Instructions for the Appointment Procedure for Teachers at Karolinska Institutet

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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 comprise the requirements an applicant must meet and form the basis upon which applicants for a specific position are compared and serve as the first instrument of selection in the appointment procedure.

The eligibility requirements that apply to teachers are set by the government and laid out in the Higher Education Act (SFS 1992:1434), the Higher Education Ordinance (1993:100) and KI's Appointment Procedure for Teachers. These instructions describe the eligibility requirements and assessment criteria that apply for the different forms of expertise.

Any vacancy advertised by KI may also include additional eligibility requirements relevant to the specific duties of the position in question.

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 position are determined by the detailed content of that position. For positions in which several eligible applicants compete with one another, the assessment criteria serve as an additional selection tool. When comparing the skills and abilities of qualifying applicants, the

eligibility requirements and assessment criteria are both used to reach a decision.

KI makes an overall assessment when applying the assessment criteria. Exemptions may only be made from this principle when KI's assessment criteria are applied for promotion from assistant professor to senior lecturer, as all assessment criteria for promotion must be met.

2.3 Combined appointments

At KI, appointments as professor, senior lecturer, assistant senior lecturer, assistant professor and lecturer may be combined with employment outside the higher education sector. With a combined appointment, the appointee must hold a professional qualification linked to a regulated healthcare profession.

Under the 2016 occupational pension agreement for state-sector employees in Sweden, employment within university healthcare must include clinical duties in order for a consolidated occupational pension to be payable. Clinical duties may also include management responsibilities relating to clinical work within university healthcare.

When filling a combined appointment, the applicant must possess clinical expertise, and this clinical expertise must be assessed alongside their qualifications and level of expertise for the position in question. The procedures applicable to the appointment of teaching staff shall also apply to the combined appointment.

2.3.1 Special provisions for appointment as assistant professor

For combined appointment as assistant professor, the clinical component of the position may not exceed 50 percent of the total scope of the position. The appointment shall be for a fixed term of six years.

2.3.2 Special provisions for appointment combined with employment as a physician

For appointments as professor, senior lecturer, assistant senior lecturer or assistant professor that are combined with employment as a physician, the

clinical position must be at a specialist physician level or above. For a combined appointment as lecturer, the clinical position must be at the licensed physician level or above.

2.4 Expertise categories for appointment

The expertise categories are set out in the Higher Education Ordinance, KI's Appointment Procedure for Teachers and the established appointment profile.

The expertise categories listed below are assessed individually.

- Scientific expertise.
- Pedagogical expertise.
- Leadership and collaboration expertise, where applicable.
- Clinical expertise, where applicable.

2.5 Weighting of expertise in the job advertisement

The weighting of the various expertise categories is specified in the job advertisement and in relation to the subject area, subject content and duties of the position. This weighting forms a key basis for assessing which eligible applicant should be recommended when several candidates meet the eligibility criteria.

For appointment as professor or senior lecturer with a focus on research, pedagogical and scientific expertise are weighted between 1 and 3, as set out below.

- Scientific expertise is given a weighting of 3.
- Pedagogical expertise is given a weighting between 1 and 3.

For appointment as professor or senior lecturer with a focus on education and research, pedagogical and scientific expertise are weighted between 2 and 3, as set out below.

- Pedagogical expertise is given a weighting of 3.
- Scientific expertise is given a weighting of 2 or 3.

2.6 Conversion of subject area

The subject area for appointment as professor, senior lecturer, assistant senior lecturer, assistant professor and lecturer must be stated for each position. The subject area may be further defined by means of a subject description.

In certain cases, there may be grounds for changing the formal subject area of the position. Such a request must be made at the initiative of the applicant.

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

2.6.1 Professor and senior lecturer

For professors and senior lecturers, any request to convert the subject area shall be assessed by the Recruitment Committee, taking into account the applicant's qualifications within the new proposed subject area for the appointment. The proposal shall be reviewed by at least two experts within the proposed subject area.

2.6.2 Assistant senior lecturer, assistant professor and lecturer

For assistant senior lecturers, assistant professors and lecturers, any request to convert the subject area shall be assessed by the Head of Department, taking into account the applicant's qualifications within the new proposed subject area for the appointment. For assistant senior lecturers and assistant professors, the proposal shall be reviewed by at least two experts within the proposed subject area.

2.7 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 Instructions for the

Appointment Procedure apply even when an exemption from the obligation to advertise a vacancy is applied. Thus, each appointment is to be assessed according to the established eligibility requirements and assessment criteria and evaluated by experts as set out in Section 3. Even when an exemption from the obligation to advertise a vacancy is applied, the person appointed must meet the relevant requirements for the appointment.

The following appointments may be filled without advertising vacancies: nomination to appointment as professor, adjunct professor, visiting professor or adjunct senior lecturer; and promotion from assistant professor to senior lecturer or adjunct lecturer.

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

- The re-regulation of an existing appointment as professor, senior lecturer, assistant senior lecturer or lecturer to a combined appointment. Such re-regulation may not be effected in connection with appointment to the position.
- Fixed-term appointments funded by external grants earmarked for the appointment and awarded through open competition.

2.8 Appointing up to two persons to an advertised vacancy

KI may only appoint one person to an advertised vacancy as professor. For appointments as senior lecturer, the general rule is that one person shall be appointed, unless otherwise stated in the advertisement.

2.9 Applications and qualifications portfolios

Applications for all teaching positions should be prepared as set out in KI's Qualifications Portfolio for Teachers and Researchers.

3. Appointment process

3.1 Expert assessment

The Appointment Procedure for Teachers stipulates that an expert assessment must be carried out prior to the appointment of a professor, adjunct professor, visiting professor, senior lecturer, adjunct senior lecturer, assistant senior lecturer or assistant professor, and in the case of promotion from assistant professor to senior lecturer. The experts shall assess the applicants' qualifications and determine who is best suited for the appointment in question.

The experts shall be well versed in the subject area of the appointment, currently engaged in their own research, and possess scientific and pedagogical qualifications at a level that at least corresponds to the eligibility requirements for the appointment in question. Where expert assessments are obtained from two or more individuals, women and men must be equally represented other than in exceptional circumstances, such as difficulties in recruiting experts of both sexes. In the case of appointments as professor (including adjunct professor and visiting professor), senior lecturer (including adjunct senior lecturer), and in the case of promotion from assistant professor to senior lecturer, the Recruitment Committee shall decide whether exceptional circumstances exist. In the case of appointments as assistant senior lecturer and assistant professor, the Head of Department shall decide whether exceptional circumstances exist.

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

- An applicant's expertise has already been deemed satisfactory, i.e. it has been assessed and judged to be sufficient for an appointment at the same level, specialisation and subject area[1]. This only applies to adjunct appointments and visiting professorships.
- If there is only one applicant to an advertised vacancy and his/her expertise has already been deemed satisfactory, i.e. it has been

[1] A previous expert assessment of the applicant's expertise must have been conducted based on the same rules and regulations that apply to the appointment in question.

assessed and judged to be sufficient for an appointment at the same level, specialisation and subject area[1].
- If some or all applicants for an appointment are deemed ineligible.

In the event that there are a large number of applicants for a particular appointment, a simplified expert assessment procedure may also be applied, whereby experts assess only those applicants who are most qualified for the appointment.

In the case of appointments as professor (including adjunct professor and visiting professor), senior lecturer (including adjunct senior lecturer), and in the case of promotion from assistant professor to senior lecturer, the Recruitment Committee shall decide whether expert assessment is unnecessary and whether a simplified expert assessment procedure should be applied. In the case of appointments as assistant senior lecturer and assistant professor, the Head of Department shall decide whether an expert assessment is unnecessary and whether a simplified expert assessment procedure should be applied.

3.2 Expert assessment in the appointment of professors and senior lecturers

Assessment by three experts is normally required when appointing a professor. Deviation from this procedure is allowed if special reasons exist, but there may not be fewer than two assessments.

Assessment by two experts is normally required for appointment as senior lecturer, adjunct professor, visiting professor, nominated appointment as professor, appointment as adjunct senior lecturer and promotion from assistant professor to senior lecturer. Deviation from this procedure is allowed if special reasons exist, but there may not be fewer than one assessment.

If the expert opinions obtained are deemed insufficient to form the basis for the Recruitment Committee's assessment, additional experts may be appointed. All expert opinions received must be taken into account in the assessment.

The Head of Department shall propose and provide their reasoning behind the selection of experts. The Recruitment Committee shall decide on the

experts,[2] establish instructions for the experts and, where necessary, decide whether to deviate from the prescribed number of experts. To ensure that the assessment process is conducted impartially and objectively, only external experts shall be appointed, i.e. the experts must not be employed at or affiliated with KI. Furthermore, the experts must be active at a different higher education institution or equivalent, and at least one expert should be affiliated with a foreign higher education institution or equivalent body.

3.3 Expert assessment in the appointment of assistant senior lecturers and assistant professors

Assessment by at least one external expert, appointed by the Head of Department, is required when appointing assistant senior lecturers and assistant professors.

4. Eligibility requirements and assessment criteria

4.1 Application

The Recruitment Committee at KI is responsible for assessing qualifications in the appointment of professors (including visiting professors and adjunct professors) and senior lecturers (including adjunct senior lecturers), and in the promotion from assistant professor to senior lecturer. The Head of Department is responsible for assessing qualifications when filling other teaching positions.

The statistics relating to publications that are presented in this document serve as a guide to illustrate the level typically associated with the position in question. The statistics presented should not be applied as individual requirements regarding the number of publications. The statistics relate to the number of publications that professors and senior lecturers had at the time of appointment. The assessment of publications is based on both quality and quantity. The Recruitment Committee shall make an overall

[2] With the exception of nominated appointment to the position of professor. In the case of nominated appointment as professor, the decision on experts is made by the Group for Strategic Competence Provision.

assessment of the level of publications in relation to the appointment in question. The statistics are sourced from publications indexed in Web of Science and/or PubMed that have been verified in KI's bibliometric system.

Applicants working within international academic systems without formal PhD programmes shall not automatically be deemed ineligible, but shall be given the opportunity for an equivalence assessment of their expertise. For appointments with eligibility requirements and assessment criteria at the doctoral level, an equivalence assessment may be carried out for qualifications obtained through international education without doctoral studies. Equivalence assessments for appointments as professor (including visiting professor and adjunct professor) and senior lecturer (including adjunct senior lecturer) are carried out by the Recruitment Committee. Equivalence assessments for other teaching positions are carried out by the Head of Department.

Exemptions from the requirement for higher education teaching qualifications may be granted based on the specific nature of the appointment. For appointments as professor and senior lecturer, the Recruitment Committee shall decide on such exemptions. For appointments as assistant senior lecturer, assistant professor and lecturer, the Head of Department shall decide on such exemptions.

4.2 Professor

To be eligible for appointment as professor, an applicant must have demonstrated scientific and pedagogical expertise. The eligibility requirements and assessment criteria for professors are determined by the focus of the appointment – either research or education and research.

For an applicant to be considered eligible for appointment as professor with a focus on research, they must demonstrate excellent scientific expertise and very good pedagogical expertise. For an applicant to be considered eligible for appointment as professor with a focus on education and research, they must demonstrate excellent pedagogical expertise and very good scientific expertise.

When preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical expertise. However, this does not mean that these categories of expertise should be ascribed equal significance. It is the nature of the duties that determines the weight to be ascribed to the different categories of expertise.

For each appointment, the extent to which different assessment criteria are to be weighted and the balance to be struck between them must be specified.

4.2.1 Professor with a focus on research

4.2.1.1 Excellent scientific expertise

The eligibility requirements and assessment criteria for excellent scientific expertise are set out below, with particular importance attached to research activity over the past eight years.

Eligibility requirements

- PhD or equivalent academic qualifications.
- Significant scientific studies in which the applicant's contributions have proved decisive and can be documented through first and last authorship.[3]
- Independent and ongoing research of excellent quality over a number of years.
- Last authorship of a large number of scientific publications.[4]
- Last authorship of scientific papers published in journals of a high international standard.[5]

[3]Professors appointed with a focus on research at KI during the period 2020–2025 had, at the time of their application, a median volume of 30 original publications as first or last author (interquartile range 20 to 39). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[4]Professors appointed with a focus on research at KI during the period 2020–2025 had, at the time of their application, a median volume of 20 original publications as last author (interquartile range 13 to 27). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[5] The journals' impact factor, reputation and the citation rate of articles are included in the assessment of quality in relation to the field or subject area.

- Authorship of a large number of scientific publications.[6]
- Experience of scientific leadership roles, for example as the leader of a scientific network.
- Several years' experience as a research leader.[7]
- A clear research plan capable of leading to significant scientific advances.
- Consistent securing of peer-reviewed research grants as the principal applicant in open national or international competition.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Scientific output that has been cited to a significant extent, taking into account the citation rate within the subject area.
- Several years' experience as a research group leader.[8]
- Authorship of peer-reviewed review articles or editorials in journals of a high international standard or other research reports.[9]
- National and international research prizes and awards.
- Experience of leading positions in national or international research organisations, scientific advisory bodies and boards.
- Invited keynote speaker at international conferences.
- Assessor of other people's research, e.g. as an external reviewer for doctoral thesis defence, expert assessor or examination board member.

4.2.1.2 Very good pedagogical expertise

The eligibility requirements and assessment criteria for very good pedagogical expertise are set out below.

[6]Professors appointed with a focus on research at KI during the period 2020–2025 had, at the time of their application, a median volume of 72 original publications (interquartile range 56 to 106). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[7] Research leader is defined as "leader of a research group or team or equivalent, within a research group".
[8] Research group leader is defined as 'leader of a research group with financial and personnel responsibilities
[9] Research reports refer to results published in reports that have led to significant societal benefit but have not been published in peer-reviewed journals.

Eligibility requirements

- Higher education teaching training comprising at least 10 weeks in accordance with recommendations of the Association of Swedish Higher Education Institutions (SUHF).[10]
- Completed main supervision at various levels, including at least two instances as main supervisor for doctoral students who have successfully defended their theses.[11]
- Experience of teaching at a very high standard using a variety of methods at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level, for example clinical skills training, lectures, team-based learning and laboratory work.[12]

Assessment criteria

- Differences in the qualifications required to meet the entry requirements.
- Experience of programme coordination or as a member of a governing body.
- Experience of pedagogical leadership assignments at an overarching level.
- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in pedagogical development work at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Teaching experience at various national or international higher education institutions at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Main supervisor of doctoral students.
- Main supervisor of postdoctoral researchers.

[10] An exemption from the requirement for higher education teaching training may be granted if specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.
[11] The levels included here are: Bachelor's (first-cycle), Master's (second-cycle), doctoral (third-cycle) and postdoctoral level.
[12]The recommendation for teaching is at least 200 hours at two or more levels, of which 100 hours at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

- Main supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Responsibility for the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching resources or teaching materials for the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Receipt of teaching awards in open competition or through a local merit system, e.g. an award for excellence in teaching.
- Securing of competitive grants for research or development in the field of pedagogy.
- Author of pedagogical publications in national or international journals.
- Collaboration with others in organising, implementing, developing or quality-assuring teaching activities.

4.2.1.3 Leadership and collaboration expertise

The assessment criteria for leadership and collaboration expertise are set out below.

- Completed work environment and leadership training.
- Experience of positions of leadership or as a member of committees, boards, councils, networks or other equivalent academic, collegial or clinical forums.
- Experience of academic or collegial positions of leadership, such as head of unit, head of division, vice president, dean, deputy dean, chair or vice chair of a collegial body, clinical director at an academic healthcare institution, or equivalent.
- Responsibility for or leader of assignments or projects of significance to the wider community in the areas of collaboration, utilisation, communication or dissemination.

4.2.1.4 Additional assessment criteria for combined and adjunct appointments

- Participation in the development of national or international clinical or public health guidelines.
- Participation in drafting regional or national clinical care programmes.
- Development of new evidence-based methods for prevention, diagnosis or treatment.

4.2.2 Professor with a focus on education and research

4.2.2.1 Very good scientific expertise

The eligibility requirements and assessment criteria for very good scientific expertise are set out below. Particular importance is attached to research activity over the past eight years.

Eligibility requirements

- PhD or equivalent academic qualifications.
- Significant scientific studies in which the applicant's contributions have proved decisive and can be documented through first and last authorship.[13]
- Independent and ongoing research of very good quality over a number of years.
- Last authorship of a large number of scientific publications.[14]
- Last authorship of scientific papers published in journals of a high international standard.[15]
- Authorship of a large number of scientific publications.[16]

[13]Professors appointed with a focus on education and research at KI during the period 2020–2025 had, at the time of their application, a median volume of 32 original publications as first or last author (interquartile range 23 to 36). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[14]Professors appointed with a focus on education and research at KI during the period 2020–2025 had, at the time of their application, a median volume of 21 original publications as last author (interquartile range 15 to 27). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[15] The journals' impact factor, reputation and the citation rate of articles are included in the assessment of quality in relation to the field or subject area.
[16]Professors appointed with a focus on education and research at KI during the period 2020–2025 had, at the time of their application, a median volume of 56 original publications (interquartile range 47 to 86). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.

- Research leader.[17]
- A clear research plan capable of leading to significant scientific advances.
- Securing of peer-reviewed research grants as the principal applicant in open national or international competition.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Scientific output that has been cited to a significant extent, taking into account the citation rate within the subject area.
- Experience of scientific leadership roles, for example as the leader of a scientific network.
- Research group leader.[18]
- Authorship of peer-reviewed review articles or editorials in journals of a high international standard or other research reports.[19]
- National and international research prizes and awards.
- Experience of positions in national or international research organisations, scientific advisory bodies and boards.
- Invited keynote speaker at international conferences.
- Assessor of other people's research, e.g. as an external reviewer for doctoral thesis defence, expert assessor or examination board member.

4.2.2.2 Excellent pedagogical expertise

The eligibility requirements and assessment criteria for excellent pedagogical expertise are set out below.

Eligibility requirements

[17] Research leader is defined as "leader of a research group or team or equivalent, within a research group".
[18] Research group leader is defined as 'leader of a research group with financial and personnel responsibilities
[19] Research reports refer to results published in reports that have led to significant societal benefit but have not been published in peer-reviewed journals.

- Higher education teaching training comprising at least 10 weeks in accordance with recommendations of the Association of Swedish Higher Education Institutions (SUHF).[20]
- Experience of module coordination or equivalent or course coordination at the minimum of two levels – Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Responsibility for pedagogical development and evaluation at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.[21]
- Completed main supervision at various levels, including at least two instances as main supervisor for doctoral students who have successfully defended their theses.[22]
- Several years' experience of teaching and examination of an excellent standard at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of teaching at an excellent quality level using a variety of methods at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level, for example clinical skills training, lectures, team-based learning and laboratory work. [23]

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Experience of programme coordination or as a member of a governing body.
- Experience of pedagogical leadership assignments at an overarching level.
- Responsibility for pedagogical development presented nationally or internationally.

[20] An exemption from the requirement for higher education teaching training may be granted if specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.
[21] Assessment is based on both quality and scope.
[22] The levels included here are: Bachelor's (first-cycle) level, Master's (second-cycle), doctoral (third-cycle) level and postdoctoral level.
[23]The recommendation for teaching is at least 300 hours at two or more levels, of which 200 hours at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

- Teaching experience at various national or international higher education institutions at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Main supervisor of doctoral students.
- Main supervisor of postdoctoral researchers.
- Main supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Responsibility for the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Responsibility for the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching resources or teaching materials for the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Receipt of teaching awards in open competition or through a local merit system, e.g. an award for excellence in teaching.
- Securing of competitive grants for research or development in the field of pedagogy.
- Author of pedagogical publications in national or international journals.
- Collaboration with others in organising, implementing, developing or quality-assuring teaching activities.

4.2.2.3 Leadership and collaboration expertise

The assessment criteria for leadership and collaboration expertise are set out below.

- Completed work environment and leadership training.
- Experience of positions of leadership or participation in committees, boards, councils, networks or other equivalent academic, collegial or clinical forums.
- Experience of positions of academic or collegial leadership, such as manager, director of education (GUA), programme director or

equivalent, vice president, dean, deputy dean, or chair or vice chair of a collegial body.
- Responsibility for or leader of assignments or projects of significance to the wider community in the areas of collaboration, utilisation, communication or dissemination.

4.2.2.4 Additional assessment criteria for combined and adjunct appointments

- Participation in the development of national or international clinical or public health guidelines.
- Responsibility for implementing clinical training modules.
- Development of new evidence-based methods for prevention, diagnosis or treatment.

4.2.3 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.

To be eligible for appointment through a nomination process, a person must meet the eligibility requirements and assessment criteria for appointment as professor. The appointment must be of significance and benefit to KI.

For appointment as professor through nomination, an exemption is allowed for the requirement regarding 10 weeks of higher education teaching training. In such cases, the appointee is required to undertake such training during the first two years of employment.

Before such an appointment is offered, an expert assessment of the person's expertise is required, unless it is manifestly unnecessary to do so. In the case of appointment as a professor by nomination, the Group for Strategic Competence Provision shall decide whether or not expert assessment is required.

A requirements profile for the appointment and a statement of motivation shall be drawn up prior to a nomination process. The documentation is to be prepared by the Group for Strategic Competence Provision and the Head of

Department. The nomination process shall also be prepared with the President, who makes the final decision on the appointment.

4.2.4 Adjunct professor

To be eligible for appointment as adjunct professor with a focus on research or with a focus on education and research, an applicant must meet the same eligibility requirements and assessment criteria as for appointment as professor.

An adjunct professor must have their primary occupation outside the higher education sector and may not hold another position at KI. The purpose of an adjunct appointment is to provide KI with external expertise that is not normally available within its regular activities. Funding for an adjunct appointment at KI must not be provided via the appointee's own company or foundation.

The total duration of an adjunct professor's appointment is a maximum of 12 years and may be spread over multiple appointment periods.

For appointment as adjunct professor, an exemption is allowed for the requirement regarding 10 weeks of higher education teaching training. In such cases, higher education teaching training must be completed during the period of adjunct appointment. If five weeks or fewer are outstanding at the time of appointment, these must be completed during the first period of appointment. The remaining weeks must be completed if the adjunct appointment is extended.

4.2.5 Visiting professor

To be eligible for appointment as visiting professor with a focus on research or with a focus on education and research, an applicant must meet the same eligibility requirements and assessment criteria as for appointment as professor. Funding for a visiting professor appointment at KI must not be provided via the appointee's own company or foundation.

The total duration of a visiting professor's appointment is a maximum of five years and may be spread over multiple appointment periods. The scope of employment at KI must not be less than 20 percent of a full-time appointment. A scope of less than 20 percent may be permitted in

exceptional circumstances. The Recruitment Committee shall assess whether there are grounds for permitting an employment scope of less than 20 percent.

For appointment as visiting professor, an exemption is allowed for the requirement regarding 10 weeks of higher education teaching training. In such cases, higher education teaching training must be completed during the period of appointment. If five weeks or fewer are outstanding at the time of appointment, these must be completed during the first period of appointment. The remaining weeks must be completed if the appointment is extended.

4.3 Senior lecturer

To be eligible for appointment as senior lecturer, an applicant must have demonstrated pedagogical expertise and must hold a PhD or equivalent academic qualifications or possess some other professional qualification relevant to the subject area of the position and the duties to be performed. The eligibility requirements and assessment criteria for senior lecturers are determined by the focus of the appointment – either research or education and research.

For an applicant to be considered eligible for appointment as senior lecturer with a focus on research, they must demonstrate excellent scientific expertise and very good pedagogical expertise. For an applicant to be considered eligible for appointment as senior lecturer with a focus on education and research, they must demonstrate excellent pedagogical expertise and very good scientific expertise.

When preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical expertise. However, this does not mean that these categories of expertise should be ascribed equal significance. It is the nature of the duties that determines the weight to be ascribed to the different categories of expertise.

For each appointment, the extent to which different assessment criteria are to be weighted and the balance to be struck between them must be specified.

4.3.1 Senior lecturer with a focus on research

4.3.1.1 Excellent scientific expertise

The eligibility requirements and assessment criteria for excellent scientific expertise are set out below. Particular importance is attached to research activity over the past eight years.

Eligibility requirements

- PhD or equivalent academic qualifications.
- Significant scientific studies in which the applicant's contributions have proved decisive and can be documented through first and last authorship.[24]
- Independent and ongoing research of excellent quality.
- Last authorship of a number of scientific publications.[25]
- Last authorship of scientific papers published in journals of a high international standard.[26]
- Authorship of a large number of scientific publications.[27]
- Experience of scientific leadership roles, for example as the leader of a scientific network.
- Research leader.[28]
- A clear research plan capable of leading to significant scientific advances.
- Securing of peer-reviewed research grants as the principal applicant in open regional (e.g. ALF), national or international competition or

[24]Senior lecturers appointed with a focus on research at KI during the period 2020–2025 had, at the time of their application, a median volume of 19 original publications as first or last author (interquartile range 15 to 28). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[25] Senior lecturers appointed with a focus on research at KI during the period 2020–2025 had, at the time of their application, a median volume of 11 original publications as last author (interquartile range 8 to 16). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[26] The journals' impact factor, reputation and the citation rate of articles are included in the assessment of quality in relation to the field or subject area.
[27] Senior lecturers appointed with a focus on research at KI during the period 2020–2025 had, at the time of their application, a median volume of 54 original publications (interquartile range 36 to 83). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[28] Research leader is defined as "leader of a research group or team or equivalent, within a research group".

securing of a share of a larger grant with documented project responsibility in open national or international competition.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Scientific output that has been cited to a significant extent, taking into account the citation rate within the subject area.
- Research group leader.[29]
- Authorship of peer-reviewed review articles or editorials in journals of a high international standard or other research reports.[30]
- National and international research prizes and awards.
- Experience of positions in national or international research organisations, scientific advisory bodies and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g. as an external reviewer for doctoral thesis defence, expert assessor or examination board member.

4.3.1.2 Very good pedagogical expertise

The eligibility requirements and assessment criteria for very good pedagogical expertise are set out below.

Eligibility requirements

- Higher education teaching training comprising at least 10 weeks in accordance with recommendations of the Association of Swedish Higher Education Institutions (SUHF).[31]
- Main supervisor roles, either completed or currently underway, at various levels.[32]

[29] Research group leader is defined as 'leader of a research group with financial and personnel responsibilities

[30] Research reports refer to results published in reports that have led to significant societal benefit but have not been published in peer-reviewed journals.

[31] An exemption from the requirement for higher education teaching training may be granted if specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.

[32] The levels included here are: Bachelor's (first-cycle), Master's (second-cycle), doctoral (third-cycle) and postdoctoral level.

- Experience of teaching at a very high standard using a variety of methods at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level, for example clinical skills training, lectures, team-based learning or laboratory work.[33]

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Experience of programme coordination or as a member of a governing body.
- Experience of pedagogical leadership assignments at an overarching level.
- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in pedagogical development work at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Teaching experience at various national or international higher education institutions at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Supervisor for doctoral students.
- Supervisor for postdoctoral researchers.
- Supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Responsibility for the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Application of pedagogical theories to teaching and supervision.

[33] The recommendation for teaching is at least 120 hours at two or more levels, of which 80 hours at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

- Development of teaching resources or teaching materials for the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Receipt of teaching awards in open competition or through a local merit system, e.g. an award for excellence in teaching.
- Securing of competitive grants for research or development in the field of pedagogy.
- Author of pedagogical publications in national or international journals.
- Collaboration with others in organising, implementing, developing or quality-assuring teaching activities.

4.3.1.3 Leadership and collaboration expertise

The assessment criteria for leadership and collaboration expertise are set out below.

- Completed work environment and leadership training.
- Experience of positions of leadership or participation in committees, boards, councils, networks or other equivalent academic, collegial or clinical forums.
- Experience of positions of academic or collegial leadership, such as head of unit, head of division, clinical director at an academic healthcare institution, vice president, dean, deputy dean, or chair or vice chair of a collegial body.
- Participation in assignments or projects of significance to the wider community in the areas of collaboration, utilisation, communication or dissemination.

4.3.1.4 Additional assessment criteria for combined and adjunct appointments

- Participation in the development of national or international clinical or public health guidelines.
- Participation in the implementation of regional or national clinical care programmes.
- Participation in the development of new evidence-based methods for prevention, diagnosis or treatment.

4.3.2 Senior lecturer with a focus on education and research

4.3.2.1 Very good scientific expertise

The eligibility requirements and assessment criteria for very good scientific expertise are set out below. Particular importance is attached to research activity over the past eight years.

Eligibility requirements

- PhD or equivalent academic qualifications.
- Significant scientific studies in which the applicant's contributions have proved decisive and can be documented through first and last authorship.[34]
- Independent and ongoing research of very good quality.
- Last authorship or co-authorship of scientific papers published in journals of a high international standard.[35]
- Authorship of a number of scientific publications.[36]
- A clear research plan capable of leading to scientific advances.
- Securing of peer-reviewed research grants as the principal applicant or securing of a share of a larger grant with documented project responsibility in open regional (e.g. ALF), national or international competition.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Last authorship of a number of scientific publications.
- Experience of scientific leadership roles, for example as the leader of a scientific network.

[34] Senior lecturers appointed with a focus on education and research at KI during the period 2020–2025 had, at the time of their application, a median volume of 14 original publications as first or last author (interquartile range 11 to 17). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.
[35] The journals' impact factor, reputation and the citation rate of articles are included in the assessment of quality in relation to the field or subject area.
[36] Senior lecturers appointed with a focus on education and research at KI during the period 2020–2025 had, at the time of their application, a median volume of 30 original publications (interquartile range 26 to 42). The assessment of publications is based on both quality and quantity. The statistics shall not be applied as an individual requirement.

- Research leader.[37]
- Research group leader.[38]
- Scientific output that has been cited extensively, taking into account the citation rate within the subject area.
- Authorship of peer-reviewed review articles or editorials in journals of a good international standard or other research reports.[39]
- National and international research prizes and awards.
- Experience of positions in national or international research organisations, scientific advisory bodies and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g. as an external reviewer for doctoral thesis defence, expert assessor or examination board member.

4.3.2.2 Excellent pedagogical expertise

The eligibility requirements and assessment criteria for excellent pedagogical expertise are set out below.

Eligibility requirements

- Higher education teaching training comprising at least 10 weeks in accordance with recommendations of the Association of Swedish Higher Education Institutions (SUHF).[40]
- Experience of course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Responsibility for pedagogical development and evaluation at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.[41]

[37] Research leader is defined as "leader of a research group or team or equivalent, within a research group".
[38] Research group leader is defined as 'leader of a research group with financial and personnel responsibilities
[39] Research reports refer to results published in reports that have led to significant societal benefit but have not been published in peer-reviewed journals.
[40] An exemption from the requirement for higher education teaching training may be granted if specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.
[41] Assessment is based on both quality and scope.

- Main supervisor roles, either completed or currently underway, at various levels.[42]
- Experience of teaching and examination of an excellent standard at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of teaching at an excellent quality level using various methods at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level, for example clinical skills training, lectures, team-based learning or laboratory work.[43]

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Experience of programme coordination or as a member of a governing body.
- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of pedagogical leadership assignments at an overarching level.
- Responsibility for pedagogical development presented locally, nationally or internationally.
- Teaching experience at various national and international higher education institutions at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Supervisor for doctoral students.
- Supervisor for postdoctoral researchers.
- Main supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Responsibility for the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

[42] The levels included here are: Bachelor's (first-cycle), Master's (second-cycle), doctoral (third-cycle) and postdoctoral level.
[43] The recommendation for teaching is at least 180 hours at two or more levels, of which 120 hours at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

- Responsibility for the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching resources or teaching materials for the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Receipt of teaching awards in open competition or through a local merit system, e.g. an award for excellence in teaching.
- Securing of competitive grants for research or development in the field of pedagogy.
- Author of pedagogical publications in national or international journals.
- Collaboration with others in organising, implementing, developing or quality-assuring teaching activities.

4.3.2.3 Leadership and collaboration expertise

The assessment criteria for leadership and collaboration expertise are set out below.

- Completed work environment and leadership training.
- Experience of positions of leadership or participation in committees, boards, councils, networks or other equivalent academic, collegial or clinical forums.
- Experience of positions of academic or collegial leadership, such as manager, director of education (GUA), programme director or equivalent, vice president, dean, deputy dean, or chair or vice chair of a collegial body.
- Participation in assignments or projects of significance to the wider community in the areas of collaboration, utilisation, communication or dissemination.

4.3.2.4 Additional assessment criteria for combined and adjunct appointments

- Participation in the implementation of clinical training modules.
- Participation in the implementation of regional or national clinical care programmes.

- Participation in the development of new evidence-based methods for prevention, diagnosis or treatment.

4.4 Adjunct senior lecturer

To be eligible for appointment as adjunct senior lecturer with a focus on research or with a focus on education and research, an applicant must meet the same eligibility requirements and assessment criteria as for appointment as senior lecturer.

An adjunct senior lecturer must have their primary occupation outside the higher education sector and may not hold another position at KI. The purpose of an adjunct appointment is to provide KI with external expertise that is not normally available within its regular activities. Funding for an adjunct appointment at KI must not be provided via the appointee's own company or foundation.

For appointment as adjunct senior lecturer, an exemption is allowed for the requirement regarding 10 weeks of higher education teaching training. In such cases, higher education teaching training must be completed during the period of adjunct appointment. If five weeks or fewer are outstanding at the time of appointment, these must be completed during the first period of appointment. The remaining weeks must be completed if the adjunct appointment is extended.

4.5 Assistant senior lecturer

To be eligible for appointment as assistant senior lecturer, an applicant must have demonstrated pedagogical expertise and must hold a PhD or equivalent academic qualifications or possess some other professional qualification relevant to the subject area of the position and the duties to be performed.

For an applicant to be considered eligible for appointment as assistant senior lecturer, they must demonstrate good scientific expertise and excellent pedagogical expertise.

When preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical expertise. However, this does not mean that these categories of expertise

should be ascribed equal significance. It is the nature of the duties that determines the weight to be ascribed to the different categories of expertise.

4.5.1 Good scientific expertise

The eligibility requirements and assessment criteria for good scientific expertise are set out below.

Eligibility requirements

- PhD or equivalent academic qualifications.
- Publication of at least one scientific peer-reviewed original publication as first or last author, after doctoral thesis defence.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Securing of peer-reviewed research grants as the principal applicant or securing of a share of a larger grant with documented project responsibility in open regional (e.g. ALF), national or international competition.
- Research project leader.
- Authorship of peer-reviewed original publications.
- Authorship of peer-reviewed review articles or editorials or other research reports.[44]
- Experience of positions in national or international research organisations, scientific advisory bodies and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g. as an external reviewer for doctoral thesis defence, expert assessor or examination board member.

[44] Research reports refer to results published in reports that have led to significant societal benefit but have not been published in peer-reviewed journals.

4.5.2 Excellent pedagogical expertise

The eligibility requirements and assessment criteria for excellent pedagogical expertise are set out below.

Eligibility requirements

- Higher education teaching training comprising at least 10 weeks in accordance with recommendations of the Association of Swedish Higher Education Institutions (SUHF).[45]
- Experience of course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Responsibility for pedagogical development and evaluation at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.[46]
- Main supervisor roles, either completed or currently underway, at various levels.[47]
- Experience of teaching and examination of an excellent standard at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of teaching at an excellent quality level using various methods at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level, for example clinical skills training, lectures, team-based learning or laboratory work.[48]

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Experience of programme coordination or as a member of a governing body.

[45] An exemption from the requirement for higher education teaching training may be granted if specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.
[46] Assessment is based on both quality and scope.
[47] The levels included here are: Bachelor's (first-cycle), Master's (second-cycle), doctoral (third-cycle) and postdoctoral level.
[48] The recommendation for teaching is at least 180 hours at two or more levels, of which 120 hours at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of pedagogical leadership assignments at an overarching level.
- Responsibility for pedagogical development presented locally, nationally or internationally.
- Teaching experience at various national and international higher education institutions at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Supervisor for doctoral students.
- Supervisor for postdoctoral researchers.
- Main supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Responsibility for the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Responsibility for the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Application of pedagogical theories to teaching and supervision.
- Development of teaching resources or teaching materials for the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Receipt of teaching awards in open competition or through a local merit system, e.g. an award for excellence in teaching.
- Securing of competitive grants for research or development in the field of pedagogy.
- Author of pedagogical publications in national or international journals.
- Collaboration with others in organising, implementing, developing or quality-assuring teaching activities.

4.5.3 Additional assessment criteria for combined appointments

- Participation in the implementation of clinical training modules.

- Participation in the implementation of regional or national clinical care programmes.
- Participation in the development of new evidence-based methods for prevention, diagnosis or treatment.

4.6 Assistant professor

Chapter 4, Section 4a, first paragraph of the Higher Education Ordinance provides that an appointment as assistant professor requires the same academic qualifications as for appointment as senior lecturer, i.e. a PhD or equivalent academic qualifications.

Preference should be given to applicants who obtained their PhD or achieved equivalent academic qualifications no more than five or seven years before the deadline for the application period for the position of assistant professor. However, all applicants shall be included in the selection process, regardless of the year in which they obtained their PhD. Each higher education institution decides for itself which of the time limits shall apply. KI normally applies a time limit of no more than seven years.

When calculating this, a period of time may be deducted by those who obtained a PhD or achieved equivalent academic qualifications earlier, if special reasons exist. In this context, special reasons are leave of absence due to illness, parental leave or other similar circumstances that can be substantiated through written verification from the Swedish Social Insurance Agency (Försäkringskassan), another Swedish or foreign authority, or an employer.

When preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical expertise. However, this does not mean that these categories of expertise should be ascribed equal significance. It is the nature of the duties that determines the weight to be ascribed to the different categories of expertise.

4.6.1 Good scientific expertise

The eligibility requirements and assessment criteria for good scientific expertise are set out below.

Eligibility requirements

- PhD or equivalent academic qualifications.
- Publication of at least one scientific peer-reviewed original publication as first or last author, after doctoral thesis defence and with no former doctoral supervisor listed among the co-authors.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Securing of peer-reviewed research grants as the principal applicant or securing of a share of a larger grant with documented project responsibility in open regional (e.g. ALF), national or international competition.
- Research project leader.
- Authorship of peer-reviewed original publications.
- Authorship of peer-reviewed review articles or editorials or other research reports.[49]
- Experience of positions in national or international research organisations, scientific advisory bodies and boards.
- Invited speaker at international conferences.
- Assessor of other people's research, e.g. as an external reviewer for doctoral thesis defence, expert assessor or examination board member.

4.6.2 Good pedagogical expertise

The eligibility requirements and assessment criteria for good pedagogical expertise are set out below.

Eligibility requirements

[49] Research reports refer to results published in reports that have led to significant societal benefit but have not been published in peer-reviewed journals.

- Higher education teaching training comprising at least three weeks based on the recommendations of the Association of Swedish Higher Education Institutions (SUHF).[50]
- Experience of teaching of a good standard at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.[51]
- Experience of teaching activities using a variety of methods, such as clinical skills training, lectures, team-based learning or laboratory work.[52]

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Supervisor for doctoral students.
- Main supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in the planning and conduct of examinations, or parts of examinations, at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

4.6.3 Additional assessment criterion for combined appointments

- Experience from participating in clinical training modules.

[50] An exemption from the requirement for higher education teaching training may be specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.
[51] Exemption from this requirement is permissible in specific university-wide and strategic initiatives, provided this is specified in the job advertisement. Decisions regarding exemptions are made by the President.
[52] Exemption from this requirement is permissible in specific university-wide and strategic initiatives, provided this is specified in the job advertisement. Decisions regarding exemptions are made by the President.

4.7 Promotion from assistant professor to senior lecturer

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

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

For promotion from assistant professor to senior lecturer with a focus on research, an exemption is allowed for the requirement regarding 10 weeks of higher education teaching training. In such cases, the appointee is required to undertake such training during the first two years of employment.

Only individuals employed as assistant professor at KI may apply for promotion. If the applicant's appointment as assistant professor has ceased 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 may reject an application for promotion. The final decision to reject an application is taken by the Head of Department in accordance with the guidelines set out in the President's Decision-Making and Delegation of Authority. Such a decision may be appealed in accordance with Chapter 12 Section 2 item 2 of the Higher Education Ordinance.

4.7.1 Assessment of promotion from assistant professor to senior lecturer with a focus on research

The assessment criteria to be applied when assessing promotion from assistant professor to senior lecturer with a focus on research are set out below. In addition to the applicant being eligible for appointment as senior

lecturer with a focus on research, all of the assessment criteria set out below must be met.

- Securing of self-funded, multi-year grants obtained as principal applicant in open national or international competition.
- Last authorship (after doctoral thesis defence) of a large number of scientific articles in leading international scientific journals.
- An independent and clear research line.
- Research leader[53] of a research group that has achieved successful scientific results.
- Experience of academic duties, such as editorial roles, participation in assessment committees, departmental duties and the organisation of conferences.

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

The assessment criteria to be applied when assessing promotion from assistant professor to senior lecturer with a focus on education and research are set out below. In addition to the applicant being eligible for appointment as senior lecturer with a focus on education and research, all of the assessment criteria set out below must be met.

- A clear plan for teaching activities of an excellent standard and major future potential.[54]
- Responsibility for the planning and execution of teaching at two or more levels, and on at least one level on repeated occasions.[55]
- Responsibility for the evaluation of teaching and examination of an excellent standard at two or more levels, and on at least one level on repeated occasions.[56]

[53] Research leader is defined as “leader of a research group or team or equivalent, within a research group”.
[54] The plan must set out how the applicant intends to use their teaching to support student learning in accordance with educational research.
[55] The levels included here are: Bachelor’s (first-cycle) level, Master's (second-cycle) and doctoral (third-cycle) level.
[56] The levels included here are: Bachelor’s (first-cycle) level, Master's (second-cycle) and doctoral (third-cycle) level.

- Responsibility for pedagogical development presented regionally, nationally or internationally.
- Collaboration with others in organising, implementing, developing or quality-assuring teaching activities.
- Application of pedagogical theories to teaching and supervision.

4.7.3 Transitional provisions for promotion from assistant professor to senior lecturer

These Instructions on the Appointment Procedure for Teachers shall apply to applications for promotion from assistant professor to senior lecturer where the appointment as assistant professor commenced on or after 1 November 2024.

4.8 Lecturer

To be eligible for appointment as lecturer, an applicant must have demonstrated pedagogical expertise and must hold a Master's (second-cycle) degree or higher, or possess some other professional qualification relevant to the subject area of the position and the duties to be performed.

To be appointed as lecturer, the applicant must demonstrate good scientific expertise and good pedagogical expertise.

When preparing appointments and reviewing qualifications, equal attention must be paid to scientific expertise and pedagogical expertise. However, this does not mean that these categories of expertise should be ascribed equal significance. It is the nature of the duties that determines the weight to be ascribed to the different categories of expertise.

4.8.1 Good scientific expertise

The eligibility requirements and assessment criteria for good scientific expertise are set out below.

Eligibility requirements

- Master's (second-cycle) degree or higher, or some other professional qualification relevant to the subject area of the position and the duties to be performed.

Assessment criteria

- PhD.
- Authorship of scientific publications after doctoral thesis defence.
- Securing of peer-reviewed research grants as the principal applicant or securing of a share of a larger grant with documented project responsibility in open regional (e.g. ALF), national or international competition.

4.8.2 Good pedagogical expertise

The eligibility requirements and assessment criteria for good pedagogical expertise are set out below.

Eligibility requirements

- Higher education teaching training comprising at least three weeks based on the recommendations of the Association of Swedish Higher Education Institutions (SUHF).[57]
- Experience of teaching of a good standard at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of teaching activities at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level using a variety of methods, such as clinical skills training, lectures, team-based learning or laboratory work.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

[57] An exemption from the requirement for higher education teaching training may be specified in the job advertisement. If an exemption is granted, the employee is required to undertake such training during the first two years of employment.

- Participation in the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

4.8.3 Additional assessment criterion for combined appointments

- Experience from participating in clinical training modules.

4.9 Adjunct lecturer

To be eligible for appointment as adjunct lecturer, an applicant must have demonstrated good pedagogical expertise and must hold a Master's (second-cycle) degree or higher, or possess some other qualification relevant to the subject area of the position and the duties to be performed.

An adjunct lecturer must have their primary occupation outside the higher education sector and may not hold another position at KI. The purpose of an adjunct appointment is to provide KI with external expertise that is not normally available within its regular activities. Funding for an adjunct appointment at KI must not be provided via the appointee's own company or foundation.

To be appointed as adjunct lecturer, the applicant must demonstrate good scientific expertise and good pedagogical expertise.

When preparing appointments and reviewing qualifications, equal attention must be paid to the eligibility requirements for scientific and pedagogical expertise. However, this does not mean that these categories of expertise should be ascribed equal significance. It is the nature of the duties that determines the weight to be ascribed to the different categories of expertise.

For appointment as adjunct lecturer, an exemption is allowed for the requirement regarding three weeks of higher education teaching training. In such cases, higher education teaching training must be completed during the first period of appointment.

4.9.1 Good scientific expertise

The eligibility requirements and assessment criteria for good scientific expertise are set out below.

Eligibility requirements

- Master's (second-cycle) degree or higher, or some other qualification relevant to the subject area of the position and the duties to be performed.

Assessment criteria

- PhD.
- Authorship of scientific publications after doctoral thesis defence.

4.9.2 Good pedagogical expertise

The eligibility requirements and assessment criteria for good pedagogical expertise are set out below.

Eligibility requirements

- Higher education teaching training comprising at least three weeks based on the recommendations of the Association of Swedish Higher Education Institutions (SUHF).
- Experience of teaching of a good standard at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Experience of teaching activities using a variety of methods, such as clinical skills training, lectures, team-based learning or laboratory work.

Assessment criteria

- Differences in the qualifications required to meet the entry requirements set out above.
- Supervisor for Bachelor's (first-cycle) or Master's (second-cycle) degree projects.
- Experience of module coordination or equivalent or course coordination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.

- Participation in the planning and conduct of examinations at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.
- Participation in the evaluation of teaching or examination at the Bachelor's (first-cycle), Master's (second-cycle) or doctoral (third-cycle) level.