

# Instructions for Appointment of Docent at Karolinska Institutet

Reference 1-887/2025

Valid from 01 November 2025



**Karolinska  
Institutet**

# Instructions for Appointment of Docent at Karolinska Institutet

## Table of Contents

1. Purpose .....	4
2. Formal requirements for the application.....	4
2.1 Application Form for Docent Appointment .....	4
2.1.2 KI's qualifications portfolio.....	5
2.1.2.1 Curriculum Vitae (CV).....	5
2.1.2.2 Research portfolio .....	5
2.1.2.3 Teaching portfolio.....	5
2.1.2.4 Leadership and Collaboration portfolio .....	6
2.1.2.5 Clinical Portfolio.....	6
2.1.3 Independence Biography.....	6
2.1.4 Recommendation from Head of Department .....	6
2.1.5 Documentation of Teaching Merits – Teaching Table.....	7
2.1.5.1 Points Calculation .....	8
2.1.5.2 Maximum Points per Category: .....	8
2.1.6 Certificates of Teaching Merits .....	9
2.1.7 Other Certificates – Appendices 7–9.....	9
3. Application of criteria.....	10
3.1.1 Assessment of scientific skills.....	10
3.1.2 Assessment of pedagogical skills .....	10
3.1.3 Assessment of leadership and collaboration skills.....	11



**Karolinska  
Institutet**

Period of validity:                   and until further notice  
from 2025-11-01

Decision:  
Docent Committee

Document type:  
Instructions

Handled by department/unit:  
HR-department

Preparation with:  
-

Revision with respect to:  
New guidelines for Docent at Karolinska Institutet, ref. no 1-508/2025

## 1. Purpose

The present instructions to the guidelines for docent appointment are prepared and decided by the Docent Committee. The instructions describe the eligibility requirements and assessment criteria to be applied for the various skills categories, in accordance with what is stated in the Guidelines for docent at Karolinska Institutet. The guidelines establish the overarching requirements and principles, while the instructions specify how these are to be interpreted and applied in the assessment process.

## 2. Formal requirements for the application

An application for a docent appointment consists of appendices one through seven, with appendices eight, nine, and ten to be included if applicable. All appendices must be numbered as outlined below, and additional appendices beyond those listed are not accepted.

1. Application form for docent appointment
2. KI's qualifications portfolio
3. Independence biography
4. Recommendation from the Head of Department
5. Teaching table
6. Certificates of teaching merits
7. Certification of teaching in higher education
8. Certificate of doctoral supervision
9. Accepted manuscripts
10. Specialist certificate (for medical doctors)

### 2.1.1 Application Form for Docent Appointment

The application form must be completed using a specific template. The field of expertise for the docent appointment must be stated in accordance with the Swedish standard classification of research subjects.

## 2.1.2 KI's qualifications portfolio

The qualifications portfolio consists of five sections: curriculum vitae, research portfolio, teaching portfolio, leadership and collaboration portfolio, and clinical portfolio.

In addition to the instructions provided within the portfolio, the following also applies:

### 2.1.2.1 Curriculum Vitae (CV)

- The doctoral thesis must include a clickable link to a publicly accessible publication database.

### 2.1.2.2 Research portfolio

- All publications listed in the qualifications portfolio must include a clickable link to an accessible publication database.
- Section 3.3 All original articles must be included in the qualification portfolio and not as an appendix. Also indicate the H-index and total number of citations according to Web of Science and Google Scholar.
- In the publication list, original works where the applicant is first or last author, completed after doctoral education and without any doctoral supervisor as co-author, must be specifically marked with #.
- Publications included in the doctoral thesis must be specifically marked with §.
- Section 3.5 All other publications must be included in the qualifications portfolio and not as an appendix.
- Section 8. Other significant scientific merits may include national or international research collaborations.
- The research description must be divided into previous, current, and future research. The description must not exceed three pages, excluding the reference list.

### 2.1.2.3 Teaching portfolio

- Section 8 Pedagogical reflections and self-assessment of your teaching and supervision must include references to pedagogical literature.

#### *2.1.2.4 Leadership and Collaboration portfolio*

- In section 5. Other significant leadership merits, additional qualifications such as assignments outside academia should also be included.
- Section 6. Organisation of international, national and regional networks and other larger cooperative activities, may also include participation in or co-organization of such a network or collaboration.
- In section 11. Other significant collaboration merits, additional qualifications such as assignments outside academia should also be included.

#### *2.1.2.5 Clinical Portfolio*

- Clinical skills are not evaluated in a docent application.

### **2.1.3 Independence Biography**

In the independence biography, the applicant must describe their independence in both research and teaching. This should be prepared using a specific template.

- Description of independent pedagogical ability in planning, implementation, and evaluation of education and examination.
- In at least two scientific original papers where the applicant is both first and last author, at least one as last author, the applicant must report the contributions of all co-authors. Both works must be completed after the doctoral education and without any of the doctoral supervisors as co-authors.
- Describe your contribution to the scientific question, study design, analysis, manuscript writing, and correspondence with the journal, in relation to the other co-authors.

### **2.1.4 Recommendation from Head of Department**

The recommendation from the Head of Department must include the following components, and the proposed experts must be suggested in accordance with the guidelines below:

- The recommendation should describe the benefits of the docent appointment in relation to teaching and research at KI.
- It should also describe the applicant's level of independence.
- The subject area must be proposed in accordance with the guidelines for docent appointments.
- Two experts must be proposed, of whom at least one must be external.
- Individuals affiliated with KI are considered internal.
- The internal expert must not belong to the same department as the applicant.
- If two external experts are proposed, this must be motivated.
- Proposed experts must hold at least the title of docent, and both genders should be represented unless exceptional circumstances apply.
- The Head of Department must ensure that the experts have no conflict of interest in relation to the applicant.
- Email addresses of the experts must be provided.
- It is particularly important that the experts are justified based on their scientific skills, pedagogical skills<sup>1</sup>, and subject-specific knowledge.

### **2.1.5 Documentation of Teaching Merits – Teaching Table**

To be appointed as a docent, the applicant must demonstrate sustained teaching experience that includes a variety of teaching forms, methods, models, and formats, with the majority conducted at a higher education institution.

To report teaching qualifications, the applicant must use a specific template in Excel format.

To meet the requirement, the applicant must have at least 30 points in teaching qualifications, reported as follows:

---

<sup>1</sup> Brief description of the educational contributions made by the expert within the subject area. For example, various assignments, teaching, and supervision.

*2.1.5.1 Points Calculation*

<b>Activity</b>	<b>Points</b>
Teaching with mixed methods (at university courses) <sup>2</sup>	2 points per 10 hours
Examination/supervision of theses (Bachelor/Master level)	2 points per thesis
Main supervision of PhD/postdoc	2 points per supervision (ongoing or completed)
Co-supervision of PhD students	1 point per supervision (ongoing or completed)
Supervision of students in clinical/other settings	1 point per course
Teaching in clinical/other settings for staff, patients, others	1 point per 10 hours
Pedagogical leadership roles	2 points per assignment

*2.1.5.2 Maximum Points per Category:*

- **Maximum of 8 points** from supervision or examination of degree projects (bachelor's level, master's level, doctoral level).
- **Maximum of 6 points** from supervision in professional practice and teaching for staff, patients, or other relevant target groups.
- **Maximum of 6 points** from pedagogical leadership roles.

---

<sup>2</sup> Refers to teaching in courses at a higher education institution



## **2.1.6 Certificates of Teaching Merits**

Certificates must reference the corresponding row number in the teaching table and include:

### **1. Certificate Issuer**

- Name, title, and contact details of the person issuing the certificate.
- The issuer's relationship to the individual being certified, for example, head of department, course coordinator, or research group leader.
- A certificate from the course coordinator or equivalent is required for teaching activities.

### **2. Time period**

- Clear indication of when the activity was carried out, with specific dates or time intervals.

### **3. Type of activity**

- Describe the activity, such as teaching, supervision, examination, or educational leadership, and specify the form of teaching, for example, lectures, seminars, or clinical instruction.

### **4. Scope**

- For teaching: specify the number of hours.
- For supervision/examination: specify the number of projects/theses.
- For educational leadership: specify the number of assignments.
- For supervision in professional practice: specify the number of courses.

## **2.1.7 Other Certificates – Appendices 7–9**

- The certificate for teaching in higher education must be included and be accompanied by the course's learning outcomes.

- Certificates for doctoral supervision must be attached.
- Any accepted but not yet published articles should be included. These must be verified with a copy of the acceptance letter, and the manuscript must be attached to the application.

## 3. Application of criteria

### 3.1.1 Assessment of scientific skills

- If the doctoral thesis is a monograph, a separate assessment is made of the number of original works.
- Systematic review articles are considered original works.
- Accepted but not yet published articles should be credited.
- Co-authorship is generally credited as full authorship.
- Authorship where the applicant is the sole author is assessed as last authorship.

### 3.1.2 Assessment of pedagogical skills

- Emphasis is placed on whether the applicant has completed an introductory course in pedagogy, not only advanced courses. The learning outcomes of the cited courses must align with the recommendations of the Association of Swedish Higher Education Institution (SUHF) for qualifying pedagogical training in higher education.
- Teaching should have been conducted using mixed methods. Mixed methods refer to teaching where the applicant has applied at least two different pedagogical approaches, such as lectures and seminars. For concrete examples of teaching methods, see section 4.2 in the teaching portfolio of the qualifications portfolio.
- Teaching in courses at a higher education institution refers to scheduled teaching linked to a university or college but may also include clinical courses.
- Teaching time at a higher education institution refers only to organized and scheduled teaching. The teaching may have been conducted physically or digitally. Only contact time with

students should be counted as teaching time, not preparation or follow-up work.

- Supervision of students in clinical or other professional settings refers to supervision that is organized within a course and constitutes work-integrated learning. Points are awarded per course, not per student.
- Teaching in clinical or other professional settings for staff, patients, or other groups refers, for example, to education within healthcare training, such as specialist training and patient education, or within continuing education.
- Educational leadership refers to roles such as course coordinator, program director, member of steering groups for research schools, subject coordinator, or work-based education coordinator, as well as membership in educational committees. Responsibility for part of a course or serving as examiner for an individual assignment is not credited.

### **3.1.3 Assessment of leadership and collaboration skills**

Assessment of leadership and collaboration skills is made holistically, considering qualifications both within and outside academia. The applicant may, for example, list merits such as positions of trust or involvement in union activities.