

## RULES

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# Recruitment Procedures for Teachers at Dalarna University

## Anställningsordning för lärare vid Högskolan Dalarna

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### Acronyms

AF – Anställningsförförordningen (1994:373)

AFU – Anställningsförslagsutskottet

AO – Anställningsordningen

FL – Förvaltningslagen (2017:900)

HF – Högskoleförförordningen (1993:100)

HL – Högskolelagen (1992:1434)

IL – Institutionens ledningsråd

LAS – Lag (1982:80) om anställningsskydd

SUHF – Sveriges universitets- och högskoleförbund

## 1. Introduction

Pursuant to the Higher Education Ordinance, chapter 2, section 2, the board of governors at every higher education institution must adopt a document titled Recruitment Procedures that contains the rules for the institution's employment of teaching staff. This document describes the various teaching positions at the University and the assessment criteria that are used for recruitment and promotion; it also describes special rules for planning and processing employment matters.

More detailed instructions can be found in other documents about procedures and routines that set out the common principles and work methods that apply to all recruitment at the University. All decisions on matters of employment are made in accordance with the rules of delegation titled *Rektors och verksamhetschefers delegationer vid Högskolan Dalarna*.

The introductory sections of the Recruitment Procedures detail basic objectives and provisions for the employment of teachers and other academic staff. The following section describes the academic positions that exist at the University. Admission of unpaid associate professors (docent), affiliation and professor emeritus/emerita are regulated in separate policy documents.

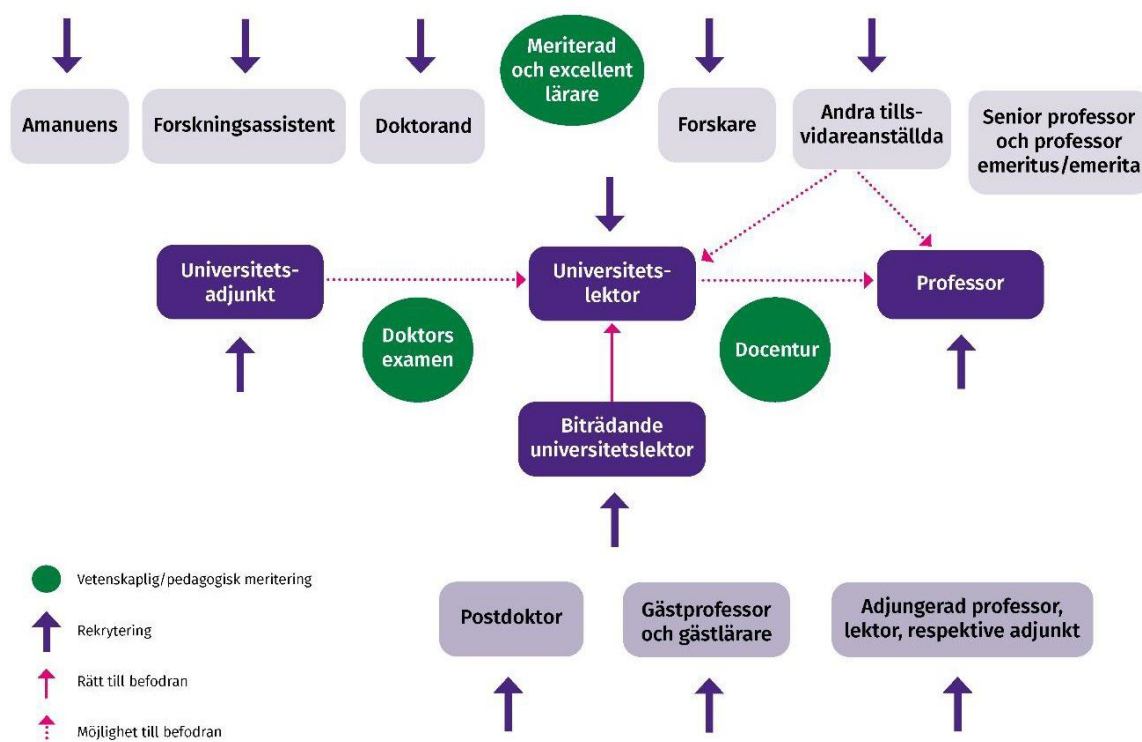
### 1.1 Principles for skills supply and recruitment

- The University's vision and strategy, as well as other policy documents, must be used to guide the University when it comes to the supply of skills and competence. Recruitment will be based on the needs of the University. The ability to attract, recruit, develop, retain and phase out the right skills and competence is crucial for the success of the university.
- All positions must be held by those qualified to do so in accordance with the needs of the University. Those employed must meet the University's set requirements, be skilled in their employment, feel a sense of responsibility and commitment to their work, and be active in the development of the University.
- Recruitment at the University must be carried out in an efficient and structured manner, and applicants must be treated in a positive and professional manner. It must be characterised by transparency, objectivity and legal certainty. This means recruiting the applicant who is most skilled for the position and, as a general rule, always advertising vacant positions.
- Equal terms, equality and diversity must always be sought in the recruitment process. This means that all applications must be welcomed on equal terms and that the recruitment process must be free from discrimination. It also means striving to achieve an even gender distribution in all employment categories and equal representation in assessment groups. The job profile must correspond with the work duties, and the requirements must be justifiable and objective.

- The University wants to create good conditions for employees to grow and develop in their work. Through continuous professional development and a transparent career system, the employee must be given good opportunity to develop their skills.

## 1.2 Academic career path

The purpose of clarifying the academic career path (also known in an international context as *tenure track*) is to create transparency and awareness of how employees can develop their competence and skills so that they can meet the requirements for a higher position. The main academic career path at Dalarna University is *lecturer (universitetsadjunkt) – senior lecturer (universitetslektor) – professor*. The general principle is that there will be open competition for these positions. The position of associate senior lecturer (*biträdande universitetslektor*) is a career-development position that gives the person *the right* to be considered for promotion to senior lecturer. In the main academic career path, advancement always has an educational, research or artistic basis.



Other positions that are covered in this document are not included in the main career path; however, they nonetheless contribute to skills development and experience that are of merit for a future career.

## 1.3 Teacher categories and other academic positions

“Higher education institutions shall employ professors and senior lecturers to undertake teaching and research. A professorship is the most senior teaching appointment.” (HL chapter 3, section 2)

“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 (HL chapter 3, section 6)

These are the teaching positions at Dalarna University:

- Professor, as well as adjunct professor (*adjungerad professor*) and visiting professor (*gästprofessor*)
- Senior professor (*senior professor*)
- Senior lecturer (*universitetslektor*)
- Associate senior lecturer (*biträdande universitetslektor*)
- Lecturer (*universitetsadjunkt*)
- Adjunct teacher (*adjungerad lärare*) and visiting teacher (*gästlärare*)
- Postdoc (*postdoktor*)

Dalarna University also has these other academic positions that involve teaching and/or research duties:

- Researcher (*forskare*)
- Research assistant (*forskningsassistent*)
- Teaching assistant (*amanuens*)
- Doctoral student (*doktorand*)

Teaching positions must, for the most part, be until further notice; however, positions can be temporary when necessary and when in compliance with HF, LAS or collective agreements.

## 1.4 Duties of teaching staff

“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.” (HL, chapter 3, section 1)

Work duties are in accordance with the Dalarna University policy document titled *Lokalt arbetstidsavtal för lärare inom Högskolan Dalarna*.

## 1.5 General assessment criteria

The assessment criteria for employment must always be drawn up based on the work duties and competence requirements that apply in the case in question. For some positions, there are also special qualification requirements: these are listed under each section. If special emphasis is to be placed on a particular assessment point or criterion, then the job profile must make this clear. Common assessment criteria for teaching positions are as follows:

Teaching expertise – This includes the ability to implement, develop and lead high-quality education; to convey commitment and interest in the subject; to activate students in their learning; and to adopt a holistic view and be innovative in teaching and assessment. Important in an evaluation is the completion of a course in teaching and learning in higher education in line with the recommendations of the Association of Swedish Higher Education Institutions (SUHF) (or equivalent knowledge); this is also a requirement for promotion. Also central is the demonstrated ability to collaborate with society through, for example, commissioned education, collaborative projects and other external contacts.

Research expertise – This includes expertise that is assessed based on academic degrees awarded and work published, nationally and internationally, and above all through an assessment of the quality,

breadth and depth of the research and the ability to be innovative. The expertise includes contributions to the research community through assignments such as expert and external reviewer, or member of an examining committee. Research expertise is also demonstrated through the ability to attract research grants. Another important aspect is a demonstrated ability to collaborate with society through successful research collaboration and communication of research results.

Artistic expertise – This includes artistic depth, expressiveness and originality, as well as productivity and visibility. Also important are artistic research and development work, as well as awards and artistic expert assignments.

Collaborative expertise – The collaboration assignment (collaboration with society at large) is seen as integral to the research and education assignment and is included in the assessment criteria for research and teaching expertise.

Professional expertise – This includes professional/profession-related skills that relate to the ability to convey broad and up-to-date knowledge about one's professional field.

Language skills – This refers to sound knowledge of Swedish and English, which, as a rule, is required for permanent employment. It is important that applicants who lack the necessary language skills in the event of employment are given both the opportunity and adequate support to acquire these. This must be included in the employee's individual development plan.

Leadership skills – This refers to the ability to lead different types of groups successfully. This includes the ability to organise work, such as delegating, supporting and building enthusiasm in the groups the employee works in, as well as the ability to motivate others to achieve set goals. Previous experience of managerial and leadership assignments, successful management of research groups or formal leadership training is important in the assessment.

Ability to work with others – This is essential for employment at the University. Competence includes being sensitive to the context in question and relating to others in a respectful way. Previously demonstrated ability to contribute to a good work environment and a good climate of cooperation are especially important in the assessment.

Taking responsibility – This means taking responsibility independently and being proactive in accordance with set goals for both your own work group and the entire university. Responsibility can also be demonstrated in the form of, for example, involvement in unions, committees or project groups.

Taking the initiative – This includes the ability to contribute to development at the University through resourcefulness and problem-solving. Previous experience from successful development work is important in the assessment.

Administrative expertise – This involves carrying out administrative work in an efficient manner and being structured in the way work is planned, organised and prioritised.



## 2. General rules for the employment of teaching staff

### 2.1 Initial steps

Matters related to employment and promotion are always initiated by decisions in the staffing committee meeting. The director who is recruiting provides supporting documentation that will be based on the general skills supply plan of the School in question or that has been agreed upon with the Head of School and the subject in question. The subject is usually represented by the Head of Subject (*ämnesföreträdare*).

### 2.2 Job profile

The job profile must include subject specialisation, work duties, qualification requirements and eligibility requirements, as well as other requirements in terms of experience, skills and personal qualities. The qualification requirements must be objectively justifiable based on what the position entails and the needs of the University. The initial job profile is presented in the supporting documentation for the staffing committee meeting and is only made final in the advertisement.

### 2.3 Expert assessment

An expert assessment is important when it comes to the employment of teaching staff. Together with interviews, reference checks, teaching tests and other selection methods, an expert assessment constitutes the basis for the qualitative overall assessment that forms the basis for decisions. It is the job of the experts to assess the eligibility of applicants and the applicant's level of research, artistic or teaching expertise while using the assessment criteria as stated in the job advertisement.

This document states whether an expert assessment is required for a particular teaching position. AFU decides which of the applicants is/are to be assessed by experts and determines who the experts will be following a proposal from the director who is recruiting. The experts must have competence that clearly relates to the subject area in question.

Dalarna University's guidelines state that an applicant's documents must be assessed by at least two external experts. Both men and women must be represented (HF, chapter 4, section 6). However, this does not apply if there are special grounds. AFU is responsible for ensuring that the experts have clear instructions about which aspects are to be taken into account for the position in question. The applicant's merits must be assessed with regard to the job profile given in the advertisement. The expert must categorise the applicants as either unqualified, qualified or qualified/good match with the job profile.

Members of AFU are responsible for the qualitative review of the expert reviews. The AFU chairperson also takes a position on whether there is sufficient information on which to make a decision, even in the event that not all expert reviews have been received. As an alternative or addition to a written expert review, an expert may give an oral report at the AFU meeting.

Even for positions where expert reviews are the general rule, exceptions can be made if they are clearly deemed unnecessary. This may apply, for example, when an applicant's eligibility is obvious and when there is only one or few applicants and the differences between them are great. This must only happen in exceptional cases, and the reasons must be clearly stated in the minutes of the AFU meeting. Reliance on expert reviews from previous recruitment processes is, as a general rule, not sufficient reason not to have a new expert review. However, decisions on exemptions from peer review can be made by AFU.

## 2.4 Temporarily appointed members

In cases where AFU proposes employment, the matter is presented by two temporarily appointed members. It is important that the temporary members have sound knowledge of the current recruitment process and the professional competence needs of the School. Temporary members are often the director who is recruiting, the Head of School and the Deputy Head of School, or a representative chosen by the department in question or the School who has taken part in the recruitment work and who can present the overall assessment. The temporary members present the matter but do not have the right to vote at the AFU.

## 2.5 Conflict of interest

The issue of conflict of interest applies to everyone involved in the recruitment process. Everyone involved in the recruitment has a duty to report any conflict of interest. Anyone who is in conflict of interest is not allowed to be part of the recruitment process. The person processing the matter must ensure that there is no conflict of interest with respect to any member, expert or administrator. AFU is responsible for ensuring that the issue of conflict of interest is taken into account in recruitment matters with which it is involved.

When it comes to issues of conflict of interest due to personal involvement or personal bias in matters of promotion and recruitment that are dealt with in AFU, the following circumstances are considered to constitute a risk of conflict of interest:

- Conflict of interest exists in the case of research collaboration and co-production that have taken place at any time during the most recent five years. A co-authored article is enough to be considered co-production. Participation in joint research projects is enough to be considered research collaboration regardless of any existing co-production. Previous or current employment at the same higher education institution does not in itself constitute a conflict of interest; however, there may still be a risk of conflict of interest.
- Conflict of interest may exist for a longer period than five years if collaboration was close, such as is the case with the doctoral student-supervisor relationship.

Pursuant to section 16 of FL, a person who takes part on behalf of an authority in the processing of a matter in a way that can influence the authority's decision in the matter is disqualified if:

1. either they or a person close to them is a party in the matter or can otherwise be assumed to be affected by the decision to a not insignificant extent,
2. either they or a person close to them is or has been a representative or counsel for a party in the matter or someone else who can be assumed to be affected by the decision to a not insignificant extent,
3. they participated in the final processing of the matter at another authority and have, as a result of this, already taken a position on the questions to be examined by the authority as a superior instance, or
4. there is some other special circumstance that means that their impartiality in the matter can be questioned.

If it is obvious that the question of impartiality is of no importance, the authority shall disregard the disqualification.

### 3. Professor

Professor is the highest teaching post. Professors have an important role to play in building academic environments, and are expected to lead and develop both research and education of high quality and to take great collegial responsibility.

#### 3.1 Form of employment

Professors are employed until further notice. Employment as a professor cannot be fixed term (HL, chapter 3, section 3 and HF, chapter 4, section 9). Exceptions are employment as adjunct professor and visiting professor (see the respective sections). Teachers in the fine, applied or performing arts may be employed for a fixed term: see HF, chapter 4, section 10.

#### 3.2 Eligibility

Pursuant to HF, chapter 4, Section 3, qualification requirements for employment as a professor, except in disciplines in the fine, applied or performing arts, are fulfilled by someone who has:

- Demonstrated research expertise
- Demonstrated teaching expertise

For professors in the fine, applied or performing arts, the following qualification requirements apply:

- Demonstrated artistic expertise
- Demonstrated teaching expertise

#### 3.3 Assessment criteria

“The assessment criteria for appointment as a professor must be the degree of expertise required as qualification for employment. As much attention must be given to the assessment of teaching expertise as to the assessment of research or artistic expertise. Each higher education institution otherwise determines the assessment criteria that must be applied to the appointment of a professor.” (HF, chapter 4, section 3)

Dalarna University has decided that the following assessment criteria will apply for the appointment of a professor:

##### 3.3.1 Research expertise

They must have demonstrated their scholarly expertise through their research.

In the assessment, emphasis must be placed on:

- High national and international level as a researcher
- Established position in the research community
- Breadth and depth of research
- The relevance of the research production in relation to the job profile
- Established autonomy and ability to be innovative as a researcher
- The scope of the research, as demonstrated by both nationally and internationally published work and assignments
- Position as external reviewer/examining committee member, expert and referee

- Demonstrated ability to secure external funding for research projects in the role of main applicant
- Demonstrated ability to collaborate with society through successful research collaboration, collaborative projects or communication of research results.

### 3.3.2 Teaching expertise

In the assessment, emphasis must be placed on:

- Ability to create the necessary conditions for students' learning and the ability to generate interest in and commitment to the subject
- Experience of doctoral student supervision from the point of admission to the point of defence
- Experience teaching at the undergraduate, master's and doctoral levels
- Teaching expertise that has been demonstrated in various ways, such as planning, the teaching itself, assessment and evaluation that have contributed to development in education
- Education in teaching and learning in higher education, in particular one equivalent to the recommendations of SUHF
- Other credentials related to teaching, such as educational development projects and the production of teaching material
- Demonstrated ability to collaborate with society at large through commissioned education, collaborative projects and other external contacts

It is important that applicants who lack education in teaching and learning in higher education at the time of employment are given the opportunity to acquire this competence as soon as possible. This must be included in the employee's individual development plan.

### 3.3.3 Artistic expertise

Artistic expertise must be demonstrated in the applicant's artistic production.

In the assessment, emphasis must be placed on the following:

- Artistic depth and expressiveness
- Artistic originality
- Evidence that the applicant is an active, internationally recognised artistic practitioner
- Solid craftsmanship and technical proficiency
- Artistic production of significance that is apparent in artistic contexts and significant in scope
- Artistic autonomy as well as the ability to collaborate effectively with others
- Sound ability to secure external funding for artistic work
- Documented ongoing artistic research and development work of high quality
- Awards, scholarships, etc.
- Expert artistic assignments

### 3.3.4 Other assessment criteria

The job profile specifies the other assessment criteria for the position as a means to determine whether the applicant demonstrates the experience, skills, academic qualifications and personal qualities required for them to perform well in the position. The position requires leadership skills and the ability to work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and assume a high degree of responsibility.

## 3.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application is submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant grades and certification
- a complete list of publications, where up to ten of the most relevant publications are cited and attached.
- a written summary of research and artistic activities
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

## 3.5 Preparation of employment matters

### 3.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6). Before publication, advertisements must be approved by the chairperson of AFU.

### 3.5.2 Expert assessment

When appointing a professor, an expert assessment must be obtained regarding the applicant's expertise unless this is obviously unnecessary for the appraisal of their expertise (HF, chapter 4, section 6). The expert who conducts an assessment must have the competence level of professor. Exemptions from the competence requirements for experts may be made if special grounds exist.

### 3.5.3 Other steps in the process

In addition to an expert assessment, proposals for employment as professor must be preceded by structured recruitment work that includes interviews and reference checks. Other selection methods that should be applied are a teaching test.

### 3.5.4 Proposal for employment

AFU proposes an appointment after consultation with the temporary members. The proposal must be based on a qualitative overall assessment of the documentation received.

## 3.6 Nomination

Pursuant to HF chapter 4, section 7, a university may nominate someone for appointment as a professor if this is of exceptional importance for a specific activity there. If a higher education institution nominates an individual for a post, the reason the appointment is of exceptional importance for the institution must be documented. Only someone qualified for appointment may be appointed through nomination. Nomination of professors must be used restrictively. There is no need to advertise the vacant position in the case of a nomination. The decision cannot be appealed.

## 4. Adjunct professor

An adjunct professor must be a leading specialist in their field and be employed either to provide specific competence of particular importance for the position in question or to strengthen the connection to industry or other parts of society.

### 4.1 Form of employment

An adjunct professor must be employed on a permanent basis, but only until a specified date. The appointment may be extended, but the total period of employment may not be longer than 12 years (HF chapter 4, section 11). The extent of employment must be based on the requirements of the University and is normally 20% of full-time. In some cases, the percentage may be greater, although it can never exceed 49%.

Normally, there is a written agreement on the terms of employment between the University, the main employer and the applicant. The assumption is that the primary employer covers the salary costs.

### 4.2 Eligibility

Only a person who is mainly employed outside the higher education sector can be employed as an adjunct professor (HL chapter 3, section 3).

Employment as an adjunct professor is basically based on the same qualification requirements as for a professor (see 3.2). However, it is in the nature of the employment that the required competence may have been achieved and documented in another way through traditional research, teaching or artistic merits.

### 4.3 Assessment criteria

Dalarna University has decided that the following assessment criteria will apply for the appointment of an adjunct professor:

#### 4.3.1 Research expertise

Research expertise is assessed according to the same criteria as for professors (see 3.3.1) unless stated otherwise in the job profile. If research expertise can be demonstrated in a different way than what is described in 3.3.1, a corresponding assessment can be conducted. For the assessment of equivalent competence, emphasis should be placed on independent contributions to knowledge development in the form of, for example, investigative assignments, experience of research and development projects, building and participating in national and international networks, or similar.

#### 4.3.2 Teaching expertise

Teaching expertise is assessed according to the same criteria as for professors (see 3.3.2) unless stated otherwise in the job profile. If teaching expertise can be demonstrated in another way than what is described in 3.3.2, a corresponding assessment can be made. For an assessment of equivalent competence, emphasis should be placed on pedagogical leadership through, for example, supervision or significant educational contributions.

#### 4.3.3 Artistic expertise

Artistic expertise is assessed according to the same criteria as for professors (see 3.3.4).

#### 4.3.4 Other expertise

The job profile specifies the other assessment criteria for the position as a means to determine whether or not the applicant can demonstrate the experience, skills and personal qualities required for them to perform well in the position. The position of adjunct professor requires leadership skills and the ability to

work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

## 4.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their requested qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant grades and certification
- a complete list of publications, where up to ten of the most relevant ones are cited and attached
- a written summary of research and artistic activities
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

## 4.5 Preparation of employment matters

### 4.5.1 Specific information – supporting documentation

The documentation for the staffing committee meeting must contain information about what special skills are required, whether there is a specific person who is being considered for employment as an adjunct professor and what special skills the person has that justify their appointment.

### 4.5.2 Information about the position

With the appointment of an adjunct professor, it is relevant to consider whether there are special grounds (AF, section 6) not to advertise the vacant position. However, there must always be a job profile. The decision not to advertise is made in the staffing committee meeting. Before publication, advertisements must be approved by the chairperson of AFU.

### 4.5.3 Expert assessment

When appointing a professor, an expert assessment must be obtained regarding the applicant's expertise, unless this is obviously unnecessary for the appraisal of their expertise (HF, chapter 4, section 6). The expert who conducts an assessment must have the competence level of professor. Exemptions from the competence requirements for experts may be made if special grounds exist.

### 4.5.4 Other steps in the process

In addition to an expert assessment, proposals for employment as adjunct professor must be preceded by structured and professional recruitment work that includes interviews and reference checks. Other selection methods, such as a teaching test, may also be included.

### 4.5.5 Proposal for employment

AFU proposes an appointment after consultation with the temporary members. The proposal must be based on a qualitative overall assessment of the documentation received.

## 5. Visiting professor

The purpose of employment of a visiting professor is to establish closer contact with a person first and foremost from another university, which can provide new impetus for education, research or artistic activities.

### 5.1 Form of employment

A visiting professor must be employed until further notice, but until a specified date. The appointment may be extended. However, the total period of employment may be no longer than five years. (HF chapter 4, section 12)

### 5.2 Eligibility

For a person to be employed as a visiting professor, they must have their basic employment at another Swedish university or at a foreign university. Employment as a visiting professor is based on the same qualification requirements as for a professor (see 3.2).

### 5.3 Assessment criteria

Dalarna University has decided on the following assessment criteria for the appointment of a visiting professor:

#### 5.3.1 Research expertise

Research expertise is assessed according to the same criteria as for professors (see 3.3.1).

#### 5.3.2 Teaching expertise

Teaching expertise is assessed according to the same criteria as for professors (see 3.3.2).

#### 5.3.3 Artistic expertise

Artistic expertise is assessed according to the same criteria as for professors (see 3.3.3).

#### 5.3.4 Other assessment criteria

The job profile specifies the other assessment criteria for the position as a means to determine whether or not the applicant can demonstrate the experience, skills and personal qualities required for them to perform well in the position. The position requires leadership skills and the ability to work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

### 5.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- a complete list of publications where up to ten of the most relevant publications are cited and attached
- a written summary of research and artistic activities
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)
- expert reviews proving competence as a professor



## 5.5 Preparation of employment matters

### 5.5.1 Specific information – supporting documentation

The documentation for the staffing committee meeting must contain information about what special skills are in demand, whether there is a specific person who is being considered for employment as a visiting professor and what special skills the person has that justify their appointment.

### 5.5.2 Information about the position

With the appointment of a visiting professor, it is relevant to consider whether there are special grounds (AF, section 6) not to advertise the vacant position. However, there must always be a job profile. The decision not to advertise is made in the staffing committee meeting. Before publication, advertisements must be approved by the chairperson of AFU.

### 5.5.3 Expert assessment

AFU decides whether there will be an expert assessment. Normally, if the applicant holds the position of professor at another university, no expert assessment is required.

### 5.5.4 Other steps in the process

Proposals for employment as a visiting professor must be preceded by structured and professional recruitment work that should include an interview and reference checks. Other selection methods, such as a teaching test, may also be included.

In addition to an expert assessment, proposals for employment as adjunct professor must be preceded by structured and professional recruitment work that includes interviews and reference checks. Other selection methods, such as a teaching test, may also be included

### 5.5.5 Proposal for employment

AFU proposes an appointment after consultation with the temporary members. The proposal must be based on a qualitative overall assessment of the documentation received.

## **6. Senior professor**

A professor who has been employed and active at Dalarna University can be employed as a senior professor immediately after retirement. The scope of employment may differ from previous employment, but the content and terms of employment must otherwise be the same.

### **6.1 Form of employment**

A retired professor may be employed in an equivalent position with the prefix senior. The position of senior professor is fixed term (LAS, Section 5:1), special fixed-term employment (SÄVA). Employment as a senior professor is fixed term, usually for a maximum of one year at a time.

### **6.2 Preparation of employment matters**

#### **6.2.1 Specific information – supporting documentation**

The supporting documentation must contain information about the University's need for continued employment and about how competence transfer and long-term needs are to be met.

#### **6.2.2 Information about the position**

With the appointment of a senior professor, there are special grounds (AF, section 6) not to advertise the vacant position.

#### **6.2.3 Other steps in the process**

Since the position follows on from previous employment as a professor, there is no need for further processing.

#### **6.3.3 Proposals for employment**

The director who is recruiting makes proposals for employment.

## 7. Senior lecturer

### 7.1 Form of employment

The general rule is that senior lecturers must be employed until further notice. However, employment may be fixed term in certain cases. Employment can be fixed term pursuant to LAS, section 5:1, special fixed-term employment (SÄVA) or LAS, section 5:2, temporary substitute employment. Substitutes can only be used either to replace workers on leave or to perform tasks normally assigned to one or more employees or pending recruitment to vacant posts. If an employee has been employed on a fixed-term basis according to LAS, employment can change to employment until further notice. For this reason, it is highly important that the processing of fixed-term employment is carried out with the same due care as with other recruitment. It is also possible to employ a teacher on a fixed-term basis in disciplines in the fine, applied or performing arts (HF chapter 4, section 10).

### 7.2 Eligibility

Pursuant to HF, chapter 4, section 4, the qualification requirements for senior lecturers in disciplines other than the fine, applied or performing arts are as follows:

- Demonstrated teaching expertise
- A doctorate or corresponding research competence or other professional expertise that is of value with respect to the subject matter of the post and those duties that it includes

Pursuant to HF, chapter 4, section 4, the qualification requirements for a senior lecturer in the fine, applied or performing arts are as follows:

- Demonstrated teaching expertise
- A doctorate in the fine, applied or performing arts, demonstrated artistic expertise or other professional expertise that is of value with respect to the subject matter of the post and those duties that it includes

Other professional expertise refers to relevant professional skills acquired outside the University. Other professional expertise is basically essential as a qualification criterion when the position involves PET (professional education and training), for which experience working within the profession is essential.

### 7.3 Assessment criteria

“The assessment criteria for the appointment as a senior lecturer must be the degree of expertise required as qualification for employment. As much attention must be given to the assessment of teaching expertise as to the assessment of other qualifying criteria [...]”

Each higher education institution otherwise determines the assessment criteria that must be applied to the appointment of a senior lecturer” (HF chapter 4, section 4)

Dalarna University has decided on the following assessment criteria for the appointment of a senior lecturer:

#### 7.3.1 Research expertise

Research expertise must have been demonstrated through research.

In the assessment, emphasis must be placed on:

- Breadth and depth of research
- The relevance of the research production in relation to the job profile
- Autonomy and ability to be innovative as a researcher
- The scope of the research as demonstrated by nationally and/or internationally published works.
- Involvement in national and/or international calls for research grants as the applicant and/or co-applicant
- Demonstrated ability to interact with society through the communication of research results.

### 7.3.2 Teaching expertise

In the assessment, emphasis must be placed on:

- Ability to create the necessary conditions for students' learning and the ability to generate interest in and commitment to the subject
- Experience of teaching at different levels
- Experience in supervising theses or degree projects
- Teaching expertise that has been demonstrated in various ways, such as planning, the teaching itself, examination and evaluation that have contributed to development in education
- Education in teaching and learning in higher education, in particular one equivalent to the recommendations of SUHF
- Other credentials related to teaching, such as educational development projects and teaching material production
- Demonstrated ability to collaborate with society: for example, commissioned education or other relevant collaboration.

It is important that applicants who lack education in teaching and learning in higher education are given the opportunity to acquire this competence as soon as possible. This must be included in the employee's individual development plan.

### 7.3.3 Artistic expertise

Artistic expertise must have been demonstrated in the applicant's artistic production.

In the assessment, emphasis must be placed on:

- Artistic depth and expressiveness
- Artistic originality
- Visibility and valuation in art and professional contexts at a national level
- Extensive productivity
- Artistic production of significance that has made an impression in the artistic context in question and that is substantial in scope
- Artistic independence as well as the ability to engage in successful collaboration
- Awards, scholarships, etc.
- Artistic expert assignments

### 7.3.4 Other assessment criteria

The job profile specifies the other assessment criteria for the position as a means to determine whether or not the applicant can demonstrate the experience, skills, academic qualifications and personal qualities required for them to perform well in the position. The position of senior lecturer requires the ability to work with others. Leadership skills can also be important. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

## 7.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit

comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- a complete list of publications, where five of the most relevant publications are cited and attached
- a written summary of research or artistic experience
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

## 7.5 Preparation of employment matters

### 7.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6). In the case of employment until further notice, the advertisement must be approved by the chairperson of AFU before it is published.

### 7.5.2 Expert assessment

In the case of employment until further notice of a senior lecturer, an expert assessment of the applicant's qualifications and skills must be obtained. Experts should normally have at least the competence level of associate professor (*docent*) in a relevant field. Exemptions from the qualification requirements for experts may be made if special grounds exist.

### 7.5.3 Other steps in the process

In addition to an expert assessment, proposals for employment as a senior lecturer must be preceded by structured and professional recruitment work that must include an interview and reference checks. Other selection methods that should be applied are a teaching test.

### 7.5.4 Proposal for employment

AFU proposes an appointment after consultation with the temporary members. The proposal must be based on a qualitative overall assessment of the documentation received.

## 8. Associate senior lecturer

The purpose of employment is to give the employee the opportunity to develop their autonomy as a researcher and obtain scholarly and educational merits so that they can fulfil the requirements for employment as a senior lecturer.

### 8.1 Form of employment

An associate senior lecturer may be employed until further notice, but for no less than four years and no longer than six years, which is decided by the higher education institution prior to employment. An appointment [...] may be extended for a maximum of two years if the associate senior lecturer's sick leave, parental leave or other special grounds mean that additional time is needed to achieve the purpose of this appointment. (HF, chapter 4, section 12a)

Employment as an associate senior lecturer may not, within six months of the date on which employment ended, be followed by employment according to LAS, section 5 (HF chapter 4, section 12b).

### 8.2 Eligibility

Qualification requirements for employment as an associate senior lecturer are fulfilled by someone who has been awarded a doctorate or has the corresponding research competence. Primary consideration should be given to someone who has been awarded a doctorate or achieved the equivalent competence within five years of the deadline for application for employment as an associate senior lecturer. However, someone who has been awarded a doctorate or achieved the equivalent expertise at an earlier date may also be considered if there are special grounds. Special grounds are sick leave, parental leave or other similar circumstances (HF, chapter 4, section 4a).

### 8.3 Assessment criteria

Dalarna University has decided on the following assessment criteria for the appointment of associate senior lecturer:

#### 8.3.1 Research expertise

In the assessment, emphasis must be placed on:

- Continued research publications since completion of a doctoral degree
- Relevance of the research in relation to the job profile
- Demonstrated ability to be innovative as a researcher

#### 8.3.2 Teaching expertise

In the assessment, emphasis must be placed on:

- Ability to create the necessary conditions for students' learning and the ability to generate interest in and commitment to the subject
- Experience of teaching in the subject
- Teaching expertise that has been demonstrated in various ways, such as planning, the teaching itself, examination and evaluation that have contributed to development in education
- Education in teaching and learning in higher education, in particular one equivalent to the recommendations of SUHF
- Other credentials related to teaching, such as educational development projects and teaching material production

It is crucial that applicants who lack education in teaching and learning in higher education at the time of employment are given the opportunity to acquire this competence as part of their continued qualification

for the position of senior lecturer. This must be included in the employee's individual development plan, together with other qualification goals.

#### 8.3.3 Other assessment criteria

The job profile specifies the other assessment criteria for the position as a means to determine whether or not the applicant can demonstrate the experience, skills and personal qualities required for them to perform well in the position. The position of associate senior lecturer requires the ability to work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

### 8.4 Application

For the University to conduct a sound quality assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- a complete list of publications, where five of the most relevant publications are cited and attached
- written account of research activities
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

### 8.5 Preparation of employment matters

#### 8.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6). Before publication, advertisements must be approved by the chairperson of AFU. The advertisement must state the criteria that will apply before consideration for promotion in accordance with HF, chapter 4, section 12(c), with reference to section 14 in this document.

#### 8.5.2 Expert assessment

In the case of the appointment of an associate senior lecturer, an expert assessment of the applicant's qualifications and skills must be obtained. Experts should normally have at least the competence level of associate professor (*docent*) in a relevant field. Exemptions from the qualification requirements for experts may be made if special grounds exist.

#### 8.5.3 Other steps in the process

In addition to an expert assessment, proposals for employment as an associate senior lecturer must be preceded by structured and professional recruitment work that must include an interview and reference checks. Other types of selection methods may also be relevant.

#### 8.5.4 Proposal for employment

AFU proposes an appointment after consultation with the temporary members. The proposal must be based on a qualitative overall assessment of the documentation received.

## 9. Postdoc

The purpose of the position is to give the employee, after they have attained their doctoral degree, an early opportunity to develop their autonomy as a researcher and create the conditions for further qualifications. The position is part of efforts to address the future supply of skills. A postdoc will be principally involved with research. Teaching may also be included as a work duty, although only up to a maximum of one fifth of total working hours, as seen over time.

### 9.1 Form of employment

Fixed-term employment of a postdoc takes place in accordance with the central collective agreement dated 2021-11-19 between Arbetsgivarverket and Saco-S and OFR/S,P,O.

Employment is until further notice, but no less than two years and no longer than three years. Employment as a postdoc is full-time. Employment can be extended if necessary to achieve the purpose of the employment. However, the total period of employment may not exceed three years.

In addition to what is stated above, the employment may be extended if there are special grounds. Special grounds are sick leave, positions of trust in unions, service in the Swedish Armed Forces, or other similar circumstances, as well as clinical service or service/assignments relevant to the subject area. Special grounds are also parental leave during employment. In the case of parental leave, the employee must be offered the opportunity to an extension equivalent to at least the extent of the leave.

A requirement for the application of this agreement is that the employee has not previously been employed as a postdoc under this agreement for more than one year in the same or related subject area at the same employer.

### 9.2 Eligibility

To be eligible for employment as a postdoc, the applicant must have obtained a doctoral degree or a foreign degree deemed equivalent to a doctoral degree. This qualification requirement must be fulfilled at the latest at the time the employment decision is taken.

To be employed under this agreement, primary consideration should be given to applicants who have completed a degree no more than three years ago. The application deadline is to be used in the calculation of the three-year timeframe. If there are special grounds, such a degree can have been achieved earlier. Special grounds in this context are sick leave, parental leave, positions of trust in unions, service in the Swedish Armed Forces, or other similar circumstances. The time of the doctoral degree should be regarded as a factor of merit among several qualification criteria in the composite assessment of who is most skilled.

### 9.3 Assessment criteria

Assessment criteria must be based on the design of the position in question. Suggested assessment criteria are as follows:

#### 9.3.1 Research expertise

In view of the nature of the work duties, research expertise may, in addition to a defended doctoral thesis, be of relevance (assessment criteria can readily be selected from the list under 8.3.1).



### 9.3.2 Teaching expertise

If work duties include teaching, then teaching expertise should be assessed (assessment criteria can readily be selected from the list under 8.3.2).

### 9.3.3 Other assessment criteria

The job profile also specifies the other assessment criteria that are relevant for the position in question in order to evaluate whether the applicant demonstrates the experience, skills and personal qualities required to perform well in the position. The position of postdoc requires the ability to work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

## 9.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- a complete list of publications, where five of the most relevant publications are cited and attached
- a written summary of academic, research and artistic experience
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

## 9.5 Preparation of employment matters

### 9.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6). Before publication, advertisements must be approved by the chairperson of AFU.

### 9.5.2 Expert assessment

A postdoc does not normally require expert assessment; however, there must always be a review of eligibility. AFU is responsible for ensuring that eligibility is reviewed. Experts should normally have at least the competence level of associate professor (*docent*) in a relevant field. Exemptions from the qualification requirements for experts may be made if special grounds exist.

### 9.5.3 Other steps in the process

Proposals for employment as a postdoc must be preceded by a structured and professional recruitment process that includes interviews and reference checks. Other types of selection methods may also be relevant.

### 9.5.4 Proposal for employment

AFU proposes an appointment after consultation with the temporary members. The proposal must be based on a qualitative overall assessment of the documentation received.

## 10. Lecturer

### 10.1 Form of employment

The general rule is that employment for lecturers is until further notice. However, employment may be fixed term in certain cases. Employment can be fixed term pursuant to LAS, section 5:1, special fixed-term employment (SÄVA) or LAS, section 5:2, temporary substitute employment. Substitutes can only be used either to replace workers on leave or to perform tasks normally assigned to one or more employees or pending recruitment to vacant posts. If an employee has been employed on a fixed-term basis according to LAS, employment can change to employment until further notice. For this reason, it is highly important that the processing of fixed-term employment is carried out with the same due care as with other recruitment. Teachers in disciplines in the fine, applied or performing arts may be employed on a fixed-term basis (HF, chapter 4, section 10).

### 10.2 Eligibility

To be eligible for employment as a lecturer, the applicant must have:

- Demonstrated teaching expertise
- A master's degree or adequate academic professional training or other professional expertise that is of importance with regard to the subject content of the position and the work duties that will be included

### 10.3 Assessment criteria

Dalarna University has decided on the following assessment criteria for the appointment of a lecturer:

#### 10.3.1 Teaching expertise

In an assessment of teaching expertise, emphasis will be placed on:

- Ability to create the necessary conditions for students' learning and the ability to generate interest in and commitment to the subject
- Experience of teaching in the subject
- Experience of different forms of teaching and ability to adapt teaching to different groups and group sizes
- Teaching expertise that has been demonstrated in various ways, such as planning, the teaching itself, examination and evaluation that have contributed to development in education
- Education in teaching and learning in higher education, in particular one equivalent to the recommendations of SUHF
- Other credentials related to teaching, such as educational development projects and teaching material production

It is important that applicants who lack education in teaching and learning in higher education are given the opportunity to acquire this competence as soon as possible. This must be included in the employee's individual development plan.

#### 10.3.2 Other assessment criteria

The job profile specifies the other assessment criteria for the position as a means to determine whether or not the applicant can demonstrate the experience, skills and personal qualities required for them to perform well in the position. The position of lecturer requires the ability to work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

## 10.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

## 10.5 Preparation of employment matters

### 10.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6).

### 10.5.2 Other steps in the process

Proposals for employment as a lecturer must be preceded by structured recruitment work that must include an interview and reference checks. Other types of selection methods may also be relevant.

### 10.5.3 Proposal for employment

The director who is recruiting makes proposals for employment. The proposal must be based on a qualitative overall assessment of the documentation received.

## 11. Adjunct teacher

The purpose of employment in an adjunct position is to provide expertise that is not normally found at the University and to promote a mutual exchange of knowledge between the University and society.

### 11.1 Form of employment

Employment as an adjunct teacher (though not an adjunct professor, see section 4) is regulated in a central collective agreement (dated 14 December 2011) on fixed-term employment of adjunct teachers. The agreement does not apply to teachers in artistic activities who are to have fixed-term employment (HF, chapter 4, section 10).

An adjunct teacher may be employed until further notice, but for a maximum of two years. The appointment may be extended if there is a continued need. In the contract, the parties state that the scope of employment must be based on the needs of the University and also that the scope is normally 20% of full-time. In some cases, the percentage may be greater, although it can never exceed 49%.

Normally, there is a written agreement on the terms of employment between the University, the main employer and the applicant. The assumption is that the primary employer covers the salary costs.

Adjunct teachers must be referred to as either *adjunct senior lecturer* or *adjunct lecturer*, depending on their formal qualifications.

### 11.2 Eligibility

Only a person whose main employment is outside the higher education sector can be employed as an adjunct teacher.

Eligibility for employment as an adjunct senior lecturer is the same as for a senior lecturer (see 7.2). Eligibility for employment as an adjunct lecturer is the same as for a lecturer (see 10.2).

### 11.3 Assessment criteria

Proposed assessment criteria are:

#### 11.3.1 Research expertise

Given the nature of the duties, research expertise, for example, may, in addition to a doctoral thesis, be of relevance upon the appointment of an adjunct senior lecturer. Research expertise is assessed according to the same criteria as for senior lecturers (see 7.3.1) unless otherwise stated in the job profile. If research expertise can be demonstrated in some other way, an equivalent assessment can be made.

#### 11.3.2 Teaching expertise

If work duties include teaching, then teaching expertise should be assessed. Teaching expertise is assessed according to the same criteria as for senior lecturer and lecturer (see 7.3.2 and 10.3.1) unless otherwise stated in the job profile. If teaching expertise can be demonstrated in some other way, an equivalent assessment can be made.

### 11.3.3 Professional expertise

Ability to convey broad and up-to-date knowledge from their own professional field.

### 11.3.4 Other assessment criteria

The job profile specifies the other assessment criteria for the position as a means to determine whether or not the applicant can demonstrate the experience, skills and personal qualities required for them to perform well in the position. The specific competence that is required for the adjunct appointment must constitute one of the assessment criteria. The position of adjunct teacher requires the ability to work with others. Other competencies that are often required are administrative ability, the ability to take the initiative and responsibility.

## 11.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- pedagogical qualifications, which must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

## 11.5 Preparation of employment matters

### 11.5.1 Specific information – supporting documentation

The documentation for the staffing committee meeting must contain information about what special skills are required, whether there is a specific person who is being considered for employment as an adjunct teacher and what special skills the person has that justify an adjunct appointment.

### 11.5.2 Information about the position

With the appointment of an adjunct teacher, it is relevant to consider whether there are special grounds (AF, section 6) not to advertise the vacant position. However, there must always be a job profile. The decision not to advertise is made in the staffing committee meeting.

### 11.5.3 Expert assessment

Appointment of adjunct teachers does not normally require a review by an expert; however, eligibility must always be evaluated. AFU reviews eligibility for the position of adjunct senior lecturer. The Head of School is responsible for reviewing eligibility for the position of adjunct teacher.

### 11.5.3 Special processing

Before a decision is made on the employment of an adjunct teacher, the employer must make an assessment of the extent of future adjunct positions. The assessment must be reported to the relevant union as part of the local bargaining regulations according to the Co-determination in the Workplace Act.

### 11.5.4 Proposal for employment

The director who is recruiting proposes employment of an adjunct senior lecturer after consultation with the IL. The proposal must be based on a qualitative overall assessment of the documentation received.

## 12. Visiting teacher

The purpose of the appointment of a visiting teacher is to enable the University, by temporarily establishing a closer affiliation with a person from another university, to introduce new competence and foster new impetus for education, research and artistic activities.

### 12.1 Form of employment

Employment as a visiting teacher is fixed term up to one year: see LAS, section 5:1, special fixed-term employment (SÄVA). The appointment cannot be extended after one year.

Visiting teachers must be referred to as either a *visiting senior lecturer* or a *visiting lecturer*, depending on their formal qualifications. If work duties do not include teaching, a *visiting research fellow* may be used.

### 12.2 Eligibility

For a person to be employed as a visiting teacher, they must have their basic employment at another Swedish university or at a foreign university.

Eligibility for employment as a visiting senior lecturer is the same as for a senior lecturer (see 7.2). Eligibility for employment as a visiting lecturer is the same as for a lecturer (see 10.2).

### 12.3 Assessment criteria

Assessment criteria must be based on the design of the position but be in line with what is stated in 7.3 and 10.3.

### 12.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- pedagogical qualifications must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)

### 12.5 Preparation of employment matters

#### 12.5.1 Specific information – supporting documentation

Supporting documentation must contain information about what special competence is required and, if there is a specific person who is being considered for employment as a visiting teacher, what special skills that person has that justify their appointment.

#### 12.5.2 Information about the position

With the appointment of a visiting teacher, it is relevant to consider whether there are special grounds (AF, section 6) not to advertise the vacant position. However, there must always be a job profile. The decision not to advertise is made in the staffing committee meeting.

#### 12.5.3 Expert assessment

Appointment of visiting teachers does not normally require a review by an expert; however, eligibility must always be evaluated. AFU is responsible for assessing eligibility for visiting senior lecturers and visiting researchers. Each Head of School is responsible for examining the eligibility of visiting lecturers.

#### 12.5.4 Other steps in the process

Proposals for employment as a visiting teacher must be preceded by structured and professional recruitment work that should include an interview and reference checks. Other selection methods, such as a teaching test, may also be relevant.

#### 12.5.5 Proposal for employment

The director who is recruiting gives proposals for employment after consultation with IL. The proposal must be based on a qualitative overall assessment of the documentation received.

## 13. Promotion of senior lecturer to professor

The University can promote senior lecturers to professors. The main principle is that these positions are to be filled through open competition.

Promotion is for current university employees and requires a proficiency assessment and a decision on a new position.

### 13.1 Eligibility

A senior lecturer who is employed until further notice may be promoted if they meet the requirements for employment as a professor.

Promotion requires the completion of education in teaching and learning in higher education of at least 10 weeks or the equivalent (according to the recommendations of SUHF), or a decision on the recognition and validation of prior learning.

If the applicant has already attained the level of Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*), no new assessment of teaching expertise is required for promotion. However, experience of supervision of at least one doctoral student up to public defence (at a minimum as co-supervisor) is required. The requirements may, however, vary between academic disciplines, and it is therefore possible for the School to decide on additional requirements regarding supervision.

To be promoted to professor, significant experience from another university is also required in the form of, for example, employment as a visiting teacher or postdoc, or experience deemed equivalent.

Other university staff employed until further notice may also be promoted in special cases, provided that they meet the requirements.

### 13.2 Assessment criteria

For promotion to professor, the demands for eligibility and suitability are the same that apply when recruiting (see 3.3).

### 13.3 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- a complete list of publications where up to ten of the most relevant publications are cited and attached
- a written summary of research and artistic activities
- pedagogical qualifications must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)
- a certificate of completion of education in teaching and learning in higher education or a decision on validation of other pedagogical training or prior learning
- proof of supervision in doctoral (third-cycle) education: for example, LADOK documentation
- expert reviews, should any exist

Applicants who have been recognised as a Recognised University Teacher (*meriterad lärare*) or a



Distinguished University Teacher (*excellent lärare*) must attach a certificate showing this and do not need to submit additional documentation for assessment of teaching expertise. However, supervisor experience and other relevant requirements must be supported in the application documentation.

## 13.4 Preparation of promotion matters

### 13.4.1 Specific information – supporting documentation

In the staffing committee meeting, the Vice-Chancellor decides whether the application will progress to the stage of eligibility review. Decisions on promotion must consider the future skills supply needs of the University. Supporting documentation must describe both the connection between the promotion and the School's need for professional competence as well as work duties after promotion. Documentation that proves both the employee's eligibility and suitability for the higher position must be formulated by a senior academic from the discipline and must be provided ahead of the staffing committee meeting. Subject specialisation for the appointment of a professor must normally be the same as for the appointment of a senior lecturer.

### 13.4.2 Expert assessment

The assessment is based on the same assessment criteria as when appointing a professor. An expert assessment must be carried out by at least two experts in the same way as for the appointment of a professor.

### 13.4.3 Information about the position

In the case of promotion, there are special grounds (AF, section 6) not to advertise the vacant position.

### 13.4.4 Proposal for a decision

Decisions on promotion to professor are made following a proposal from AFU. This is also the case with decisions rejecting an application for promotion. Upon rejection of an application, the applicant must receive a statement that gives the reasons for the decision so that they can build on their professional competence for the future. The Vice-Chancellor's decision not to examine the application (13.4.1) or the rejection of the application for promotion cannot be appealed.

## 14. Promotion of associate senior lecturer to senior lecturer

### 14.1 Eligibility

An associate senior lecturer has the right to be promoted to senior lecturer provided that they meet the eligibility for employment as a senior lecturer and, in an assessment, are deemed suitable according to the assessment criteria applied. Such promotion means employment until further notice as senior lecturer (HF, chapter 4, section 12c).

Promotion requires the completion of education in teaching and learning in higher education of at least 10 weeks or the equivalent (according to the recommendations of SUHF), or a decision on the recognition and validation of prior learning.

If the applicant has already attained the level of Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*), no new assessment of teaching expertise is required for promotion.

### 14.2 Assessment criteria

Promotion has the same assessment criteria in terms of both eligibility and suitability that apply when recruiting (see 7.3) unless otherwise stated in the advertisement in connection with employment.

### 14.3 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- a complete list of publications, where five of the most relevant publications are cited and attached
- a degree certificate – doctoral degree
- a written summary of research and artistic activities
- pedagogical qualifications must be presented using the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)
- certification showing completion of education in teaching and learning in higher education or a decision on validation of other pedagogical education or prior learning
- expert reviews, should any exist

Applicants who have been recognised as a Recognised University Teacher (*meriterad lärare*) or a Distinguished University Teacher (*excellent lärare*) must attach a certificate showing this and do not need to submit additional documentation for assessment of teaching expertise.

### 14.4 Preparation of promotion matters

#### 14.4.1 Specific information – supporting documentation

An associate senior lecturer must submit an application for promotion (14.3) no later than six months before the end of their employment as associate senior lecturer by sending their matter to the director of the department, who then presents it at the staffing committee meeting. Subject specialisation of the position as senior lecturer should normally be the same as for the position as associate senior lecturer.

#### 14.4.2 Expert assessment

The assessment is based on the same assessment criteria as for the appointment of a senior lecturer, unless otherwise stated at the time of employment, and an expert assessment must be carried out by at least two experts in the same way as for the appointment of a senior lecturer.

#### 14.4.3 Information about the position

In the case of promotion, there are special grounds (AF, section 6) not to advertise the vacant position.

#### 14.4.4 Proposal for a decision

Decisions on promotion to senior lecturer are made following a proposal from AFU. This is also the case with decisions rejecting an application for promotion. Upon rejection of an application, the applicant must receive the decision that states the reasons for the rejection so that they know what additions and/or improvements they can make in preparation for a renewed application in the future. Decisions rejecting applications for promotion to senior lecturer can be appealed (HF, chapter 12, section 2:2).

## 15. Promotion of lecturer to senior lecturer

The University can promote lecturers to senior lecturers. The main principle is that these positions are to be filled through open competition.

Promotion is for current university employees and requires a proficiency assessment and a decision on a new position.

### 15.1 Eligibility

A lecturer who is employed until further notice at the University can be promoted if they meet the requirements for employment as a senior lecturer.

Promotion requires the completion of education in teaching and learning in higher education of at least 10 weeks or the equivalent (according to the recommendations of SUHF), or a decision on the recognition and validation of prior learning.

If the applicant has already attained the level of Recognised University Teacher (*meriterad lärare*) or Distinguished University Teacher (*excellent lärare*), no new assessment of teaching expertise is required for promotion.

Other university staff employed until further notice may also be promoted in special cases, provided that they meet the requirements.

### 15.2 Assessment criteria

Promotion has the same assessment criteria in terms of both eligibility and suitability that apply when recruiting (see 7.3).

### 15.3 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- a complete list of publications, where five of the most relevant publications are cited and attached
- a degree certificate – doctoral degree
- a written summary of research and artistic activities
- pedagogical qualifications reported in accordance with the template on [www.du.se/pedagogiskameriter](http://www.du.se/pedagogiskameriter)
- certificate showing completion of education in teaching and learning in higher education or a decision on validation of other pedagogical education or prior learning

Applicants who have been recognised as a Recognised University Teacher (*meriterad lärare*) or a Distinguished University Teacher (*excellent lärare*) must attach a certificate showing this and do not need to submit additional documentation for assessment of teaching expertise.

### 15.4 Preparation of promotion matters

#### 15.4.1 Special information – supporting documentation

The Vice-Chancellor decides in the staffing committee meeting whether the application will

progress to the stage of eligibility review. With decisions on promotion, the needs of the University in terms of future skills supply must be taken into account. Supporting documentation must describe both the connection between the promotion and the School's need for professional competence as well as work duties after promotion. The documentation must also prove both the employee's eligibility and suitability for the higher position. Subject specialisation for the appointment of a senior lecturer must normally be the same as for the appointment of a lecturer.

#### 15.4.2 Expert assessment

The assessment is based on the same assessment criteria as for the appointment of a senior lecturer, and an expert assessment must be carried out by at least two experts in the same way as for the appointment of a senior lecturer.

#### 15.4.3 Information about the position

In the case of promotion, there are special grounds (AF, section 6) not to advertise the vacant position.

#### 15.4.4 Proposal for a decision

Decisions on promotion to senior lecturer are made following a proposal from AFU. This is also the case with decisions rejecting an application for promotion. Upon rejection of an application, the applicant must receive a statement that gives the reasons for the decision so that they can build on their professional competence for the future. The Vice-Chancellor's decision not to examine the application (15.4.1) and the rejection of the application for promotion to senior lecturer cannot be appealed.

## 16. Researcher

Employment as a researcher is to be used primarily for positions financed with external research funding and aims to meet the University's need for scholarly competence in fixed-term research projects. The position as a researcher should only be used when a teaching position is not possible. As a general rule, work duties do not include teaching.

### 16.1 Form of employment

Employment as a researcher must be primarily fixed-term, in accordance with LAS, section 5:1 (SÄVA). However, depending on how long the researcher is needed and current LAS rules, it may be possible to employ researchers until further notice.

### 16.2 Eligibility

To be eligible for employment as a researcher, the applicant must have a doctoral degree or be deemed to have equivalent scholarly competence.

### 16.3 Assessment criteria

Assessment criteria must be based on the design of the position in question. Suggested assessment criteria are as follows:

#### 16.3.1 Research expertise

In view of the nature of the work duties, research expertise may, in addition to a doctoral thesis, be of relevance (assessment criteria can readily be selected from the list under 7.3.1).

#### 16.3.2 Other assessment criteria

The job profile also specifies the other assessment criteria that are relevant for the position in question in order to evaluate whether the applicant demonstrates the experience, skills and personal qualities required to perform well in the position. The position of researcher requires the ability to work with others and sometimes also leadership skills. Other competencies that are often required are administrative ability, the ability to take the initiative and a high degree of responsibility.

### 16.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- a complete list of publications, where five of the most relevant publications are cited and attached
- a written summary of research or artistic experience

### 16.5 Preparation of employment matters

#### 16.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6).

#### 16.5.2 Other steps in the process

Proposals for employment as a researcher must be preceded by structured and professional recruitment work that must include an interview and reference checks. Other types of selection methods may also be relevant.

#### 16.5.3 Proposal for employment

The director who is recruiting gives proposals for employment after consultation with IL. The proposal must be based on a qualitative overall assessment of the documentation received.

## 17. Research assistant

Employment as a research assistant is primarily for positions that are financed with external research funding and aims to meet the University's needs for scholarly competence in fixed-term research projects. Work duties are primarily research tasks, such as data collection, administration and other support in research projects. The position should only be used restrictively when a teaching position is not possible.

### 17.1 Form of employment

Employment as a research assistant must be primarily fixed-term (LAS, section 5:1) (SÄVA). However, depending on both how long there is a need and on current LAS rules, it may be possible to employ research assistants until further notice.

### 17.2 Eligibility

To be eligible for employment as a research assistant, the applicant must have been awarded a master's degree or be deemed to have equivalent academic competence.

### 17.3 Assessment criteria

The job profile specifies the assessment criteria for the position as a means to determine whether or not the applicant demonstrates the experience, skills and personal qualities required for them to perform well in the position. The position of research assistant requires the ability to work with others. Other competencies that are often required are administrative ability and the ability to take responsibility.

### 17.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades

### 17.5 Preparation of employment matters

#### 17.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6).

#### 17.5.2 Other steps in the process

Proposals for employment must be preceded by structured and professional recruitment work that must include interviews and reference checks. Other types of selection methods may also be relevant.

#### 17.5.3 Proposal for employment

The director who is recruiting gives proposals for employment after consultation with IL. The proposal must be based on a qualitative overall assessment of the documentation received.



## 18. Teaching assistant

Employment as a teaching assistant may not correspond to more than 50% of a full-time post. Duties must comprise teaching, administration or participation in research or artistic research (HF, chapter 5, section 9).

### 18.1 Form of employment

Teaching assistants will be employed until further notice, but no longer than one year. Such appointments may be extended. The total period of employment of a teaching assistant may not exceed three years in total (HF, chapter 5, section 12).

### 18.2 Eligibility

Only a person admitted to first or second-cycle education may be employed as a teaching assistant (HF, chapter 5, section 10).

### 18.3 Assessment criteria

The job profile specifies the assessment criteria for the position as a means to determine whether or not the applicant demonstrates the experience, skills and personal qualities required for them to perform well in the position. The position of teaching assistant requires the ability to work with others. Other competencies that are often required are administrative ability and the ability to take responsibility.

### 18.4 Application

For the University to conduct a sound qualitative assessment, the applicant must submit comprehensive and structured documentation of their qualifications. The application must be submitted digitally via the University's recruitment system and must include:

- a curriculum vitae
- relevant certificates and grades
- a copy of the current admission decision

### 18.5 Extension of employment

#### 18.5.1 Information about the position

The position will be advertised unless there are special grounds not to (AF, section 6).

#### 18.5.2 Other steps in the process

Proposals for employment must be preceded by structured and professional recruitment work that must include interviews and reference checks. Other types of selection methods may also be relevant.

#### 18.5.3 Proposal for employment

The director who is recruiting gives proposals for employment after consultation with IL. The proposal must be based on a qualitative overall assessment of the documentation received.

## 19. Doctoral student

A person appointed to a doctoral scholarship must primarily dedicate their time to their own studies. However, an employee may work to a limited extent with education, research, artistic research and administration. Such duties may not comprise more than 20% of a full-time post (HF, chapter 5, section 2) seen over a period of time.

### 19.1 Form of employment

As a general rule, employment as a doctoral student is full-time. If a doctoral student requests it, the position may be part-time but at no less than 50% of a full-time position (HF, chapter 5, section 3(a)).

Employment on a doctoral scholarship must be until further notice, but no longer than a given date and never longer than one year after the award of a doctorate or doctorate in the fine, applied and performing arts. The initial appointment is for a maximum of one year. This may be extended by no more than two years at a time; however, as a general rule, extensions at the University are one year at a time. A person may be employed on a doctoral studentship for a total of no more than eight years. However, the total period of employment may be no longer than that equivalent to full-time third-cycle studies of four years. For studies that conclude with the award of a licentiate degree or a licentiate degree in the fine, applied and performing arts, the total employment period may not exceed the time corresponding to full-time third-cycle study for two years. The time spent studying by the third-cycle student while not appointed to a doctoral studentship must be deducted from these periods (HF, chapter 5, section 7).

The total period of employment may, however, exceed [this] if there are special grounds. Such grounds may comprise leave of absence because of illness, leave of absence for service in the Swedish defence forces or an elected position in a trade union or student organisation, or parental leave (HF, chapter 5, section 7).

### 19.2 Eligibility

“Only a person who is or has been admitted to third-cycle education may be employed on a doctoral studentship.” (HF, chapter 5, section 3)

General and specific entry requirements are regulated in HF, chapter 7, section 35 and can be found in Dalarna University’s admission procedures for doctoral (third-cycle) education and the general syllabus for each doctoral programme.

### 19.3 Assessment criteria

The job profile specifies the assessment criteria for the position as a means to determine whether or not the applicant demonstrates the experience, skills and personal qualities required for them to perform well in the position. When appointing a person to a doctoral studentship, their ability to assimilate third-cycle education must be taken into account (HF, chapter 5, section 5).

However, during selection, the fact that an applicant is assessed as able to transfer credits from prior courses and study programmes or for professional or vocational experience may not give the applicant priority over other applicants (HF, chapter 7, section 41).

### 19.4 Application

What application documentation is required may differ by doctoral programme and is set out in the respective advertisement. The application must be submitted digitally via the University’s recruitment

system.

## 19.5 Preparation of employment matters

### 19.5.1 Information about the position

The position is advertised unless special grounds exist (as defined in HF, chapter 5, section 5 and chapter 7, section 37).

### 19.5.2 Other steps in the process

Proposals for employment must be preceded by structured and professional recruitment work that must include interviews and reference checks. Other types of selection methods may also be relevant.

### 19.5.3 Proposal for employment

The Director of Studies (*studierektor*) proposes employment after consultation in IL. The proposal must be based on a qualitative overall assessment of the documentation received.