Women and men are to be represented equally, unless there are extraordinary reasons to the contrary. The members are to be appointed so as to represent the recruitment committee's area of responsibility in research and education terms, and in general as broadly as possible. The student representatives are appointed by the relevant student union.”

Section 84 “An application that arrives after the deadline for applications may be considered if this can be done without inconvenience and is in the best interest of the University.”

The Faculty's supplementary guidelines

The recruitment committee prepares, and submits to the Faculty Board, proposals regarding the following matters:

1. appointment as professor (decision taken by Vice-Chancellor)
2. appointment as senior lecturer and associate senior lecturer (decision taken by Head of Department/equivalent)
3. promotion from senior lecturer to professor (decision taken by Vice-Chancellor)
4. promotion from lecturer and associate senior lecturer to senior lecturer (decision taken by Head of Department/equivalent)
5. eligibility assessment of senior lecturers in reassignment or equivalent cases (decision taken by Human Resources in consultation with the Faculty and after negotiation with the organisation concerned)
6. settlement of cases in accordance with the Faculty Board's delegation decisions.

In preparing cases, the Recruitment Committee must monitor the recruitment process to ensure that it promotes a work environment characterised by gender equality and equality of opportunities.

3. Eligibility and assessment criteria

3.1 General

Appointment Regulations for Uppsala University

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

Section 18 “Each disciplinary domain/faculty board is responsible for deciding on criteria for expertise that apply in that specific disciplinary domain or faculty. These complement and further specify the definitions of expertise found in sections 19–30. The criteria are to be designed so as to

contribute to the objective that Uppsala University will retain its position as one of the foremost universities for research and education in the world.”

3.1.1 Research expertise

Appointment Regulations for Uppsala University

Section 19 “Research expertise constitutes an assessment criterion in the appointment of professors, senior lecturers and associate senior lecturers.”

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.”

3.1.2 Teaching expertise

Appointment Regulations for Uppsala University

Section 21 “Teaching expertise constitutes an assessment criterion in the appointment of professors, senior lecturers, associate senior lecturers and lecturers.”

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.”

3.1.3 Administrative expertise

Appointment Regulations for Uppsala University

Section 27 “Administrative expertise constitutes an assessment criterion in appointments that involve or may come to involve administrative work.”

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.”

3.1.4 Management expertise

Appointment Regulations for Uppsala University

Section 29 “Management expertise constitutes an assessment criterion in appointments that involve or may come to involve management, i.e. responsibility for directing operations and/or staff.”

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.”

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

Appointment Regulations for Uppsala University

See Sections 4–30 above.

The Faculty's supplementary guidelines

Of the assessment criteria specified in the *Appointment Regulations* for appointment as professor, expert skills in research, teaching, administration and management are normally relevant at the Faculty of Theology. Section 4.1 of the *Appointment Regulations* makes it clear that expert skills in research and teaching are essential assessment criteria for professorships, while administrative and management skills are specified as assessment criteria in matters where the appointment involves or may come to involve administrative work or operational management respectively. Since, as a rule, a professor may be considered part of regular administration and research management, all four assessment criteria must be taken into account.

3.2.1 Research expertise

Appointment Regulations for Uppsala University

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.”

The Faculty's supplementary guidelines

The applicant's research expertise must surpass, by a wide margin and in terms of both quality and quantity, the required skill for docent (associate professor) status (according to Faculty of Theology guidelines). This must be documented in independent academic publications, when at least one substantial, peer-reviewed work has been published since the applicant's public thesis defence in an internationally viable language (preferably English). Applicants' research must not only exemplify exploration of central fields in the research subject, but also demonstrate further subject broadening in relation to the applicant's doctoral thesis and work as an associate professor. Another basic requirement is the applicant's ability to document at least one successful outcome, in competition for external funding from a research council, foundation or the like, with respect to project research or

employment as a postdoctoral fellow (or equivalent) for at least two years' continuous research corresponding to at least 50 per cent employment. The applicant's ability to collaborate with the wider community through research must, where appropriate, be supported with written documentation.

In addition to work already published (or accepted for publication), assessment of an applicant's research expertise may be based on special documents (attached), such as previous expert opinions on professor appointments and statements of opinion from research councils and other organisations.

3.2.2 Teaching expertise

Appointment Regulations for Uppsala University

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 also include third-cycle (doctoral student) supervision."

The Faculty's supplementary guidelines

A professor's teaching expertise covers teaching in the first, second and third cycles. Teaching qualifications must be well documented and presented in detail. From first- and second-cycle teaching, the applicant must have documented experience of all the components normally included in a senior lecturer's teaching: lectures, seminar management, various forms of examination, paper and dissertation supervision at various levels, and responsibility for courses and course development. From third-cycle teaching, the applicant must have documented experience of research-level courses, including examination, and also dealing with admissions.

The applicant should normally have acted as principal supervisor for at least one doctoral candidate up to completion of the degree. Altogether (including the candidate supervised through to completion), the applicant must have been involved in at least three supervisory relationships (as principal supervisor, second supervisor or external supervisor) in the third cycle. Exemptions from the requirements regarding third-cycle supervision may be given if there are special reasons. This might involve, for example, long-term factors in the subject that have ruled out third-cycle supervision. The applicant's ability to collaborate with the wider community through teaching must, where appropriate, be documented with certificates and testimonials from the employer as well as the collaboration partner.

3.2.3 Administrative expertise

The Faculty's supplementary guidelines

Administrative expertise involves the capacity to organise, plan and prioritise work effectively, in a manner appropriate for the purpose, and to define and adhere to time frames. Administrative expertise includes overall operational planning; an ability to manage resources in a way that reflects work priorities; and a capacity for structured work based on awareness of goals and quality. Administrative qualifications must be documented in the form of testimonials and/or certificates

regarding administrative inputs, such as operational planning and resource management, and also active participation in working groups, boards and committees.

3.2.4 Management expertise

The Faculty's supplementary guidelines

Management expertise involves the capacity to successfully lead activities and staff, make decisions, take responsibility, motivate others and provide them with the conditions required for efficient attainment of joint goals. Ability to coordinate the group, to help generate commitment, participation and job satisfaction, and to manage conflicts are further examples of demonstrated expertise. Qualifications in this area must be documented in the form of testimonials and/or certificates regarding management assignments. Testimonials must include appraisal.

3.2.5 Referees

The Faculty's supplementary guidelines

An application for an appointment as professor is assessed by three referees from other higher education institutions or equivalent, of which one is outside Sweden, and normally one in a non-Nordic country.

Referees must not use generative AI tools in their assessment of applications. Application documents and personal data must not be uploaded into a generative AI tool.

3.3 Promotion to professor

Appointment Regulations for Uppsala University

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."

Section 47 "Disciplinary domain/faculty boards are to issue supplementary criteria for promotion that apply specifically in their domain/faculty and complement the qualification requirements for each category of teachers. The criteria must be designed to achieve the objective of being one of the foremost universities for research and education in the world."

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 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 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.”

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 necessary.”

Section 89 “Guidelines on engaging and instructing referees are to be issued by the disciplinary domain/faculty board for the purpose of rationalising the work of referees and assuring its quality.”

3.3.1 Research expertise

The Faculty's supplementary guidelines

The applicant's research expertise must surpass, by a wide margin and in terms of both quality and quantity, the required skill for docent (associate professor) status (according to Faculty of Theology guidelines). This must be documented in independent academic publications, when at least one substantial, peer-reviewed work has been published since the applicant's public thesis defence in an internationally viable language (preferably English). Applicants' research must not only exemplify exploration of central fields in the research subject, but also demonstrate further subject broadening in relation to the applicant's doctoral thesis and work as an associate professor. Another basic requirement is the applicant's ability to document at least one successful outcome, in competition for external funding from a research council, foundation or the like, with respect to project research or a postdoctoral position (or equivalent) for at least two years' continuous research corresponding to at least 50 per cent employment. The applicant's ability to collaborate with the wider community through research must, where appropriate, be supported with written documentation.

In addition to work already published (or accepted for publication), assessment of an applicant's research expertise may be based on special documents (attached), such as previous expert opinions on professor appointments and statements of opinion from research councils and other organisations.

Regarding assessment of research expertise, clear progression is a key assessment criterion.

3.3.2 Teaching expertise

The Faculty's supplementary guidelines

A professor's teaching expertise covers teaching in the first, second and third cycles. Teaching qualifications must be well documented and presented in detail. From first- and second-cycle teaching, the applicant must have documented experience of all the components normally included in a senior lecturer's teaching: lectures, seminar management, various forms of examination, paper and dissertation supervision at various levels, and responsibility for courses and course development. From third-cycle teaching, the applicant must have documented experience of research-level courses, including examination, and also dealing with admissions. The applicant should normally

have acted as principal supervisor for at least one doctoral candidate up to completion of the degree. Altogether (including the candidate supervised through to completion), the applicant must have been involved in at least three supervisory relationships (as principal supervisor, second supervisor or external supervisor) in the third cycle. Exemptions from the requirements regarding third-cycle supervision may be given if there are special reasons. This might involve, for example, long-term factors in the subject that have ruled out third-cycle supervision. The applicant's ability to collaborate with the wider community through teaching must, where appropriate, be documented with certificates and testimonials from the employer as well as the collaboration partner.

3.3.3 Administrative expertise

The Faculty's supplementary guidelines

Administrative expertise involves the capacity to organise, plan and prioritise work effectively, in a manner appropriate for the purpose, and to define and adhere to time frames. Administrative expertise includes overall operational planning; an ability to manage resources in a way that reflects work priorities; and a capacity for structured work based on awareness of goals and quality. Administrative qualifications must be documented in the form of testimonials and/or certificates regarding administrative inputs, such as operational planning and resource management, and also active participation in working groups, boards and committees.

3.3.4 Management expertise

The Faculty's supplementary guidelines

Management expertise relates to the capacity to perform good work in terms of leading operations and staff, make decisions, take responsibility, motivate others and provide them with what is needed for efficient attainment of common goals. Ability to coordinate the group, to help generate commitment, participation and job satisfaction, and to manage conflicts are further examples of demonstrated expertise. Qualifications in this area must be documented in the form of testimonials and/or certificates regarding management assignments. Testimonials must include appraisal.

3.3.5 Referees

The Faculty's supplementary guidelines

An application for promotion to professor is assessed by three referees from other higher education institutions or equivalent, of which one is outside Sweden, and normally one in a non-Nordic country.

Referees must not use generative AI tools in their assessment of applications. Application documents and personal data must not be uploaded into a generative AI tool.

3.4 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).

Appointment Regulations for Uppsala University

See Sections 4–30 under 3.1 above.

The Faculty's supplementary guidelines

For an appointment as senior lecturer, the assessment must be based on the wording of the advertisement, on the sections "Teaching positions" and "Qualifications and assessment criteria" in the *Appointment Regulations for Uppsala University*, and on the following section. In the assessment of both research expertise and teaching expertise, particular emphasis must be laid on the kind of work that is relevant to the position.

3.4.1 Research expertise

Appointment Regulations for Uppsala University

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."

The Faculty's supplementary guidelines

The applicant's research contributions must be described and assessed in terms of results, theory and methodology, and not evaluated solely according to the scope of published research works.

In their assessment of research expertise, the referees must appraise the quality, in terms of content, of the publications cited. Their scrutiny is performed in both qualitative and a quantitative terms, including both the scope and the quality of the research work. In their statements, the referees must comment particularly on the applicant's research output, above all in relation to the focus of the appointment. The applicant's ability to collaborate with the wider community through research must, where appropriate, be supported with written documentation.

3.4.2 Teaching expertise

Appointment Regulations for Uppsala University

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.”

The Faculty's supplementary guidelines

For senior lecturers, teaching expertise mainly concerns teaching in the first and second cycles. Educational and teaching qualifications must be well documented, presented in detail and supported with certificates and testimonials. From first- and second-cycle teaching, the applicant must have documented experience of all the components normally included in a senior lecturer's teaching: lectures, seminar management, various forms of examination, paper and dissertation supervision at various levels, and responsibility for courses and course development. Further qualifying achievements are authorship of study materials, if any, and funding for educational purposes obtained in competition. If the applicant has experience of teaching at third-cycle level, this too must be well documented, presented in detail and supported with certificates. The documentation that the applicant attaches to the application must be of such a kind that referees can assess both quality and quantity. The applicant's ability to collaborate with the wider community through teaching must, where appropriate, be documented with certificates and testimonials from the employer as well as the collaboration partner.

Educational and teaching qualifications must be documented through certificates and testimonials that include appraisal, and through an educational qualification portfolio.

3.4.3 Other expertise

The Faculty's supplementary guidelines

The applicant's administrative and management skills must be well documented, presented in detail and supported with certificates and testimonials.

3.4.4 Referees

The Faculty's supplementary guidelines

Applications for senior lecturer appointments are reviewed by two referees from other higher education institutions or equivalent.

Referees must not use generative AI tools in their assessment of applications. Application documents and personal data must not be uploaded into a generative AI tool.

3.5 Promotion from associate senior lecturer to senior lecturer

Appointment Regulations for Uppsala University

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.”

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.”

The Faculty’s supplementary guidelines¹

For promotion to senior lecturer, the same eligibility criteria apply as to appointment as senior lecturer. In addition, applicants must have performed their duties as associate senior lecturer in a satisfactory manner.

If an associate senior lecturer intends to apply for promotion to senior lecturer, an indicative review of the person’s qualifications is carried out midway through the period of the associate senior lectureship. In the actual review of qualifications, an external reviewer is appointed and asked to submit a statement of opinion and a preliminary assessment of the applicant’s qualifications in research, education and teaching, and other relevant qualifications, and to make recommendations ahead of the applicant’s remaining time in the position. This reviewer may come to be engaged for the final assessment of the application for promotion to senior lecturer, where this has been applied for.

When an associate senior lecturer applies for promotion to senior lecture, the usual review is carried out by two external referees, and the recruitment committee prepares the matter for the Faculty Board.

Referees must not use generative AI tools in their assessment of applications. Application documents and personal data must not be uploaded into a generative AI tool.

3.6 Appointment as associate senior lecturer

Higher Education Ordinance (Chapter 4, Section 4a)

“Qualification requirements for employment as an associate senior lecturer are fulfilled by someone who has been awarded a doctorate or has the corresponding research competence. Primary consideration should be given to someone who has been awarded a doctorate or achieved

¹ From guidelines adopted by the Faculty Board on 5 September 2016.

the equivalent competence within five years or within seven years of the deadline for application for employment as an associate senior lecturer.”

The Faculty's supplementary guidelines²

For an appointment as associate senior lecturer at the Faculty of Theology, priority shall be given to those who have completed a doctoral degree no more than five years before the application deadline for the position of associate senior lecturer. The assessment of the applicant must be based on the wording of the advertisement, on the sections “Teaching positions” and “Qualifications and assessment criteria” in the *Appointment Regulations for Uppsala University*, and on the following section. In the assessment of both research expertise and teaching expertise, particular emphasis must be laid on the kind of work that is relevant to the position.

When Associate senior lecturer positions or (part of) funding for such positions are advertised in competition with nominations from other faculties or disciplinary domains, and where assessment is not carried out by the Faculty of Theology, the faculty will allow nominations of candidates with the higher time limit, i.e. seven years after achieving their doctoral degree.

The advertisement for an associate senior lectureship specifies the appointment profile and requests that applicants attach to their applications a reflective programme statement covering their future research, as well as acquisition of educational, teaching and other skills and experience.

In connection with the appointment, the additional skills and experience needed by the associate senior lecturer are evaluated, and steps are taken to ensure that the senior lecturer will be offered, besides research time amounting to at least 30% of the employment, opportunities for gaining skills and experience in teaching and administration.

In addition, when the Department appoints an associate senior lecturer, the Head of Department appoints a mentor proposed by the Faculty Board, who is normally the subject representative in the subject most relevant to the appointment, to assist the newly appointed senior lecturer with advice and guidance. The associate senior lecturer is thus entitled to some support and guidance during the period of skills acquisition. The mentor is also responsible for assisting the Faculty Board in planning and implementation of a review, if any, in connection with the promotion. Mentorship is offered in matters concerning research as well as education and teaching. Where necessary, further skilled assistance (such as educational and teaching mentors at the faculty concerned) may be involved.

3.6.1 Research expertise

Appointment Regulations for Uppsala University

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.”

The Faculty's supplementary guidelines

With reference to the career-developing nature of the position, the applicant's research contributions must be described and assessed in terms of results, theory and methodology, mainly with respect to quality, and not evaluated solely according to the scope of published research works. In assessing

² From guidelines adopted by the Faculty Board on 5 September 2016.

research expertise, the referees must carry out a quality appraisal of the content of the publications cited. An applicant's quantitative head start that may be explained by the applicant having had a relatively long career must not, accordingly, determine the outcome.

The referees' statements must include special comments on the applicant's research contributions, above all in relation to the focus of the appointment and the scholarly reflections in its programme statement. The documentation that the applicant attaches to the application must be of such a kind that referees can assess both quality and quantity.

3.6.2 Teaching expertise

Appointment Regulations for Uppsala University

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."

The Faculty's supplementary guidelines

For promotion of an associate senior lecturer to senior lecturer, teaching expertise mainly concerns teaching in the first and second cycles. Educational and teaching qualifications must be well documented, presented in detail and supported with certificates and testimonials. From first- and second-cycle teaching, the applicant must have documented experience of all the components normally included in a senior lecturer's teaching: lectures, seminar management, various forms of examination, paper and dissertation supervision at various levels, and responsibility for courses and course development. Further qualifying achievements are authorship of study materials, if any, and funding for educational purposes obtained in competition. If the applicant has experience of teaching at third-cycle level, this too must be well documented, presented in detail and supported with certificates. The documentation that the applicant attaches to the application must be of such a kind that referees can assess both quality and quantity. The applicant's ability to collaborate with the wider community through teaching must, where appropriate, be documented with certificates and testimonials from the employer as well as the collaboration partner.

Educational and teaching qualifications must be documented through certificates and testimonials that include appraisal, and through an educational qualification portfolio in which the applicant's basic view of education is described.

3.6.3 Other expertise

The Faculty's supplementary guidelines

The applicant's administrative and management skills must be well documented, presented in detail and supported with certificates and testimonials.

3.7 Adjunct teacher

Appointment Regulations for Uppsala University

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.”

The Faculty’s supplementary guidelines

For an adjunct teacher, the eligibility criteria are the same as for a corresponding non-adjunct appointment.

3.8 Nominating an individual to a professorship

See Appointment Regulations for Uppsala University, UFV 2019/1673, Sections 101–106.