Appointment procedures
for the appointment of teachers at Linnaeus University

This is an English translation of the Swedish original. In the event of any discrepancy between the original and the translation, the original shall prevail.

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1 FUNDAMENTAL REGULATIONS

The appointment procedures are used when appointing teachers at Linnaeus University, and consist on the one hand of the regulations that apply to public sector employment in general, and on the other hand of specific regulations for teachers at Linnaeus University. The appointment procedures are ratified by the University Board and are based on the Higher Education Act and the Higher Education Ordinance. The application of the appointment procedures is regulated in Supplementary guidelines – Appointment procedures for the appointment of teachers at Linnaeus University, ratified by the vice-chancellor, Reg. No: LNU 2012/518.

The Instrument of Government, Chapter 12, Article 5, second paragraph
When making appointments to posts within the State administration, only objective factors, such as merit and competence, shall be taken into account.

The 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.

According to the Public Employment Act, competence should be the most important consideration when employing, so as to ensure that the most competent and most suitable person is employed. Competence includes competencies and skills obtained in theoretical and practical education, work experience, and personal qualities. It is the requirements of the relevant position that determine what competence factors should be evaluated, and how they should be weighed against each other. Competence and suitability for the post is then determined through a qualitative overall assessment.

1.1 The bases for skills supply

Linnaeus University’s Vision 2030 serves as a basis for the university’s efforts to secure a highly educated workforce, in which recruitment and competence development play important parts. The university’s ability to attract, develop and keep a workforce that will contribute to setting knowledge in motion for sustainable societal development is a prerequisite for achieving Vision 2030. In order to recruit and keep competence that will contribute to the vision, equal opportunities, equality and sustainability need to be integral parts of recruitment and competence development.

Teachers at the university play a central role in achieving the vision, since, due to their academic freedom, they are crucial in realising high quality research, education and collaboration; in developing and managing the organisation; and in securing funding. In order to support sustainable societal development, the teachers at Linnaeus University need to contribute to the integration of research, education and innovative collaboration of the highest quality – something that requires well-honed leadership and collaborative skills.
In order to be a force to reckon with in research, education and collaboration, it is important that the connection to research in first-cycle education is strengthened by increasing teachers’ research expertise, and the main principle should be to employ teachers with doctoral degrees. Linnaeus University has a number of vocational and professional programmes that educate people for important societal functions, where it is also relevant to evaluate other specific skills of importance for the post.

Linnaeus University’s long-term development goals shall guide recruitment. In order to reach these goals, the university needs an active workforce that contributes to an including working environment and to a comprehensive view of the organisation as a whole. This means that in recruitment, special attention should be paid to abilities and skills that contribute in a crucial way to the fulfilment of the goals. Recruitment should thus always be done in a way that secures the most competent and most suitable person for each post.

1.2 Equal opportunities and equality

The Higher Education Act and the Discrimination Act state the following regarding equality and employers’ work on active measures.

**The Higher Education Act, Chapter 1, Section 5, second paragraph**
Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions.

**The Discrimination Act, Chapter 3, Section 1**
Active measures are prevention and promotion measures aimed at preventing discrimination and serving in other ways to promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age within a given establishment.

**The Discrimination Act, Chapter 3, Section 5**
Employers’ work on active measures is to encompass
1. working conditions,  
2. provisions and practices regarding pay and other terms of employment,  
3. recruitment and promotion,  
4. education and training, and other skills development, and possibilities to reconcile gainful employment and parenthood.

At Linnaeus University, perspectives on equality and equal opportunities are to be integrated throughout the processes of recruiting and promoting teachers. It is therefore of crucial importance to raise awareness of how habitual norms and values affect our organisation, which in turn means that it is essential to take active measures to ensure equal rights and opportunities when recruiting and promoting teachers.

When recruiting, the employer shall work for an equal distribution between genders. This means that either gender should hold at least 40% of the total number of posts. For subject areas with an unequal distribution between genders, the relevant faculty board shall develop strategies for improving the balance. These strategies shall be
converted into measures that are to be documented in each instance of recruitment and promotion, for as long as the unequal distribution remains. When the main candidates for a post within a subject area with unequal distribution are of different genders, and they are deemed to have equal or close to equal qualifications, positive discrimination may be applied.

It is essential that people in bodies that prepare recruitment and promotion know and understand how power structures and subconscious ideas may affect assessment of applicants’ qualifications and competence, so that those candidates that will contribute in the best way are employed. When members of preparatory bodies are appointed, genders shall be equally represented; equal representation in terms of the other grounds of discrimination should also be pursued.

1.3 Teacher categories and duties

In the Higher Education Act, the following is stated regarding teacher categories and their duties.

\begin{quote}
\textbf{The 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.
\end{quote}

\begin{quote}
\textbf{The 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.
\end{quote}

\begin{quote}
\textbf{The 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.
\end{quote}

The main principle is that all posts that concern education and research should be teaching posts.

The Higher Education Act, Chapter 3, Section 1, specifies what is included in a teacher’s duties, but not the extent of the duties.

Linnaeus University uses the following teacher categories: professor, senior lecturer, lecturer (including visiting and adjunct lecturers from these three categories), adjunct teacher, research assistant (see transitional provisions in Chapter 10), associate senior lecturer, postdoctoral researcher, and senior (i.e., retired) professor.
For further information, see Chapter 3, *Qualifications and assessment criteria*, and Chapter 8, *Fixed-term appointments*.

2 **RECRUITMENT**

Recruitment of teaching staff shall be based on a carefully prepared requirement analysis that is linked to the university’s strategic goals. In order to strengthen the link to research in first-cycle education, more advanced research expertise should be pursued when recruiting new teachers.

2.1 **The recruitment profile**

Before beginning any recruitment process, a recruitment profile must be established. The decision to start a recruitment procedure is regulated in the relevant faculty’s scheme of delegation, for all teacher categories except that of professor. The relevant faculty board draw up the recruitment profile for professors, in consultation with the vice-chancellor. In good time before a teaching position becomes vacant, the university shall appoint a replacement (if needed), based on its plan for the future development of the organisation.

The recruitment profile should serve as the basis for the vacancy announcement, and it should contain the following:

- a heading specifying the position and subject area
- main duties and responsibilities
- required qualifications
- assessment criteria and (when needed) their relative importance
- where applicable, an encouragement to representatives of an under-represented gender to apply for the position
- hours
- location.

The formulation of the subject area is significant for the organisation as well as for the teacher to be appointed; consequently, the subject area needs to be clearly defined.

Under exceptional circumstances, a position with a certain subject affiliation may be located at a department other than the one normally responsible for the subject. In preparation of such a recruitment profile, the heads of the relevant departments must confer about the location of the position and how to secure the quality aspects. The agreement must be documented and signed by the deans of the relevant faculties.

3 **QUALIFICATIONS AND ASSESSMENT CRITERIA**

3.1 **Qualifications and assessment criteria for teaching positions**

Qualifications are prerequisite skills needed in order to be eligible for a certain position. Assessment criteria are skills that may be required or that are particularly useful for the position. A certain skill may thus constitute both a qualification and an...
assessment criterion for a certain post. Skills covered in the recruitment profile form the basis for the assessment of applicants.

The qualifications and assessment criteria in the recruitment profile must be objectively justified in relation to the nature of the position. Academic, artistic and pedagogical skills that are specified as qualifying skills are always required. Skills in developing and managing an organisation and its staff, and skills in interacting with the surrounding society are examples of skills that may constitute additional qualifications as well as assessment criteria. In order to qualify for a certain position, professional skills acquired in contexts other than higher education may be required. The ability to collaborate well with others and general suitability for the relevant tasks should always be included among the assessment criteria.

The assessment criteria for a certain post may be weighted. In such cases, the recruitment profile should specify, in each individual case, how different assessment criteria should be weighted in relation to each other.

The qualifications required for the positions of professor, senior lecturer and associate senior lecturer are specified in Chapter 4 of the Higher Education Ordinance. According to the Higher Education Ordinance “[t]he assessment criteria for appointment as a professor shall be the degree of the expertise required as a qualification for employment”. The Higher Education Ordinance further states that “[a]s much attention shall be given to the assessment of teaching expertise as to the assessment of research or artistic expertise.” Qualifications required for other teacher categories are not specified in the Higher Education Ordinance; such qualifications are instead determined by the university. Criteria for the assessment of qualifying aspects for each teacher category are detailed in Sections 3.2–3.5. In connection with the ratification of the recruitment profile, requirements regarding qualifications and assessment criteria other than those specified in the Higher Education Ordinance may be added.

3.2 Professor

3.2.1 Qualifications

The qualifications required for the position of professor are assessed in accordance with the Higher Education Ordinance.

| The Higher Education Ordinance, Chapter 4 |
| Professors |
| 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
3.2.2 Assessment criteria

A guiding principle in the assessment of research expertise is that such expertise must have been demonstrated in terms of quality as well as quantity in independent, active research performed in accordance with established national norms. This places high demands on the applicant’s academic production in terms of volume, originality, scope, and impact on the subject area.

The ability to lead and manage academic work should be demonstrated by a solid track record of building and managing research groups, supervising doctoral students, establishing and developing research collaborations within and outside academia, and contributing in notable ways to the academic development of the subject area.

Artistic expertise should have been demonstrated in the form of documented or recognized artistic professional skills and a reflective approach to the professional practice. Artistic expertise should furthermore have been demonstrated in skilled creative work at a high artistic level, or, alternatively, in equally qualified artistic research. A doctorate in fine arts is considered a useful qualification. In the assessment of artistic expertise, high demands are placed on the applicant’s artistic output, artistic developmental work and research respectively, as regards volume, originality, scope, and impact on the relevant subject area.

Teaching expertise should be apparent from pedagogical work at the first-, second- and third-cycle level, including development, planning, implementation and evaluation of teaching, supervision and examination. It should indicate a reflective approach to students’ learning and to the applicant’s own role as a teacher. As a general rule, in order to qualify, the applicant must have completed training in teaching and learning in higher education, in accordance with the national guidelines provided by The Association of Swedish Higher Education Institutions. Exceptions from this general rule may be made, based on the relevant department’s needs. If an appointee lacks training in teaching and learning in higher education, the department should provide a plan for when the training should be conducted. The plan should be included as decision support when an appointment is to be approved.

The ability to lead and manage pedagogical work should be apparent from the establishment, management and development of education and pedagogical collaborations, as well as from work within third-cycle programmes or in doctoral supervisory committees. As a general rule, solid skills as a supervisor of doctoral students should have been demonstrated.

Collaboration skills refer to demonstrated skills in making research and education known, available and useful, in interaction with the surrounding society, for knowledge exchange and mutual learning. The assessment of collaboration skills should be guided by the scope, detail, extent, quality and results of the collaborative work. Collaboration skills should have been demonstrated in the integration of collaboration into education and research, where collaboration has contributed to a significant increase in quality and relevance for society’s challenges and demands.

Management skills concern successful experience of management and development of work and staff within academia – that is: successful leadership that has
contributed to an including and equal working environment, and efficient goal achievement. Management skills should have been demonstrated through an ability to make decisions on the basis of a holistic view of the organisation, and to promote common ways of working and respectful cooperation. Other skills included among management skills are the ability to attract and keep competence, to engage and inspire co-workers, and to successfully handle conflicts. Depending on the nature of the position, along with the organisation’s needs, management skills demonstrated in work outside the higher education domain may also be taken into account.

Professional expertise that is essential for the position may constitute an assessment criterion. Such expertise may have been acquired outside the higher education domain. The assessment of such expertise should be guided by its extent, originality, scope and impact on the relevant professional field. The applicant must have contributed to knowledge development within the specific area of expertise associated with the position, and have demonstrated a reflective approach to the professional practice.

A decision to appoint a professor should be based on a holistic assessment of the skills that constitute qualifications and assessment criteria, as specified in the recruitment profile. Approval of promotion to professor should be based on a holistic assessment of the skills that constitute qualifications and assessment criteria, as specified in the assessment support used in cases of promotion.

Artistic/research expertise and teaching expertise should be assessed separately. Extraordinary artistic or research skills cannot compensate for insufficient pedagogical skills, and vice versa. Within the respective kind of expertise, however, excellence in one respect may in certain cases compensate for insufficiency in another. If there has been such balancing in the assessment of an application, this should be clearly stated and justified. In cases where another kind of expertise constitutes additional qualification, it should be assessed separately.

### 3.3 Senior lecturer

#### 3.3.1 Qualifications

The qualifications required for the position of senior lecturer are assessed in accordance with the Higher Education Ordinance.

**The Higher Education Ordinance, Chapter 4**

**Senior lecturers**

**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, and
2. in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a doctorate in 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 laid down in the first paragraph above. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer.

In order to qualify for the position of senior lecturer, the applicant must have a doctoral degree. Corresponding research competence generally refers to a degree that has been awarded at a foreign institution of higher education, but that is in principle comparable to a Swedish doctoral degree in terms of academic level and quality. Instead of a doctoral degree, professional skill may be qualifying.

### 3.3.2 Assessment criteria

The assessment of research expertise should be guided by the independence, volume and quality of the applicant’s research. The ability to lead and manage academic work should have been demonstrated in project management or supervision of research, as well as in relevant contributions to the academic development of the subject area.

In certain cases, professional skill may be qualifying in place of a doctoral degree. In order for this to apply, the competence within the relevant area needs to be high; the professional skill needs to be solid, with a reflective approach to the professional practice; and the relevant area of expertise must be one in which doctoral degrees are not generally awarded. This alternative must not be used to get round a lack of academically competent applicants.

Artistic expertise should have been demonstrated in the form of documented or recognized artistic professional skills and a reflective approach to the professional practice. Artistic expertise may instead have been demonstrated in research at an equivalent level, in the form of a doctorate in the fine arts.

Teaching expertise should be apparent from the applicant’s teaching, and concerns development, planning, implementation and evaluation of teaching, as well as supervision and examination. It should indicate a reflective approach to students’ learning and to the applicant’s own role as a teacher. As a general rule, in order to qualify, the applicant must have completed training in teaching and learning in higher education, in accordance with the national guidelines provided by The Association of Swedish Higher Education Institutions. Exceptions from this general rule may be made, based on the relevant department’s needs. If an appointee lacks training in teaching and learning in higher education, the department should provide a plan for when the training should be conducted. The plan should be included as decision support when an appointment is to be approved.
The ability to lead and manage pedagogical work should be apparent from the management of education, pedagogical work and pedagogical collaborations.

**Collaboration skills** refer to demonstrated skills in making research and education known, available and useful, in interaction with the surrounding society, for knowledge exchange and mutual learning. The quality and results of the collaborative activities should guide the assessment of collaboration skills. Collaboration skills should have been demonstrated in the integration of collaboration into education and research, where collaboration has contributed to an increase in quality and relevance for society’s challenges and demands.

**Management skills** concern successful experience of management and development of work and staff within academia – that is: successful leadership that has contributed to an including and equal working environment, and efficient goal achievement. Management skills should have been demonstrated through an ability to make decisions on the basis of a holistic view of the organisation, and to promote common ways of working and respectful cooperation. Other skills included among management skills are the ability to attract and keep competence, to engage and inspire co-workers, and to successfully handle conflicts. Depending on the nature of the position, along with the organisation’s needs, management skills demonstrated in work outside the higher education domain may also be taken into account.

### 3.4 Associate senior lecturer

#### 3.4.1 Qualifications

The qualifications required for the position of associate senior lecturer are assessed in accordance with the Higher Education Ordinance.

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**The Higher Education Ordinance, Chapter 4**

**Associate senior lecturers**

**Section 4a**

A person qualified for appointment as an associate senior lecturer is a person who has been awarded a PhD or has the corresponding research expertise. Primary consideration should be given to a person who has been awarded a PhD or achieved the equivalent expertise within five years of the deadline for application for employment as an associate senior lecturer. However, a person who has been awarded a PhD or achieved the equivalent expertise at an earlier date may also be considered if there are exceptional circumstances. Exceptional circumstances are sick leave, parental leave or other similar circumstances.

Each higher education institution individually decides the assessment criteria that must be applied when appointing an associate senior lecturer. Prior to such an appointment, the higher education institution must also establish the assessment criteria that will be applied to an application for promotion to senior lecturer pursuant to Section 12c.
**3.4.2 Assessment criteria**

The following assessment criteria are of particular importance when appointing an associate senior lecturer at Linnaeus University: research and teaching expertise, international experience, collaboration experience and ability, and experience of management. These criteria should also be considered in promotion to senior lecturer. Assessment criteria that will be applied in promotion to senior lecturer should be included in the recruitment profile and in the vacancy announcement for the position of associate senior lecturer. In the overall assessment of skills, particular focus should be on the applicant’s potential for a successful career as a teacher and researcher. For further details, see Section 8.1.

**3.5 Lecturer**

**3.5.1 Qualifications**

Anyone who has a master’s degree (60 credits) or corresponding competence in the relevant field, and who has demonstrated teaching expertise, qualifies for the position of lecturer at Linnaeus University. Corresponding competence generally refers to a degree that has been awarded at a foreign institution of higher education, but that is in principle comparable to a Swedish master’s degree (60 credits) in terms of academic level and quality. Instead of a master’s degree, professional skill may be qualifying.

**3.5.2 Assessment criteria**

In certain cases, professional skill may be qualifying in place of a master’s degree. In order for this to apply, the competence within the relevant area needs to be high, and it has to be considered as equivalent to a master’s degree (60 credits), and to be highly relevant to the subject content and duties included in the position.

In addition to having demonstrated teaching expertise, the applicant must have completed training in teaching and learning in higher education, or be considered to have equivalent skills. If an applicant lacks training in teaching and learning in higher education, the department should provide a plan for when the training should be conducted. The plan should be included as decision support when an appointment is to be approved.

**4 PROMOTION**

At Linnaeus University, active teachers employed until further notice may apply for promotion. The procedure involved in promotion of assistant senior lecturer to senior lecturer is described in Section 4.3.

As a general rule, an application for promotion applies to the subject that the applicant is currently employed to teach.

Qualifications and assessment criteria for each teacher category are specified in Chapter 3.
4.1 Promotion of senior lecturer to professor

An application for promotion of a senior lecturer employed until further notice to professor may be reviewed based on the organisation’s needs and strategic considerations. The long-term need for a professor must be supported by the faculty’s operational plan and plan for skills supply. Consequently, when an application for promotion is filed, the dean, supported by the relevant head of department, first reviews the need (including financial considerations), and defines it in an assessment support document. Then the vice-chancellor makes an overall assessment, based on the dean’s review and Linnaeus University’s strategic goals for skills supply, and decides whether or not the application for promotion shall be reviewed, in light of the formulated need.

Provided that the need is confirmed, the applicant may be promoted to professor, if they are considered by an external expert to meet the requirements for the position of professor.

See transitional rule in Chapter 10, *Transitional provisions*.

4.2 Promotion of lecturer to senior lecturer

As a general rule, an application for promotion of a lecturer employed until further notice to senior lecturer shall be approved if the applicant qualifies and has demonstrated aptness for the position of senior lecturer, in accordance with what is specified in Section 3.3.

4.3 Promotion of associate senior lecturer to senior lecturer

When applying for a promotion, an associate senior lecturer who is employed at a university college in accordance with the Higher Education Ordinance, Chapter 4, Section 12a, shall be promoted to senior lecturer at that university college, if they qualify for the position, and, when the application is reviewed, are deemed to be eligible based on the assessment criteria that the university college has determined. Such a promotion entails employment until further notice as a senior lecturer.

5 VACANCY ANNOUNCEMENT AND APPLICATION

*The Employment Ordinance*

An authority that intends to employ a staff member must announce this in an appropriate way, so that those interested in the post can register interest with the authority within a certain time frame.

As an authority, we are obliged pursuant to the Employment Ordinance Section 6 to announce vacancies in an appropriate way. The vacancy announcement should be registered with the Swedish Public Employment Service.

It is important that the vacancy is announced internationally as well as nationally. Information should furthermore be published on the university’s website, as well as posted on the university’s official notice board. As a general rule, the application

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1 Non-official translation.
period should be no less than three weeks. Announcements in media outside Sweden require greater forward planning, which means that the application period in this case should be up to six weeks. Planned circulation of the vacancy announcement, along with measures taken to attract applicants of different genders, should be approved by the faculty’s dean before recruitment can begin. The faculty board should be informed as to how the vacancy announcement will be circulated, and what measures will be taken to attract applicants of different genders.

The application should be drawn up in accordance with the application form for application for the post of professor or senior lecturer at Linnaeus University (see Supplementary guidelines – Appointment procedures for the appointment of teachers at Linnaeus University, Part 1: Template for application.)

The dean may decide to limit the number of works that may be cited. The applicant may furthermore only cite research that has been published, or that is available in manuscript form at the end of the application period, at the latest.

An application that has been received too late may still be considered if it is in the interest of the university. The dean decides in this matter.

5.1 Nomination of professors

The Higher Education Ordinance, Chapter 4

Nomination

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 vice-chancellor 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) need be submitted. The regulation on referees’ opinions in Section 6 shall apply.

The nomination procedure must be used restrictively, and only as a tool for strategic recruitment.

A proposal to nominate a professor for a certain post should be presented by the faculty board to the vice-chancellor, but it may be initiated at any level within the organisation.

The proposal should include the following:
• A needs analysis, stating clearly why the specific candidate’s competence and area of expertise is of specific importance to the department and the faculty.
• An account of the reasons why the regular recruitment procedure should not be applied.
• An account of considerations regarding equality.
• A funding plan for the post.
• A recruitment profile.

The vice-chancellor decides whether the nomination procedure should be used, after having read the faculty’s proposal. The vice-chancellor nominates the professor in question, and from this point on, the procedure is the same as for regular recruitment of a professor.

6 PREPARATION

6.1 Equal representation and expert opinion

The Higher Education Ordinance, Chapter 4
Gender equality among representatives
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. Ordinance (2010:1064).

Referees
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 at least two external experts (referred to as referees in the Higher Education Ordinance) in the recruitment of professors and senior lecturers. Experts do not need to be consulted if qualifications are met, and it is clear which candidate is most suitable for the post.

As regards associate senior lecturers, two external experts should be consulted in recruitment and promotion. The same experts may be consulted on both occasions.

Linnaeus University aims for speedy recruitment processes, and planning should always be meticulous, so as to avoid unnecessary delays. In order to speed up the recruitment process, the search for potential external experts may be initiated.
already in connection with the ratification of the recruitment profile. The decision as to who shall act as external experts shall be made as soon as possible, once the application period has ended. In addition to external experts, a special pedagogical expert may also be appointed.

It is essential that any conflicts of interest among those involved in the recruitment process are noted. It is furthermore important to understand that the requirement for equal representation is forcing, and that extraordinary reasons refer to exceptional cases only – unless it can be shown that proper attempts have been made to find external experts of both genders, and that these attempts have failed, extraordinary reasons do not apply.

6.2 The external expert’s role

The external expert’s role is to provide the preparatory body with decision support. It should be clear that this support is based on the qualifications and assessment criteria that are stated in the recruitment profile, as well as on Linnaeus University’s Appointment procedures. External experts may be brief in their discussion of applications from less qualified applicants, but they should always justify their conclusions (see Supplementary guidelines – Appointment procedures, Part 2: Instructions for external experts).

6.3 Preparatory bodies

Information that the preparatory body receives in forms other than official documents, and that is important for the outcome of the recruitment process, shall be documented, for instance in the form of an internal notice, and added to the file. This will automatically make the information public, thus making it generally available for anyone who wishes to see it.

All attending members of the preparatory body are obliged to take part in the decision on a proposed appointment. They may, however, abstain from participating in other decisions, such as decisions about conflicts of interest. An exception from this is the chairperson, who must participate in all decisions, if it is needed to close a case.

The chairperson formulates the meeting’s decision. If any member disagrees, there should be an open vote. If there are more than two proposals, there will first be a vote on the counter-proposals, to determine which of these shall be pitched against the main proposal – that is, the proposal first stated by the chair as the meeting’s decision. All votes shall be accounted for in the minutes.

Dissenting opinions should be noted in the minutes. In such cases, the relevant members shall state their reservations along with a brief explanation. Those who do not express dissenting opinions are considered to support the final decision. Rapporteurs, other attending staff, and external experts also have the right to have a dissenting opinion noted.

7 EMPLOYMENT DECISIONS

7.1 Decision-making bodies
The Higher Education Ordinance, Chapter 4

Appointment decisions

Section 13

Teachers are employed by the decision of the vice-chancellor. This also applies to decisions due to an application for promotion as referred to in Section 12c. Decisions concerning the appointment of professors may not be delegated.

The Employment Ordinance, Section 7

Information about the authority’s employment decision is to be posted on the authority’s notice board.

The first paragraph does not have to be applied in cases of
– employments the estimated duration of which is a maximum of six months
– employment of someone who is already a candidate within the authority.

The decision to employ a professor is taken by the vice-chancellor; for other teaching posts, the decision may be delegated. Before a decision is made, the announcement of the vacancy, along with the measures taken to attract applicants of different genders, shall be accounted for.

Pursuant to the Employment Ordinance, the employment decision, along with information on how to appeal, should be promptly posted on the university’s official notice board. At the same time, the applicants should be informed about the decision and the time and place for the notice. Information about dissent noted in the minutes or in some other document pertaining to the relevant employment shall be provided when the employment decision is posted (the Employment Ordinance, Section 8).

8 FIXED-TERM EMPLOYMENTS

As a general rule, teachers should be employed until further notice. A teaching post may, however, be limited to a fixed term in accordance with the Swedish Employment Protection Act, unless the Higher Education Ordinance, Chapter 4, Section 12b applies, and unless the post is a professorship (including adjunct and visiting professors). In addition to being regulated in the Swedish Employment Protection Act, fixed-term employments are regulated in the Higher Education Ordinance, Chapter 4, Sections 10–12a; in “Avtal om tidsbegränsad anställning av postdoktor” (covering fixed-term employment of postdoctoral researchers); and in ”Avtal om tidsbegränsad anställning av adjungerad lärare” (covering fixed-term employment of adjunct teachers).

2 Non-official translation.
8.1 Fixed-term employments according to the Higher Education Ordinance

The Higher Education Ordinance Chapter 4

Teachers in artistic disciplines

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 (1982:80). Ordinance (2010:1064).

Adjunct professors

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 (1982:80). Ordinance (2010:1064).

Visiting professors

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 (1982:80). Ordinance (2010:1064).

Associate senior lecturers

Section 12a
An associate senior lecturer may be employed for an indefinite period but for no less than four years and no longer than six years, which is decided by the higher education institution prior to employment. The purpose of the appointment is for the teacher to have the opportunity to develop research autonomy and acquire the scholarly and teaching qualifications required for eligibility for appointment as a senior lecturer.

An appointment pursuant to the first paragraph may be extended for a maximum of two years, if because of the associate senior lecturer’s sick leave, parental leave or other special grounds additional time is needed to attain the purpose of the appointment.

An appointment pursuant to the first and second paragraphs is in other
respects subject to the provisions of the Employment Protection Act (1982:80)

Exceptions may be made to the first and second paragraphs above through a collective agreement concluded or approved by a central employees’ organisation. Ordinance (2017:844).

Section 12b
If a teacher has been employed pursuant to Section 12a on a fixed-term appointment at a higher education institution, no agreement may be reached on a fixed-term appointment as laid down in Section 5 of the Employment Protection Act (1982:80) between the higher education institution and the teacher within six months of the date on which the employment pursuant to 12a came to an end.

Exceptions may be made to the first paragraph above through a collective agreement concluded or approved by a central employees’ organisation. Ordinance (2012:523).

Promotion to senior lecturer

Section 12c
An associate senior lecturer who is employed at a higher education institution pursuant to Section 12a must, on application, be promoted to senior lecturer at the higher education institution, if he or she

1. is eligible for employment as a senior lecturer, and
2. is assessed as suitable for such an appointment in accordance with the assessment criteria that the higher education institution has decided, pursuant to the second paragraph of Section 4a, must be applied to an application for promotion to senior lecturer.

Such a promotion entails indefinite employment as a senior lecturer.

The earlier regulations in the Higher Education Ordinance, Chapter 4, Section 12a still apply if the teacher was employed before 1 April 2018. See transitional provisions in Chapter 10.

8.1.1 Adjunct professor

The purpose of using adjunct teachers is to increase interaction with the surrounding society. In order to satisfy this need, adjunct professors may be appointed. Adjunct professors shall have their main employment outside the higher education sector, which means that a position as an adjunct professor at Linnaeus University can be no more than 50%. The subject description for an adjunct professor may be considerably more limited than for teachers in general.

Qualifications and assessment criteria for adjunct professors are specified in Section 3.2. The required skills may have been demonstrated and documented in ways other than those normally occurring in higher education.
8.1.2 Visiting professor

Someone who is not a permanent member of staff at Linnaeus University may be employed as a visiting professor. Qualifications and assessment criteria for visiting professors are specified in Section 3.2.

8.1.3 Associate senior lecturer

Associate senior lecturer is a post that allows the person appointed to develop their academic and pedagogical skills, so as to qualify for a promotion to senior lecturer employed until further notice, once the employment as an associate senior lecturer has run its course.

The content of the position shall primarily consist of research work.

The position should also provide an opportunity to achieve pedagogical qualification, through teaching at different levels, as well as through other pedagogical activities, such as training in teaching and learning in higher education.

Qualifications and assessment criteria for associate senior lecturers are specified in Section 3.4. The assessment criteria that will be applied in promotion shall be specified in connection with the vacancy announcement for the associate senior lectureship. The application for promotion must be filed, and the review of the application must take place, before the employment as an associate senior lecturer has run its course.

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

8.2.1 Lecturer

Lecturers may be employed for a fixed period of time according to LAS. Qualifications and assessment criteria for lecturers are specified in Section 3.5.

8.2.2 Visiting teachers according to LAS

Someone who is not a permanent member of staff at Linnaeus University may be employed as a visiting teacher, referred to as visiting senior lecturer or visiting lecturer. Qualifications and assessment criteria for visiting teachers are specified in Sections 3.3 and 3.5 respectively.

8.2.3 Adjunct senior lecturer and adjunct lecturer according to LAS

Someone who has their main employment outside the higher education sector may be employed as an adjunct senior lecturer or adjunct lecturer respectively, at 50% at most. Qualifications and assessment criteria for adjunct senior lecturers and adjunct lecturers respectively are specified in Sections 3.3 and 3.5 respectively.

Employment as an adjunct senior lecturer or an adjunct lecturer according to LAS is not to be confused with employment as an adjunct teacher according to the central collective agreement on fixed-term employments of adjunct teachers.

8.2.4 Senior professor

After retirement, a professor may be employed as a senior professor for a fixed term according to LAS. Qualifications and assessment criteria for the position of senior professor are specified in Section 3.2. There must be compelling reasons for the
appointment, based on the university’s needs.

8.3 Fixed-term employments according to the agreement on fixed-term employment of postdoctoral researchers

The aim of the post as a postdoctoral researcher is to give the employee the opportunity to develop independence as a researcher and to create opportunities for further qualification. Employment of postdoctoral researchers contributes to promoting future skills supply.

The agreement concerns postdoctoral researchers, who will focus on conducting research. Teaching may also be included, although this must take up no more than 20% of the working hours.

In order for the agreement to apply, the employee must not have been previously employed as a postdoctoral researcher under this agreement for more than a year, within the same or an adjacent subject area, at the same higher education institution or authority.

In addition to what is specified by LAS (1982:80), a postdoctoral researcher may be employed until further notice, albeit for no longer than a period of no less than two, and no more than three years. The employment may be extended in accordance with the agreement on fixed-term employment of postdoctoral researchers.

8.4 Fixed-term employments according to the agreement on fixed-term employment of adjunct teachers

Adjunct teacher refers to part-time employment of someone who has their main employment outside the higher education sector. The purpose is to add competence that is not normally found at the relevant institution, but that is essential to ensure high-quality courses and programmes.

The hours of an adjunct position should be based on the requirements of the relevant institution; at present, the hours are typically around 20% of full-time employment.

An adjunct teacher may be employed until further notice, although for no longer than two years. Such an employment may be renewed.

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

**The Swedish Employment Protection Act**

**Section 5**

A contract of employment for a fixed term may be concluded for:

1. general fixed-term employment;
2. temporary substitute employment;
3. seasonal employment
Termination of a fixed-term employment should always be prepared well in time before the employment has run its course. This is to avoid that the employment turns into an employment until further notice, when an employee has been employed by the same employer for a total of at least two years over a five-year period – either as a fixed-term employee or as a temp.

9 OTHER REGULATIONS

9.1 Appeals

The 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:

1. a decision relating to employment at a higher education institution, with the exception of appointment to a doctoral studentship or to senior lecturer pursuant to Section 12c of Chapter 4,
2. a decision pursuant to Section 13 of Chapter 4 to reject an application for promotion

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

9.2 Terminating a recruitment procedure

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

10 TRANSITIONAL PROVISIONS

Appointments based on transitional provisions are regulated locally in “Appointment procedures for the appointment of teachers at Linnaeus University”, Reg. No:LNU 2012/359, revised 25 September 2013.

Transitional provisions regarding research assistants and assistant senior lecturers (career-development positions): the previous regulations may be applied until the end of March 2018 – employment can be extended in accordance with the previous regulations. This means that an associate senior lecturer may be employed until the end of March 2018 and four years on, according to the previous regulations in the Higher Education Ordinance (locally regulated in “Appointment procedures for the appointment of teachers at Linnaeus University”, Reg. No:LNU 2012/359, revised 25 September 2013).
The Higher Education Ordinance, Chapter 4
/Cases to apply 10-01-2017\(^3\)

Career-development positions

Section 12a /Cases to apply 10-01-2017/

A teacher may be employed until further notice, albeit for a maximum of four years, in order to have the opportunity to develop their independence as a researcher and acquire qualifications that are qualifying for another teacher position that requires more advanced qualifications. The employment may be renewed if more time is required to achieve the aim of the position, due to the teacher’s sick leave, parental leave, or other special reasons. The total length of employment may, however, be no more than six years. In all other respects, the Employment Protection Act (1982:80) applies.

Exceptions may be made to the first paragraph through a collective agreement concluded or approved by a central employees’ organisation.

A person who has been awarded a PhD or who has corresponding research competence qualifies for employment according to the first paragraph. A person who has been awarded a PhD or who has reached corresponding competence no more than seven years before the application is due should be considered first. Ordinance (2012:523).

Section 12b

If a teacher has been employed on a fixed-term appointment at a higher education institution pursuant to Section 12a, no agreement on a fixed-term employment pursuant to Section 5 of the Employment Protection Act (1982:80) may be made between the higher education institution and the teacher within six months of the date on which the employment pursuant to 12a came to an end.

Exceptions may be made to the first paragraph through a collective agreement concluded or approved by a central employees’ organisation. Ordinance (2012:523).

- Career-development positions

A teacher may be employed to obtain qualifications for another position that requires more advanced qualifications. Linnaeus University applies this possibility in two kinds of career-development position. Such a position shall primarily consist of research. It shall also provide ample opportunity for pedagogical qualification through teaching at different levels as well as through other kinds of pedagogical improvement, such as training in teaching and learning in higher education. In the overall assessment of skills, particular focus lies on assessment of the applicant’s potential for a successful career as a teacher and researcher. The employment is a maximum of four years, unless there are special reasons.

\(^3\) Non-official translation.
As a general rule, career-development positions shall be announced internationally.

Research assistant – a position that provides an opportunity to qualify for a position of senior lecturer or professor, through research and pedagogical qualification.

Associate senior lecturer – a position that provides an opportunity to qualify for promotion to senior lecturer or professor, once the employment as an associate senior lecturer has run its course. The research/artistic expertise as well as the teaching expertise required for promotion should be specified in the announcement for the associate senior lectureship.

Transitional provisions according to the Higher Education Ordinance 2017:844
1. This ordinance will become effective 1 October 2017.
2. The new regulations in Chapter 4, Sections 4a and 12c, along with the regulations in Chapter 4, Sections 12a and 13 and Chapter 12, Section 2 in the new phrasing may be applied in recruitment processes initiated after the new formulations have become effective, and are to be applied in recruitment processes initiated after 1 April 2018.
3. If the new regulations in Chapter 4, Sections 4a and 12c, and the regulations in Chapter 4, Section 12a and 13 and Chapter 12, Section 2 in the new phrasing are not applied in a recruitment process initiated before 1 April 2018, the previous regulations in Chapter 4, Section 12a should be applied.
4. The previous regulations in Chapter 4, Section 12a still apply to career-development positions, if the teacher has been employed before 1 October 2017.

Transitional provision regarding promotion from senior lecturer employed until further notice to professor
The transitional provision that in general it should be possible for a senior lecturer employed until further notice to be promoted to professor applies until 31 August 2021. This means that as a general rule, senior lecturers who are employed until further notice, and who have applied for promotion on this date at the latest, have the possibility to be reviewed by an external expert for promotion to professor. Reviews taking place during the transition period will be based on current valid qualifications and assessment criteria.