

# **Instructions for the Appointment Procedure for teachers at Karolinska Institutet**

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## Instructions for the Appointment Procedure for Teachers at Karolinska Institutet

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# 1. Introduction

These instructions regulating provisions and principles, such as the appointment process, eligibility requirements and assessment criteria, complement the Appointment Procedure for Teachers at Karolinska Institutet (KI).

## 2. Basic provisions and guidelines

### 2.1 Eligibility requirements

The eligibility requirements for teachers aim to ensure that certain demands are placed on teachers' competence so that the duties ensuing from the appointment may be executed at a high standard. The eligibility requirements form the basis upon which applicants for a specific employment are compared and serve as the first instrument of selection in the appointment procedure.

The eligibility requirements that applies to teachers are set by the government and laid out in the Higher Education Act (SFS 1992:1434) and the Higher Education Ordinance (1993:100), and KI's Appointment Procedure for Teachers. The following instructions describe these requirements by listing the relevant skills and abilities to be met.

Any vacancy advertised by KI shall additionally include the eligibility requirements that are relevant to the tasks and duties the appointment comprises.

### 2.2 Assessment criteria

The Higher Education Ordinance states that each higher education institution may determine the assessment criteria to be applied. These criteria can fine-tune existing eligibility requirements as well as specify the relative weightings that are to be given to the different assessment criteria and how they are to be balanced. The assessment criteria to be taken into consideration for a specific appointment are determined by the employments detailed content. The assessment criteria are an additional selection instrument for appointments for which multiple applicants compete. When comparing the skills and abilities of qualifying applicants, the eligibility requirements and assessment criteria are both used to adjudicate amongst them.

KI makes an overall assessment when applying the assessment criteria. An overall assessment is also made for appointments for which there is only one qualifying

applicant. Exemptions may only be made from this principle when KI's assessment criteria are applied for promotion from assistant professor to senior lecturer, for which all assessment criteria for promotion must be met.

## **2.3 Skills categories for appointment**

The skills categories are provided in The Higher Education Ordinance, KI's Appointment Procedure for Teachers and the established appointment profile. The skills categories comprise qualification requirements and assessment criteria.

The following skills categories are assessed independently:

- Scientific skills.
- Pedagogical skills.
- Leadership and collaboration skills, if relevant.
- Clinical skills, if relevant.

## **2.4 Weighting of skills in advertisements**

The weighting of different skills is stated in advertisements and shall relate to the appointment's research field, content, duties and the competence that is otherwise available in leadership, collaboration, clinical service and the like. The weightings are necessary for determining who is to be recommended for an appointment when there is more than one qualifying applicant.

Scientific and pedagogical skills for appointment to the position of professor or senior lecturer with focus on research are to be weighed between 1 and 3 and as follows:

- Scientific skills are given a weighting of 3.
- Pedagogical skills are given a weighting between 1 and 3.

Scientific and pedagogical skills for appointment to professor or senior lecturer with focus on education and research are to be weighed between 1 and 3 and as follows:

- Pedagogical skills are given a weighting of 3.
- Scientific skills are given a weighting between 2 and 3.

## **2.5 Converting a research field**

A research field is stated for appointments to professor, senior lecturer, assistant senior lecturer, assistant professor and lecturer. The research field may be clarified with a more detailed description of the field.

In some cases, there is reason to change an appointment's research field. Such a request shall be made at the initiative of the applicant.

Professional Services' HR Office shall be informed whenever the research field of an appointment is converted.

### **2.5.1 Professor and senior lecturer**

A request to convert the research field for professor and senior lecturer shall be assessed by the Recruitment Committee, taking into consideration the applicants' qualifications in the new proposed research field. The proposal shall then be assessed by at least two experts within the proposed field.

### **2.5.2 Assistant senior lecturer, assistant professor and lecturer**

A request to convert the research field for assistant senior lecturer, assistant professor and lecturer shall be assessed by the Head of Department, taking into consideration the applicants' qualifications in the newly proposed research field. The proposal for assistant senior lecturer and assistant professor shall be assessed by at least two experts within the proposed field.

## **2.6 Exemptions to the obligation to advertise vacancies**

Vacancies are to be advertised in an appropriate manner and in accordance with the provisions of Section 6 of the Employment Ordinance (SFS 1994:373). Should there be special reason not to follow this process, the Ordinance waives the obligation to advertise.

The following appointments may be filled without advertising vacancies:

Nominations to a professorship, adjunct professorship, visiting professorship and adjunct senior lectureship, and promotion from assistant professor to senior lecturer and adjunct lecturer.

KI has set out additional exemptions from the obligation to advertise vacancies:

- The re-regulation of an existing professorship or senior lectureship to a combined appointment. Such re-regulation may not be effected in connection with appointment to the position of professor or senior lecturer.
- Fixed-term appointments financed externally applied for in open competition. External expert opinions shall be gathered, if necessary, unless manifestly not required for the assessment of skills with respect to the circumstances of the case.

## 2.7 Appointing up to two persons to an advertised vacancy

KI may only employ one person to an advertised vacancy as professor. KI shall as a rule employ one person also to an advertised vacancy as senior lecturer but may appoint up to two senior lecturers if such is indicated by the advertisement.

## 2.8 Applications and qualifications portfolio

Applications for all teaching positions should be prepared in accordance with KI's qualifications portfolio for teachers and researchers.

# 3. Appointment process

## 3.1 Expert assessment

The Appointment Procedure for Teachers requires that expert assessment be obtained on appointment to the position of professor, adjunct professor, visiting professor, senior lecturer, adjunct senior lecturer, assistant senior lecturer and assistant professor, and on promotion from assistant professor to senior lecturer. The experts are to assess applicants' qualifications in order to judge who is the most highly competent as regards the appointment in question.

The experts shall be particularly familiar with the appointment's research field, currently engaged in their own research, and scientifically and pedagogically qualified at a level corresponding at least to the eligibility requirements for the appointment in question. When expert assessments are to be obtained from two or more experts, women and men shall have equal representation other than in exceptional circumstances, such as in the event of difficulty recruiting experts of both sexes.

Expert assessment of applicants' skills shall be obtained unless it is manifestly unnecessary to do so. KI deems such cases to be the following:

- An applicant's skills have already been assessed and judged adequate for an appointment at the same level, with the same focus and in the same research field.<sup>1</sup> This only applies to adjunct appointments and visiting professorships.
- If there is only one applicant to an advertised vacancy and his/her skills have already been assessed and judged adequate for an appointment at the same level, with the same focus and in the same research field.<sup>1</sup>

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<sup>1</sup> A previous expert assessment of the applicant's skills must have been conducted on the basis of the same rules and regulations applying to the appointment in question.

- If some or all applicants for an appointment are judged to be unqualified.

The decision to obtain expert assessment on appointment to the position of professor, adjunct professor, visiting professor, senior lecturer and adjunct senior lecturer and on promotion from assistant professor to senior lecturer is taken by the Recruitment Committee. The corresponding decision for appointment to the position of assistant senior lecturer and assistant professor is taken by the Head of Department.

In the event that there are a large number of applicants for a particular appointment, the Recruitment Committee or department may decide on an extraordinary processing procedure, in which experts make a more in-depth assessment only of the most qualified applicants for the appointment.

### **3.1.1 Expert assessment on appointment to the position of professor and senior lecturer**

The number of experts to be selected for assessing applications are as follows:

- Three experts for appointments to professor.
- Two experts for appointments to adjunct professor and visiting professor, nominations to professorships, senior lectureships, adjunct senior lectureships and promotions from assistant professor to senior lecturer.

Experts are appointed and instructed by the Recruitment Committee based on a proposal from the Head of Department. To ensure that the assessment process is conducted factually and objectively, only external experts, i.e., non-KI employees nor affiliated to KI, are to be selected. Further, experts may not be active at the same university as each other and at least one should belong to a university abroad.

### **3.1.2 Expert assessment on appointment to the position of assistant senior lecturer and assistant professor**

On appointment to the position of assistant senior lecturer and assistant professor, it is the responsibility of the Head of Department to obtain the opinion of at least one external expert.



## 4. Eligibility requirements and assessment criteria

### 4.1 Professor

Appointment to the position of professor requires demonstrated scientific and pedagogical skills. The eligibility requirements and assessment criteria are determined by the focus of the appointment: research or education and research.

For an applicant to be considered qualified for appointment as professor with a focus on research, he/she must demonstrate excellent scientific skills and very good pedagogical skills. For an applicant to be considered qualified for appointment as professor with a focus on education and research, he/she must demonstrate excellent pedagogical skills and very good scientific skills.

The eligibility requirements comprise the requirements an applicant must meet in order to perform the tasks and duties that the appointment entails. On preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical skills. This does not mean, however, that they are to be ascribed equal significance, because it is the tasks and duties of the appointment itself that determine the value of the different skills.

For every appointment, the relative weighting and balancing of different assessment criteria shall be stated. KI makes an overall assessment of the assessment criteria.

When comparing the skills and abilities of qualifying applicants, the eligibility requirements and assessment criteria may both be used to adjudicate amongst them.

#### 4.1.1 Professor with a focus on research

##### 4.1.1.1 *Excellent scientific skills*

The eligibility requirements and assessment criteria for excellent scientific skills are as follows, with particular importance attached to the scientific activities of the past eight years.

##### *Eligibility requirements*

- PHD or equivalent scientific competence.<sup>2</sup>
- Important scientific studies to which the applicant's contributions have proved decisive and can be documented through first and last authorship.<sup>3</sup>
- Independent, ongoing research of excellent quality lasting several years.
- Last authorship of a large number of scientific papers.<sup>4</sup>
- Last authorship of scientific papers published in journals of a high international standard.<sup>5</sup>
- Authorship of a large number of scientific papers.<sup>6</sup>
- Experience of positions of scientific leadership.
- Several years' experience as research leader.<sup>7</sup> A clear research plan that can lead to significant scientific advances.
- Frequent receipt of peer-reviewed research grants obtained as principal applicant in open national or international competition.

#### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- National and international research prizes and awards.
- Scientific production cited widely relative to the citation rate of the research field.
- Authorship of peer-reviewed review papers or editorials in journals of a high international standard.
- Several years' experience as research group leader.<sup>8</sup>
- Experience of top-level positions in national or international research organisations, scientific advisory organisations and boards.
- Invited keynote speaker at international conferences.
- Assessor of other people's research, e.g., as PhD examiner, expert assessor or examination board member.

#### *Additional assessment criteria for combined and adjunct appointments*

- Participation in the development of international clinical or public health science guidelines.

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<sup>2</sup> When necessary, the Recruitment Committee will make an equivalence evaluation of scientific skills.

<sup>3</sup> Professors appointed with a focus on research at KI in 2020–2023 had on application a median volume of 30 original papers as first or last author (interquartile range 20 to 38).

<sup>4</sup> Professors appointed with a focus on research at KI in 2020–2023 had on application a median volume of 19 original papers as last author (interquartile range 13 to 25).

<sup>5</sup> The journals' impact factor and papers citation score are included in the assessment of quality.

<sup>6</sup> Professors appointed with a focus on research at KI in 2020–2023 had on application a median volume of 72 original papers (interquartile range 58 to 106).

<sup>7</sup> Research leader is defined as 'leader of a research group or team or equivalent, within a research group'.

<sup>8</sup> Research group leader is defined as 'leader of a research group with financial and personnel responsibilities'

- Participation in authoring regional or national clinical care programmes.
- Development of new evidence-based forms of therapy or therapeutic principles.

#### 4.1.1.2 *Very good pedagogical skills*

The eligibility requirements and assessment criteria for very good pedagogical skills are as follows.

##### *Eligibility requirements*

- 10 weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>9</sup>
- Completed supervision at different levels, two of which as main supervisor for PhD graduates.<sup>10</sup>
- Application of a variety of teaching methods of very high standard at first, second or third-cycle level, e.g., clinical skills training, lectures, team-based learning and laboratory work.<sup>11</sup>

##### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Experience of module or course coordination at first, second or third-cycle level.
- Participation in pedagogical development at first, second or third-cycle level.
- Experience of teaching at different national or international higher education institutions at first, second or third-cycle level.
- Main supervisor for doctoral students.<sup>12</sup>
- Main supervisor for postdoctoral researchers.
- Main supervisor for first or second-cycle degree projects.
- Responsibility for the planning and execution of examinations at first, second or third-cycle level.
- Participation in the evaluation of teaching or examination at first, second or third-cycle level.
- Application of pedagogical theories to teaching and supervision.

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<sup>9</sup> Exemption from this requirement is admissible if stated as so in the advertisement. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

<sup>10</sup> Levels include: First, second and third-cycle and postdoctoral studies. Qualifications in international education, except doctoral education, may be credited.

<sup>11</sup> The recommendation for teaching is at least 200 hours at two or more levels, of which 100 hours at first, second or third-cycle level.

<sup>12</sup> Professors appointed with a focus on research at KI in 2020-2023 had on application a median volume of four PhD graduates as main supervisor.

- Receipt of pedagogical awards in open competition or through a local merit system, e.g., an award for excellence in teaching.

#### 4.1.1.3 Assessment criteria for leadership and collaboration skills

- Experience of positions of leadership on boards, committees, networks and equivalent academic or clinical forums.
- Experience of leading academic positions, e.g., as manager.
- Experience of leading research groups, teams or units.
- Completed training in leadership or work environment.

### 4.1.2 Professor with a focus on education and research

#### 4.1.2.1 Very good scientific skills

The eligibility requirements and assessment criteria for very good scientific skills are as follows, with particular importance attached to the scientific activities of the past eight years.

#### *Eligibility requirements*

- PHD or equivalent scientific competence.<sup>13</sup>
- Important scientific studies to which the applicant's contributions have proved decisive and can be documented through first and last authorship.<sup>14</sup>
- Independent, ongoing research of excellent quality lasting several years.
- Last authorship of a large number of scientific papers.<sup>15</sup>
- Last authorship of scientific papers published in journals of a high international standard.<sup>16</sup>
- Authorship of a large number of scientific papers.<sup>17</sup>
- Experience of positions of scientific leadership.
- Research leader.<sup>18</sup>
- A clear research plan that can lead to significant scientific advances.
- Receipt of peer-reviewed research grants obtained as principal applicant in open national or international competition.

#### *Assessment criteria*

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<sup>13</sup> When necessary, the Recruitment Committee will make an equivalence evaluation of scientific skills.

<sup>14</sup> Professors appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of 31 original papers as first or last author (interquartile range 22 to 37).

<sup>15</sup> Professors appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of 20 original papers as last author (interquartile range 15 to 27).

<sup>16</sup> The journals' impact factor and papers citation score are included in the assessment of quality.

<sup>17</sup> Professors appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of 60 original papers (interquartile range 49 to 86).

<sup>18</sup> Research leader is defined as 'leader of a research group or team or equivalent, within a research group'.

- Differences in the qualifications acquired in terms of the above requirements.
- National and international research prizes and awards.
- Scientific production cited widely relative to the citation rate of the research field.
- Authorship of peer-reviewed review papers or editorials in journals of a high international standard.
- Experience of positions in national or international research organisations, scientific advisory organisations and boards.
- Invited keynote speaker at international conferences.
- Assessor of other people's research, e.g., as PhD examiner, expert assessor or examination board member.

#### *Additional assessment criteria for combined and adjunct appointments*

- Participation in the development of international clinical or public health science guidelines.
- Participation in authoring regional or national clinical care programmes.
- Development of new evidence-based forms of therapy or therapeutic principles.

#### *4.1.2.2 Excellent pedagogical skills*

The eligibility requirements and assessment criteria for excellent pedagogical skills are as follows.

##### *Eligibility requirements*

- 10 weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>19</sup>
- Experience of module or course coordination at two or more of first, second or third-cycle levels.
- Responsibility for pedagogical development and evaluation at first, second or third-cycle level.
- Completed main supervision at different levels, two of which as main supervisor for PhD graduates.<sup>20</sup>
- Experience of teaching and examination of excellent quality for several years at first, second or third-cycle level.
- Application of a variety of teaching methods of excellent standard at first,

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<sup>19</sup> Exemption from this requirement is admissible if stated as so in the advertisement. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

<sup>20</sup> Levels include: First, second and third-cycle and postdoctoral studies. Qualifications in international education, except doctoral education, may be credited.

second or third-cycle level, e.g., clinical skills training, lectures, team-based learning and laboratory work.<sup>21</sup>

#### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Programme responsibility or positions in controlling bodies.
- Experience of positions of pedagogical leadership at an overarching level.
- Responsibility for pedagogical development presented nationally or internationally.
- Experience of teaching at different national or international higher education institutions at first, second or third-cycle level.
- Main supervisor for doctoral students.<sup>22</sup>
- Main supervisor for postdoctoral researchers.
- Main supervisor for first or second-cycle degree projects.
- Responsibility for the planning and execution of examinations at first, second or third-cycle level.
- Responsibility for the evaluation of teaching or examination at first, second or third-cycle level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching or learning materials at first, second or third-cycle level.
- Receipt of pedagogical awards in open competition or through a local merit system, e.g., an award for excellence in teaching.
- Receipt of grants obtained in open competition for pedagogical research or development.
- Authorship of pedagogical papers in national or international journals.
- Experience of collaboration with other actors on organising, conducting, developing or quality-assuring pedagogical activities.

#### *4.1.2.3 Assessment criteria for leadership and collaboration skills*

- Experience of positions of leadership on boards, committees, networks and equivalent academic or clinical forums.
- Experience of leading academic positions, e.g., as manager.
- Experience of leading research groups, teams or units.
- Completed training in leadership or work environment.

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<sup>21</sup> The recommendation for teaching is at least 300 hours at two or more levels, of which 200 hours at first, second or third-cycle level.

<sup>22</sup> Professors appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of three PhD graduates as main supervisor.

### **4.1.3 Nomination to position of professor**

The nomination process enables the strategic recruitment of professors at KI, allowing the university to offer the position to persons of national and international standing who are of particular significance to a certain aspect of KI's operations.

On appointing a professor via nomination, the vacancy is not to be advertised. The person to whom the position is offered must meet the relevant eligibility requirements and assessment criteria and possess the competence that KI requires in all other respects.

An exemption is allowed for the requirement regarding 10 weeks of courses on teaching in higher education. In such cases, five weeks of courses on teaching in higher education shall be completed within the first two years of his/her appointment.

Before an appointment is offered, expert evaluation of the person's skills is to be obtained unless it is manifestly unnecessary to do so.

A requirements profile for the appointment and a statement of motivation shall be drawn up prior to a nomination process. The documents are to be prepared by the dean and Head of Department in consultation with the chairperson of the Recruitment Committee and the academic vice presidents. The nomination process shall also be prepared with the president, who makes the final decision on the appointment.

### **4.1.4 Adjunct professor**

The same eligibility requirements and assessment criteria as stated above for professors also apply to adjunct professors with a focus on either research, or education and research. KI makes an overall assessment of the assessment criteria.

On appointment to the position of adjunct professor, exemption is allowed for the requirement regarding 10 weeks of courses on teaching in higher education. In such cases, five weeks of courses on teaching in higher education shall be completed during the first adjunct period and an additional five weeks if the adjunct period is extended.

An adjunct professor is to have his/her primary occupation outside the academic sector and may not combine the appointment with another position at KI. An adjunct appointment at KI may not be financed by the applicants own company or foundation.

The maximum total term of office of an adjunct professor is 12 years, which may be distributed over more than one employment period.

#### **4.1.5 Visiting professor**

The same eligibility requirements and assessment criteria as stated above for professors also apply to adjunct professors with a focus on either research, or education and research. KI makes an overall assessment of the assessment criteria.

On appointment to the position of visiting professor, exemption is allowed for the requirement regarding 10 weeks of courses on teaching in higher education. In such cases, five weeks of courses on teaching in higher education shall be completed during the first adjunct period and an additional five weeks if the adjunct period is extended.

The maximum total term of office of a visiting professor is 5 years, which may be distributed over more than one employment period. Appointment to the position of visiting professor requires a professorship at another higher education institution.

### **4.2 Senior lecturer**

Appointment to the position of senior lecturer requires demonstrated pedagogical skills and scientific skills as demonstrated by a PhD or the equivalent scientific competence, or some other professional skills of significance to the nature of the appointment and the tasks and duties it entails.<sup>23</sup> The eligibility requirements and assessment criteria are determined by the focus of the appointment: research or education and research.

For an applicant to be considered qualified for appointment as senior lecturer with a focus on research, he/she must demonstrate excellent scientific skills and very good pedagogical skills. For an applicant to be considered qualified for appointment as senior lecturer with focus on education and research, he/she must demonstrate excellent pedagogical skills and very good scientific skills.

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<sup>23</sup> When necessary, the Recruitment Committee will make an equivalence evaluation of scientific skills.



The eligibility requirements comprise the requirements an applicant must meet in order to perform the tasks and duties that the appointment entails. On preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical skills. This does not mean, however, that they are to be ascribed equal significance, since it is the tasks and duties of the appointment itself that determine the value of the different skills.

For every appointment, the relative weighting and balancing of different assessment criteria shall be stated. KI makes an overall assessment of the assessment criteria.

When comparing the skills and abilities of qualifying applicants, the eligibility requirements and assessment criteria may both be used to adjudicate amongst them.

## 4.2.1 Senior lecturer with a focus on research

### 4.2.1.1 Excellent scientific skills

The eligibility requirements and assessment criteria for excellent scientific skills are as follows, with particular importance attached to the scientific activities of the past eight years.

#### *Eligibility requirements*

- Important scientific studies to which the applicant's contributions have proved decisive and can be documented through first and last authorship.<sup>24</sup>
- Independent, ongoing research of excellent quality.
- Last authorship of a number of scientific papers.<sup>25</sup>
- Last authorship of scientific papers published in journals of a high international standard.<sup>26</sup>
- Authorship of a large number of scientific papers.<sup>27</sup>
- Experience of positions of scientific leadership.
- Research leader.<sup>28</sup> A clear research plan that can lead to significant scientific advances.
- Receipt of peer-reviewed research grants obtained as principal applicant in

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<sup>24</sup> Senior lecturers appointed with a focus on research at KI in 2020-2023 had on application a median volume of 19 original papers as first or last author (interquartile range 14 to 26).

<sup>25</sup> Senior lecturers appointed with a focus on research at KI in 2020-2023 had on application a median volume of 10 original papers as last author (interquartile range 6 to 16).

<sup>26</sup> The journals' impact factor and papers citation score are included in the assessment of quality.

<sup>27</sup> Senior lecturers appointed with a focus on research at KI in 2020-2023 had on application a median volume of 52 original papers (interquartile range 35 to 78).

<sup>28</sup> Research leader is defined as 'leader of a research group or team or equivalent, within a research group'.

open national or international competition.

#### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- National and international research prizes and awards.
- Scientific production cited widely relative to the citation rate of the research field.
- Research group leader.<sup>29</sup>
- Authorship of peer-reviewed review papers or editorials in journals of a high international standard.
- Experience of positions in national or international research organisations, scientific advisory organisations and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g., as PhD examiner, expert assessor or examination board member.

#### *Additional assessment criteria for combined and adjunct appointments*

- Participation in the development of international clinical or public health science guidelines.
- Participation in authoring regional or national clinical care programmes.
- Development of new evidence-based forms of therapy or therapeutic principles.

#### *4.2.1.2 Very good pedagogical skills*

The eligibility requirements and assessment criteria for very good pedagogical skills are as follows.

#### *Eligibility requirements*

- 10 weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>30</sup>
- Completed or ongoing supervision at different levels.<sup>31</sup>
- Application of a variety of teaching methods of very high standard at first, second or third-cycle level, e.g., clinical skills training, lectures, team-based

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<sup>29</sup> Research group leader is defined as 'leader of a research group with financial and personnel responsibilities'

<sup>30</sup> Exemption from this requirement is admissible if stated as so in the advertisement. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

<sup>31</sup> Levels include: First, second and third-cycle and postdoctoral studies. Qualifications in international education, except doctoral education, may be credited.

earning and laboratory work.<sup>32</sup>

#### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Experience of module or course coordination at first, second or third-cycle level.
- Participation in pedagogical development at first, second or third-cycle level.
- Experience of teaching at different national or international higher education institutions at first, second or third-cycle level.
- Supervisor for doctoral students.
- Supervisor for postdoctoral researchers.
- Supervisor for first or second-cycle degree projects.
- Responsibility for the planning and execution of examinations at first, second or third-cycle level.
- Participation in the evaluation of teaching or examination at first, second or third-cycle level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching or learning materials at first, second or third-cycle level.
- Receipt of pedagogical awards in open competition or through a local merit system, e.g., an award for excellence in teaching.

#### *4.2.1.3 Assessment criteria for leadership and collaboration skills*

- Experience of positions of leadership on boards, committees, networks and equivalent academic or clinical forums.
- Experience of leading academic positions, e.g., as manager.
- Experience of leading research groups, teams or units.
- Completed training in leadership or work environment.

## **4.2.2 Senior lecturer with a focus on education and research**

### *4.2.2.1 Very good scientific skills*

The eligibility requirements and assessment criteria for very good scientific skills are as follows, with particular importance attached to the scientific activities of the past eight years.

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<sup>32</sup> The recommendation for teaching is at least 120 hours at two or more levels, of which 80 hours at first, second or third-cycle level.

### *Eligibility requirements*

- Important scientific studies to which the applicant's contributions have proved decisive and can be documented through first and last authorship.<sup>33</sup>
- Independent, ongoing research of a high standard.
- Last authorship of a number of scientific papers.<sup>34</sup>
- Last authorship of scientific papers published in journals of a high international standard.<sup>35</sup>
- Authorship of a number of scientific papers.<sup>36</sup>
- Experience of positions of scientific leadership.
- Research leader.<sup>37</sup>
- A clear research plan that can lead to scientific advances.
- Receipt of peer-reviewed research grants obtained as principal applicant in open regional, national or international competition.

### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Scientific production cited widely relative to the citation rate of the research field.
- Authorship of peer-reviewed review papers or editorials in journals of a high international standard.
- Experience of positions in national or international research organisations, scientific advisory organisations and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g., as PhD examiner, expert assessor or examination board member.

### *Additional assessment criteria for combined and adjunct appointments*

- Participation in the development of international clinical or public health science guidelines.
- Participation in authoring regional or national clinical care programmes.
- Development of new evidence-based forms of therapy or therapeutic principles.

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<sup>33</sup> Senior lecturers appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of 13 original papers as first or last author (interquartile range 9 to 16).

<sup>34</sup> Senior lecturers appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of 7 original papers as last author (interquartile range 4 to 8).

<sup>35</sup> The journals' impact factor and papers citation score are included in the assessment of quality.

<sup>36</sup> Senior lecturers appointed with a focus on education and research at KI in 2020–2023 had on application a median volume of 28 original papers (interquartile range 27 to 40).

<sup>37</sup> Research leader is defined as 'leader of a research group or team or equivalent, within a research group'.

#### 4.2.2.2 *Excellent pedagogical skills*

The eligibility requirements and assessment criteria for excellent pedagogical skills are as follows.

##### *Eligibility requirements*

- 10 weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>38</sup>
- Experience of course coordination at first, second or third-cycle levels.
- Experience of positions of pedagogical leadership at an overarching level.
- Responsibility for pedagogical development and evaluation at first, second or third-cycle level.
- Completed main supervision at different levels.<sup>39</sup>
- Experience of teaching and examination of excellent quality at first, second or third-cycle level.
- Application of a variety of teaching methods of excellent standard at first, second or third-cycle level, e.g., clinical skills training, lectures, team-based learning and laboratory work.<sup>40</sup>

##### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Programme responsibility or positions in controlling bodies.
- Experience of module or course coordination at first, second or third-cycle level.
- Responsibility for pedagogical development presented locally, nationally or internationally.
- Experience of teaching at different national or international higher education institutions at first, second or third-cycle level.
- Supervisor for doctoral students.
- Supervisor for postdoctoral researchers.
- Main supervisor for first or second-cycle degree projects.
- Responsibility for the planning and execution of examinations at first, second or third-cycle level.
- Responsibility for the evaluation of teaching or examination at first, second or

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<sup>38</sup> Exemption from this requirement is admissible if stated as so in the advertisement. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

<sup>39</sup> Levels include: First, second and third-cycle and postdoctoral studies. Qualifications in international education, except doctoral education, may be credited.

<sup>40</sup> The recommendation for teaching is at least 180 hours at two or more levels, of which 120 hours at first, second or third-cycle level.

third-cycle level.

- Application of pedagogical theories to teaching and supervision.
- Development of teaching or learning materials at first, second or third-cycle level.
- Receipt of pedagogical awards in open competition or through a local merit system, e.g., an award for excellence in teaching.
- Receipt of grants obtained in open competition for pedagogical research or development.
- Authorship of pedagogical papers in national or international journals.
- Experience of collaboration with other actors on organising, conducting, developing or quality-assuring pedagogical activities.

#### *4.2.2.3 Assessment criteria for leadership and collaboration skills*

- Experience of positions of leadership on boards, committees, networks and equivalent academic or clinical forums.
- Experience of leading academic positions, e.g., as manager.
- Experience of leading research groups, teams or units.
- Completed training in leadership or work environment.

### **4.2.3 Adjunct senior lecturer**

The same eligibility requirements and assessment criteria as stated above for senior lecturers also apply to adjunct senior lecturers with a focus on either research, or education and research. KI makes an overall assessment of the assessment criteria.

On appointment to the position of adjunct senior lecturer exemption is allowed for the requirement regarding 10 weeks of courses on teaching in higher education. In such cases, five weeks of courses on teaching in higher education shall be completed during the first adjunct period and an additional five weeks if the adjunct period is extended.

An adjunct senior lecturer is to have his/her primary occupation outside the academic sector and may not combine the appointment with another position at KI.

An adjunct appointment at KI may not be financed by the applicants own company or foundation.

### 4.3 Assistant senior lecturer

Appointment to the position of assistant senior lecturer requires demonstrated pedagogical skills and scientific skills as demonstrated by a PhD or the equivalent scientific competence, or some other professional skills of significance to the nature of the appointment and the tasks and duties it entails.<sup>41</sup>

For an applicant to be considered qualified for appointment as assistant senior lecturer, he/she must demonstrate good scientific skills and excellent pedagogical skills

The eligibility requirements comprise the requirements an applicant must meet in order to perform the tasks and duties that the appointment entails. On preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical skills. This does not mean, however, that they are to be ascribed equal significance, since it is the tasks and duties of the appointment itself that determine the value of the different skills.

For every appointment, the relative weighting and balancing of different assessment criteria shall be stated. KI makes an overall assessment of the assessment criteria.

When comparing the skills and abilities of qualifying applicants, the eligibility requirements and assessment criteria may both be used to adjudicate amongst them.

#### 4.3.1 Good scientific skills

The eligibility requirements and assessment criteria for good scientific skills are as follows.

##### *Eligibility requirements*

- A PhD in a research field relevant to the appointment.
- Publication of at least two scientific peer-reviewed original papers as first or last author, in addition to his/her doctoral thesis.

##### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Receipt of peer-reviewed research grants obtained as principal applicant in regional, national or international competition.
- Research project leader.

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<sup>41</sup> When necessary, the Recruitment Committee will make an equivalence evaluation of scientific skills.

- Authorship of peer-reviewed review original papers.
- Authorship of peer-reviewed review papers or editorials.
- Experience of positions in national or international research organisations, scientific advisory organisations and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g., as PhD examiner, expert assessor or examination board member.

#### 4.3.2 *Excellent pedagogical skills*

The eligibility requirements and assessment criteria for excellent pedagogical skills are as follows.

- 10 weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>42</sup>
- Experience of course coordination at first, second or third-cycle level.
- Experience of positions of pedagogical leadership.
- Responsibility for pedagogical development and evaluation at first, second or third-cycle level.
- Completed or ongoing main supervision at different levels.<sup>43</sup>
- Experience of teaching and examination of excellent quality for several years at first, second or third-cycle level.
- Application of a variety of teaching methods of excellent standard at first, second or third-cycle level, e.g., clinical skills training, lectures, team-based learning and laboratory work.<sup>44</sup>

#### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Programme responsibility or positions in controlling bodies.
- Experience of module or course coordination at first, second or third-cycle level.
- Responsibility for pedagogical development presented locally, nationally or internationally.
- Experience of teaching at different national or international higher education

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<sup>42</sup> Exemption from this requirement is admissible if stated as so in the advertisement. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

<sup>43</sup> Levels include: First, second and third-cycle and postdoctoral studies. Qualifications in international education, except doctoral education, may be credited.

<sup>44</sup> The recommendation for teaching is at least 180 hours at two or more levels, of which 120 hours at first, second or third-cycle level.



institutions at first, second or third-cycle level.

- Supervisor for doctoral students.
- Supervisor for postdoctoral researchers.
- Main supervisor for first or second-cycle degree projects.
- Responsibility for the planning and execution of examinations at first, second or third-cycle level.
- Responsibility for the evaluation of teaching or examination at first, second or third-cycle level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching or learning materials at first, second or third-cycle level.
- Receipt of pedagogical awards in open competition or through a local merit system, e.g., an award for excellence in teaching.
- Receipt of grants obtained in open competition for pedagogical research or development.
- Authorship of pedagogical papers in national or international journals.
- Experience of collaboration with other actors on organising, conducting, developing or quality-assuring pedagogical activities.

#### **4.4 Assistant professor**

Appointment to the position of assistant professor requires the same scientific qualifications as an appointment to senior lecturer, which is to say scientific skills as demonstrated by a PhD or the equivalent scientific competence.<sup>45</sup>

Preference should be given to applicant who were awarded a PhD or attained equivalent research competence no more than five years prior to the expiry of the application period for the position as Assistant professor. This means that while all applicants, regardless of year of doctoral graduation, are included in the selection, it is an asset, although not a requirement, to have graduated with a PhD within this five-year period. Consequently, KI may decide that the qualifying five-year period will determine the outcome of final selection.

Applicants who earned their PhD or attained equivalent scientific competence earlier may claim deductible time if they have special grounds to do so, such as illness, parental leave or similar circumstances for which written verification from Försäkringskassan or other Swedish or foreign agency or employer can be obtained.

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<sup>45</sup> When necessary, the Recruitment Committee will make an equivalence evaluation of scientific skills.

The eligibility requirements comprise the requirements an applicant must meet in order to perform the tasks and duties that the appointment entails. On preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical skills. This does not mean, however, that they are to be ascribed equal significance, since it is the tasks and duties of the appointment itself that determine the value of the different skills.

For every appointment, the relative weighting and balancing of different assessment criteria shall be stated. KI makes an overall assessment of the assessment criteria.

When comparing the skills and abilities of qualifying applicants, the eligibility requirements and assessment criteria may both be used to adjudicate amongst them.

#### *4.4.1 Good scientific skills*

The eligibility requirements and assessment criteria for good scientific skills are as follows.

##### *Eligibility requirements*

- A PhD in a research field relevant to the appointment.
- Publication of at least two scientific peer-reviewed original papers as first or last author, in addition to his/her doctoral thesis.

##### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Receipt of peer-reviewed research grants obtained as principal applicant in regional, national or international competition.
- Research project leader.
- Authorship of peer-reviewed review original papers.
- Authorship of peer-reviewed review papers or editorials.
- Experience of positions in national or international research organisations, scientific advisory organisations and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g., as PhD examiner, expert assessor or examination board member.

#### *4.4.2 Good pedagogical skills*

The eligibility requirements and assessment criteria for good pedagogical skills are as follows.

- Three weeks of courses on teaching in higher education, as indicated in the

recommendations of the Association of Swedish Higher Education Institution.<sup>46</sup>

- Experience of teaching of a high standard at first, second or third-cycle level.
- Experience of teaching activities using a variety of methods, such as clinical skills training, lectures, team-based learning and laboratory work.

#### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Supervisor for doctoral students.
- Main supervisor for first or second-cycle degree projects.
- Experience of teaching at first, second or third-cycle level.
- Experience of module or course coordination at first, second or third-cycle level.
- Participation in the planning and execution of examinations at first, second or third-cycle level.
- Participation in the evaluation of teaching or examination at first, second or third-cycle level.

## **4.5 Promotion from assistant professor to senior lecturer**

A person promoted from assistant professor to senior lecturer holds a permanent position as senior lecturer.

An assistant professor may be promoted to senior lecturer if the applicant meets the eligibility requirements for employment as senior lecturer with a focus on research or on education and research. According to Chapter 4 Section 12c of the Higher Education Ordinance, an applicant will also be assessed as suitable for such an appointment in accordance with the assessment criteria decided by the higher education institution. On the application of these assessment criteria, KI has decided that all assessment criteria for promotion stated below must be met.

On promotion from assistant professor to senior lecturer with a focus on research, exemption is allowed for the requirement regarding 10 weeks of courses on teaching in higher education. In such cases, five weeks of courses on teaching in higher education shall be completed during the first two years of the appointment.

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<sup>46</sup> Exemption from this requirement is admissible if stated as so in the advertisement. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

Only individuals employed as assistant professor at KI may apply for promotion. If an applicant's appointment as assistant professor has expired by the time the question of promotion is raised, the conditions for approving the application no longer exist. Retroactive promotion is not possible.

The Recruitment Committee prepares the application and can reject an application for promotion. The final decision to reject an application is taken by the Head of Department in accordance with KI's decision-making procedures and delegation rules. Such a decision may be appealed in accordance with Chapter 12 Section 2 item 2 of the Higher Education Ordinance.

#### **4.5.1 Transitional provisions for promotion from assistant professor to senior lecturer**

These Instructions on the Appointment Procedure for Teachers will apply for applications for promotion from assistant professor to senior lecturer for those assistant professors who started their employment on or after 1 November 2024.

#### **4.5.2 Assessment of promotion from assistant professor to senior lecturer with a focus on research**

Below are the assessment criteria to be applied on the promotion of assistant professor to senior lecturer with a focus on research. In addition to that the applicant must qualify for a senior lectureship with a focus on research, all the following assessment criteria must be met.

- Receipt of large, multi-year and ongoing grants obtained as principal applicant in open national or international competition.
- Last author, after doctoral graduation, or a larger number of scientific papers in the foremost international scientific journals.
- An independent and clear research line.
- Research leader for a group that has achieved successful scientific results.
- Experience of academic roles, such as editor, member of assessment committee, departmental officer or conference organiser.

### **4.5.3 Assessment of promotion from assistant professor to senior lecturer with a focus on education and research**

Below are the assessment criteria to be applied on the promotion of assistant professor to senior lecturer with a focus on education and research. In addition to that the applicant must qualify for a senior lectureship with a focus on education and research, all the following assessment criteria must be met.

- A clear plan for pedagogical activities of a high standard and future potential.<sup>47</sup>
- Responsibility for the planning and execution of teaching of an excellent standard at two or more of first, second or third-cycle level for at least three years.
- Responsibility for the evaluation of teaching and examination of an excellent standard at two or more of first, second or third-cycle level for at least three years.
- Responsibility for pedagogical development presented regionally, nationally or internationally.
- Experience of collaboration with other actors on organising, conducting, developing or quality-assuring pedagogical activities.
- Application of pedagogical theories to teaching and supervision.

## **4.6 Lecturer**

Appointment to the position of lecturer requires demonstrated pedagogical skills and scientific skills as demonstrated by a PhD or the equivalent scientific competence, or some other professional skills of significance to the nature of the appointment and the tasks and duties it entails.<sup>48</sup>

Appointment to the position of lecturer requires scientific and pedagogical competence.

On preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical skills. This does not mean, however, that they are to be ascribed equal significance, since it is the tasks and duties of the appointment itself that determine the value of the different skills.

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<sup>47</sup> The plan shall make clear how the applicant intends to support student learning in line with pedagogical research through his/her teaching.

<sup>48</sup> When necessary, the Recruitment Committee will make an equivalence evaluation of scientific skills.

For every appointment, the relative weighting and balancing of different assessment criteria shall be stated. KI makes an overall assessment of the assessment criteria.

When comparing the skills and abilities of qualifying applicants, the eligibility requirements and assessment criteria may both be used to adjudicate amongst them.

#### *4.6.1 Good scientific skills*

##### *Assessment criteria*

- Authorship of scientific papers after PhD graduation.
- Receipt of peer-reviewed research grants obtained as principal applicant in open regional, national or international competition.

#### *4.6.2 Good pedagogical skills*

##### *Eligibility requirements*

- Three weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>49</sup>
- Experience of teaching of a high standard at first, second or third-cycle levels.
- Experience of teaching activities using a variety of methods at first, second or third-cycle level, such as clinical skills training, lectures, team-based learning and laboratory work.

##### *Assessment criteria*

- Differences in the qualifications acquired in terms of the above requirements.
- Supervisor for first or second-cycle degree projects.
- Experience of teaching at first, second or third-cycle level.
- Experience of module or course coordination at first, second or third-cycle level.
- Participation in the planning and execution of examinations at first, second or third-cycle level.
- Participation in the evaluation of teaching or examination at first, second or third-cycle level.

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<sup>49</sup> Exemption from this requirement is admissible. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

## 4.7 Adjunct lecturer

Appointment to the position of adjunct lecturer requires demonstrated good pedagogical skills and at least a Master's degree or some other professional skills of significance to the nature of the appointment and the tasks and duties it entails.

Appointment to the position of adjunct lecturer requires scientific and pedagogical competence.

The eligibility requirements for the position of adjunct lecturer comprise the particular requirements that must be met to perform the duties and tasks that the appointment entails. On preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical skills. This does not mean, however, that they are to be ascribed equal significance, since it is the tasks and duties of the appointment itself that determine the value of the different skills. For every appointment, the relative weighting and balancing of different assessment criteria shall be stated. KI makes an overall assessment of the assessment criteria.

An adjunct lecturer is to have his/her primary occupation outside the academic sector and may not combine the appointment with another position at KI.

### 4.7.1 Good scientific skills

#### *Assessment criteria*

- A PhD in a research field relevant to the appointment.
- Authorship of scientific papers after PhD graduation.

### 4.7.2 Good pedagogical skills

#### *Eligibility requirements*

- Three weeks of courses on teaching in higher education, as indicated in the recommendations of the Association of Swedish Higher Education Institution.<sup>50</sup>
- Experience of teaching of a high standard at first, second or third-cycle levels.
- Experience of teaching activities using a variety of methods at first, second or third-cycle level, such as clinical skills training, lectures, team-based learning and laboratory work.

#### *Assessment criteria*

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<sup>50</sup> Exemption from this requirement is admissible. If an exemption is allowed, the employee is required to undergo such training in the first two years of his/her appointment.

- Differences in the qualifications acquired in terms of the above requirements.
- Supervisor for first or second-cycle degree projects.
- Experience of teaching at first, second or third-cycle level.
- Experience of module or course coordination at first, second or third-cycle level.
- Participation in the planning and execution of examinations at first, second or third-cycle level.
- Participation in the evaluation of teaching or examination at first, second or third-cycle level.