

Appointment Regulations at the University of Skövde

- Recruitment and promotion of teachers

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1. Introduction

The Higher Education Ordinance stipulates that universities and institutes of higher education shall have official Appointment Regulations that detail the regulations that shall apply when teachers are appointed.

The purpose is partly to ensure that the requirements regarding public control and legal security are met. The Appointment Regulations consist of regulations that constitute principles and complement the Higher Education Ordinance. The Appointment Regulations at the University of Skövde are also intended to provide guidance for those who approve, process, and participate in appointment and promotion at the university.

Teacher categories

The teacher categories that the Higher Education Ordinance permits to be employed at the university are professors (including adjunct professors), senior lecturers (including adjunct senior lecturers), lecturers (including adjunct lecturers), research assistants, non-permanent lecturers, guest teachers, and assistant senior lecturers.

At the University of Skövde, the titles used are senior lecturer and lecturer. Assistant senior lecturers are not employed at present at the University of Skövde.

Preparation of appointments

When professors, senior lecturers and research assistants are to be appointed, the university's nominated bodies, at the University of Skövde the Research and Education Council and the Council of Teacher Education, shall prepare the appointment and submit their proposals to the Vice-Chancellor. Appointments that concern teacher education and related research are prepared by the Council of Teacher Education. Other appointments are prepared by the Research and Education Council.

The Research and Education Council has established a committee, the Committee for Employment Issues, that prepares issues concerning the appointment of teachers on the council's behalf. This committee at present also prepares corresponding issues on behalf of the Council of Teacher Education. The committee has five members; four teachers and a student representative. The Personnel Manager and a personnel officer, in the capacity of secretary, also participate in the committee's work. The preparation of the appointment is done in consultation with the departments.

When university lecturers and guest teachers are to be appointed, the appointment is prepared by the *personnel* department in consultation with the department.

Content of the appointment regulations, date of taking effect etc

The Appointment Regulations begin by stating the University of Skövde's objectives and strategies for the recruitment of teachers. Each teacher category is subsequently dealt with separately in different sections. Eligibility requirements and bases of assessment are stated and the different procedures to be followed when recruiting or promoting to each category are also briefly described. A more detailed description of the various stages in the appointment process can be found in the appendices. Instructions for drawing up a qualification portfolio

and an overview of recruitment and promotion procedures can also be found in the appendices.

The Appointment Regulations are approved by the Board of Governors. The Vice-Chancellor can decide on changes in the Appointment Regulations that are not matters of principle.

These Appointment Regulations were approved by the Board of Governors on 15 April 2005. The Appointment Regulations are effective as of this date and supersede the following documents:

- Employment of teacher (Appointment Regulations), record no. 335-98-43,
- Employment of teachers (Administrative Ordinance), record no. 88-99-42,
- Employment process at the University of Skövde, record no. 226-97-49,
- Staff recruitment at the University of Skövde, record no. 141-94-44,
- Preparation of application by senior university lecturer for promotion to professor, record no. 161-02-43,
- Guidelines for the post of professor, record no. 302-00-42,
- Reporting of teaching qualifications, record no. 242-99-49 and
- Equal opportunities in the employment process with involvement of the appointments committee, record no. 269-96-45,

The Appointment Regulations in effect can also be found on the University of Skövde website.

2 Objectives and strategies for the recruitment of teachers

The university's competence supply objectives for 2006-2008 are, in brief, to

- increase the proportion of teachers holding PhDs
- reduce the proportion of guest teachers,
- increase the proportion of women senior lecturers and professors,
- increase the proportion of women in the university management, especially the proportion of younger women in this category,
- increase ethnic and cultural diversity in all staff categories,
- increase the number of staff with a non-Swedish background in the university management and

In order to realise the university's overall objectives as regards competence supply, all recruitment shall follow the following strategies:

- Planning of recruitment shall be long-term and each department shall formulate objectives for the recruitment of teachers and other staff every year. The department's recruitment objectives shall be based on the university's competence supply objectives (see above).
- The recruitment of senior university lecturers is a strategic element in the University of Skövde's planning for long-term development. Senior university lecturers are recruited when academic quality in major subjects and other subjects needs to be strengthened.
- Professors are to be employed principally in those areas that the Board of Governors deems to be of strategic importance. Professors may be appointed in areas of specialisation where the University has attained an academic depth of study in the education and developed extensive research activities. A professor may also be recruited in a prioritised area where academic volume has not yet been built up – in order to strengthen its development.
- An adjunct professor, senior lecturer or lecturer may be recruited for research, development and teaching when competence from activities outside the University is valuable.
- The prevailing distribution between men and women in the teacher category and area of specialisation in question shall be taken into consideration and an even distribution by gender aimed for (see Appendix 4, Gender equality) at all stages in the recruitment process. If the distribution by gender is in imbalance in a particular group of subjects, *affirmative action* should be applied when recruiting. Affirmative action should also be applied to increase the proportion of women professors.
- Aspects to promote ethnic diversity shall also be considered in the recruitment process (see Appendix 5, Diversity).

3 Professors

3.1 Eligibility requirements and bases for assessment

The following section describes the eligibility requirements and bases for assessment when a professor is to be appointed at the University of Skövde. A more detailed description of the assessment of qualifications can be found in Appendix 1.

Eligibility requirements according to the Higher Education Ordinance, Chapter 5, Sections 5 and 6

A person who has demonstrated both academic and pedagogic skills shall be eligible to be appointed professor in other than artistic disciplines. Applicants' academic skills and pedagogic skills shall be assessed with equal meticulousness.

A person who has demonstrated both artistic and pedagogic skills shall be eligible to be appointed professor in artistic disciplines. Applicants' artistic skills and pedagogic skills shall be assessed with equal meticulousness.

In addition to these eligibility requirements, further eligibility requirements may have been stipulated in the employment profile (see Section 3.2).

At the University of Skövde the requirements below apply in principle. They are, however, adapted and modified for each specific subject in line with that subject's prerequisites, praxis and applicable requirements according to the norms for qualification for a professorship drawn up for each specific subject.

What is stated below in respect of qualification as reader is not a requirement for being formally admitted as reader at an institute of higher education but shall rather be interpreted as a requirement for equivalent competence.

Academic qualifications

In addition to the requirements relating to qualification as reader (see Appendix 2), candidates must have both broadened and deepened their academic production, with the requisite independence, development and originality in both theory and method. Further requirements are participation in national/international networks or equivalent and broad, sound, up-to-date knowledge of the subject.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their academic qualifications into especial consideration: the degree of academic competence stipulated as a requirement for the appointment, originality and independence in the applicant's academic production, quality of published work, ability to secure external research funds, service as opponent in public defence of theses, and service on grading/degree award committees, guest researcher assignments, active invitations to participate at conferences and expert assessment assignments.

Pedagogical qualifications

In addition to the requirements relating to qualification as reader (see Appendix 2), candidates are normally required to have experience of successful supervision of post-graduate students taking a doctor's degree.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their pedagogical qualifications into especial consideration: the degree of pedagogical proficiency required for the appointment, pedagogical development work, production of teaching material, applicant's training as supervisor and also participation in supervisor training, scope and quality of supervision of post-graduate students or equivalent, senior seminar activities, popular science publication and information and internationalisation of and in education and teaching.

For more information about pedagogical qualifications, please refer to Appendix 3.

Administrative qualifications

It is desirable for applicants to have independently organised, developed and led the work of a research team at the University or in some other context. Experience of academic leadership (for example service as deputy vice-chancellor, dean, or head of department) is a useful qualification. Active service in the administrative committees of the subject/department or special bodies, having thereby acquired knowledge and understanding of the organisational and economic prerequisites for the University's activities and operations shall also count as an administrative qualification. The acquisition of sound experience of society's and the academic community's functions and their relationship to the University and the University's "external affairs" through participation in external administrative bodies (academic organisations, investigative commissions, boards, committees etc) is also considered to be an administrative qualification. Experience of leadership in other contexts outside the University is also an advantage.

3.2 Recruitment procedures

The University's procedures for the recruitment of professors are detailed below.

Recruitment criteria

The recruitment procedure begins with the department concerned drawing up the criteria for the appointment. The recruitment criteria form the basis for the subsequent recruitment procedure. The department's needs and the competence that it is desired to procure shall therefore be described in the criteria. Details of financing, conditions, schedule etc shall also be given.

The head of department and the Personnel Manager/personnel officer present the proposed recruitment for the Vice-Chancellor who decides whether the recruitment procedure may commence. At the same time, the Vice-Chancellor assigns the department concerned the task of drawing up a proposed employment profile.

Before the Vice-Chancellor makes any decision to commence the appointment procedure, the personnel organisations shall be informed in accordance with the Act on Co-determination in the Workplace (MBL). The personnel department is responsible for ensuring that the information is given to the personnel organisations.

For more information on recruitment criteria, please refer to Appendix 6. A recruitment criteria template is available on the personnel department's website.

Appointment profile

When a professor is to be appointed, an appointment profile shall be drawn up. The appointment profile shall state the area of specialisation, eligibility requirements, bases for assessment and tasks. The bases for assessment shall be stated based on the tasks associated with the appointment. Some of the bases for assessment should reflect personal qualities. It must also be clear how the different bases for assessment are to be weighed against each other.

A proposed appointment profile shall be drawn up by the board of the department, who submit the proposal to the Committee for Employment Issues who then in turn review the profile. The appointment profile is approved by the Research and Education Council or the Teacher Education Council.

For more information on appointment profiles, please refer to Appendix 7. An appointment profile template is available on the personnel department's website.

Advertising

The advertisement is drawn up jointly by the department and the personnel department. The finished proposal is submitted to the Recruiting and Information Unit at the Office of Research and Education.

The description of teaching, research duties and qualifications and the details of eligibility requirements, bases for assessment, and tasks as stated in the appointment profile shall also be stated in the advertisement. No changes may be made in relation to the profile.

The advertisement shall be so designed as to encourage people of underrepresented gender to apply. The text must be easy to read, attractive and neutral in respect of ethnicity, religious faith, gender and sexual orientation. The place of work and terms of appointment shall also be described.

The period of application should be at least three weeks after publication of the advertisement. A shorter or longer period may be motivated in certain cases.

For more information on advertising, please refer to Appendix 8. An advertisement template is available on the personnel department's website.

Application procedure

Application documents are sent to the records clerk who registers them. The records clerk files the application itself – the remaining documents are forwarded to the secretary of the Committee for Employment Issues together with a copy of the application. The documents are kept at the Personnel Department.

The application should be written in accordance with the University's instructions regarding qualification portfolios (see Appendix 12). Applicants must attach at most ten academic publications (of which two must have been published during the three years preceding) at most five works intended to document the applicant's pedagogical proficiency, for example teaching materials or popular science articles. The documents shall be submitted in quadruplicate. One set is intended for the University. The remainders are intended for the expert evaluators who will assess the applicants.

The secretary of the Committee for Employment Issues sends the applicants' application documents to the department and to the members of the Committee for Employment Issues. The applicants are sent a letter containing information about expert evaluators and the selection process.

The university may invite a person to apply for a position of professor that has been declared vacant. In practice this means that a person who has not applied for the position is invited to

do so before the selection process begins. According to the Higher Education Ordinance, HEO, such an invitation must be made within three months of the appointment of the expert evaluators. The decision to issue an invitation is made by the Vice-Chancellor in consultation with the department and the Personnel Department.

For more details about the application procedure, please refer to Appendix 9.

Expert evaluation

When a professor is to be appointed, three expert evaluators will normally be nominated. In certain cases, further opinions may also be requested, for example if the opinions of the expert evaluators differ as regards the assessment and ranking of the applicants.

After the final date for applications, the department puts forward the names of proposed expert evaluators within four weeks. The department then contacts the proposed expert evaluators and discusses a time frame for the assessment. The time needed shall not normally exceed three months but may be adapted to the circumstances of the individual case. The department shall also ensure that the expert evaluators are not disqualified for any reason.

The proposed expert evaluators and the agreed schedule are submitted to the secretary of the Committee for Employment Issues who draws up a proposal for a decision on the nomination of the expert evaluators. The decision to appoint the expert evaluators is made by the chair of the Research and Education Council in consultation with the chair of the Committee for Employment Issues or the Teacher Education Council.

For more details about the expert evaluation, please refer to Appendix 10.

Trial lecture, interview and taking up references.

When the expert evaluators' opinions have been received, the Committee for Employment Issues will in normal cases, and in consultation with the department, arrange trial lectures, hold appointment interviews and take up references. The purpose of using these instruments of selection is to highlight competence that may be difficult to assess purely on the basis of written application documents and expert evaluator opinions. Examples of such competence might be personal qualities and pedagogical skills.

The trial lecture is to be on a topic in the area of specialisation of the appointment. The specific subject and level (e.g. level A) of the lecture are set by the chair of the department in consultation with the head of the department. The department is responsible for ensuring that students and the employees concerned are invited to attend the lecture. An invitation is sent to the Committee for Employment Issues, the Research and Education Council or the Teacher Education Council, and if appropriate also to the expert evaluators, by the committee's secretary.

The chair and secretary of the Committee for Employment Issues, the head and chair of the department and the Personnel Manager will normally be present at appointment interviews. Other members of the Committee for Employment Issues and the expert evaluators may also be invited to attend the appointment interview. Student representatives and representatives of the personnel organisations are also invited to the appointment interview. References are

taken up by the committee's chair or secretary. Checklists for appointment interviews and taking up references are available from the personnel department.

The trial lecture, the interview and the taking up of references shall be documented.

Appointment proposal

The Committee for Employment Issues shall submit a basis for proposing an applicant for appointment to the Research and Education Council or the Teacher Education Council. Such basis shall be submitted in the form of a record of the procedure in which the council proposes the applicant who should primarily be considered for the appointment.

Where special reasons exist, the proposal in the record may also include other applicants who should be considered and their mutual ranking. In the record, the committee shall state its assessment of each proposed applicant's proficiency in respect of the bases for assessment that apply for the appointment. Their statement shall comprise proficiency both in respect of each individual basis for assessment and proficiency taking all the bases for assessment into consideration. Where there is only one applicant and he or she is proposed for the appointment, the committee need not submit any assessment of proficiency. The record shall also state how the University's recruitment objectives have been taken into consideration. Where both women and men have applied for the position, the record shall also state how the gender equality aspect has been taken into consideration.

For more information about the University's recruitment objectives, please refer to Section 2, and Appendix 4 for more information about gender equality.

The Research and Education Council, or the Teacher Education Council, make a decision regarding the appointment proposal. The council then submits the proposal to the Vice-Chancellor.

Decision and employment certificate

The Vice-Chancellor or the head of the department contacts the applicant who is to be offered the appointment in order to agree on a date for taking up the position, salary and other terms relating to the appointment. The personnel organisations are informed of the proposed terms.

The Vice-Chancellor makes the decision to appoint the applicant at the proposal of the Research and Education Council.

The decision is pronounced and the other applicants are informed of the decision by the personnel department. The decision can be appealed against for a period of three weeks (see the following Section), after which it becomes final provided no appeal has been lodged.

The personnel department issues a certificate of employment that is signed by the Vice-Chancellor. Application documents are normally not returned to applicants since the University is obliged by National Archive regulations to hold the application documents relating to all advertised positions on file for a period of two years. Documents can, however, be returned at the request of individual applicants.

Appeals

An appeal against a decision to appoint a professor may be lodged with the University's Board of Appeal.

For more details about appeals, please refer to Appendix 11.

Termination of a preparation of appointment

The recruitment procedure can be terminated if, for example, the basis is insufficient or if new circumstances have arisen that mean that no appointment will be made. The decision to terminate the procedure is made by the Vice-Chancellor at the proposal of the department or of the Research and Education Council. The decision to terminate the appointment procedure need not be motivated or pronounced and is final. The personnel department arranges for application documents to be returned, together with a copy of the decision, to those persons who applied for the position.

3.3 Employment for a limited period

A professor must be appointed on permanent tenure since the Higher Education Ordinance, HEO, states that a professor's employment may not be limited in time according to the Employment Protection Act (LAS). A maximum period is, however, set for adjunct professors (see Section 8) and for visiting professors (see Section 7).

3.4 Promotion procedures

The Higher Education Ordinance allows senior lecturers on permanent tenure to apply for promotion to professor. In promotion matters, the eligibility requirements stated in the Higher Education Ordinance shall be fulfilled (see Section 3.1).

A person who is offered a permanent post as a senior lecturer shall instead be appointed professor if he/she so requests and is eligible for such a post. This means in practice that an applicant for the post of senior lecturer who requests to be assessed for appointment as professor, shall be assessed if that person is the one who will be proposed for appointment.

Application procedure

An application for promotion is addressed to the Vice-Chancellor and submitted to the records clerk according to the same guidelines that apply for recruitment (see Section 3.2 and Appendix 9).

Area of specialisation

The area of specialisation shall be the same after promotion as before. In cases where a teacher who applies for promotion has a post with no description of teaching and research duties and qualifications, such a description must be approved by the Research and Education Council or the Teacher Education Council. The procedures for this can be found in Appendix 7 (Appointment profile).

Expert evaluation

Expert evaluators are also assessed according to the procedures that apply for appointment (see Section 3.2 and Appendix 10).

The opinions of the expert evaluators shall, however, be limited to the question of whether the applicant fulfils the eligibility requirements or not.

Promotion proposal

In the basis for the proposal (in the form of a record) that the Committee for Employment Issues submits to the Research and Education Council, or the Teacher Education Council, it must be clearly stated whether the applicant is to be promoted or not. The Council then makes a decision as to the proposed promotion.

Decision on promotion and new employment certificate

The Vice-Chancellor decides on the promotion of a senior lecturer to the rank of professor. The personnel department issues a new certificate of employment that is signed by the Vice-Chancellor.

Appeals

An appeal against a decision to reject an application for promotion to professor may be lodged with the University's Board of Appeal. The same applies to a decision to reject an application for appointment as professor submitted by an applicant who has been offered an appointment as a senior lecturer. A decision to promote an applicant to professor, however, can not be appealed against.

For more details about appeals, please refer to Appendix 11.

4 Senior lecturer

4.1 Eligibility requirements and bases for assessment

The following section describes the eligibility requirements and bases for assessment when a senior lecturer is to be appointed at the University of Skövde. A more detailed description of the assessment of qualifications can be found in Appendix 1.

Eligibility requirements according to the Higher Education Ordinance, Chapter 4, Sections 7 and 8

To be eligible to be appointed senior lecturer in other than artistic disciplines, applicants shall

1. have been awarded a doctor's degree or have equivalent academic competence or possess other profession skills that are of importance in respect of the subject content of the appointment and the tasks associated with the employment,
2. have pursued studies in teacher training at university level or acquired equivalent competence in some other way, and
3. have demonstrated pedagogical skills.

Applicants' pedagogical skills and other bases for eligibility according to paragraph 4.1 shall be assessed with equal meticulousness.

Persons who do not have the eligibility prescribed in Paragraph 1, Item 2 shall nonetheless be deemed eligible if the content of the appointment gives occasion for this or if other special reasons exist.

Regulations relating to the appointment of senior lecturers who do not have the eligibility prescribed in Paragraph 1, Item 2 and who are not deemed eligible according to Paragraph 3 can be found in Section 30, Item 5.

To be eligible to be appointed senior lecturer in artistic disciplines, applicants shall

1. have demonstrated artistic skills or possess other profession skills that are of importance in respect of the subject content of the appointment and the tasks associated therewith,
2. have pursued studies in teacher training at university level or acquired equivalent competence in some other way, and
3. have demonstrated pedagogical skills.

Applicants' pedagogical skills and other bases for eligibility according to Paragraph 1, Item 2 shall be assessed with equal meticulousness.

Persons who do not have the eligibility prescribed in Paragraph 1, Item 2 shall nonetheless be deemed eligible if the content of the appointment gives occasion for this or if other special reasons exist.

Regulations relating to the appointment of senior lecturers who do not have the eligibility prescribed in Paragraph 1, Item 2 and who are not deemed eligible according to paragraph 3 can be found in Section 30, Item 5.

In addition to these eligibility requirements, further eligibility requirements may have been stipulated in the appointment profile (see Section 4.2).

Academic qualifications

By *doctor's degree* is taken to mean a doctor's degree taken at a Swedish university or university college. By *equivalent academic competence* is taken to mean, for example, a doctor's degree taken at a foreign institute of higher education whose doctor's degree is deemed to be at least equivalent to a Swedish doctor's degree. Equivalent competence can also be a licentiate degree according to older regulations, that, together with other academic qualifications, is deemed to be at least equivalent to a doctor's degree.

Other professional skills shall be well documented and be in respect of qualifications that in scope, level and content mean that the applicant has thereby acquired such experience and academic competence that it fulfils the requirements for a doctor's degree. Skills shall be of importance in respect of the subject content of the appointment and the tasks associated therewith.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their academic qualifications into especial consideration: the degree of such academic competence that is stipulated as a requirement for the appointment, originality and independence in the applicant's academic production, quality of published work, ability to secure external research funds, service as opponent in public defences of theses and service on grading/degree award committees, guest researcher assignments, active invitations to participate in conferences and expert evaluator assignments.

Academic qualifications

Appointment as a university lecturer requires teacher training at university level or the equivalent and proven pedagogical skills.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their pedagogical qualifications into especial consideration: the degree of such pedagogical skills that is a requirement for the appointment, teacher training at university level or the equivalent, participation in both undergraduate education and post-graduate education, supervisor experience, pedagogical development work and popular science publications.

Read more about pedagogical qualifications in Appendix 3.

Administrative qualifications

In recruitment matters where there are several applicants, they shall be ranked in respect of their administrative qualifications.

4.2 Recruitment procedures

The University's procedures for the recruitment of senior lecturers are detailed below.

Recruitment criteria

The recruitment procedure begins with the department concerned drawing up the criteria for the appointment. The recruitment criteria form the basis for the subsequent recruitment procedure. The department's needs and the competence that it is desired to procure shall therefore be described in the criteria. Details of financing, conditions, schedule etc shall also be given.

The head of department and the Personnel Manager/personnel officer present the proposed recruitment for the Vice-Chancellor who decides whether the recruitment procedure may commence. At the same time, the Vice-Chancellor assigns the department concerned the task of drawing up a proposed employment profile.

Before the Vice-Chancellor makes any decision to commence the appointment procedure, the personnel organisations shall be informed in accordance with the Act on Co-determination in the Workplace (MBL). The personnel department is responsible for ensuring that the information is given to the personnel organisations.

For more information on recruitment criteria, please refer to Appendix 6. A recruitment criteria template is available on the personnel department's website.

Appointment profile

When a senior lecturer is to be appointed, an appointment profile shall be drawn up. The appointment profile shall state the area of specialisation, eligibility requirements, bases for assessment, and tasks and duties. The bases for assessment shall be stated based on the tasks and duties associated with the appointment. Some of the bases for assessment should reflect personal qualities. It must also be clear how the different bases for assessment are to be weighed against each other.

A proposed appointment profile shall be drawn up by the board of the department, who submit the proposal to the Committee for Employment Issues who then in turn review the profile. The appointment profile is approved by the Research and Education Council or the Council of Teacher Education.

For more information on appointment profiles, please refer to Appendix 7. An appointment profile template is available on the personnel department's website.

Advertising

The advertisement is drawn up jointly by the department and the personnel department. The finished proposal is submitted to the Recruiting and Information Unit at the Office of Research and Education.

The description of teaching, research duties and qualifications and the details of eligibility requirements, bases for assessment, and tasks as stated in the appointment profile shall also be stated in the advertisement. No changes may be made in relation to the profile.

The advertisement shall be so designed as to encourage people of underrepresented gender to apply. The text must be easy to read, attractive and neutral in respect of ethnicity, religious

faith, gender and sexual orientation. The place of work and terms of appointment shall also be described.

The period of application should be at least three weeks after publication of the advertisement. A shorter or longer period may be motivated in certain cases.

For more information on advertising, please refer to Appendix 8. An advertisement template is available on the personnel department's website.

Application procedure

Application documents are sent to the records clerk who registers them. The records clerk files the application itself – the remaining documents are forwarded to the secretary of the Committee for Employment Issues together with a copy of the application. The documents are kept at the Personnel Department.

The application should be written in accordance with the University's instructions regarding qualification portfolios (see Appendix 12). Applicants must attach at most five academic publications (of which two must have been published during the three years preceding), and at most five works intended to document the applicant's pedagogical proficiency, for example teaching materials or popular science articles. The documents shall be submitted in triplicate. One set is intended for the University. The remainder is intended for the expert evaluators.

The secretary of the Committee for Employment Issues sends the applicants' application documents to the department and to the members of the Committee for Employment Issues. The applicants are sent a letter containing information about expert evaluators and the selection process.

For more details about the application procedure, please refer to Appendix 9.

Expert evaluation

When a senior lecturer is to be appointed, two expert evaluators will normally be nominated. In certain cases, further opinions may also be requested, for example if the opinions of the expert evaluators differ as regards the assessment and ranking of the applicants.

After the final date for applications, the department puts forward the names of proposed expert evaluators within four weeks. The department then contacts the proposed expert evaluators and discusses a time frame for the evaluation. The time needed shall not normally exceed three months but may be adapted to the circumstances of the individual case. The department shall also ensure that the expert evaluators are not disqualified for any reason.

The proposed expert evaluators and the agreed schedule are submitted to the secretary of the Committee for Employment Issues who draws up a proposal for a decision on the nomination of the expert evaluators. The decision to appoint the expert evaluators is made by the chair of the Research and Education Council in consultation with the chair of the Committee for Employment Issues, or the Council of Teacher Education.

For more details about the expert evaluation, please refer to Appendix 10.

Trial lecture, interview and taking up references.

When the expert evaluators' opinions have been received, the Committee for Employment Issues will in normal cases, and in consultation with the department, arrange trial lectures, hold appointment interviews and take up references. The purpose of using these instruments of selection is to highlight competence that may be difficult to assess purely on the basis of written application documents and expert evaluator opinions. Examples of such competence might be personal qualities and pedagogical skills.

The trial lecture is to be on a topic in the area of specialisation of the appointment. The specific subject and level (e.g. level A) of the lecture are set by the chair in consultation with the head of the department. The department is responsible for ensuring that students and the employees concerned are invited to attend the lecture. An invitation is sent to the Committee for Employment Issues, the Research and Education Council, or the Council of Teacher Education, and if appropriate also to the expert evaluators, by the committee's secretary.

The chair and secretary of the Committee for Employment Issues, the head and chair of the department and the Personnel Manager will normally be present at appointment interviews. Other members of the Committee for Employment Issues and the expert evaluators may also be invited to attend appointment interviews. Student representatives and representatives of the personnel organisations are also invited to appointment interviews. References are taken up by the committee's chair or secretary. Checklists for appointment interviews and taking up references are available from the personnel department.

The trial lecture, the interview and the taking up of references shall be documented.

Appointment proposal

The Committee for Employment Issues shall submit a basis for proposing an applicant for appointment to the Research and Education Council or the Council of Teacher Education. Such basis shall be submitted in the form of a record of the procedure in which the council proposes the applicant who should primarily be considered for the appointment.

Where special reasons exist, the proposal in the record may also include other applicants who should be considered and their mutual ranking. In the record, the committee shall state its assessment of each proposed applicant's proficiency in respect of the bases for assessment that apply for the appointment. Their statement shall comprise proficiency both in respect of each individual basis for assessment and proficiency taking all the bases for assessment into consideration. Where there is only one applicant and he or she is proposed for the appointment, the committee need not submit any assessment of proficiency. The record shall also state how the University's recruitment objectives have been taken into consideration. Where both women and men have applied for the position, the record shall also state how the gender equality aspect has been taken into consideration.

For more information about the University's recruitment objectives, please refer to Section 2, and Appendix 4 for more information about gender equality.

The Research and Education Council, or the Council of Teacher Education, makes a decision regarding the appointment proposal. The council then submits the proposal to the Vice-Chancellor.

Decision and employment certificate

The head of the department contacts the applicant who is to be offered the appointment in order to agree on a date for taking up the position, salary and other terms relating to the appointment. The personnel organisations are informed of the proposed terms.

The Vice-Chancellor makes the decision to appoint the applicant at the proposal of the Research and Education Council.

The decision is pronounced and the other applicants are informed of the decision by the personnel department. The decision can be appealed against for a period of three weeks (see the following section), after which it becomes final provided no appeal has been lodged.

The personnel department issues a certificate of employment that is signed by the Vice-Chancellor. Application documents are normally not returned to applicants since the University is obliged by National Archive regulations to hold the application documents relating to all advertised positions on file for a period of two years. Documents can, however, be returned at the request of individual applicants.

Appeals

An appeal against a decision to appoint a senior lecturer may be lodged with the University's Board of Appeal. For more details about appeals, please refer to Appendix 10.

Termination of a preparation of appointment

The recruitment procedure can be terminated if, for example, the basis is insufficient or if new circumstances have arisen that mean that no appointment will be made. The decision to terminate the procedure is made by the Vice-Chancellor at the proposal of the department or of the Research and Education Council. The decision to terminate the appointment procedure need not be motivated or pronounced and is final. The personnel department arranges for application documents to be returned, together with a copy of the decision, to those persons who applied for the position.

4.3 Employment for a limited period

A senior lecturer will normally be appointed on permanent tenure. A senior lecturer's appointment may, however, in special cases, be limited in time according to the Employment Protection Act and the Higher Education Ordinance (HEO).

Where a senior lecturer's appointment is to be for a limited period, the administration process may in certain cases be simplified. In these cases, advertising will not generally be required (see Appendix 8, Advertising of vacant positions). The administrative procedure that is to be applied in each case is described under the relevant heading below.

In the simplified procedure, the head of the department submits recruitment criteria and a qualification compilation for the person proposed for the appointment to the chair or secretary of the Committee for Employment Issues. A copy of the recruitment criteria is submitted to the chair of the Research and Education Council, or the Teacher Education Council, and to the Students' Union (the student representative on the Committee for Employment Issues).

The chair or secretary of the Committee for Employment Issues presents the matter for the Vice-Chancellor. The Vice-Chancellor makes a decision on the appointment.

Appointments made using the simplified procedure are reported at the next meeting of the Research and Education Council, or the Council of Teacher Education.

Probationary appointment (the Employment Protection Act, Section 6, and HEO, Chapter 4, Section 30, Item 3)

An agreement on probationary appointment is permissible where the probationary period does not exceed 6 months and if it is the senior lecturer's first appointment as senior lecturer on permanent tenure or permanently employed until a specified date. If the person in question will not be offered appointment on permanent tenure after the probationary employment the employer shall inform him or her at the end of the probationary period at the latest, failing which, the probationary appointment automatically becomes permanent. Unless otherwise agreed, a probationary appointment may be terminated before the end of the probationary period.

The normal administrative procedure (including advertising of the position) is applied.

Senior lecturer without teacher training at university level (HEO, Chapter 4, Section 30, Item 5)

A person who does not fulfil the eligibility requirement regarding teacher training at university level may be appointed senior lecturer on permanent tenure for a maximum period of one year. Such appointment may be extended for one further year. If the teacher acquires such eligibility during that period, the teacher's appointment may be converted to permanent appointment at the request of the teacher. Pedagogical qualifications are described in detail in Appendix 3.

The normal administrative procedure (including advertising of the position) is applied.

Senior lecturer in artistic disciplines (HEO, Chapter 4, Section 30, Item 1)

A teacher in artistic disciplines may be appointed on permanent tenure for a maximum period of five years. Such appointment may be extended. The total employment period, however, must not exceed ten years.

The normal administrative procedure (including advertising of the position) is applied.

Associate senior lecturer (HEO, Chapter 4, Section 30, Item 2)

An associate senior lecturer may be appointed on permanent tenure for a maximum of three years. Such employment may be extended.

The total appointment period, however, must not exceed six years.

A special administrative procedure is applied, see Section 8. The vacancy need not be advertised.

Senior lecturer holding an appointment at another institute of higher education (HEO, Chapter 4, Section 30, Item 4).

A senior lecturer may be given an open-ended contract for a maximum period of three years, if he or she has an open-ended appointment as senior lecturer at another institution of higher education. Such an appointment may not be extended.

A simplified administrative procedure is applied. The position need not be advertised.

Project employment, substitutes, temporary work accumulation etc (the Employment Protection Act, Sections 5 and 5a)

A person's employment may be limited in time where this is occasioned by the specific nature of the work (for example a project that is part of the day to day activities of the University), employment as a substitute, temporary work accumulation (maximum six months), or after the employee has reached the age of 67.

Agreement may be also reached on appointment on a temporary basis. One and the same employee may hold such an appointment for a maximum of twelve months during any three-year period. An employer may employ a maximum of five people under the terms of this paragraph at any one time.

A simplified administrative procedure is applied. Vacancies need not be advertised if the period of employment is less than six months.

4.4 Promotion procedures

The Higher Education Ordinance allows for a lecturer on permanent tenure to apply for promotion to senior lecturer. In promotion matters, the eligibility requirements stated in the Higher Education Ordinance shall be fulfilled (see Section 4.1).

A lecturer may also be promoted to senior lecturer without fulfilling the eligibility requirements if he or she has demonstrated special skills. Promotion on the grounds of special skills is specifically described in Section 4.5.

Application procedure

An application for promotion is addressed to the Vice-Chancellor and submitted to the records clerk according to the same guidelines that apply for recruitment (see Section 4.2 and Appendix 9). The application should be drawn up according to the instructions regarding qualification portfolios issued by the University (see Appendix 12).

Area of specialisation

The area of specialisation shall be the same after promotion as before. In cases where a teacher who applies for promotion has a post with no description of teaching and research duties and qualifications, such a description must be approved by the Research and Education Council or the Teacher Education Council. The procedures for this can be found in Appendix 7 (Appointment profile).

Expert evaluation

Expert evaluation is not required where it is clearly unnecessary when evaluating an application for promotion to senior lecturer on the basis of attained eligibility. In practice, this means that expert evaluators' opinions are not normally requested where the applicant holds a doctor's degree within the specific area of specialisation for employment as lecturer. When in doubt, the Committee for Employment Issues should consult the chair of the Research and Education Council or the Council of Teacher Education.

Where an application for promotion is made on the basis of special skills, an expert evaluation is made according to the procedures that apply for appointment (see Section 4.2 and Appendix 10).

Promotion proposal

In the basis for the proposal (in the form of a record) that the Committee for Employment Issues submits to the Research and Education Council, or the Teacher Education Council, it must be clearly stated whether the applicant is to be promoted or not. Where a proposal is made to promote a senior lecturer for special reasons, the reasons forming the basis of the proposal shall be stated.

The Research and Education Council, or the Council of Teacher Education, make a decision regarding the promotion proposal. The council then submits the proposal to the Vice-Chancellor.

Decision on promotion and new employment certificate

The Vice-Chancellor decides on the promotion of a lecturer to the rank of senior lecturer. The personnel department issues a new certificate of employment that is signed by the Vice-Chancellor.

Appeals

An appeal against a decision to reject an application for promotion to senior lecturer on the grounds of eligibility (Higher Education Ordinance, Chapter 4, Section 13, Paragraph 1) may be lodged with the University's Board of Appeal.

A decision to promote an applicant to senior lecturer and a decision to reject an application for promotion on the grounds of special skills (see Section 4.5 in this document and the Higher Education Ordinance, Chapter 4, Section 13 Paragraph 2), however, can not be appealed against.

For more details about appeals, please refer to Appendix 11.

4.5 Promotion on the grounds of special skills

The Higher Education Ordinance, Chapter 4 Section 13, Paragraph 2 states:

A lecturer appointed on permanent tenure may be promoted to senior lecturer even if the eligibility requirements are not met. This shall, however, only apply if the lecturer has demonstrated special pedagogical skills or special skills in developing and managing activities and staff at the institute of higher education, or has shown particular aptitude in interacting with the surrounding community.

This basis for promotion provides a possibility for employers to promote staff. The rule is thus not mandatory. The Government's intention is to provide scope for rewarding teachers who prioritise and make outstanding contributions in important areas other than research.

The basis for promotion shall be one of the three skills and not a combination of skills in the three areas. This means that special skills can not be considered to exist if the lecturer's skills in all three areas are only slightly greater than what would normally be expected of a competent lecturer. The teacher's skills should have been demonstrated continuously over the preceding ten years. Promotion shall not be used as a reward system for long and meritorious service as a lecturer. If the special skills have been demonstrated in an area other than pedagogical skills, the lecturer must in addition have demonstrated such pedagogical skills as are stipulated for eligibility to be appointed senior lecturer and have completed a teacher training course at university level.

The special skills must be documented in such a way that the basis of the assessment may be considered accessible for the purposes of public control. Skills must also be able to be demonstrated in such quantitative forms so as to allow assessment as to whether their quality is "normal" or "special". The skills in question must be considered to be generally certified in the university sphere.

A person who is promoted on the grounds of special skills must at least have a master's degree in the area of specialisation of the appointment as lecturer or attested equivalent knowledge.

At the University of Skövde the following criteria are stipulated for assessing whether a teacher can be promoted on the grounds of special skills.

Special pedagogical skills

Considerably greater pedagogical skills than those that constitute the eligibility requirement for the post of senior lecturer. Such skills must have been proven, for example by producing teaching materials that have been used at other institutes of higher education than the person's own institute of higher education, developing and renewing types of education and syllabuses.

The subject-wise development work may also be in respect of crucial input to the development of new subject combinations or new specialisations of importance for the University's competence.

Special skills in developing and managing activities and staff at the University.

Such skills must have been demonstrated by the lecturer, for example, having over several periods been entrusted and continued to be entrusted with management tasks or demonstrated skills that have justified new managerial or leadership assignments at the University.

Particular aptitude in interacting with the surrounding community

As regards particular aptitude in interacting with the surrounding community, such aptitude may be demonstrated by, *inter alia*, developing and applying new forms or techniques, for example for research information, distance teaching or commissioned education.

5 Lecturer

5.1 Eligibility requirements and bases for assessment

The following section describes the eligibility requirements and bases for assessment when a lecturer is to be appointed at the University of Skövde. A more detailed description of the assessment of qualifications can be found in Appendix 1.

Eligibility requirements according to the Higher Education Ordinance (HEO), Chapter 4, Section 9

To be eligible to be appointed lecturer, applicants shall

1. have taken a degree at higher institute of education level or have equivalent competence,
2. have pursued studies in teacher training at university level or acquired equivalent competence in some other way, and
3. have demonstrated pedagogical skills.

Persons who do not have the eligibility prescribed in Paragraph 1, Item 2 shall nonetheless be deemed eligible if the content of the appointment gives occasion for this or if other special reasons exist.

Regulations relating to the appointment of senior lecturers who do not have the eligibility prescribed in Paragraph 1, Item 2 and who are not deemed eligible according to paragraph 2 can be found in Paragraph 30, Item 5.

Qualifications in the form of competence in the relevant subject

A person who is appointed lecturer on permanent tenure at the University should in normal cases hold at least a master's degree in the area of specialisation in question. Equivalent competence in the relevant subject may also be documented from post-graduate studies or work at the University. Three years of study at a university or institute of higher education equivalent to a bachelor's degree or vocational qualification together with extensive qualified work experience in the relevant area are other examples. Exceptions from this rule are granted by the Vice-Chancellor where special reasons exist.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their academic qualifications in the form of competence in the relevant subject into consideration: the degree of academic competence stipulated as a requirement for the appointment and the quality of the applicant's master's degree thesis and/or published work.

Pedagogical qualifications

Appointment as a lecturer requires teacher training at university level or the equivalent and proven pedagogical skills.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their academic qualifications into especial consideration: the degree of academic competence stipulated as a requirement for the appointment, the degree of such pedagogical skills that is a requirement for the appointment, participation in undergraduate

education, breadth and diversity in undergraduate education, supervisor tasks, pedagogical development work and popular science publications.

For more information about pedagogical qualifications, please refer to Appendix 3.

5.2 Recruitment procedures

The University's procedures for the recruitment of lecturers are detailed below.

Recruitment criteria

The recruitment procedure begins with the department concerned drawing up the criteria for the appointment. The recruitment criteria form the basis for the subsequent recruitment procedure. The department's needs and the competence that it is desired to procure shall therefore be described in the criteria. Details of financing, conditions, schedule etc shall also be given.

The head of department and the Personnel Manager/personnel officer present the proposed recruitment for the Vice-Chancellor who decides whether the recruitment procedure may commence. At the same time, the Vice-Chancellor assigns the department concerned the task of drawing up a proposed employment profile.

Before the Vice-Chancellor makes any decision to commence the appointment procedure, the personnel organisations shall be informed in accordance with the Act on Co-determination in the Workplace (MBL). The personnel department is responsible for ensuring that the information is given to the personnel organisations.

For more information on recruitment criteria, please refer to Appendix 6. A recruitment criteria template is available on the personnel department's website.

Appointment profile

When a lecturer is to be appointed, an appointment profile shall be drawn up. The appointment profile shall state the area of specialisation, eligibility requirements, bases for assessment, and duties. The bases for assessment shall be stated based on the tasks and duties associated with the appointment. Some of the bases for assessment should reflect personal qualities. It must also be clear how the different bases for assessment are to be weighed against each other.

A proposed appointment profile is drawn up by the board of the department, who submit the proposal to the Committee for Employment Issues who then in turn review the profile. The appointment profile is approved by the Research and Education Council or the Council of Teacher Education.

For more information on appointment profiles, please refer to Appendix 7. An appointment profile template is available on the personnel department's website.

Advertising

The advertisement is drawn up jointly by the department and the personnel department. The finished proposal is submitted to the Recruiting and Information Unit at the Office of Research and Education.

The description of teaching, research duties and qualifications and the details of eligibility requirements, bases for assessment and tasks as stated in the appointment profile shall also be stated in the advertisement. No changes may be made in relation to the profile.

The advertisement shall be so designed as to encourage people of underrepresented gender to apply. The text must be easy to read, attractive and neutral in respect of ethnicity, religious faith, gender and sexual orientation. The place of work and terms of appointment shall also be described.

The period of application should be at least three weeks after publication of the advertisement. A shorter or longer period may be motivated in certain cases.

For more information on recruitment criteria, please refer to Appendix 8. An advertisement template is available on the personnel department's website.

Application procedure

Application documents are sent to the records clerk who registers them. The records clerk files the application itself – the remaining documents are forwarded to the Personnel Department together with a copy of the application. The documents are kept at the Personnel Department.

The application should be drawn up according to the instructions regarding qualification portfolios issued by the University (see Appendix 12).

The personnel officer responsible sends the applicants' application documents to the department.

For more details about the application procedure, please refer to Appendix 9.

Preparation

When a lecturer is to be appointed, the appointment is prepared by the Personnel Department in consultation with the department concerned and the Students' Union. The Personnel Department is responsible for ensuring that the applicants' qualifications are assessed according to the rules laid down in the Higher Education Ordinance and in these Appointment Regulations. In normal cases, the instruments of selection are an appointment interview and references – supplemental to the written application documents.

The head and chair of the department and the Personnel Manager and the personnel officer responsible take part in appointment interviews. Other people may also be invited to attend appointment interviews. Student representatives and representatives of the personnel organisations are also invited to appointment interviews. The personnel officer arranges for references to be taken. Checklists for appointment interviews and taking up references are available from the personnel department.

The interview and the taking up of references shall be documented.

The Personnel Department then submits a proposal for appointment to the Vice-Chancellor.

Decision and employment contract

The head of the department contacts the applicant who is to be offered the appointment in order to agree on a date for taking up the position, salary and other terms relating to the appointment. The personnel organisations are informed of the proposed terms.

The Vice-Chancellor makes a decision on the appointment of the lecturer. The decision is pronounced and the other applicants are informed of the decision by the personnel department. The decision can be appealed against for a period of three weeks (see the following section), after which it becomes final provided no appeal has been lodged.

The personnel department issues a certificate of employment that is signed by the Vice-Chancellor. Application documents are normally not returned to applicants since the University is obliged by National Archive regulations to hold the application documents relating to all advertised positions on file for a period of two years. Documents can, however, be returned at the request of individual applicants.

Appeals

An appeal against a decision to appoint a lecturer may be lodged with the University's Board of Appeal.

For more details about appeals, please refer to Appendix 10.

Termination of a preparation of appointment

The recruitment procedure can be terminated if, for example, the basis is insufficient or if new circumstances have arisen that mean that no appointment will be made. The decision to terminate the procedure is made by the Vice-Chancellor at the proposal of the department or of the Research and Education Council. The decision to terminate the appointment procedure need not be motivated or pronounced and is final. The personnel department arranges for application documents to be returned, together with a copy of the decision, to those persons who applied for the position.

Employment for a limited period

A lecturer will normally be appointed on permanent tenure. A lecturer's appointment may, however, in special cases, be limited in time according to the Employment Protection Act and the Higher Education Ordinance (HEO).

Where a lecturer's appointment is to be for a limited period, the administration process may in certain cases be simplified. In this cases, advertising will not generally be required (see Appendix 8, Advertising of vacant positions) The administrative procedure that is to be applied in each case is described under the relevant heading below.

In the simplified procedure, the head of the department submits recruitment criteria and a qualification compilation for the person proposed for the appointment to the Personnel Manager or the personnel officer responsible who present the matter for the Vice-Chancellor. The Vice-Chancellor makes a decision on the appointment.

Probationary appointment (the Employment Protection Act, Section 6, and HEO, Chapter 4, Section 30, Item 3)

An agreement on probationary appointment is permissible where the probationary period does not exceed 6 months and if it is the lecturer's first appointment as lecturer on permanent tenure or permanently employed until a specified date. If the person in question will not be offered appointment on permanent tenure after the probationary appointment, the employer shall inform him or her at the end of the probationary period at the latest. Failing which, the probationary appointment automatically becomes permanent. Unless otherwise agreed, a probationary appointment may be terminated before the end of the probationary period.

The normal administrative procedure (including advertising of the position) is applied.

Lecturer without teacher training at university level (HEO, Chapter 4, Section 30, Item 5)

A person who does not fulfil the eligibility requirement regarding teacher training at university level may be appointed lecturer on permanent tenure for a maximum period of one year. Such appointment may be extended for one further year. If the teacher acquires such eligibility during that period, the teacher's appointment may be converted to permanent appointment at the request of the teacher. Pedagogical qualifications are described in detail in Appendix 3.

The normal administrative procedure (including advertising of the position) is applied.

Lecturer in artistic disciplines (HEO, Chapter 4, Section 30, Item 1)

A teacher in artistic disciplines may be appointed on permanent tenure for a maximum period of five years. Such appointment may be extended. The maximum length of such appointment is ten years.

The normal administrative procedure (including advertising of the position) is applied.

Associate lecturer (HEO, Chapter 4, Section 30, Item 2)

An associate lecturer may be appointed on permanent tenure for a maximum of three years. Such appointment may be extended. The maximum length of such extended appointment is six years.

A special administrative procedure is applied, see Section 8. The vacancy need not be advertised.

A lecturer holding an appointment at another institute of higher education (HEO, Chapter 4, Section 30, Item 4).

A senior lecturer may be given an open-ended contract for a maximum period of three years, if he or she has an open-ended appointment as senior lecturer at another institution of higher education. Such an appointment may not be extended.

A simplified administrative procedure is applied. The position need not be advertised.

Project employment, substitutes, temporary work accumulation etc (the Employment Protection Act, Sections 5 and 5a)

A person's appointment may be limited in time where this is occasioned by the specific nature of the work (for example a project that is part of the day to day activities of the University), employment as a substitute, temporary work accumulation (maximum six months), or after the employee has reached the age of 67.

Agreement may be also reached on appointment on a temporary basis. One and the same employee may hold such an appointment for a maximum of twelve months during any three-year period. An employer may employ a maximum of five people under the terms of this paragraph at any one time.

A simplified administrative procedure is applied. Vacancies need not be advertised if the period of employment is less than six months.

6 Research assistant

6.1 Eligibility requirements and bases for assessment

The following section describes the eligibility requirements and bases for assessment when a research assistant is to be appointed at the University of Skövde. A more detailed description of the assessment of qualifications can be found in Appendix 1.

Eligibility requirements according to the Higher Education Ordinance, Chapter 4, Section 10.

A person who has taken a doctor's degree or who holds a foreign degree deemed equivalent to a doctor's degree shall be qualified for appointment as research assistant. Priority should be given to candidates who have completed their degree no more than five years before the final date for applications. Candidates who have completed their degree earlier than this should receive equal priority if special grounds exist. Special grounds include leave of absence because of sickness, service in the defence forces, commissions of trust in trade union organisations and student organisations, parental leave and other similar circumstances.

A person who has been employed as a research assistant for more than a total of three years may not be given another appointment as research assistant in the same or a similar subject area at the same or any other institute of higher education.

In addition to these eligibility requirements further eligibility requirements may have been stipulated in the employment profile (see Section 6.2).

Academic qualifications

Academic competence shall be of especial consideration in the appointment of research assistants.

In recruitment matters where there are several applicants, they shall be ranked taking the following aspects of their academic qualifications into especial consideration: the degree of academic competence stipulated as a requirement for the appointment, originality and independence in the applicant's academic production, quality of published work, ability to secure external research funds, participation in national and international networks and the ability and desire to pursue an academic career.

Pedagogical qualifications

In recruitment matters where there are several applicants, the applicants shall be ranked taking the following aspects of their academic qualifications into especial consideration: participation in undergraduate education and post-graduate education, broad and diverse experience within undergraduate education, experience as supervisor, pedagogical development work and popular science publications.

For more information about pedagogical qualifications, please refer to Appendix 3.

6.2 Recruitment procedures

The University's procedures for the recruitment of research assistants are detailed below.

Recruitment criteria

The recruitment procedure begins with the department concerned drawing up the criteria for the appointment. The recruitment criteria form the basis for the subsequent recruitment procedure. The department's needs and the competence that it is desired to procure shall therefore be described in the criteria. Details of financing, conditions, schedule etc shall also be given.

The head of department and the Personnel Manager/personnel officer present the proposed recruitment for the Vice-Chancellor who decides whether the recruitment procedure may commence. At the same time, the Vice-Chancellor assigns the department concerned the task of drawing up a proposed employment profile.

Before the Vice-Chancellor makes any decision to commence the appointment procedure, the personnel organisations shall be informed in accordance with the Act on Co-determination in the Workplace (MBL). The personnel department is responsible for ensuring that the information is given to the personnel organisations.

For more information on recruitment criteria, please refer to Appendix 6. A recruitment criteria template is available on the personnel department's website.

Appointment profile

When a research assistant is to be appointed, an appointment profile shall be drawn up. The appointment profile shall state the area of specialisation, eligibility requirements, bases for assessment, and duties. The bases for assessment shall be stated based on the tasks and duties associated with the appointment. Some of the bases for assessment should reflect personal qualities. It must also be clear how the different bases for assessment are to be weighed against each other.

A proposed appointment profile is drawn up by the board of the department, who submit the proposal to the Committee for Employment Issues who then in turn review the profile. The appointment profile is approved by the Research and Education Council or the Council of Teacher Education.

For more information on appointment profiles, please refer to Appendix 7. A recruitment criteria template is available on the personnel department's website.

Advertising

The advertisement is drawn up jointly by the department and the personnel department. The finished proposal is submitted to the Recruiting and Information Unit at the Office of Research and Education.

The description of teaching, research duties and qualifications and the details of eligibility requirements, bases for assessment and tasks as stated in the appointment profile shall also be stated in the advertisement. No changes may be made in relation to the profile.

The advertisement shall be so designed as to encourage people of underrepresented gender to apply. The text must be easy to read, attractive and neutral in respect of ethnicity, religious

faith, gender and sexual orientation. The place of work and terms of appointment shall also be described.

The period of application should be at least three weeks after publication of the advertisement. A shorter or longer period may be motivated in certain cases.

For more information on recruitment criteria, please refer to Appendix 8. An advertisement template is available on the personnel department's website.

Application procedure

Application documents are sent to the records clerk who registers them. The records clerk files the application itself – the remaining documents are forwarded to the secretary of the Committee for Employment Issues together with a copy of the application. The documents are kept at the Personnel Department.

The application should be written in accordance with the University's instructions regarding qualification portfolios (see Appendix 12). Applicants must attach at most five academic publications (of which two must have been published during the three years immediately preceding). Two sets of documents are submitted: one for the University and the other for the appointed expert evaluator's assessment.

The secretary of the Committee for Employment Issues sends the applicants' application documents to the department and to the members of the Committee for Employment Issues. The applicants are sent a letter containing information about expert evaluator and the selection process.

For more details about the application procedure, please refer to Appendix 9.

Expert evaluation

When a research assistant is to be appointed, an expert evaluator is normally nominated to review the applications. After the final date for applications, the department puts forward the name of a proposed expert evaluator within four weeks. The department then contacts the proposed expert evaluator and discusses a time frame for the evaluation. The time needed shall not normally exceed three months but may be adapted to the circumstances of the individual case. The department shall also ensure that the expert evaluator is not disqualified for any reason.

The proposed expert evaluator and the agreed schedule are submitted to the secretary of the Committee for Employment Issues who draws up a proposal for a decision on the expert evaluator's nomination. The decision to appoint the expert evaluator is made by the chair of the Research and Education Council in consultation with the chair of the Committee for Employment Issues, or the Council of Teacher Education.

For more details about the expert evaluation, please refer to Appendix 10.

Interview and taking up references.

When the expert evaluator's opinion has been received, the Committee for Employment Issues will in normal cases, and in consultation with the department, arrange appointment interviews and take up references. The purpose of using these instruments of selection is to highlight competence that may be difficult to assess purely on the basis of written application documents and an expert opinion. Examples of such competence might be applicants' personal qualities.

The chair and secretary of the Committee for Employment Issues, the head and chair of the department and the Personnel Manager will normally be present at appointment interviews. Other members of the Committee for Employment Issues and the expert evaluator may also be invited to attend appointment interviews. Student representatives and representatives of the personnel organisations are also invited to appointment interviews. References are taken up by the committee's chair or secretary. Checklists for appointment interviews and taking up references are available from the personnel department.

The interview and the taking up of references shall be documented.

Appointment proposal

The Committee for Employment Issues shall submit a basis for proposing an applicant for appointment to the Research and Education Council or the Council of Teacher Education. Such basis shall be submitted in the form of a record of the procedure in which the council proposes the applicant who should primarily be considered for the appointment.

Where special reasons exist, the proposal in the record may also include other applicants who should be considered and their mutual ranking. In the record, the committee shall state its assessment of each proposed applicant's proficiency in respect of the bases for assessment that apply for the appointment. Their statement shall comprise proficiency both in respect of each individual basis for assessment and proficiency taking all the bases for assessment into consideration. Where there is only one applicant and he or she is proposed for the appointment, the committee need not submit any assessment of proficiency. The record shall also state how the University's recruitment objectives have been taken into consideration. Where both women and men have applied for the position, the record shall also state how the gender equality aspect has been taken into consideration.

For more information about the University's recruitment objectives, please refer to Section 2, and Appendix 4 for more information about gender equality.

The Research and Education Council, or the Council of Teacher Education, make a decision regarding the appointment proposal. The council then submits the proposal to the Vice-Chancellor.

Decision and employment contract

The Vice-Chancellor or the head of the department contacts the applicant who is to be offered the appointment in order to agree on a date for taking up the position, salary and other terms relating to the appointment. The personnel organisations are informed of the proposed terms.

The Vice-Chancellor makes the decision to appoint the applicant at the proposal of the Research and Education Council.

The decision is pronounced and the other applicants are informed of the decision by the personnel department. The decision can be appealed against for a period of three weeks (see the following section), after which it becomes final provided no appeal has been lodged.

The personnel department issues a certificate of employment that is signed by the Vice-Chancellor. Application documents are normally not returned to applicants since the University is obliged by National Archive regulations to hold the application documents relating to all advertised positions on file for a period of two years. Documents can, however, be returned at the request of individual applicants.

Appeals

An appeal against a decision to appoint a research assistant may be lodged with the University's Board of Appeal.

For more details about appeals, please refer to Appendix 11.

Termination of a preparation of appointment

The recruitment procedure can be terminated if, for example, the basis is insufficient or if new circumstances have arisen that mean that no appointment will be made. The decision to terminate the procedure is made by the Vice-Chancellor at the proposal of the department or of the Research and Education Council. The decision to terminate the appointment procedure need not be motivated or pronounced and is final. The personnel department arranges for application documents to be returned, together with a copy of the decision, to those persons who applied for the position.

6.3 Length of appointment, financing and duties

Length of appointment

An appointment as research assistant shall be limited to a maximum period of four years. Such appointment may be extended so that the total period of appointment is longer than four years where special reasons exist. Regulations regarding length of appointment are laid down in the Higher Education Ordinance.

This means that in practice, the normal length of appointment as a research assistant is four years.

Financing

A research assistant's appointment at the University is preferably financed through external funding.

Tasks and duties

A research assistant's principal task is research. The proportion of the research assistant's time that is to be devoted to research will normally be 75%.

7 Guest teachers

A guest teacher is a teacher who is appointed either on a part-time or a full-time basis for a limited period to perform tasks associated with role of a university teacher, i.e. education, research, artistic tasks and administration. A guest teacher is recruited when special competence is needed for a limited time and other employment as a teacher for a limited period is not appropriate. A guest teacher may also hold another appointment, normally as a teacher at another institute of higher education.

Visiting professors and visiting senior lecturers

If the guest teacher's qualifications are to be specified in the form of the titles of visiting professor or visiting senior lecturer, the eligibility requirements for both must have been established.

A visiting professor shall hold a professorship at another institute of higher education or shall have been reviewed by an expert evaluator team and been deemed eligible (during the previous five years).

A guest teacher shall be eligible for appointment as senior lecturer, i.e. shall hold a doctor's degree or have equivalent academic competence, shall have completed teacher training at university level or shall have in some other way acquired equivalent competence and shall have demonstrated pedagogical skills. An expert evaluation will normally not need to be obtained for the eligibility review.

Recruitment procedures

A simplified administrative procedure is applied when recruiting guest teachers. When a visiting professor or visiting senior lecturer is to be employed, the head of the department submits recruitment criteria and a qualification compilation for the person proposed for the appointment to the chair or secretary of the Committee for Employment Issues. A copy of the recruitment criteria is submitted to the chair of the Research and Education Council, or the chair of the Teacher Education Council, and to the Students' Union (the student representative on the Committee for Employment Issues). The chair or secretary of the Committee for Employment Issues presents the matter for the Vice-Chancellor. The Vice-Chancellor makes a decision on the appointment. Appointments of visiting professors and visiting senior lecturers are reported at the next meeting of the Research and Education Council, or the Council of Teacher Education.

When other guest teachers are to be employed, the head of the department submits recruitment criteria and a qualification compilation for the person proposed for the appointment to personnel officer responsible. The matter is presented for the Personnel Manager who makes a decision as regards the appointment.

Length of appointment

Appointment as a visiting teacher for a limited period may be extended. The Higher Education Ordinance restricts the total length of such extended appointment to a maximum of five years.

8 Non-permanent teachers

A non-permanent teacher is a teacher who is appointed on a part-time basis for a limited period to perform tasks associated with role of a university teacher, i.e. education, research, artistic tasks and administration. A non-permanent teacher is recruited when special competence is needed for a limited time and other employment as a teacher for a limited period is not appropriate.

The Higher Education Ordinance stipulates that an appointment as a non-permanent teacher may not exceed 20% of a corresponding full-time appointment. Appointment as a non-permanent teacher may be extended.

A decision to recruit a non-permanent teacher is made by the head of department.

9 Adjunct teachers

The following description of an adjunct professor is also applicable to adjunct senior lecturers. When an adjunct lecturer is to be appointed, a simplified administrative procedure is applied.

9.1 General

Research, development and education at an institute of higher education should also be based on competence other than that represented by that institute's own specialists. For example, the institute of higher education also needs to make use of experience of how research findings are used in practice and the knowledge of society's need of academic knowledge that people in companies and other organisations possess. In undergraduate education there is also a need to bring competence and experience from trade and industry and society to universities and other institutes of higher education. The University of Skövde is therefore pursuing a long-term effort to encourage staff exchanges between academia and industry. As one of the means to this end, adjunct professors are appointed where this is considered appropriate.

Adjunct professors are academically qualified specialists/experts outside academia who at the invitation of a university or institute of higher education undertake to work at that university or institute of higher education on a part-time basis for a limited period of time. This is very advantageous to both the institute of higher education and the adjunct professor. The an institute of higher education gains access to the full competence of a specialist at the same time as strong networks and/or contact channels are created to organisations etc outside. The adjunct professor becomes a member of the staff of the institute of higher education and thus gains both direct contact with the academic work of the an institute of higher education and a permanent cooperative interrelation with the teachers and students at the an institute of higher education.

An adjunct professor is appointed on the basis of the needs that exist at the University of Skövde. It is important that an adjunct professor is able to pursue his work at the institute of higher education freely and that his or her integrity is not questioned. Any decision to recruit an adjunct professor and any decision regarding the orientation and scope of the activities pursued by such a professor shall therefore rest wholly with the University of Skövde.

Subject

An adjunct professor's subject must be linked to one of the areas in which research and education are conducted at the University of Skövde.

Qualifications

The Higher Education Ordinance states that the eligibility requirements that apply with regard to appointment as adjunct professor shall be the same as those that apply with regard to the appointment of professors (See Section 3.1).

According to the Higher Education Act, Chapter 3, Section 2, only a person who has demonstrated academic and pedagogical skills may be appointed professor. The Higher Education Act also states that a professor may be appointed for a limited period in cases of

appointment to an institute of higher education of a person whose primary field of activity lies outside higher education (Chapter 3, Section 3).

An adjunct professor may also possess academic and pedagogical skills at the level of professor. It is in the nature of the form of appointment, however, that the field of competence can be more restricted. An adjunct professor must, however, always be a leading specialist in the field in question. In the application of the requirement regarding pedagogical skills, the traditional academic pedagogical qualifications may be replaced by pedagogical qualifications acquired from the business, organisation etc in which the prospective candidate is engaged. It is also desirable that the adjunct professor have administrative qualifications.

9.2 Recruitment procedures

The recruitment process is conducted with discretion as far as possible. Nonetheless, the principal of public access to official documents shall apply at all times.

Informal contact between the people concerned and the University.

It is important to avoid situations where a person is first approached and then declared insufficiently competent or it is decided that the area is not considered of sufficiently high priority as to merit the appointment of an adjunct professor. Before the prospective candidate for an appointment is approached, the head of department, the department's chair or equivalent, the chair of the Research and Education Council or the chair of the Council of Teacher Education, the chair of the Committee for Employment Issues and the Vice-Chancellor shall hold informal talks to discuss:

- whether the subject is important from the point of view of the University's research strategy
- the department in question's needs
- whether the prospective candidate represents an area of importance to the University of Skövde and if good working conditions can be offered
- whether the prospective candidate can be considered with a reasonable degree of certainty to possess the requisite competence and
- whether the prerequisites exist to finance the activities and their attendant costs (e.g. laboratory materials, computer costs, travelling expenses, cost of premises) for a period of at least three years.

Informal between prospective candidate and employer

The prospective candidate and employer hold informal discussions to discuss the proposal. An official contact is designated to arrange these discussions.

Recruitment criteria

If, after these discussions, it is deemed that the matter can proceed, the head and chair of the department draw up a written proposal or written criteria detailing the following;

- appointment profile (description of the subject, eligibility requirements and the tasks and duties that the appointment involves)
- description of the proposed candidate's background, present tasks and duties and specialist competence
- the proposed candidate's CV and list of publications

- the proposed candidate's prerequisites for allocating sufficient time to his or activities at the University
- an assurance that the proposed candidate's employer will accept the proposal and
- a description of how the adjunct professor's activities will be.

Decision to continue the appointment process

On the basis of the proposal/criteria, the Vice-Chancellor decides, at the proposal of Research and Education Council, or the Council of Teacher Education, whether the appointment process is to proceed. The appointment is prepared by the Committee for Employment Issues.

Expert evaluation

When an adjunct professor is to be appointed, three expert evaluators shall normally be nominated (two when an adjunct lecturer is to be appointed). The expert evaluators are nominated according to what is to apply when expert evaluators are nominated in appointment matters (See Section 3.1)

The secretary of the Committee for Employment Issues requests complete sets of application documents from the proposed candidates and forwards the documents to the expert evaluators for their assessment. The expert evaluators submit their opinions to the Committee for Employment Issues.

The expert evaluators shall submit separate statements where they clearly state what objective criteria their opinions are based upon. In their statements, the level of the candidates' written academic production, their professional competence and their pedagogical qualifications are to be described and put in relation to national and international competence in the field. Each expert evaluator's statement shall conclude by stating the expert evaluator's position as to whether the candidate fulfils the eligibility requirements for the appointment.

For more details about the expert evaluation, please refer to Appendix 10.

Preparation by the Committee for Employment Issues and the Research and Education Council.

The appointment is prepared by the Committee for Employment Issues. The council submits a basis for a proposal for a decision (in the form of the minutes from the council's meeting) to Research and Education Council, or the Council of Teacher Education. The Research and Education Council, or the Council of Teacher Education, submits a proposal for a decision to the Vice-Chancellor.

The Vice-Chancellor's decision

A decision to appoint an adjunct professor is made by the Vice-Chancellor.

9.3 Length of employment, scope, financing and duties

Length of employment and scope

Only a person whose principal sphere of activities lies outside the field of higher education is eligible for appointment as adjunct professor. An appointment as adjunct professor may be for a maximum of 50% of a full-time post and shall be limited in time to a maximum of three years, with the possibility to extend the appointment for a further three years. The total length of the appointment may not exceed six years.

The initiative to extend the appointment is normally taken by the head and chair of the department. The decision to extend the appointment is made by the Vice-Chancellor at the proposal of the Research and Education Council.

Financing

An adjunct professor's activities at the University are preferably financed through external funding.

Forms of cooperation are normally established in agreements between the university, the adjunct professor, his or her main employer and any external sponsors. Such agreements also define the scope of the cooperation and how the activities are funded. Attendant costs such as laboratory costs, computer costs, travelling expenses, cost of premises etc shall be taken into consideration.

Tasks and duties

The adjunct professor shall be present at department on a regular basis according to a plan agreed in advance between the head and chair or equivalent of the department and the adjunct professor.

The adjunct professor shall normally participate actively in the department's undergraduate education, research and post-graduate education, and make an active contribution to development in his field of specialisation and to an increased exchange of knowledge between the University and the world around. It is also desirable that the adjunct professor also involves himself or herself in issues related to higher education.

Report of activities

In good time before the appointment comes to an end, the adjunct professor shall prepare and submit a report containing a description of the adjunct professor's experience of participating in the University's activities. This should include the degree to which the adjunct professor has participated in undergraduate education and supervised post-graduate students, the number of post-graduate courses taught and whether the adjunct professor has been a project manager in externally funded projects. The value to the department and to the adjunct professor's main employer should also be mentioned.

The adjunct professor's report, that *inter alia* constitutes the basis for a decision to extend the appointment, is submitted to the head of the department at least four months before the appointment comes to an end.

Appendix 1

Assessment of qualifications

The assessment of qualifications that is to be made in connection with appointments shall be based on the eligibility requirements and bases for assessment and other details stipulated in the appointment profile, the advertisement and these Appointment Regulations.

1 Eligibility requirements

When a teacher is to be appointed, applications are examined to assess whether the eligibility requirements are met. These are minimum requirements regarding a teacher's competence and these must be met for the applicant to be appointed or promoted. The eligibility requirements for different teaching posts can be found in the Higher Education Ordinance. Further eligibility requirements may be added in certain cases. These must then be stated in the appointment profile. To be eligible for the appointment, the applicant must meet all eligibility requirements.

2 Bases for assessment

The bases for assessment are the final instruments of selection that are used to decide between eligible applicants. In addition to the bases for assessment that are stated in, among other places, the Higher Education Ordinance, the Public Employment Act, and the Instrument of Government, the University can decide on further bases for assessment that are of importance as regards the appointment. These must then be included in these Appointment Regulations or the appointment profile.

Here follows a brief description of the bases for assessment that are to be applied when teachers are appointed.

The Higher Education Ordinance states that the following bases for assessment are to apply:

- the degree of such skill that is a requirement for the appointment
 - the degree of administrative and other skill that is of importance with regard to the subject content and the tasks and duties associated with the appointment
 - the degree of skill in developing and managing staff and activities at the University.
- and
- aptitude in interacting with the surrounding community and providing information about research and development efforts.

The Higher Education Ordinance also states that special weight shall be attached to academic skills in the appointment of research assistants.

According to the Instrument of Government and the Public Employment Act, consideration need only be paid to objective bases such as merit and skill. Merit in this case shall be taken to mean the know-how and experience acquired through previous employment or activity. Skill in this case shall be taken to mean the applicant's suitability for the appointment in question. Skill includes education, knowledge and personal qualities. Skill shall be the first consideration unless there are special reasons for doing otherwise. Only when skill is deemed to be equal or largely equal shall merit be the determining factor.

The Higher Education Ordinance also states that consideration must be paid to objective bases that are in agreement with general labour market, gender equality, social policy and employment policy objectives.

3 General guidelines for assessment of qualifications

In the assessment it is primarily quality and not quantity that is to be assessed. The applicant's qualifications are to be assessed on the basis of the information about the subject, tasks and duties, eligibility requirements and bases for assessment that are stated in the employment profile/advertisement and these Appointment Regulations.

To be considered for the appointment, the applicant must meet all the eligibility requirements. For an applicant who meets the eligibility requirements, the applicant's qualifications shall be assessed on the basis of other bases for assessment that apply for the appointment.

In matters concerning promotion to professor and senior lecturer (who have acquired eligibility), the only factor that shall be assessed is whether or not the applicant meets the eligibility requirements stated in the Higher Education Ordinance. No other eligibility requirements may be stipulated. In cases of promotion to senior lecturer on the grounds of special skills, however, special criteria shall apply (See Section 4.5).

Proven academic skill and proven pedagogical skills are always required for appointment as professor. Appointment as a senior lecturer or lecturer requires a degree of some kind or the equivalent and proven pedagogic skills and a completed teacher training course at university level. This means that insufficient pedagogical qualifications cannot be compensated by good academic qualifications and *vice versa*. It also means that no teacher appointment may be made unless the applicant has documented both their pedagogical and academic skills and also have teacher training at university level or equivalent knowledge. The regulation in the Higher Education Ordinance that the same meticulousness shall apply in the assessment of pedagogical skills as in the assessment of academic skills means that both types of skills are to be assessed equally thoroughly.

It is the responsibility of the applicant to document his or her competence in such a way as to permit an objective, qualitative assessment (see the instructions regarding the qualification portfolio in Appendix 12). The Committee for Employment Issues and the expert evaluators are responsible for ensuring that pedagogical skills are assessed as thoroughly as academic skills.

Appendix 2

Qualification as Reader

The University of Skövde has established instructions and administrative regulations for application for admission as an unpaid reader (available from the Research and Education Council's web-site. In the preparation of matters concerning the appointment of promotion to professor, the requirements stipulated for qualification as reader shall be considered so as to identify the difference between qualification as reader and qualification as professor.

An extract from these instructions and administrative regulations for application for admission as an unpaid reader follows here:

Academic skills

Following the public defence of a doctoral thesis, a sufficiently large academic work shall have been produced. A guideline is that the work in total should be equivalent to another doctor's thesis. Academic competence shall be attested through independent research of such quality that it can prove that the applicant has further developed his or her academic skills and deepened and broadened his or her research experience compared to the requirements for a doctor's degree. The criteria that shall be used in the assessment of academic skills are:

- a) methodical and theoretical knowledge and awareness of different academic approaches
- b) analytical ability
- c) ability to communicate research findings
- d) degree of difficulty of the research
- e) aptitude for innovation and independence in relation to earlier research.

Pedagogical skills

An applicant shall be assessed to have the ability to supervise post-graduate students up to their doctor's degree. This can be demonstrated through successful supervision of post-graduate students or equivalent successful activity as an assistant supervisor. Successful supervision of master's students can also be used to indicate the applicant's potential to function as a supervisor of post-graduate students. The applicant shall also have demonstrated pedagogical skills through teaching on undergraduate and post-graduate courses and through lecturing as a reader.

A completed pedagogical course, for example a course in teaching and learning in higher education that includes the pedagogic aspects of supervision or a course in supervising post-graduate students is a useful qualification. Production of teaching materials, course management and course administration is also further qualifications. Pedagogical activities in an academic environment are the primary basis for the assessment.

Appendix 3

Assessment of pedagogical qualifications

Appointment as a professor, senior lecturer or lecturer requires proven pedagogical skills. Appointment as a senior lecturer or lecturer also requires completed teacher training at university level or equivalent knowledge. Note that the requirement as regards pedagogical skills is not to be confused with the requirement regarding teacher training at university level. These are two separate requirements that must both be met in order for the eligibility requirements for appointment as senior lecturer or lecturer to be met.

1 Teacher training at university level

In order to be eligible for appointment as senior lecturer or lecturer, an applicant shall have completed teacher training at university level or acquired equivalent knowledge in some other way. *Teacher training at university level* is normally taken to mean 10 study credits in Teaching and Learning in Higher Education. *Equivalent knowledge* may be some form of teacher's degree if this degree is with a specialisation in adults' learning. If necessary, the advice of the University's pedagogical consultant may be sought in the assessment of whether an applicant has the teacher training education required or equivalent knowledge.

Assessment of whether an applicant without teacher training at university level or equivalent knowledge shall nonetheless be considered eligible (see Sections 4.1 and 5.1 in these Appointment Regulations) is made by the Committee for Employment Issues in consultation with the department concerned.

An applicant without this eligibility can nonetheless be appointed for one year. Such appointment may be extended for one further year. If the teacher completes teacher training at university level of at least 10 credits during the period of the appointment and thus becomes eligible, the appointment may be converted to an appointment on permanent tenure at the request of the senior lecturer/lecturer.

2 Pedagogical skills

2.1 What are pedagogical skills?

In the context of the Higher Education Ordinance, pedagogical skills include skills in planning, carrying out and evaluating the teaching.

As regards the *planning* of the teaching, the teacher shall have the ability to:

- formulate teaching objectives
- choose teaching materials, ways of working and methods
- choose or devise study and teaching materials
- draw up a suitable schedule for the teaching and
- integrate a diversity perspective (as regards for example gender, age and ethnicity) in the subject content.

In *carrying out* the teaching and in the encounter with the students, pedagogical skills shall find expression directly in:

- the teacher's treatment of and attitude to the students
- how well the teacher communicates knowledge, skills and attitudes

- how far the teacher is successful in creating a foundation for and stimulating students' independent learning
and
- how well the teacher is able to cooperate with colleagues.

Evaluation in this context includes assessing the results of the student's studies by means of the examination but also evaluation of the teaching process and the assessment process and the factors that affect these processes:

- the students' prerequisites
- the study effort
- the syllabus
- teaching methods
- course literature, teaching materials etc and
- the teacher's own efforts and behaviour.

The teacher's *attitude* to teaching and to the students is also an important factor in this context. Important aspects include, for example:

- the teacher's perceptiveness to the students' needs and
- interest and ability to develop and renew the teaching.

Neither pedagogical skills nor academic skills can be defined as purely technical-methodological proficiency. The ability to motivate one's teaching, reflect on both that and one's knowledge concepts and on learning in the light of pedagogical theories, are important elements in pedagogical skills that constitute qualifications.

2.2 Criteria for pedagogical skills

Criteria are presented below that are to be used as a foundation in the assessment of the applicants' pedagogical qualifications. Criteria 2.2.1 – 2.2.6 have their origin in the official committee report of the Commission on Higher Education from 1992 (SOU 1992:1). In the assessment it is primarily quality and not quantity that is to be evaluated. The objective is a broad competence but the weight of the different criteria can vary with regard to the appointment's profile and further criteria may be added if they have been stated in the appointment profile and the advertisement.

2.2.1 Broad, sound, up-to-date knowledge of the subject

It is important to discuss this point when assessing pedagogical skills since it can in fact in certain contexts be perceived as contradictory to academic skills. In assessments of academic skills, academic depth and originality are normally rewarded at the expense of breadth and a comprehensive view. Knowledge of and use of other researchers' academic work is generally not as great a qualification as an applicant's own pioneering work in what is often a very narrow sector of the applicant's subject.

For teachers at the University of Skövde employment as a teacher means that the teacher must teach in larger areas, above all in undergraduate teaching, and perhaps at times in the whole subject. Broad, sound, up-to-date knowledge of the subject are then very important factors if the teacher's competence is to be fully usable. In certain cases, based on the department's/subject's needs, this may be considered a more appropriate asset than the specialised researcher's deep knowledge within a limited field.

2.2.2 Ability to structure and organise knowledge

The teacher's ability to structure and organise a subject, or subject matter, is for many people an obvious element in pedagogical skills. This becomes evident in, among other things, an ability to construct courses and syllabuses and organise courses to fit a set schedule. The didactic aspects, reflection on the purpose and objectives of the course, selection of what the course/teaching will contain, the justification of a particular selection and of how the content is treated in the teaching are in this respect important to the applicant's pedagogical skills.

With the heterogeneous students groups that the University admits today, it is also of great value that the teacher is able to plan and carry out teaching where students from non-academic backgrounds can also profit from the teaching. A didactic approach, where awareness of the students' varying backgrounds and different perceptions of the subject and academic studies influence the teacher's planning and teaching, is a clear asset.

The changing prerequisites of modern institutes of higher education with new student groups and new forms of distributing teaching also put new demands on pedagogical skills. Life-long learning and increasing use of IT put new demands on teachers' pedagogical skills. The development and design of distance education, for example, puts other demands on the teachers than traditional teaching did. Pedagogical skills today also include skills in designing and carrying out education of this kind.

2.2.3 Ability to create interest in the subject

Students' interest and will to learn something is the single most important prerequisite for learning to take place at all. Students who become involved in the subject and interested in the problem areas that the teaching takes up often manage a large part of their studies on their own and become less dependent on their teachers.

The teacher's ability to inspire the students and awaken their interest in and commitment to the subject can be considered an important foundation as regards pedagogical skills. The teacher's own interest and commitment are often linked to academic skills or theoretical proficiency in the subject. Naturally, it is also possible for teachers who are not so highly qualified to possess an excellent ability to arouse the student's interest and commitment.

2.2.4 Ability to activate the students' own learning

The students' learning is the students' own responsibility. The teacher's task is to aid and support their learning. The ability to activate students in their studies in a manner that will promote their development is vital for an academic teacher. A good academic teacher does not serve the students with finished problems and solutions but helps them problematise the subject matter and supervise them along the path to the solution.

A problematising approach stimulates critical training and an academic way of thinking which are important education objectives at a university and must therefore be considered a criterion of the teacher's pedagogical skills.

A pedagogically skilled teacher is aware of the steering role examinations have in students' learning and also see the examination, in addition to its necessary function as a means of control, as part of the students' learning. A way of working that is based on students' active knowledge-seeking then also has an impact on the design of the examination and the questions in it.

2.2.5 Ability to communicate

In his or communication, the dialogue, with the students, the teacher's pedagogical skills become quite evident to the students, who today demand that their teachers have a good communicative ability.

A teacher who is able to communicate well with the students captures and holds their interest during lessons and lectures and is well able to communicate knowledge to and discuss with whole groups of students.

Good communication with the students can be described as a will and ability to initiate and carry on a dialogue with the students while remaining open to their questions and their needs. A communicative teacher can understand students' difficulties in the learning situation/in the teaching and can offer alternative pictures, perspectives and explanations to help the student advance.

Teachers who can communicate well with their students thus see them, in situations where this is possible, for example when teaching small groups, in supervising or study counselling contexts, as individuals with special prerequisites and needs. The ability to empathise and the ability to put themselves in their students' situation are elements that are characteristic of communicatively skilled teachers.

The ability to communicate is also important when it comes to contact with colleagues both inside and outside a teacher's subject area. Modern institutes of higher education are developing in the direction of more cooperation and multidisciplinary activities. At the University of Skövde, it is a pronounced objective and a development strategy to shape education programmes and research activities with a multidisciplinary profile. This means that teams in research and teaching are becoming increasingly common and teachers' ability to communicate their subject to people other than their colleagues is becoming increasingly important. The University's external affair, where contact with the surrounding community outside the University is important, also demands pedagogical skills in the sense of the ability to communicate.

2.2.6 Ability to form a holistic view and institute renewal

The ability to form a holistic view can be reflected in several different ways. Teachers' ability to put their subject and their teaching in broader contexts, to see their subject as part of the University's offering and activities, is very important at an institute of higher education like the University of Skövde, both as regards the work at the University and contacts outside. This ability can be considered to constitute part of the holistic view that is an aspect of a teacher's pedagogical skills.

The ability to form a holistic view is naturally a component of the concept of pedagogical skills that is also of importance for the teacher's subject and his or her understanding of how the subject is defined in relation to other disciplines. The ability to form a holistic view can also apply to the teaching situation, the interaction between different actors involved in the education and the different phases and processes in an education programme.

The ability to form a holistic view can be considered a prerequisite for a meaningful renewal effort with regard to the education's content, work forms and organisation. Willingness and ability to commit to renewing education is a measure of pedagogical skills, especially if they

lead to higher quality and/or efficiency. Taking pedagogical risks, daring to experiment and try new ways should in themselves be considered a qualification in an academically based organisation, where seeking new knowledge is a fundamental basis for the University's pedagogical qualifications.

2.2.7 Ability to integrate gender awareness in the teaching

Teaching with integrated gender awareness should

- make visible and problematise meanings of gender in all activities that concern higher education
- provide for women and men student's learning in every single element in undergraduate and post-graduate teaching
- involve questioning and change of the structure, content and practice of the education and the concrete teaching
- constitute our way of viewing and understanding reality, critically illuminate our perception of what science is, and change the power relationships between women and men.

(Fredrik Bondestam: Könsmäveten pedagogik för universitetslärare)

2.2.8 Other criteria

Other criteria of pedagogical skills that can be mentioned are breadth and depth of teaching experience, participation in pedagogical development projects and experience of pedagogical leadership (e.g. in the form of responsibility for courses, responsibility for study programmes and experience of acting as head of department or director of studies).

Appendix 4

Gender equality

Gender equality is a positive development force and a factor that raises the level of quality in the university's activities. It is primarily a question of fairness and democracy. It also creates the prerequisites for a creative and constructive academic discussion. Promoting gender equality shall therefore be a natural element in the University's activities in all areas, e.g. when recruiting and selecting members of committees and boards. Regulations regarding gender equality that are applicable when appointing teachers can for example be found in the Act on Equality between Women and Men at Work, the Higher Education Ordinance, the University's general advice on gender equality and the gender equality plan, and in these Appointment Regulations.

Working for gender equality among the staff and maintaining a gender perspective in the University's activities are especially important at institutes of higher education since they give people education for their working lives. Awareness and knowledge of the importance of recruiting both men and women to high positions must increase.

Balance in recruitment

A main area for the long-term gender equality effort at the University of Skövde is an even balance between men and women when recruiting staff. As regards professors, the objective is to increase the proportion of women professors at the University. When recruiting other teacher categories, the objective is to promote an even balance between women and men in the same teacher category within a subject area.

In order to achieve the objective of an even gender distribution, local recruitment goals for women are established in all teacher categories, in accordance with what is stated in government directives. Current recruitment goals are available on the personnel department's web-site.

A skewed gender distribution in the group of employees in question constitutes an objective basis that can be the decisive factor when applicants are assessed as equal in merit or as good as equal in merit. The gender distribution is skewed if the proportion of women and men teachers is not between 40% and 60%.

If the gender distribution in the subject area in question is skewed, *affirmative action* can be applied in the recruitment process. Affirmative action means that a person of the underrepresented gender who has *sufficient qualifications* can be appointed rather than a person of the opposite gender who would otherwise have been appointed. Sufficient qualifications in this context means eligibility for the appointment (according to the eligibility requirements in the appointment profile).

However, an applicant of the underrepresented gender shall never be given automatic precedence but all applicants shall be accorded an objective assessment where all bases for assessment stated in the appointment profile are to be weighed in. This shall form the basis for the position that is taken.

Nor may affirmative action be applied if the difference between the applicants' qualifications is so great that its application would run contrary to the requirement for objectivity in recruitment.

Applicants' knowledge of gender equality and gender

In order for students to have the opportunity to acquire adequate knowledge of gender equality and gender in their field during their education, teachers are needed who are aware of gender equality and gender and possess good knowledge in this area. They must include the gender perspective in their subject/subject area. They must also integrate gender awareness in their teaching, i.e. consider gender equality and gender aspects when planning and carrying out their teaching and that it permeates their attitude to the students.

It follows from this that a teacher's knowledge of gender equality and gender shall be one of several objective bases for assessment that may be the deciding factor when applicants are assessed as equal in merit or as good as equal in merit.

Points to consider

In order to promote gender equality, the following points must be taken into consideration:

- When advertising a vacant position, the appointment's subject should be stated as broadly and in as gender-neutral terms as possible in order to encourage both men and women to apply
- eligibility requirements and bases for assessment must be formulated clearly and properly thought out before the recruitment procedure commences, in order to avoid unconscious reconstructions after the event to the advantage of a particular person or a particular gender.
- As a rule, welcome applicants of the underrepresented gender when advertising a vacant position.
- Contact prospective applicants of the underrepresented gender in person and encourage them to apply for vacant positions.
- Use both men and women expert evaluators where two or more are to be used.
- If there are applicants of both genders with sufficient qualifications (i.e. eligible according to the requirements stated in the appointment profile), applicants of both genders shall be invited to an interview.
- Allow gender equality aspects to be the deciding factor when applicants are equal in merit or as good as equal in merit.
- Apply affirmative action when the gender distribution is skewed.
- Where both women and men have applied for the position, the appointment proposal must state how the gender equality aspect has been taken into consideration. In practice, this means that the Committee for Employment Issues must formulate, in its minutes, the gender equality considerations that have been made.
- Encourage women teachers to seek promotion. Also make it easier for women teachers to acquire the additional qualifications necessary for promotion. This might for example involve allowing women teachers more time to complete their research.

For more information about gender equality, please refer to the general advice for the gender equality effort at the University of Skövde and the gender equality plan for the University of Skövde (available on the personnel department's web-site).

Appendix 5

Diversity

One of the University of Skövde's objectives is to have a clear diversity profile. The basis for the University's diversity effort is that all staff and students shall be treated with tolerance and respect regardless of gender, ethnicity, religion or other religious belief, sexual orientation or disability. The University's work in this area is founded upon democratic values and human rights. Safeguarding all people's talents, experience and resources lays the foundation for a good climate in which to work study and pursue research.

The University has drawn up an ethnical diversity policy and an action plan for promoting ethnical diversity in working life. The University also has a competence supply goal of increasing ethnic and cultural diversity in all staff categories.

According to the law prohibiting discrimination and the laws prohibiting discrimination in working life of people with disabilities and people of other ethnic background or sexual orientation, it is forbidden to discriminate employees and unemployed people for the same reasons. It is also forbidden to discriminate indirectly by applying a regulation, criterion or approach that appears neutral but that in practice treats especially people with certain disabilities or people of a certain ethnic background or sexual orientation unfairly. The prohibition against discrimination applies for example when an employer makes a decision in an employment matter, selects an applicant for interview or takes other action during the appointment procedure. It also applies when the employer decides on promotion.

In cases where Swedish is a requirement for the appointment, this shall be stated in the appointment profile. This also applies if proficiency in Swedish is a desirable qualification.

Difficulties may arise in evaluating an applicant's qualifications if he or she has attached publications written in another language to the application. The University should then do its utmost to find expert evaluators with knowledge of the language in question.

Some examples of action that can be taken to promote diversity are given here:

- Advertise internationally.
- Eligibility requirements and bases for assessment must be formulated clearly and properly though out before the recruitment procedure commences, in order to avoid unconscious reconstructions after the event to the disadvantage of people with disabilities, other ethnic background or a particular sexual orientation.
- An appointment's subject should be stated as broadly as possible in order to encourage many eligible applicants to apply.
- Formulate the advertisement, the eligibility requirements and the bases for assessment in a way that is attractive and interesting to all groups.

For more information about diversity, please refer to the University's ethnical diversity policy and the action plan for the promotion of ethnical diversity in working life (available on the personnel department's web-site).

Appendix 6

Recruitment criteria

The recruitment criteria are drawn up to function as a guideline for the subsequent recruitment procedure. The criteria should therefore specify the need to recruit, an assessment of the financial consequences and the type of recruitment procedure that should be used. The department's annual plan for recruitment (see Section 2) is to be used when drawing up the recruitment criteria. The recruitment criteria are drawn up jointly by the head of department and the personnel department.

A recruitment criteria template is available on the personnel department's web-site.

The recruitment criteria are presented for the Vice-Chancellor by the Personnel Manager or the personnel officer responsible for the matter in question together with the head of the department concerned. The Vice-Chancellor then decides whether the recruitment procedure can commence.

The information that is to be included in the recruitment criteria is specified below.

The need to recruit and general information about the appointment

In all appointments, the department's needs as regards teaching, research and external affairs are to be considered.

The recruitment criteria shall clearly state what subject/area in which the appointment will be made, the tasks and duties related to the appointment in the foreseeable future, what competence profile is desired and how applicants' qualifications should be weighed together.

Personnel structure and affirmative action

The department's personnel structure shall be clearly stated in the recruitment criteria. If the gender distribution is skewed, it shall be stated in the recruitment whether affirmative action is to be applied – or not applied – in the recruitment. The reason for taking this position shall also be stated.

Financial assessment

It shall be clearly stated in the recruitment criteria how the appointment is to be financed. Financial costs in addition to salary shall also be included, for example need for premises, equipment etc.

Recruitment procedure

Any wishes as to how the recruitment procedure, including advertising, shall proceed are stated under this heading. Unless otherwise stated, the period of application is three weeks.

Appendix 7

Appointment profile

When professors, senior lecturers, research assistants and lecturers are to be appointed, an appointment profile shall be drawn up. The appointment profile shall state the area of specialisation, eligibility requirements, bases for assessment, and tasks and duties. The bases for assessment shall be stated based on the tasks and duties associated with the appointment. Some of the bases for assessment should reflect personal qualities. It must also be clear how the different bases for assessment are to be weighed against each other.

The contents of the appointment profile are to be stated in the advertisement and it is that document against which the applicants' qualifications are to be assessed. It is therefore important to consider carefully what are requirements for the appointment and what are desirable qualifications. An applicant who does not meet a requirement cannot be considered for the appointment. Eligibility requirement and bases for assessment over and above those stated in the appointment profile cannot be added unless they are stated in legislation, regulations or the University's Appointment Regulations. The personal qualities stated in the appointment profile should be clarified and measurable as far as this is possible.

For more details about assessment of qualifications, please refer to Appendix 1. A proposed appointment profile is drawn up by the board of the department, who submit the proposal to the Committee for Employment Issues. A decision regarding the appointment profile is made by the Research and Education Council or the Council of Teacher Education.

A recruitment profile template is available on the personnel department's web-site.

Description of the subject

The appointment's subject area shall be described in the appointment profile. The subject description shall include the subject designation and any specialisation and a definition of the subject and any specialisation. An appointment may normally only be made in those subjects that are established at the University. A description of these subjects can be found in the document *Subjects at the University of Skövde* (available on the Research and Education Council's web-site).

If no subject description exists, one must be drawn up by the Research and Education Council or the Council of Teacher Education when the decision regarding the appointment profile is made. A proposed subject description is drawn up by the chair of the department and discussed at a meeting of the board of the department and then submitted to the Committee for Employment Issues. The subject definition must be brief (normally not more than one or two sentences), concise and if possible designed so as to be also understood by people other than subject specialists.

The subject area of an appointment may not be changed as long as one and the same person holds the position. The subject description is used among other things in the assessment of the applicant's qualifications.

In certain cases, a specialisation in some area of the subject will also be stated. Precedence shall in such cases be given the applicant who is most qualified in the area of the subject in

which the appointment is specialised. Qualifications in other areas of the subject shall also be considered but with less weight.

A specialisation is normally stated when a professor is to be appointed. A specialisation may also be stated when a senior lecturer is to be appointed. When a lecturer is to be appointed, the subject should be stated as broadly as possible taking into consideration the competence that is being sought and should therefore normally be stated without any specialisation.

Appendix 8

Advertising

Rules for advertising

Advertisements for vacant positions play an important role with regard to the University's profile. Showing the surrounding community that the University of Skövde employs highly competent people has a definite value. In this respect, an advertisement is a valuable information carrier, the primary purpose of which is to attract applicants for the post being advertised. In order to keep advertising costs down, small advertisements can be used that are nonetheless attractive. The full text of the advertisement will then be available on the University's web-site.

The Higher Education Ordinance states that public notice of vacant teaching positions is to be given by means of an advertisement or by some equivalent means. From the point of view of quality or mobility, it is important that information about vacant positions be spread on a wide front. This also satisfies the demand for legal security and public control in appointment matters.

The advertisement shall always be posted on the notice board, published on the University's web-site and reported to the employment service. Advertisements will normally also be placed in other suitable media. Vacancies should be advertised nationally and in certain cases also internationally. The choice of advertising media will depend on the type of appointment, the subject area, and how easy it is to attract qualified applicants. It is the department concerned, in consultation with the personnel office and the Information and Recruitment Unit at the Office of Research and Education, that decides on the advertising media and it is also the department that pays the advertising costs.

Consulting and recruitment companies may be used in some preparatory step (e.g. headhunting) provided that the rules and regulations stipulated in laws, ordinances, agreements and the Appointment Regulations are adhered to. The personnel department advises on the rules and regulations that apply.

Exceptions from the advertising regulation are stated in the Higher Education Ordinance, Chapter 4, Section 18:

1. appointment for a shorter period than six months
2. the appointment of adjunct teachers, non-permanent teachers and guest teachers
3. the appointment of a senior lecturer or lecturer has a preferential right to re-appointment or to an appointment with an extension of duties
4. the appointment of a senior lecturer or lecturer who is being transferred to avoid redundancy
5. the appointment of a senior lecturer or promoted professor, if the appointment relates to someone who for an uninterrupted period of not less than six years has been employed as a researcher at a research council and the institution of higher education has specifically decided that the researcher shall be appointed senior lecturer after being appointed as a researcher
6. promotion to professor or senior lecturer
7. extension of appointment as teacher for a limited period in an artistic discipline

8. permanent appointment of a senior lecturer or lecturer who has held the appointment for one year or less due to the fact that it is his or her first appointment as senior lecturer or lecturer This does not apply if the first appointment has been declared vacant.
9. the appointment for a limited period of a senior lecturer or lecturer who is on permanent tenure at another institute of higher education
10. the permanent appointment of a senior lecturer or lecturer who was appointed for a limited period due to the fact that he or she lacked eligibility as regards teacher training at university level but who have acquired such eligibility during the period of their appointment.

Content of the advertisement

The advertisement is drawn up jointly by the department and the personnel department. The finished proposed advertisement is submitted to the Recruiting and Information Unit at the Office of Research and Education.

The subject description and the details of eligibility requirements, bases for assessment and tasks and duties as stated in the appointment profile shall also be stated in the advertisement. No changes may be made in relation to the appointment profile. The advertisement shall also describe the place of work and the terms of employment. The text must be easy to read and attractive.

The advertisement should be so designed as to encourage people of underrepresented gender to apply. The text of the advertisement must be neutral as regards ethnic background, religious faith, gender and sexual orientation.

For more information about equality and affirmative action, please refer to Section 4, and Appendix 5 for more information about diversity.

In summary, the advertisement shall contain the following information:

- title and subject
- description of the place of work
- tasks and duties
- eligibility requirements and bases for assessment
- scope of the appointment and any limitations regards the period of appointment
- other terms of employment
- desired day for taking up the appointment
- record number/reference number
- application instructions (including reference to the instructions regarding qualification portfolios)
- contacts
- final day for application

The period of application should be at least three weeks after publication of the advertisement. A shorter or longer period may be motivated in certain cases.

Before the advertisement is published it must be approved by both the department and the personnel department.

An advertisement template is available on the personnel department's web-site.

Appendix 9

Application procedure

Application documents are sent to the records clerk who registers them. The records clerk files the application itself – the remaining documents are forwarded to the secretary of the Committee for Employment Issues/personnel officer responsible together with a copy of the application. The documents are kept at the personnel department.

The main rule is that an application shall have been received before the closing date for applications. Exceptions can be made where special reasons exist. In cases where an exception is to be considered, the department and the personnel department are to confer on the matter.

The University may invite a person to apply for a position of professor that has been declared vacant. In practice this means that a person who has not applied for the position is invited to do so before the selection process begins. According to the Higher Education Ordinance, such an invitation must be made within three months of the appointment of the expert evaluators. The decision to issue an invitation is made by the Vice-Chancellor in consultation with the department concerned and the personnel department.

Application documents are public documents that are officially registered. It may happen at times that an applicant requests that his or her application be treated confidentially. This must be respected as far as possible. The personnel department must inform the applicant of the rules that apply to public access to public documents.

The application should be written in accordance with the University's instructions regarding qualification portfolios (see Appendix 12). The documents must consist of the application, an attested CV, publication list and relevant attested testimonials and certificates. Full details shall also be supplied of academic, pedagogical, administrative and other qualifications. Proof of teacher training at university level or equivalent competence shall be attached. Original documents shall be presented upon request.

Applicants for the post of professor, senior lecturer and research assistant shall also attach their academic publications (of which two are to have been published during the three previous years) and work intended to document their pedagogical skills, e.g. teaching materials or popular science articles. The maximum number of publications and papers that may be attached is to be stated in the text of the advertisement; normally ten academic publications for professors, five for senior lecturers and research assistants, and, for professors and senior lecturers, five examples of work intended to document their pedagogical skills.

In normal cases, applicants must submit four sets of application documents for the post of professor, three for the post of senior lecturer, two for the post of research assistant, and one set for the post of lecturer. One set is intended for the University. The remainders are intended for the expert evaluators.

Applicants for the post of professor, senior lecturer and research assistant should, as far as possible, attach documents in English, since this will facilitate that the documents could be reviewed by an expert evaluator living in another country.

According to the Administrative Procedure Act, the University has a responsibility to ensure that a matter is sufficiently reviewed and to help applicants safeguard their rights. In cases where an application is incomplete, this may mean that the expert evaluators, the Committee for Employment Issues, Research and Education Council, the department concerned or the personnel department may need to ask an applicant to provide supplementary details. An applicant may not, however, refer to qualifications acquired after the expiry of the period of application. In exceptional cases, the University may give applicants the opportunity to add qualifications acquired after the expiry of the period of application but only if all applicants are given the same opportunity. The secretary of the Committee for Employment Issues/personnel officer concerned assist with the collection of supplementary details from the applicants. The secretary/personnel officer concerned also ensures that one copy of all documents relating to the matter in question are kept on file at the University.

The secretary of the Committee for Employment Issues/personnel officer concerned send the applicants' application documents to the department and, where a professor, senior lecturer or research assistant is to be employed, to the members of the Committee for Employment Issues. Applicants for the appointment categories listed above are also sent a letter containing information about expert evaluators and the selection process.

An applicant who withdraws his or her application should do so in writing.

Application documents are normally not returned to applicants since the University is obliged by National Archive regulations to hold the application documents relating to all advertised positions on file for a period of two years. Documents can, however, be returned at the request of individual applicants.

Appendix 10

Expert evaluation

Expert evaluators are people who are especially acquainted with the subject area relating to the appointment. The Higher Education Ordinance states that opinions must be obtained from expert evaluators when professors, senior lecturers and research assistants are to be appointed. If an applicant invokes previous statements from expert evaluators, the Committee for Employment Issues, in consultation with the chair of the Research and Education Council or the Council of Teacher Education, must examine the relevance of such statements to the appointment in question. The normal rule is the expert evaluation must have been made during the previous five years.

1 Nomination of expert evaluators

The number of expert evaluators to be nominated varies with the teacher category that the recruitment refers to. In normal cases, three expert evaluators are nominated for the appointment of a professor, two for the appointment of a senior lecturer, and one for the appointment of a research assistant.

Further opinions may also be requested in certain cases, for example if the opinions of the expert evaluators differ as regards the assessment and ranking of the applicants.

Where lecturers or guest teachers are to be appointed, no expert opinions need be requested.

In the case of appointment of professors and senior lecturers, one at most of the expert evaluators may be employed in the field of responsibility of the special body to which the appointment belongs, and then only if the expert does not have tasks and duties in the subject area related to the appointment. In practice this means that expert evaluators may not be employees of the institute of higher education concerned. Nor may the expert evaluators be engaged in any way at the same institute of higher education as any of the applicants.

According to the regulations laid down in the Higher Education Ordinance, both men and women are to be represented when two or more expert evaluators are nominated, unless special reasons exist that preclude this. A special reason might be that experts of a particular gender are not available or have difficulties in taking on the assignment within a reasonable period of time. As a first step, expert evaluators of both genders are to be approached.

After the final date for applications, the department puts forward the names of proposed expert evaluators within four weeks. After conferring with the chair of Research and Education Council or the chair of the Council of Teacher Education, the department contacts the proposed expert evaluators to discuss a time frame for the assignment. The time needed shall not normally exceed three months but may be adapted to the circumstances of the individual case. The department shall also ensure that the expert evaluators are not disqualified for any reason.

The proposed experts and the agreed schedule are submitted to the secretary of the Committee for Employment Issues who draws up a proposal for a decision on the nomination of the experts. The decision as to which experts to appoint is made by the chair of the Research and Education Council in consultation with the chair of the Committee for Employment Issues, or the Council of Teacher Education.

For more information about expert evaluators and disqualification, please refer to the Guidelines for the nomination of expert evaluators (available on the Research and Education Council's web-site).

The expert evaluators may attend meetings of the committee, attend lectures and interviews but do not participate as members of the committee. The committee decides the extent of the expert evaluators' participation in each individual case.

The secretary of the Committee for Employment Issues distributes the application documents to the expert evaluators together with information about appointment procedures at the University of Skövde. The attached cover letter shall state the final day for submitting opinions and details of the fee that will be paid. The expert evaluators shall also be requested to provide the necessary details for payment of the fee.

2 Expert evaluator's opinions

The applicant's qualifications are to be assessed on the basis of the information about the subject area, and the tasks and duties, eligibility requirements and bases for assessment that are stated in the advertisement. In addition to what is stated in the advertisement, the rules and regulations stated in laws and ordinances and these Appointment Regulations also apply. The expert evaluators may not take any other information into consideration in drawing up their opinions.

If any of the highest ranked applicants for the post of senior lecturer so requests, the expert evaluators' opinions shall also consider the applicant's eligibility for the post of professor. Assessment of eligibility for the post of professor shall be made on the basis of the lectureship's appointment profile/advertisement in combination with the eligibility requirements for appointment as professor according to the University's Appointment Regulations.

In cases where both men and women are among the highest ranked applicants, the expert evaluators shall state whether they can be considered equal in merit or as good as equal in merit in order for the Committee for Employment Issues to be able to assess whether gender equality considerations shall be the deciding factor or whether affirmative action shall be applied.

For more details about gender equality considerations, please refer to Appendix 4.

The expert evaluators' opinions are submitted to the Committee for Employment Issues, preferably by e-mail to the committee's secretary. The final decision, however, is to be signed by the expert evaluators. The secretary of the committee forwards the expert evaluators' statement to the members of the council and to the department concerned.

An expert evaluator's statement shall normally consist of the following three parts:

1. A general presentation of all the applicants

The expert evaluators draw up a general presentation of all the applicants where they briefly describe each applicant's academic, pedagogical and other qualifications that are of

importance to the appointment. The expert evaluators may choose whether to write individual presentations or a joint presentation.

A suitable framework for the presentation is to describe, for each applicant:

- academic qualifications
- pedagogical qualifications (teacher training at university level and pedagogical skills)
- other qualifications of importance to the appointment
- a summarising assessment

2. Evaluation of the applicants' qualifications

The expert evaluators individually describe the skills of the applicants who should be primarily considered for the appointment. Skills in respect of the most important bases for assessment are to be described individually and a total evaluation of all the applicant's qualifications is to be made.

3. Overall assessment and ranking

The expert evaluators individually rank the applicants who should be primarily considered for the appointment. The ranking shall be made both for each of the most important bases for assessment and as an overall assessment. Should an expert evaluator find that none of the applicants should be proposed for the appointment, this shall be stated in his or her opinion.

Appendix 11

Appeals

The Higher Education Ordinance, Chapter 12, states that appeals against the following appointment and promotion decisions may be lodged with the University's Board of Appeal.

- a decision to appoint a professor, senior lecturer, lecturer and research assistant,
- a decision to reject an application for promotion to professor,
- a decision to reject an application for promotion to senior lecturer on the grounds of eligibility, (The Higher Education Ordinance, Chapter 4, Section 13, Paragraph 1)
- a decision to reject an application for appointment as professor submitted by an applicant who has been offered an appointment as a senior lecturer and
- a decision to reject an application by a senior lecturer or lecturer appointed for a limited period to be appointed on permanent tenure on the basis of acquired eligibility as regards teacher training at university level.

The following decisions cannot be appealed against:

- a decision to promote a person to senior lecturer or professor,
- a decision to reject an application for promotion to senior lecturer on the grounds of special competence (Higher Education Ordinance, Chapter 4, Section 13, Paragraph 2).
- a decision to appoint a senior lecturer or lecturer on permanent tenure who has acquired eligibility as regards teacher training at university level, and
- a decision to terminate a recruitment matter.

The secretary of the Committee for Employment Issues is responsible for ensuring that applicants for appointments at the University receive information about the right to appeal against an appointment decision.

It is normally only those who applied for the appointment who have the right to appeal. On an equivalent footing with applicants are people who have given notice of preferential right to re-appointment or to an appointment with an extension of duties. According to the Government's praxis, it is possible to appeal against a decision regarding an appointment that an authority has made public (= declared vacant). This means that in principle anyone at all can lodge an appeal.

The personnel department informs the other applicants about the appointment decision and the right of appeal. Appeals must be lodged within three weeks counted from the day the information was posted on the University's official notice board.

An appeal shall be sent to the personnel department, who also handle the administration of the appeal. An appeal shall be processed without delay.

When an appeal is lodged, the applicant who has been offered the appointment can be employed as a substitute in the vacant position while the appeal is being processed.

When an appointment decision has been appealed against, the Committee for Employment Issues or the equivalent body that prepared the appointment matter shall deal with the matter. The person who made the decision regarding the appointment shall state his or her opinion regarding the appeal. Furthermore, the person who has been offered the appointment shall

also be given the opportunity to state his or her opinion. The expert evaluators may also be contacted for their opinion or to add to their previous statements.

Documents to be attached to an appeal lodged with the Board of Appeal are:

- declaration of the vacancy (with the date)
- the expert evaluators' opinions
- the record from the Committee for Employment Issues concerning the appointment proposal
- the Vice-Chancellor's appointment decision
- the appeal (in original)
- any statement by the person offered the appointment
- any statement by an expert evaluator referring to the appeal
- the Vice-Chancellor's statement referring to the appeal
- application documents of the person offered the appointment and of the person who has lodged the appeal (no academic papers or similar may be attached) and
- all other documents that may have a bearing on the matter.

Appendix 12

Qualification portfolio

To assist applicants for teaching appointments and for teachers seeking promotion, the University of Skövde has drawn up the following suggestion for arranging documents in an applicant's qualification portfolio.

1 Academic qualifications

Academic background

- Degrees, post-graduate education courses, relevant employment in a research environment.
Examples of documentation: Certificates and testimonials.

Academic production

- Extent to which applicant's own research findings have been published in print or other media.

Examples of documentation: Complete list of publications, if necessary divided into separate lists for theses/books, chapters within books, articles in academic journals, contributions to conferences (academic conferences). In such listing, reviewed publications shall be shown separately.

Other, e.g. specialised books, teaching materials, general works.

- Extent of post-graduate supervision.

Examples of documentation: List of doctoral students' theses.

- Research and development results such as patents, international standards, computer software used by other people, products or designs that have found application in industry, R&D.

Examples of documentation: Certification of patents and standards granted.

Academic skills

- Quality aspects, originality, innovative capacity.

Examples of documentation: Expert evaluators' statements from applications for appointments, assessment of qualification as reader, testimonials and assessments of an academic nature, national and international prizes and awards.

- Employment as guest teacher or visiting professor aboard or assignment as host to foreign researchers at own department.

Examples of documentation: Certificates, appointments, contracts.

- Renewal and qualitative improvement of post-graduate education and research environments.

Examples of documentation: Certificates and testimonials.

Academic leadership

- Experience of managing research projects, applying for and managing research funds and experience of acting as supervisor.

Examples of documentation: Funds granted, external evaluations.

- Experience of responsibility for and management of post-graduate education and research colleagues, initiating new courses and post-graduate research programmes, arranging research conferences, researcher colleges, international exchanges and study trips.

Examples of documentation: Testimonials, evaluations.

Contact with the surrounding community and research information

- National and international assignments Membership of and assignments for national and international research organisations, conference organisations, editorship and referee assignments for research journals, conference reports.

Examples of documentation: Appointments, testimonials.

- Assignment as faculty opponent at public defences of doctoral theses, assignments as expert evaluator in appointment matters and assessments of qualification as reader.

Examples of documentation: Minutes and records.

- Co-operation with departments, organisations and companies regionally, nationally and internationally.

Examples of documentation: Contracts, references to investigation and evaluation reports.

- Research information.

Examples of documentation: Conference programmes, references to articles in specialist press and discussions in the press.

2 Artistic qualifications

Artistic background

- Art schools and continuation courses.

Examples of documentation: Certificates and testimonials.

Artistic production

- Extent to which own work has been exhibited in public.

Examples of documentation: Lists and photographs of work and products that have been produced, published or displayed in public, in their own right or at joint exhibitions, fairs. Design assignments, design of exhibitions.

- Extent of post-graduate supervision.

Examples of documentation: Lists of artistic development assignments supervised.

- Development results, innovative products and designs that have found artistic or industrial application.

Examples of documentation: Documentation in text, image or sound media.

Artistic skills

- Quality aspects, originality, innovative capacity.

Examples of documentation: Certificates and testimonials of an artistic nature, reviews and mentions in art and design publications.

- Employment as guest teacher.

Examples of documentation: Certificates and testimonials.

- Renewal and qualitative improvement of post-graduate education.

Examples of documentation: Testimonials, evaluations.

Artistic leadership

- Experience of managing artistic development work.

Examples of documentation: Funds granted, external evaluations.

- Experience of responsibility for and management of artistic development programmes and artistic teaching staff, initiating new courses and artistic programmes.

Examples of documentation: Testimonials, evaluations.

Contact with the surrounding community and information relating to artistic development work.

- Membership of international and national art and design organisations.

Examples of documentation: Programmes, testimonials.

- Information relating to artistic development work.

Examples of documentation: Programmes, reviews.

3 Pedagogical qualifications

Pedagogical training

- Practical teacher training, academic studies in teaching and learning in higher education, teacher training courses at university level, supervision, other forms of pedagogical training.

Examples of documentation: Course certificates, grade certificates and diplomas.

Pedagogical experience and skills

- Pedagogical skills demonstrated by means of course development, teaching, examination and supervision. Variation in pedagogical experience on different levels: undergraduate education, post-graduate education, continuation courses and further education. Experience of equivalent forms of teaching: lecturing, seminars, group tasks, project assignments, PBL, practical laboratory assignments, supervision, examination, mentorship. Knowledge of pedagogics with integrated gender awareness.

Examples of documentation: Certificate of service, documentation of varied pedagogical experience, compilation of students' evaluations covering several years, evaluations by colleagues, self-evaluation, external evaluation, statements by expert pedagogical evaluators, pedagogical prizes and scholarships. (Evaluations should meet requirements regarding objectivity and relevance.)

Pedagogical/didactic development work.

- Participation in pedagogical development work, international teacher exchanges, pedagogical conferences, didactic research.

Examples of documentation: Funds granted, references to reports and articles.

Development/production of teaching materials

- Authorship of teaching materials: books, compendiums, video/audio programmes, films, computer programmes etc.

Examples of documentation: References to products, reviews.

Pedagogical leadership

- Assignments in capacity of director of studies or similar, assignments in capacity of head of department, subject responsibility, course responsibility, responsibility for education programmes, faculty assignments.

Examples of documentation: Certificates of service, references.

Research information

- Popular science information to the community outside the University in the form of texts, lectures, courses, seminars, cooperation projects, cooperation in adult education.

Examples of documentation: References to reports and articles, reviews.

4 Administrative qualifications

Administrative background

- Education, courses in economics, crisis management and gender equality, managerial training, process of change.

Examples of documentation: Certificates and/or testimonials.

Administrative productivity

- Own or joint investigations, reports, written communication about activities at an institute of higher education or in the surrounding community. Participation in investigations. Member of committees/boards.

Examples of documentation: References to investigations, reports and written communications.

Administrative skills

- Experience of quality development work and renewal through personal involvement. Ability to represent employer in the surrounding community. Good stylistic abilities.

Examples of documentation: References to investigations and reports, appointments, testimonials and decisions.

Administrative leadership

- Overall administrative responsibility for the organisation at different levels at an institute of higher education or in the surrounding community. Assignments in the capacity of vice-chancellor, pro vice-chancellor, dean, head of department, director of studies, study counsellor etc (cf. pedagogical leadership).

Examples of documentation: Appointments, testimonials, references.

5 Other qualifications

Work experience

- Experience of working life outside the higher education sector.

Examples of documentation: Certificates of service and references.

Voluntary work

- Experience of voluntary work.

Examples of documentation: Certificates and testimonials.

Other

Appendix 13

Overview of procedures for recruitment and promotion of teachers

Procedures for the recruitment and promotion of teachers at the University of Skövde are dealt with in detail in the relevant sections of these Appointment Regulations. An overview of these procedures for the different teacher categories is given below.

	<i>Responsibility</i>
Professor, senior lecturer and research assistant	
- Recruitment criteria:	Department and the personnel department
- Decision to commence appointment procedure:	Vice-Chancellor
- Appointment profile including subject description:	Department, Committee for Employment Issues (the committee) and Research and Education Council (FUN) or the Council of Teacher Education (LUN)
- Advertising:	Department, personnel department and information/recruitment
- Application procedure:	Records clerk and personnel department
- Expert evaluation:	Department, the committee and FUN/LUN
- Trial lecture, interview and taking up references:	Department, the committee and FUN/LUN
- Appointment proposal:	The committee and FUN
- Decision to appoint:	Vice-Chancellor
Senior lecturer	
- Recruitment criteria:	Department and personnel department
- Decision to commence appointment procedure:	Vice-Chancellor
- Appointment profile including subject description:	Department, the committee and FUN/LUN
- Advertising:	Department, personnel department and information/recruitment
- Application procedure:	Records clerk and personnel department.
- Preparation (incl. interview and taking up references):	Department concerned and the personnel department
- Decision to appoint:	Vice-Chancellor
Guest teacher	
- Recruitment criteria:	Department and personnel department
- Application procedure:	Personnel department
- Preparation:	Department, the committee, FUN/LUN and the personnel department
- Decision to appoint:	Vice-Chancellor/Personnel Manager
Promotion to senior lecturer and professor	
- Application procedure:	Records clerk and personnel department.
- Subject description (if missing):	Department, the committee and FUN/LUN
- Expert evaluation (<i>not</i> normally done in cases of promotion to senior lecturer on the grounds of acquired eligibility)	Department, the committee and FUN/LUN
- Preparation:	Department, the committee and FUN/LUN
- Appointment proposal:	The committee and FUN/LUN
- Decision to promote:	Vice-Chancellor