



Appointment procedures

for the appointment of teachers at Linnaeus University

Approved by the University Board

8 December 2011

Revised

25 September 2013





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1 FUNDAMENTAL REGULATIONS

The regulations applied by Linnaeus University regarding the appointment of teaching staff consist of the general regulations which apply to public sector employment in Sweden, as well as the specific regulations for teachers at Linnaeus University. The appointment procedure, as approved by the University Board, is a set of directives based on the recruitment regulations for teaching staff in the Higher Education Act and the Higher Education Ordinance.

Constitution, Chapter 11, Section 9, second paragraph

When making appointments to public posts, attention shall be paid only to objective factors such as service merits and competence.

Public Employment Act, Section 4

When making appointments, attention shall be paid only to objective factors such as service merits and competence.

Competence shall be a primary consideration, unless there are special reasons for doing otherwise.

1.1 Recruitment targets

Linnaeus University's strategy and goals shall form the basis for the university's efforts to secure a highly educated workforce, and this is where recruitment plays an important part. The future of the university depends upon the ability to attract and keep a workforce which can contribute to achieving the university's vision of becoming an "attractive and international academic environment which cultivates *curiosity, new thinking, added value and a sense of community*". This is specifically important when appointing teachers and researchers, as these members of staff will be of crucial importance to our ability to offer education and research, to develop and manage our organization, and to secure our future funding. The road towards our vision involves four strategic areas: *An academic environment that attracts excellence, Outstanding research, A driving force for community and regional development and Global values*. It is therefore very important to use these values when defining the competency requirements for new staff, and to continue to use them throughout the entire recruitment process. During each recruitment process, the applicant's formal competence, development potential and social skills shall be assessed, taking into account their ability to contribute to our vision.

Linnaeus University shall seek to attract the best possible competence for each position. A welcoming approach shall also be stimulated, as diversity has a positive effect on the organization. Research linked to the undergraduate programme shall be stimulated by appointing teachers with higher research competence. The aim is to increase the percentage of teachers with a doctoral degree. The principal goal is to appoint teachers who hold a PhD. For some vocational education programmes, the emphasis should be on a different, specific competency.

Recruitment for all vacant positions shall be executed in a way that attracts the best possible competence, either from Sweden or abroad (see Chapter 5 "Vacancy announcement and application" for more information). It is important that the

recruitment process uses the university's long-term development goals as a guiding principle, and not short-term needs.

1.2 Teacher categories

Higher Education Act, Chapter 3, Section 2

Higher education institutions shall employ professors and senior lecturers to undertake teaching and research. A professorship is the most senior teaching appointment.

The Government issues regulations on the qualifications and assessment criteria that will apply to the employment of professors and senior lecturers.

Higher Education Act, Chapter 3, Section 6

Unless otherwise provided by regulations issued by the Government, each higher education institution shall itself decide which categories of teachers, apart from professors and senior lecturers, it shall employ and the qualifications and assessment criteria to apply to such appointments.

The general rule is that qualified teachers shall be appointed to all research and teaching positions.

Linnaeus University uses the following teacher categories: professor, senior lecturer, lecturer (this includes visiting and adjunct teachers in all three categories), research assistant, associate senior lecturer and senior (i.e. retired) professor. See further information in Chapter 3 "Qualifications and assessment criteria" and Chapter 8 "Fixed-term employment".

1.3 Diversity and equality

Discrimination Act, Chapter 1, Section 1

The purpose of this Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Discrimination Act, Chapter 3, Section 9

When the distribution of women and men is not more or less equal in a certain type of work or in a certain employee category at a place of work, the employer is to make a special effort when recruiting new employees to attract applicants of the under-represented sex. The employer is to attempt to see to it that the proportion of employees from the under-represented sex gradually increases.

Higher Education Act, Chapter 1, Section 5

Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions.

”Integration and the mixture of background and competence that is of importance for work, quality and customer orientation (diversity) shall characterise the operations. A workplace that is well-integrated from a diversity perspective and that makes use of all competencies, contributes to efficient operations and increases an employer’s power of attraction. This pertains not only to employees with different ethnic or cultural backgrounds, but also differences in terms of personality, educational background, age, gender, sexual orientation, disability, religion, interests and so on. Diversity within the operations creates a higher level of creativity.” (from “An inclusive approach – a strategy for diversity in the central government sector” (p 4), issued by the Board of the Swedish Agency for Government Employers on 12 June 2008).

It is of crucial importance that Linnaeus University develops an approach which recognizes diversity and equality during the recruitment of teaching staff.

Equality and diversity aspects shall be taken into account when appointing external subject specialists and representatives in various bodies, and during the assessment of an applicant’s qualifications.

During recruitment, the employer shall aim to ensure an equal gender distribution, i.e. a share of both male and female employees between 40-60 percent.

For subject areas with a poor balance between male and female employees, the faculty board in question shall develop strategies to improve the balance. This means that efforts shall be made during the recruitment process to increase the amount of employees from the under-represented gender. The preparatory body shall assess employment issues from an equality perspective, and document the results. When the main candidates for a position are a woman and a man, and their qualifications are of (almost) equal merit, the applicant from the under-represented gender shall be regarded as the first choice.

2 RECRUITMENT

Recruitment of teaching staff must be based on a carefully prepared requirement analysis which is linked to the university’s strategic goals. During the recruitment process, the university’s goals as well as the applicant’s formal competence, development potential and social skills should be taken into consideration. Research linked to the undergraduate programme shall be stimulated by appointing teachers with higher research competence.

2.1 The recruitment profile

Before the start of any recruitment process, a decision must be made about the recruitment profile.

The initiative to start a recruitment procedure is taken by the management team of the school and/or faculty in question. In good time before a teaching position becomes vacant, the university shall recruit a replacement based on its plan for the future development of the organization in question.

A recruitment profile shall contain the following:

- subject area
- main tasks and responsibilities

- required qualifications
- assessment criteria and their relative weightings
- where applicable, an encouragement to representatives from the under-represented gender to apply
- scope of the employment
- place of work

The recruitment profile will serve as the basis for the vacancy announcement.

The position's subject area shall be clearly defined by referring to the appropriate subject name. If necessary, the subject area may be clarified with a so-called subject description. If this is the case, there should be a factual correspondence between the subject name and the subject description. The choice of subject area is of great significance for all teaching positions.

In particular cases, a position with a certain subject affiliation may be located at a school other than the one which normally covers the subject. During the preparation of such a recruitment profile, consultation must take place between the relevant heads of school about where the position will be placed and how quality aspects will be guaranteed.

The agreement shall be documented and signed by the dean of the faculty in question.

A recruitment profile is normally not drawn up in case of a promotion.

3 QUALIFICATIONS AND ASSESSMENT CRITERIA

3.1 General qualifications for all teachers

Higher Education Act, Chapter 3, Section 1

The duties assigned to teaching staff may comprise educational responsibilities or research, and also administrative tasks. Teachers are also responsible for keeping abreast of developments within their own subject areas and developments in the wider community that are significant for their teaching roles in higher education.

Chapter 3, Section 1, of the Higher Education Act describes the tasks and responsibilities of teachers. Research may also include artistic research efforts. This means that the tasks for a higher education teacher are defined by law, but this does not apply to the scope of their work.

The qualification requirements for professors and senior lecturers are further defined in Chapter 4 of the Higher Education Ordinance. Qualification requirements for other teacher categories are not laid down in the Higher Education Ordinance, and these are decided by the university.

When compiling the recruitment profile, additional qualification requirements – apart from those detailed in the Higher Education Ordinance – may be specified.

The qualifications and assessment criteria in the recruitment profile must be objectively justified in relation to the nature of the position and the requirements within the organization. To qualify for certain positions, a certain amount of professional experience or competence acquired outside the academic world may be required. Therefore, not only scientific and artistic competence may be assessed, but also other skills that are relevant for the position in question. The ability to collaborate with other, to manage an organization and staff, and overall suitability for the execution of the required tasks, are examples of assessment criteria which may be objectively justified.

A practical teaching test and/or interview shall be weighed into the appointment process, provided that this is not manifestly unnecessary. Only those applicants who qualify for the top group shall be invited for a practical test or interview.

The recruitment profile defines for each individual case how the various assessment criteria shall be weighted against one another.

Teachers will need to be at the place of work as stipulated by Linnaeus University, based on the requirements within the organization.

3.2 Qualification requirements and assessment criteria for a professor

Higher Education Act, Chapter 4, Section 3

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor except in disciplines in the fine, applied or performing arts. A person who has demonstrated both artistic and teaching expertise shall be qualified for employment as a professor in disciplines in the fine, applied or performing arts.

The assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor.

The qualifications for an appointment as professor are assessed according to the Higher Education Ordinance. A guiding principle in the assessment of scientific skills is that this expertise must have been demonstrated in independent research efforts, both qualitatively and quantitatively. The ability to plan and manage research work shall also be given significance. This places high demands on the scientific production in terms of scope, originality, width and its importance for the subject field. The requirements in terms of scientific competence shall in all aspects be considerably higher than those for docent qualifications (see part 3 of the Supplementary guidelines).

These requirements also include a proven track record of planning and management of research work. Such management should relate to actual research work which involves other researchers with doctoral degrees, as well as the supervision of PhD students.

Artistic competence shall be displayed through documented or recognized professional expertise, and show a reflective attitude towards the practical aspects of the profession. Artistic competence will need to be displayed through skilled composition/creation on a high artistic level. It is recommendable that the applicant has a doctorate in the fine, applied and performing arts. The requirements in terms of artistic expertise shall in all aspects be on a par with requirements at other Swedish higher education institutions. This places high demands on artistic production and/or research in terms of scope, originality, width and its importance for the subject field of the vacant professorship.

Artistic competence shall be displayed through artistic development projects and/or research efforts. In addition, proven competence is required as supervisor during second-cycle degree projects and thesis work with doctoral students.

Teaching expertise shall be apparent through teaching work in both first and third-cycle education. The assessment of teaching expertise shall include the planning, execution and evaluation of lectures, as well as supervising and examination. These pedagogical skills must be appropriately documented in a way which also allows the assessment of quality.

At third-cycle level, candidates are normally required to demonstrate good competence as a supervisor in third-cycle education. Correspondingly, a high level of artistic development and research work shall normally be demonstrated through good competence as a supervisor in third-cycle education.

In certain cases - for example with regard to work outside the higher education domain, such as in private businesses or within another public sector – knowledge and skills may have been acquired in a different way from what is customary at a higher education institution. The requirement of demonstrated good competence as a supervisor in third-cycle education may in such cases be replaced by a corresponding competence outside the domain of higher education. Besides proven teaching competence, candidates will need to have completed a higher education teacher training course, or be judged to have acquired the corresponding skills, at the latest one year after they have obtained an indefinite employment contract.

A decision concerning the appointment of a professor must be based upon an integrated assessment of both academic/artistic and pedagogical competence. The academic/artistic and pedagogical skills shall be assessed separately. Shortcomings in either skill cannot be compensated by over-qualification in any other. However, within each field of competence, a certain weakness in one aspect may in some cases be compensated by strength in another. Such considerations must be clearly described and motivated in the assessment.

3.3 Qualification requirements and assessment criteria for a senior lecturer

Higher Education Ordinance, Chapter 4, Section 4

Those qualified for appointment as a senior lecturer are

- 1. except in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a PhD or has the corresponding research competence or some other*

professional expertise that is of value in view of the subject matter of the post and the duties that it will involve, or

2. *in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a doctorate in a fine, applied or performing arts, has demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties it will involve.*

The assessment criteria for appointment as a senior lecturer shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of other qualifying criteria. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer.

Corresponding research competence generally refers to a degree from a foreign university, which on the whole has the same level and quality as a Swedish doctoral degree.

Candidates may obtain eligibility through professional expertise instead of a doctoral degree. In order for this to be considered, competence in a certain field must be particularly strong. It requires exceptional professional expertise linked to a proven reflective attitude towards the practical aspects of the profession, in a work environment where doctoral degrees are uncommon. This alternative qualification may not be used to by-pass a situation where there are insufficient academically-skilled candidates.

Artistic competence shall be displayed through documented or recognized professional expertise, and show a reflective attitude towards the practical aspects of the profession.

The assessment of teaching expertise shall include the planning, execution and evaluation of lectures, as well as supervising and examination. These pedagogical skills must be appropriately documented in a way which also allows the assessment of quality.

Besides proven teaching competence, candidates will need to have completed a higher education teacher training course, or be judged to have acquired the corresponding skills, at the latest one year after they have obtained an indefinite employment contract.

3.4 Qualification requirements and assessment criteria for a university lecturer

Those qualified for appointment as lecturer at Linnaeus University have taken a Master's degree, or obtained corresponding competence, and have proven teaching expertise. In certain cases, candidates may obtain eligibility through professional expertise. Exceptional professional expertise is required in order for this to be considered. Besides proven teaching competence, candidates will need to have completed a higher education teacher training course, or be judged to have acquired the corresponding skills, at the latest one year after they have obtained an indefinite employment contract.

It should be seen as recommendable if a candidate actively participates as a research student in a third-cycle programme.

4 PROMOTION

Typically, the following promotion opportunities apply at Linnaeus University:

- Senior lecturers on an indefinite employment contract may be promoted to professor if they can demonstrate their eligibility for the higher position, and if they are deemed to be suitable for the position based on Linnaeus University's assessment criteria.
- Lecturers on an indefinite employment contract may be promoted to senior lecturer if they can demonstrate their eligibility for the higher position, and if they are deemed to be suitable for the position based on Linnaeus University's assessment criteria.

5 VACANCY ANNOUNCEMENT AND APPLICATION

The vacancy announcement is registered at the Public Employment Service, and can be distributed to other universities and higher education institutions in Sweden.

It is important that the announcement is distributed to a wide range of audiences, both nationally and internationally. The information must also be published on the university's website and official notice boards. The application period should normally be at least three weeks. Specific planning is required if the position is advertised in the foreign press or specialist journals, which means the application period should be extended to up to six weeks. The scheduled distribution of the vacancy announcement, and efforts to attract applicants of both genders, shall be approved by the dean of the faculty before the recruitment process can begin. The faculty board shall be informed about how the upcoming vacancy announcement will be distributed, and which measures will be taken to ensure that candidates from both genders apply.

Applications must be drawn up according to the application form for the position of professor or university lecturer at Linnaeus University. See part 1 "Template for application" of the Supplementary guidelines.

The dean may decide to limit the amount of scientific work and publications that applicants may submit. Candidates may only refer to publications which have actually been published, or which are available in manuscript form by the time the application period ends.

An application which has arrived too late may still be regarded if this serves the university's interests. The final decision about this is made by the dean.

5.1 Nomination

Higher Education Ordinance, Chapter 4, Section 7

A higher education institution may nominate an individual for an appointment as a professor if the appointment of the individual is of exceptional importance for a specific activity at the institution. If a higher education institution nominates an individual for a post, the grounds on which the appointment is of exceptional importance for the institution must be placed on record. Only those qualified for appointment to the post pursuant to Section 3 may be nominated for appointment.

The decision to nominate an individual for a post is made by the Rector and cannot be delegated. When an appointment is made by nomination, no information of the kind laid down in the first paragraph of Section 6 of the Employment Ordinance (1994:373) needs to be submitted. The regulation on referees' opinions in Section 6 shall apply.

The nomination procedure must be used restrictively, and should only be applied as a means for strategic recruitment. This procedure may in exceptional cases be used to achieve a more equal gender balance amongst professors.

A proposal to nominate a professor for a certain position is made by the faculty board and the decision is made by the Rector, but such a proposal may also be initiated at other levels within the organization.

The proposal shall contain the following:

1. A requirement analysis, which clearly indicates the specific significance of the candidate's competence and specialisation for the school and faculty.
2. An account of the reasons why the usual recruitment principles should not be applied.
3. An account of the considerations from a gender equality perspective.
4. A funding plan for the position.
5. The recruitment profile

The decision to apply the nomination procedure is made by the Rector, on the basis of the faculty's proposal. After the Rector has nominated the professor in question, the same procedure is followed as for a regular professor recruitment.

6 PREPARATION

6.1 Equal representation and expert opinion

Higher Education Ordinance, Chapter 4, Section 5

If a group of individuals are to submit a proposal on the applicants to be considered for appointment to a teaching post, women and men shall be equally represented in the group. This does not apply, however, if there are

extraordinary reasons to the contrary.

Higher Education Ordinance, Chapter 4, Section 6

For the appointment of a professor (including an adjunct professor) opinions on the expertise of the applicants shall be obtained, provided that this is not manifestly unnecessary for appraisal of their expertise. When the opinions of two or more persons are obtained, both men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

Linnaeus University consults the opinion of at least two external subject specialists during the recruitment of professors and senior lecturers. Such experts do not need to be consulted if it is evident that the qualification requirements are met, and it is obvious which candidate is most suitable for the position.

It is Linnaeus University's aim to have a recruitment process which takes as little time as possible, which is why detailed planning is to take place to minimize lead times. In order to speed up the recruitment process, the search for potential external subject specialists may start immediately during the establishment of the recruitment profile. A decision about which subject experts to consult shall be made immediately after the application period has ended. Besides experts on the specific subject in question, a special pedagogical expert may also be consulted.

It is of great importance to mark possible cases of impairment of independence among those who participate in the recruitment process. It is also important to notice that the phrase *extraordinary reasons* implies a very strong requirement regarding the representation of both genders among external subject specialists. In order for this requirement to be met, proof must be presented of the efforts to find external subject specialists of both genders, and that this failed.

6.2 The external subject specialist's task

The role of an external subject specialist is to supply the preparatory body with a basis for its decision. This information must show that the assessment is based on the qualifications and assessment criteria which are defined in the recruitment profile and on Linnaeus University's Appointment procedures. Subject specialists may handle applications from less-qualified candidates in a concise way, but will need to add a clear justification. See also part 2 "Instructions for external subject specialists" of the Supplementary guidelines.

6.3 Drafting body or standing committee

Information received by the preparatory body which is not in the form of an official document, and which is relevant for the final decision, needs to be documented (e.g. in the form of an internal notice) and added to the case file. This will automatically make it a public document, which means that the information can be accessed by anyone who wishes to see it.

Each attending member of the preparatory body must participate in the appointment decision. However, a member may decide to abstain from participating in other decisions, e.g. regarding impairment of independence. The chairman must always participate in the decision, if this is required to bring the case to an end.

The chairman will state what he/she believes has been decided. If any member so wishes, an open vote will be held. If more than two proposals exist, voting takes place first on the counter-proposals to decide which of these will be pitched against the main proposal, i.e. the proposal which the chairman originally stated as the group's proposed decision. The vote shall be documented in the minutes.

The minutes shall also document any differing opinions. Members in question shall support opinions with a short justification. Those who do not report a differing opinion are considered to agree with the final decision. Those presenting information and other attending staff or subject specialists also have the right to have their differing opinions documented.

7 APPOINTMENT DECISION

7.1 Decision-making bodies

Higher Education Ordinance, Chapter 4, Section 13

Teachers are employed by the decision of the Rector. Decisions regarding the appointment of professors may not be delegated.

The decision to appoint a professor is taken by the Rector. Appointment decisions regarding other teaching staff may be delegated. Before any decision can be made, an account must be given of how the vacancy announcement was distributed, and which measures were taken to ensure that candidates from both genders applied.

The appointment decision, including information about how to appeal, must be published on the university's official notice boards as soon as possible. Applicants are informed about the decision – and about the time and place of the notice – at the same time.

8 FIXED-TERM APPOINTMENTS

As a rule, teaching staff shall be appointed for an indefinite period. According to the Swedish Employment Protection Act (LAS), a teaching post may be limited to a fixed term if not determined otherwise in Section 12b of LAS, or if it does not concern appointment as a professor (including adjunct and visiting professors). Additionally, fixed-term employment is regulated in the Higher Education Ordinance (Sections 10-12a), in the "Avtal om tidsbegränsad anställning av postdoktor" (an agreement for fixed-term post-doctoral researchers), and in the "Avtal om tidsbegränsad anställning av adjungerad lärare" (an agreement on fixed-term adjunct teacher appointments).

8.1 Fixed-term appointments according to the Higher Education Ordinance

Higher Education Ordinance, Chapter 4, Section 10

A teacher in disciplines in the fine, applied or performing arts may be employed for an indefinite period, however for no longer than five years. Such an appointment may be extended. The total period of employment may not, however, exceed ten years. In other respects the post is subject to the provisions of the Employment Protection Act.

Higher Education Ordinance, Chapter 4, Section 11

An adjunct professor shall be employed for an indefinite period but for no longer than until a specified date. Such an appointment may be extended. The total period of employment may not, however, exceed twelve years. In other respects the post is subject to the provisions of the Employment Protection Act.

Higher Education Ordinance, Chapter 4, Section 12

A visiting professor shall be employed for an indefinite period but for no longer than until a specified date. Such an appointment may be extended. The total period of employment may not, however, exceed five years. In other respects the post is subject to the provisions of the Employment Protection Act.

Employment for acquiring qualifications

Higher Education Ordinance, Chapter 4, Section 12a

A teaching appointment may be for an indefinite period – yet no longer than four years – with the aim to allow teachers to develop themselves as independent researchers, and to obtain qualifications which may be required for another teaching appointment with higher qualification requirements. The appointment may be extended if more time is required to achieve the appointment's aims, due to the teacher's sick leave, parental leave or other special circumstances. The total period of employment may not, however, exceed six years. In other respects the post is subject to the provisions of the Employment Protection Act (1982:80).

Exceptions from the first paragraph may occur if specified in collective agreements which have been signed or approved by a central trade union. Qualified for appointment as per the first paragraph are those who have taken a doctoral degree, or obtained corresponding research competence. Candidates who obtained a doctoral degree or equivalent competences no longer than seven years before the final application date should be considered first.

Higher Education Ordinance, Chapter 4, Section 12b

If a teacher has had a fixed-term employment contract at a higher education institution as per Section 12a, an agreement for fixed-term employment under Section 5 of LAS (1982:80) may not be signed between the higher education institution and the teacher within six months of termination of the employment as per Section 12a.

- **Adjunct professor**

The purpose of using adjunct teachers is to enable higher education institutions to attract qualified staff, who have their main employment elsewhere. This is an important position, as it stimulates collaboration with the private sector and society as a whole. It may under certain periods be necessary to base research and education on other grounds than traditional academic principles. In order to satisfy these requirements, adjunct professors may be appointed. Adjunct professors must have their principal employment outside the higher education institution, which means that an appointment as adjunct professor at Linnaeus University can be up to 50% of full-time employment. The total period of employment may not exceed twelve years, regardless the extent of the appointment. The subject description for an adjunct professor may be considerably more limited than that for other teaching staff. Adjunct professors appointed at Linnaeus University should have at least a doctoral degree or equivalent artistic competences.

The assessment of applicants shall be based on the **Higher Education Act, Chapter 4, Section 3**. Research or artistic expertise, and teaching expertise, may be demonstrated through adherence to the qualification requirements for professors (see above). It may also be displayed through demonstrated competence in research and development projects, and demonstrable leadership which has clearly added value to business or other professional work outside the higher education domain. Academic or artistic competence is either assessed separately, or as a whole, or in combination with other types of skills, i.e. those which are obtained in professional life outside a higher education institution.

- **Visiting professor**

A person who is not a member of staff at Linnaeus University may be appointed as visiting professor. Visiting professors are appointed by the decision of the Rector.

- **Employment for acquiring qualifications**

A teacher may be appointed in order to obtain qualifications which may be required for another teaching appointment with higher qualification requirements. Linnaeus University offers this opportunity through two types of special employment for acquiring qualifications. The employment shall primarily consist of research work. It will also offer the opportunity to increase pedagogical qualifications, both through teaching at various levels and through other pedagogical training such as higher education teacher training. In the combined assessment of skills, emphasis will be on appraising the candidate's potential for a successful career as a teacher and researcher. The period of employment is four years, if no special circumstances apply.

Normally, employment for acquiring qualifications is to be advertised internationally.

Employment as a research assistant will offer the chance to qualify for an appointment as senior lecturer or professor, through research and pedagogical training.

Employment as an associate senior lecturer will offer the chance to be promoted to senior lecturer or professor after working as an associate senior lecturer, through research and pedagogical training. The requirements for promotion in terms of

scientific/artistic competence and teaching expertise shall be outlined in the announcement for the associate senior lectureship.

8.2 Locally regulated teaching positions which may be limited to a fixed term according to the Swedish Employment Protection Act (LAS)

- **Visiting lecturers and LAS**

A person who is not a member of staff at Linnaeus University may be appointed as visiting teacher, resulting in the title visiting senior lecturer or visiting lecturer.

- **Lecturer**

See further information in Chapter 3.4 “Qualification requirements and assessment criteria for a university lecturer”.

- **Senior professor (retired)**

A professor may, when reaching pension age, receive a fixed-term appointment as retired senior professor in accordance with LAS. Such an employment shall be particularly well-justified, based on the requirements within the organization. Retired senior professors are not included in the General Agreement on Pay and Benefits for Government Employees (ALFA) or the Agreement on State Occupational Group Life Insurance (TGL-S), and neither in salary audits.

8.3 Fixed-term appointments according to the Agreement for fixed-term post-doctoral researchers

Post-doctoral employment is not a teaching appointment.

This agreement is for employees in a post-doctoral position who will mainly be working with research. Some teaching may be included in their tasks, yet no more than 20% of the working hours.

It is a prerequisite that the employee has not previously had a post-doctoral position under this agreement for a period longer than one year, in the same or similar subject field at the same higher education institution or authority.

In addition to what is regulated under LAS, a post-doctoral appointment may be for an indefinite period, yet no longer than two years. The appointment may be extended if there are special grounds.

8.4 Fixed-term appointments according to the Agreement on fixed-term adjunct teacher appointments

The position of adjunct teacher – but not adjunct professor (ref Higher Education Ordinance, Section 11) – is a part-time appointment of someone who has his/her principal employment outside the higher education domain. The aim of an adjunct appointment is to add the type of competence which normally is not available in the standard academic organization, and which is required for an education programme of high quality.

The scope of any adjunct position shall be dictated by the requirements of the organization in question. At present, the extent of such an appointment is typically about 20% of full-time employment.

An adjunct teaching appointment may be for an indefinite period, yet no longer than two years. Such an appointment may be extended.

8.5 Fixed-term appointments according to the Swedish Employment Protection Act (LAS)

Section 5 of LAS stipulates that a contract of employment for a fixed term may be concluded in the following cases:

1. For a general fixed-term employment
2. For a temporary substitute employment
3. For a seasonal employment, and
4. When the employee has attained the age of 67.

An appointment automatically transfers to an indefinite employment contract when the member of staff – during a five-year period – has had a general fixed-term employment, or a temporary substitute employment, for more than two years in total. In order to avoid this situation, preparations to terminate a fixed-term employment contract must be started in good time, before the duration of the contract runs out. A fixed-term employment may not be extended and as a result transfer into an indefinite employment contract without the Rector's permission.

9 OTHER REGULATIONS

9.1 Appeals

Higher Education Ordinance, Chapter 12, Section 2

Appeals may be made to the Higher Education Appeals Board against the following decisions of a higher education institution:

A decision relating to employment at a higher education institution, with the exception of appointment to a doctoral studentship.

Appeals must be addressed to the Higher Education Appeals Board, but are to be submitted to Linnaeus University.

9.2 Terminating a recruitment procedure

The decision to terminate a recruitment procedure is taken by the same authority that would have made the appointment decision. Such a decision cannot be appealed (Section 21 of the Employment Ordinance, 1994:373).

10 TRANSITIONAL PROVISIONS

Appointments which have been decided on the basis of transitional provisions are regulated locally in the "Appointment Procedures for Teaching Staff at Linnaeus University", dnr 2010/1804.

Transitional provisions for fixed-term appointments

Older guidelines are applied to employment contracts dated before 1 January 2011, for the following appointments:

1. Adjunct professors, senior lecturers and lecturers (up to 3 years)
2. First appointment of senior lecturers and lecturers (up to 1 year)
3. Senior lecturers and lecturers, with an indefinite employment at another higher education institution (up to 3 years)
4. Senior lecturers and lecturers who do not meet the qualification requirements (up to 1 year)
5. Part-time fixed-term lecturers (up to 1 year and max 20% fte)
6. Visiting lecturers, during the course of the employment – however not for contract extension

Transitional provisions regarding associate senior lecturers: older guidelines may be applied until the end of October 2011 – employment contracts can be extended in accordance with the older guidelines (up to 1 year). This means that an associate senior lecturer may be appointed until the end of October 2011, and up to four years after that, according to the higher Education Ordinance's old guidelines. (as stipulated locally in the "Appointment Procedures for Teaching Staff at Linnaeus University", dnr 2010/1804).

Transitional provisions regarding research assistants: older guidelines may be applied until the end of October 2011 – employment contracts can be extended in accordance with the older guidelines (up to 4 years). This means that a research assistant may be appointed until the end of October 2011, and up to four years after that, according to the higher Education Ordinance's old guidelines. (as stipulated locally in the "Appointment Procedures for Teaching Staff at Linnaeus University", dnr 2010/1804).

Transitional provisions regarding promotion: older guidelines may be applied to promotion cases which were submitted to the higher education institution but have not reached a conclusion before 1 January 2011. When the older guidelines are applied, the case shall not be managed by the faculty board or equivalent body, but instead by those persons assigned by the higher education institution.

Transitional provisions regarding the recruitment procedure: older guidelines may be applied to the appointment of teaching staff (except in case of promotion) if the procedure had started – i.e. the vacancy was announced or the recruitment profile had been agreed – but not reached a conclusion before 1 January 2011. When the older guidelines are applied, the case shall not be managed by the faculty board or equivalent body, but instead by those persons assigned by the higher education institution.