

POLICY

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Decision:
Vice-Chancellor

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Salary Policy

This salary policy forms part of the university's human resources policy and, together with its other components, aims to enable the university to recruit, motivate, develop and retain the staff it needs to run and develop the organisation and achieve its set goals. Salary is one factor that, along with other conditions of employment, allows us to be a competitive university. Furthermore, the salary policy will be such that the quality and competitiveness of Dalarna University are maintained and increase in the national and international academic sector.

The following are central to salary setting: the university's salary policy, financial situation and central agreements.

Well-known salary criteria

Higher education institutions are highly dependent on their staff; therefore, the competence and development capacity of staff are of great strategic importance. The salaries of Dalarna University employees are to be set on an individual and differentiated basis. Every employee must know how to affect their salary development and on what grounds their salary is set; therefore, the applicable salary criteria and salary policy must be well known, and regular and recurring dialogue must be conducted between directors / department heads and employees. They must all, no matter their level, be well acquainted with current salary policy so that it is reflected in salary setting.

When all things are equal, men and women are to have equal pay. The salary policy must be neutral and promote equality.

Basis for salary setting

Current agreements, principles and criteria must be applied to all types of salary setting at Dalarna University. The salary offered to a new employee must be based on position-related, individual-related, and market-related factors, as well as on the level of performance the employee is expected to achieve following the introductory period. For current staff, salary adjustments are made during the salary review processes stipulated in central and local collective agreements. This applies to both permanent employees and fixed-term employees, unless otherwise agreed. A new salary can also be received in the event of a move to another position or of a change in work duties of a significant nature.

It is the immediate manager who is responsible for salary setting and evaluating this in relation to the responsibilities and difficulty of the work tasks, formal competence, skills and results, as well as market-related factors. It is an overall assessment of the salary criteria that forms the basis for the evaluation. The individual salary is set after a mandatory employee performance meeting that takes place annually between the manager and the employee. Employees must be offered the opportunity to discuss a salary review.

For employees who receive a small or no salary increase, a joint action plan must be drawn up to achieve set goals.

Doctoral student salaries at the university are set annually with a fixed salary ladder.

The following appendix contains salary criteria, which are continuously reviewed based on the university's needs.

Criteria for salary setting at Dalarna University

Three factors affect salary setting for all employees; within these factors, different criteria apply.

- Position-related factors
- Individual-related factors
- Market-related factors

To be used with **Appendix 1, Supporting document for salary setting**

Position-related factors

Position-related factors refer to the responsibilities and difficulty of the work duties as well as the formal competence required for different positions.

Criteria

The criteria are evaluated based on the responsibilities, degree of difficulty, requirements for specialist knowledge and leadership/personnel responsibility.

Individual-related factors

Individual-related factors are those that employees can influence. These refer to how well and in what way work is carried out. They are assessed in relation to agreements with the immediate manager and all types of work duties that form part of the employee's responsibilities.

Criteria

This includes quality and development aspects, creativity, problem solving, participation in the day-to-day work, collaboration, communication and keeping up to date with developments within their department and the university as a whole.

Market-related factors

Market-related factors refer to the ability to recruit, motivate, develop and retain employees in relation to the competitive situation that the university finds itself in, relative to other employers, both within and outside the higher education sector. Competition can concern a particular occupational group or an individual employee. When assessing competition from employers outside the higher education sector, the overall value of all the benefits and opportunities at the university is taken into consideration: for example, opportunities for professional development, influence over work structure/content and, consequently, the ability to develop work in collaboration with others, as well as other contractual benefits.

Criteria

Market-related factors are evaluated based on the competitive situation regarding the extent to which an entire professional group or an individual with specialist knowledge is exposed to external market competition.

Individual criteria for all staff

Responsibility – has taken responsibility and been a driving force in accordance with set goals and university processes, both for their own group of colleagues and for the university as a whole, including in connection with, for example, union work, committee work, participation in various types of collaboration, project groups, etc.

Initiative – has developed the organisation through a wealth of ideas and problem-solving, and by following developments beyond the university to change and develop the organisation.

Collaboration – has been responsive in the contexts they have been active in and has developed the organisation by working with others. Has acted in a trustworthy way in interaction with colleagues and heads/directors.

Administrative competence – has carried out administrative work, maintained good structure and handled assigned administrative tasks and mastered basic work tools.

Service – has maintained a whole-organisation perspective and supported other staff and students in a way that promotes set goals.

Leadership qualities (if applicable) – has led their group in a commendable manner. This includes both organising and delegating work. Has enthused and supported the groups in which they have worked to build motivation to achieve the set goals.

Additional criteria

Additional criteria for teachers

Scientific/academic expertise – evaluation according to criteria that are well known in the scientific community, for example, academic degrees, research and leadership development, national and international publications, grants received and assignments in the academic community, such as expert assignments and/or appointments as an opponent or in an examining committee.

Pedagogical expertise – has conducted, developed and led high-quality education. This means mediated engagement and interest in the subject and activated students in their learning. Has had a holistic view and renewed different forms of teaching and evaluation. The evaluation refers to education at all levels: first, second and third cycle. Courses in Teaching and Learning in Higher Education must be taken into account.

Collegial responsibility – has taken on leadership and administrative work duties, roles in committees/working groups, or otherwise engaged in the development of the university and their university school. Collegial responsibility also includes commitments in the university school's everyday internal work, such as active participation and contributions in seminar activities, mentoring and scientific review.

Additional criteria for technical/administrative staff (*TA personnel*)

Professional skills – has conveyed broad and up-to-date knowledge and/or specialist knowledge within their professional field to the relevant authority/body.

Additional criteria for heads/directors

Employer representative – has been and is clear and confident in their role as employer; has worked to achieve good work results and efficiency; and has colleagues who are satisfied. Has demonstrated sound knowledge of current laws, agreements, guidelines and other governing documents. Has taken responsibility for decisions and has been loyal to university decisions.

Leadership staff at all levels represent the employer and have a holistic view of the university's operations. This may mean that a head/director must sometimes compromise their own priorities to benefit the university as a whole.

Work management – has organised, led and distributed the work and also created good working conditions in the department they are responsible for. This includes planning activities and following up results in such a way that employees feel supported and incentivised for their good work.

In addition, decision-making and the revision of decisions are valued, as are efforts to develop the organisation.

Delegation – has delegated work duties to employees in a commendable manner.

Visible, engaged leadership – has prioritised and made time to lead, support and affirm their employees.

Documentation for salary setting

To be used with the document: **Criteria for salary setting at Dalarna University**

Date.....

Name of the employee.....

Department/unit.....

Position.....

Name of the manager/director.....

Criteria for EVERYONE	Notes (employee performance based on criteria)
Responsibility	
Initiative	
Collaboration	
Results: qualitative quantitative	
Administrative competence	
Service	
Leadership qualities (if applicable)	
+ TEACHER	
Scientific/academic expertise	
Pedagogical expertise	

Collegial responsibility	
+ TA STAFF	
Professional skills	
+ DIRECTORS/HEADS	
Employer representative	
Work management	
Delegation	
Visible, engaged leadership	

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Special explanatory statement p 3.1

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