



# APPOINTMENTS PROCEDURE

for teachers at Umeå  
Universitet

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## 1. Introduction

The Appointments Procedure refers to the regulations that Umeå University applies when appointing teachers in terms of teacher categories, career options, appointment process, qualification requirements, assessment criteria and selection. The Appointments Procedure makes concrete the regulations established in the Higher Education Act and the Higher Education Ordinance as well as determining the local rules.

Teachers may be employed in accordance with the regulations of the Higher Education Act (1992:1434) and the Higher Education Ordinance (1993:100). In addition to these regulations, Umeå University shall determine locally which regulations shall apply when appointing teachers.

The work duties of a teacher include teaching, research or artistic development work, collaboration and administrative work. Furthermore, a teacher's duties involve following the developments within the teacher's subject area as well as other societal development which may be of importance to the teacher's work at the institution of higher education, Chapter 3, Section 1, Higher Education Act. The content of a teacher's employment may vary over time; however, teachers at Umeå University shall have the competence necessary to conduct research as well as teaching and otherwise contribute to developments at the University. Work duties shall be distributed on the basis of the needs of the institution and in accordance with applicable authority regulations. It is of significant importance that teachers have a high level of both academic and pedagogic competence. The University shall therefore, in the first instance, employ teachers that hold a doctorate and who are pedagogically competent. Teachers appointed by Umeå University shall be provided with the opportunity to develop both their academic and pedagogic competence.

Essential to the appointment of teachers is that, generally, the employment contract should be open-ended. Exceptions to this rule are specified within the Employment Protection Act (LAS; 1982:80). In addition, Chapter 4 of the Higher Education Ordinance regulates fixed-term appointments of adjunct professors, visiting professors, teachers within artistic disciplines<sup>1</sup> and research assistants.

Occasionally, however, there may be a need for a fixed-term contract other than those regulated by the Higher Education Ordinance. In these cases, the recruitment process shall be conducted with a level of care equal to that generally adopted in the recruitment process, given that a repeated fixed-term contract may lead to an open-ended contract.

All appointments shall be announced (advertised) in the appropriate manner unless special reasons pursuant to the Swedish Employment Ordinance (1994:373) suggest otherwise. When a professor is appointed by nomination, no such information needs to be submitted.

### 1.1 Equal Opportunities Policy

Umeå University shall be an inclusive university without the existence of discrimination. Equality at the University is both a question of quality and work environment.

The University goal is for all work places to have a gender balance, which is defined as at least 40 per cent of the under-represented gender. During an appointments process, a person of the under-represented gender with equal qualifications may be suggested for employment before a person of the opposite sex.

An inclusive approach should characterize the whole recruitment process. This implies that aspects included in the assessment of achievements, in terms of education, research and artistic

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<sup>1</sup> A need for revision of the Appointments Procedure may arise as a result of centrally established industrial agreements.

work must not disadvantage any person, given the existing criteria around discrimination. This means, furthermore, that preparation committees, external experts and appointment committees should all be gender balanced, unless special circumstances exist (Chapter 4, Section 5, Higher Education Ordinance).

## 2. Teaching posts at Umeå University

Long-term competence provision is one of the great challenges for Umeå University. For all activities, therefore, a strategic competence provision plan must be in place, which guides each appointment.

Generally, all appointments at Umeå University should be open-ended appointments. However, exceptions may be made for teachers within artistic disciplines, who may be employed on a fixed-term basis for a maximum total of ten years, for adjunct professors, who may be employed for a maximum total of twelve years, for visiting professors, who may be employed for a maximum of five years, and for research assistants, who may be employed permanently for a maximum of four years, with the option to extend by a further two years (Chapter 4, Sections 10-12, Higher Education Ordinance). In other cases, time restrictions may apply in accordance with the Employment Protection Act (1982:80).

### 2.1 Professor

Professor is the most senior form of teacher employment and is regulated through the Higher Education Act and the Higher Education Ordinance.

A Professor should be appointed on an open-ended contract, which should correspond to a minimum of 50%. Exceptions to open-ended appointments may be made for Professors within artistic disciplines (Chapter 4, Section 10, Higher Education Ordinance).

Exceptions to open-ended appointments should be made for Adjunct Professors and Visiting Professors (Chapter 4, Sections 11-12, Higher Education Ordinance).

#### 2.1.1 Qualification Requirements for Appointment as Professor

A person who has demonstrated both academic and pedagogic skills shall qualify for appointment as Professor, except in artistic disciplines. A person who has demonstrated both artistic skills and pedagogic skills shall qualify for appointment as Professor within artistic disciplines (Chapter 4, Section 3, Higher Education Ordinance).

The notion of academic skills refers to independent research work, the ability to plan and lead research, and ability to impart information about research to the outside society.

The notion of pedagogic skills refers to the skills listed under point 3.2 which are acquired through undergraduate, postgraduate and research level. A professor must have completed training in doctoral supervision, unless there are specific reasons to the contrary.

The notion of artistic skills refers to distinguished artistic qualifications from practice within the artistic fields as well as the ability to conduct artistic research and development work.

### 2.2 Adjunct Professor

An Adjunct Professor should be appointed on an open-ended contract, though at most up to a specific point in time. Such an appointment may be renewed. The total appointment time may extend to a maximum of twelve years

(Chapter 4, Section 11, Higher Education Ordinance). For open-ended appointments within artistic disciplines up to a specific point in time, see Chapter 4, Section 10 of the Higher Education Ordinance.

The work of an Adjunct Professor should principally be located outside the institution for higher education (Chapter 3, Section 3, Higher Education Act). Additionally, at Umeå University, the appointment should provide a specific competence of particular importance to the institution or strengthen the connections between the institution and the outside society.

The decision guidance document must contain a written agreement between the university, the chief employer and the individual with regards to the conditions of the appointment. This should include regulation of the parties' responsibilities for salary and other costs, resources, such as premises and equipment, as well as intellectual property and work duties.

### **2.2.1 Qualification Requirements for Appointment as Adjunct Professor**

The same qualification requirements apply to the appointment as Adjunct Professor as to the appointment as Professor, see point 2.1.1.

In assessing academic or artistic skills, emphasis should primarily be placed upon skills within the particular subspecialty that the appointment is directed towards.

## **2.3 Visiting Professor**

A Visiting Professor should be appointed on an open-ended contract, though at most up to a specific point in time. Such an appointment may be renewed. The total appointment time may extend to a maximum of five years (Chapter 4, Section 12, Higher Education Ordinance).

The appointment of a Visiting Professor should provide new competence and create space for new impulses regarding pedagogical and/or academic or artistic practice. A Visiting Professor should have his or her primary employment at another institution of higher education in Sweden or abroad.

### **2.3.1 Qualification Requirements for Appointment as Visiting Professor**

The same qualification requirements apply to the appointment as Visiting Professor as to the appointment as Professor, see point 2.1.1.

## **2.4 Senior University Lecturer**

The post of Senior Lecturer is regulated through the Higher Education Act and Higher Education Ordinance; at Umeå University this post is titled Senior University Lecturer.

A time restriction may be applied to the appointment of Senior University Lecturer in accordance with the Employment Protection Act (1982:80).

### **2.4.1 Qualification Requirements for Appointment as Senior University Lecturer**

According to Chapter 4, Section 4 of the Higher Education Ordinance, a person shall qualify for appointment as Senior University Lecturer if he or she:

1. within an area outside of the artistic disciplines, has demonstrated pedagogic skills and holds a doctorate or has attained equivalent academic competence or other professional skills relevant with regards to the subject area of the appointment and the work duties included in the appointment; and

2. within an artistic discipline, has demonstrated pedagogic skills and holds an artistic practice-based doctorate, and has demonstrated artistic skills or has attained other professional skills relevant in relation to the subject area of the appointment and the work duties included in the appointment.

A person who does not hold a doctorate but has conducted foreign postgraduate research and has equally good academic qualifications can, after consideration, be regarded as possessing academic competence that is the equivalent of a doctorate.

The notion of pedagogic skills refers to the skills listed above under point 3.2, acquired through courses in teaching and learning in higher education as well as teaching at undergraduate and postgraduate level.

The notion of other professional skills refers to relevant professional skills acquired outside the university. Other professional skills can only be used as a ground for qualification for an appointment as Senior University Lecturer if the candidate is expected to teach within a field where practical experience is essential.

For permanent appointment as a Senior University Lecturer at Umeå University, the candidate is required to have the pedagogic skills described in point 3.2. Candidates who have completed courses in teaching and learning in higher education to a minimum value of 7.5 credits or equivalent may, however, be permanently appointed, provided that an individual pedagogic development plan is established in connection with the appointment. The Head of Department in question is responsible for securing the conditions needed in order for the plan to be carried out, as well as for the follow-up and documentation within the department's competence provision plan.

## 2.5 Cross-Appointments

A higher education institution may, with the consent of an authority responsible for healthcare such as is referred to in Chapter 3, Section 8 of the Higher Education Act, decide that an appointment as Professor or Senior University Lecturer at the institution of higher education shall be combined with employment at a healthcare unit used for training and research within Medical Science. Dental training and research shall be considered training and research at such a unit (Chapter 4, Section 2, Higher Education Ordinance).

The Faculty of Medicine Board decides, with the consent of the County Council concerned, whether an appointment as Professor or Senior University Lecturer may be combined with an appointment at a healthcare unit used for training and research.

### 2.5.1 Qualification Requirements for Cross-Appointment

See qualification requirements for Professor and Senior University Lecturer respectively.

## 2.6 Associate Senior University Lecturer

Associate Senior University Lecturer is a form of training position that constitutes the first step in a careers system at Umeå University. An appointment as Associate Senior University Lecturer shall be open-ended and primarily involve the acquiring of academic qualifications to at least 80 per cent of the working hours for four years.

The Associate Senior University Lecturer shall be given the opportunity to acquire teaching qualifications so that after the period of appointment it is possible for the candidate to fulfil the competence requirements for promotion to Senior University Lecturer.



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### 2.6.1 Qualification Requirements for Appointment as Associate Senior University Lecturer

A person who holds a doctorate or a degree that is deemed equivalent to a doctorate shall be qualified for appointment as Associate Senior University Lecturer. Priority should be given to candidates who have completed their doctoral degree no more than seven years before the closing date of the application. A candidate who has completed their degree prior to this should be given equal priority if special circumstances exist. Special circumstances include absence due to illness, parental leave or clinical employment, appointments of trust in trade union organizations or similar circumstances.

### 2.6.2 Associate Senior Lecturer combined with clinical practice

At Umeå University an appointment as associate senior lecturer can be combined with clinical practice according to regulation, ref. no: UmU 300-2616-12. See appendix 5.

The dean at the faculty in question will decide, after obtaining the consent of the health care authority in question, to combine an appointment as associate senior lecturer with clinical practice or specialist medical training at a health care entity which has been granted for medical or dental training and research.

In a combined appointment, Umeå University is the principal authority for the appointment and, in applicable cases (b below), the health care authority in question purchases the service from the university. A written agreement on the conditions for the appointment between the main employer (the university), health care authority and appointee shall be included in the decision documentation.

#### *A. Associate senior lecturer combined with clinical practice:*

The target group for the position is registered nurses, physiotherapists, occupational therapists, licensed physicians and dentists with specialist training and other applicable professional groups.

At Umeå University an associate senior lecture appointment can be combined with employment as a licensed physician and dentist with specialist training or other non-physician employment for a maximum of 13 hours a week. The remaining work time shall mainly be devoted to research at least 80 percent for four years. An associate senior lecturer will be given the possibility of teaching in a scope necessary to fulfil the criteria for appointment as a Senior Lecturer within 4 years. The dean can prolong the period for longer than 4 years.

#### *B Associate senior lecturer combined with specialist medical training:*

The target group for the position is resident physicians and dentists.

At Umeå University an appointment as associate senior lecturer can be combined with specialist practice as licensed physician or dentist. Associate senior lecturers are employed on an indefinite-term basis and specialist training takes up 50% of work time.

The remaining time shall mainly be devoted to the research at least 80 percent of work time.

Associate senior lecturer shall be given the possibility to teach in the scope necessary to meet the criteria for promotion to a position as Senior Lecturer. The period for combining a specialist medical training and academic qualifications application is nine years for physicians and six years for dentists. The dean can prolong the period.

## 2.7 Research Assistant

The position of Research Assistant is a fixed-term contract aimed at the acquisition of academic qualifications. The appointment should primarily involve the acquisition of academic qualifications equivalent to 80 per cent and should normally allow acquisition of pedagogic qualifications equivalent to 20 per cent.

A teacher may be employed on an open-ended basis, however up to a maximum of four years, so that the teacher is given the opportunity to develop their independence as a researcher, and to acquire the qualifications necessary for another teaching position for which higher qualifications are required. The appointment may be renewed if further time is required in order to achieve the aim of the appointment as a result of the teacher's absence due to illness, parental leave or other special circumstances. However, the total time of employment may not exceed six years (Higher Education Ordinance, Chapter 4, Section 12 a).

### **2.7.1 Qualification Requirements for Appointment as Research Assistant**

A person who holds a doctorate or an academic competence that is deemed equivalent to a doctorate shall be qualified for appointment as a Research Assistant. Priority should be given to candidates who have completed their doctoral degree or equivalent academic competence no more than seven years before the closing date of the application.

## **2.8 Postdoctoral Position**

A Postdoctoral appointment aims to provide those who have recently completed their doctoral degree with an opportunity to consolidate and develop, chiefly, their academic skills. Work duties should primarily involve the conducting of research. Teaching may also be included in the work duties, though to maximum of a fifth of the total working hours.

The Postdoctoral appointment shall normally comprise two years, in accordance with the central industrial agreement, see Appendix 1.

### **2.8.1. Qualification Requirements for Postdoctoral Appointment**

A person who holds a doctorate or a foreign degree that is deemed equivalent to a doctorate shall be qualified for a Postdoctoral appointment. Priority should be given to candidates who have completed their doctoral degree no more than three years before the closing date of the application. A candidate who has completed their degree prior to this should be given equal priority if special circumstances exist. Special circumstances include absence due to illness, parental leave or clinical employment, appointments of trust in trade union organizations or similar circumstances.

## **2.9 University Lecturer**

An appointment of University Lecturer should primarily involve teaching. A University Lecturer may be appointed in cases where competence at Professor or Senior University Lecturer level is not available or when a particular skill is of relevance in that context. Restrictions shall continue to apply in accordance with Vice-Chancellor decisions on recruitment freezes and competence development for University Lecturers, see Appendix 2.

A time restriction may be applied to the appointment of University Lecturers in accordance with the Employment Protection Act (1982:80).

### **2.9.1 Qualification Requirements for Appointment as University Lecturer**

A person shall be qualified for appointment as University Lecturer if they hold a Master's degree or higher, or if they have other skills relevant with regards to the subject area of the appointment and the work duties included therein, and have demonstrated pedagogic skills. An individual competence plan shall be established in connection with the appointment.

## **2.10 Adjunct University Teacher**

An appointment of Adjunct University Teacher aims to tie important competence to Umeå University at the same time as encouraging a mutual knowledge transfer between the university and the outside society. The work of an Adjunct University Teacher should principally be located outside the institution for higher education.

The decision guidance document must contain a written agreement between the university, the chief employer and the individual with regards to the conditions of the appointment. This should include regulation of the parties' responsibilities for salary and other costs, resources, such as premises and equipment, as well as intellectual property and work duties.

An Adjunct University Teacher is appointed for a limited period of time. The appointment is time restricted in accordance with the applicable Central Industrial Agreement regarding the time-restricted appointment of adjunct teachers, see Appendix 3.

#### **2.10.1 Qualification Requirements for Appointment as Adjunct University Teacher**

See qualification requirements for Senior University Lecturer and University Lecturer respectively.

### **2.11 Senior Visiting Lecturer**

The aim of the appointment of A Senior Visiting Lecturer is for the University, through temporarily establishing a firmer contact with a person from another university or higher education institution, to provide new competence and to create space for new impulses in respect of pedagogical and/or academic or artistic practice.

A Senior Visiting Lecturer should have his or her primary employment as a Lecturer or equivalent at another university in Sweden or abroad.

A Senior Visiting Lecturer is appointed for a limited period of time and the appointment is time restricted in accordance with the Employment Protection Act (1982:80).

#### **2.11.1 Qualification Requirements for Appointment as Senior Visiting Lecturer**

See qualification requirements for Senior University Lecturer.

### **2.12 Researcher**

The work duties of an appointed Researcher should primarily involve research; however, teaching may also be included in the work duties, though up to maximum of a quarter of the total working hours. At least 50 per cent of the Researcher's employment should be externally funded. Researchers who are to conduct teaching or supervision of research students must have taken relevant courses in teaching and learning in higher education.

The employment of a Researcher who is appointed for a limited period of time is time restricted in accordance with the Employment Protection Act (1982:80).

Permission to recruit must have been granted before appointing Researchers. The decision is made by the Dean, in consultation with the Human Resources Manager.

#### **2.12.1 Qualification Requirements for Appointment as Researcher**

A person who holds a doctorate or a foreign degree that is deemed equivalent to a doctorate shall be qualified for appointment as Researcher.

## **3. Assessment criteria for Appointment of Teachers**

In appointing teachers, attention shall be paid only to objective factors such as service merits and skills (Instrument of Government, Chapter 12, Section 5). Skills should be the primary consideration, unless special reasons exist for doing otherwise (Section 4, Public Service Employment Act).

Before the appointment procedure commences, the Faculty Board shall decide on an appointment profile, in which the various assessment criteria are established and weighed against each other. In connection with this, further requirements for the appointment may be decided upon, in addition to those listed in the Higher Education Ordinance or within this Appointments Procedure. These must be objectively justified with regard to the character of the position and the needs of the University.

A general assessment criterion for all teacher categories is good interpersonal skills, as well as the competence and suitability otherwise required to carry out the work duties successfully. With regard to the specific teacher appointment in question, leadership and administration skills may constitute further assessment criteria worthy of consideration.

In assessing academic, artistic and pedagogic skills, the above text concerning the qualification requirements for each of the teacher categories should be taken into consideration, as should points 3.1 and 3.2 and the Guidelines for Assessment of Pedagogic Skills, see Appendix 4.

### 3.1 Academic Skills

A candidate's academic skills are to have been demonstrated through independent academic work.

The assessment criteria are:

- Width and depth of research – quality and scope
- Originality of research
- Productivity
- Contributions to the international academic community
- Engagements within the academic community
- Ability to obtain external funding where competition exists

The Dean may decide on further criteria of importance to the assessment of academic skills.

### 3.2 Pedagogic Skills

A candidate's pedagogic skills shall be assessed from three different perspectives: the teacher's work with students; the teacher's own pedagogic development; and the teacher's contributions to pedagogic developments at an institutional level.

In order to qualify for appointment as teacher, the applicant is required to demonstrate the following knowledge, skills, and approaches in relation to higher education pedagogy:

- Knowledge regarding students' learning within higher education
- Ability to plan, teach, examine, and evaluate higher education courses and programmes as well as support the learning of individuals and groups
- Ability to adopt a reflexive approach in relation to his or her own role as teacher
- Knowledge regarding societal objectives and regulations concerning higher education
- Ability to make use of, analyse and communicate his or her own experiences as well as those of others

This competence may be achieved through courses in teaching and learning in higher education, other courses of relevance to teaching in higher education, or through documented, proven experience. The pedagogic qualifications shall be documented in a pedagogic portfolio, see Appendix 5 and the pedagogic skills shall be assessed by an external expert.

The Dean may decide on further criteria of importance to the assessment of pedagogic skills.

### 3.3 Artistic Skills

The artistic skills of the candidate shall have been demonstrated through artistic production or practice and developmental work within the artistic disciplines.

The assessment criteria are:

- Artistic depth and power of expression
- Artistic originality
- Visibility and valuation within the art worlds and professional contexts
- Productivity
- Artistic research and development work
- Awards and scholarships, etc.

The Dean may decide on further criteria of importance to the assessment of artistic skills.

### 3.4 Clinical Skills

For cross-appointments (see point 2.6) there are requirements with regards to the candidate's clinical skills.

The assessment criteria for cross-appointments are:

- Quality of clinical work
- Management or investigative appointments within health care organizations
- Development work within diagnostics and therapy
- Experience of quality improvement work on regional and national levels.
- Interdisciplinary or cross-speciality work on national and international level
- National and international appointments, for example for the SBU or the National Board of Health and Welfare
- Prizes and awards relating to clinical work

### 3.5 Collaboration

The task of collaborating with the outside society and ensuring that the knowledge that exists within the university is utilized forms one part of the explicit mission of the university. Thus, skills within these areas constitute a specific criterion for assessment.

Ability to collaborate with the outside society may, for example, be demonstrated through efforts to develop contacts with businesses and the industries, public sector, cultural sector and organizations. Ability to impart information about research and development work may be demonstrated through education and outreach projects, such as participation in popular education work, the production of popular scientific publications, and through participation in public debates around education and research.

Assessment criteria to be taken into consideration are:

- Contacts with the outside society that are of relevance to the area in question
- Collaborative projects with external bodies
- Popular science projects
- Participation in contract teaching
- Experience within external activities

The Dean may decide on further criteria of importance to the assessment of collaborative ability.

## **4. Promotion**

The conditions for promotion for each appointment are outlined below. The Dean may decide on further criteria.

### **4.1 Promotion from Senior University Lecturer to Professor**

A Senior University Lecturer on a permanent contract may be provided with the opportunity of being considered for promotion to Professor, on the basis of the needs and circumstances of the university.

The Vice-Chancellor makes the decision in each individual case as to whether such an opportunity exists, taking into consideration the guidance document presented by the Faculty.

A consideration for promotion to Professor shall involve an assessment of qualification requirements and criteria. Having completed a student supervision qualification is a formal requirement for promotion to Professor.

### **4.2 Promotion from Associate Senior University Lecturer to Senior University Lecturer**

An Associate University Lecturer has the right to request being considered for promotion to Senior University Lecturer. Prior to the appointment of an Associate University Lecturer, the criteria for promotion must be established. The candidate must fulfil the criteria in order for the promotion to take place. The request for a consideration for promotion must be submitted within four years of being appointed, unless special circumstances exist. Special circumstances include absence due to illness, parental leave or clinical employment, appointments of trust in trade union organizations or similar circumstances.

In the case of an Associate University Lecturer not being promoted upon consideration, the appointment shall be handled in accordance with current regulations regarding redeployment.

For Associate University Lecturers appointed in accordance with older regulations, see the transitional regulations in the Higher Education Ordinance (1993:100).

### **4.3 Promotion from University Lecturer to Senior University Lecturer**

University Lecturers on open-ended contracts holding a doctorate have the right to request being considered for promotion to Senior University Lecturer.

### **4.4 Qualification Requirements and Assessment Criteria for Promotion**

When considering a request for promotion, the rules under Section 2 apply in terms of qualification requirements, and the rules under Section 3 apply in terms of assessment criteria. In addition, the Dean may establish further assessment criteria of relevance prior to the promotion being considered.

In support of the application for promotion, full documentation shall be submitted in accordance with the terms that apply for an advertised appointment. Requests for promotion may be submitted continuously throughout the year.

## 5. Recruitment Procedure for Appointment of Teachers

### 5.1 Needs Analysis

An appointment procedure is initiated by the Department or the Faculty.

The decision to commence recruitment for a teacher appointment shall be preceded by information in accordance with the University local industrial agreement, collaboration for development (Ref. No. 300-4123-08).

### 5.2 Appointment Description

Prior to a teacher recruitment process, with the exception of Professors, the Dean shall establish an appointment description. The description for the appointment of Professors, including Adjunct Professors and Visiting Professors, is established by the Vice-Chancellor upon proposal by the Dean. The appointment description shall form the basis of the advertisement for the vacancy.

Should the Dean decide to initiate the recruitment of a Professor, Senior University Lecturer or Associate Senior University Lecturer, the Dean shall appoint a recruitment committee. Normally, the majority of the committee members shall be taken from the Department in question. It is the task of the recruitment committee to identify suitable candidates and inform them of the appointment, and to assist in the search for external experts. In their work, the recruitment committee shall actively strive for a more equal distribution of female and male teachers. In addition, gender equality is to be observed when the committee members are appointed.

### 5.3 Advertisement

Umeå University shall work to ensure an inclusive approach, where all applicants throughout the recruitment process are treated in accordance with current discrimination legislation and where a wide and diverse range of applicants can be obtained through the advertisement process.

In the advert, the specifics of the subject area and the potential subject description, qualification requirements and the assessment criteria, which shall be weighed against each other, should correspond to the text in the established appointment description. The advert shall be in Swedish, but can also be made available in other languages.

Information regarding vacant positions must be posted on the University's official notice board, available on the University website and notified to the Swedish Public Employment Service (Arbetsförmedlingen). In addition, the advert should be sent to the potential candidates previously identified. There should normally be an application period of a minimum of three weeks, and the position should be advertised in Swedish and/or international media as well as in specialist publications with good coverage of the target group in mind.

## 5.4 Application

A complete application shall contain:

- Personal letter, including contact details
- List of qualifications
- List of publications
- Statement of academic or artistic work
- Statement of pedagogic work (see Appendix 5)
- Statement of development and management of activities and staff
- Statement of collaboration with the surrounding society and popular science work
- Proposal of intent for academic research (primarily in relation to research-based appointments)
- Copies of relevant degree certificates
- Copies of select academic and pedagogic works
- References, including contact details

The Dean may decide on further instructions for the application. Applicants may only refer to such academic texts that have been published or which exist as manuscripts (though not doctoral theses) by the closing date of the application at the latest. A late application or application supplement may be taken into consideration if this does not cause any inconvenience and if it is in the interest of the university.

## 5.5 Preparation of Appointment Matters

### 5.5.1 Responsibility and Organization

Each Faculty shall have an appointment committee that prepares appointment matters. The Faculty Board decides on the powers of the appointment committee and how many and which members shall be included. A Chair, Deputy Chair, and additional members shall be appointed to the committee, and the distribution of male and female members shall be even. Students have the right to appoint at least one member. Teacher representatives are appointed for three years and student representatives for at least one year, but no longer than three years. The committee has the right to take decisions when more than half of the members are present, including the Chair or Deputy Chair. Should a conflict of interest arise, an inquiry into the situation must be conducted and accounted for individually for each separate case.

The duty of the appointment committee is to prepare and submit proposals for the appointment decision. The basis for this decision shall consist of external expert reports, interviews, references and, in some cases, sample lectures. The appointment committee shall assess whether further selection methods are to be used. In addition, the appointment committee shall make an aggregate assessment of the qualifications of the prime candidates. If, in exceptional circumstances, external experts of both genders have not been appointed, this must be stated within the decision regarding the appointment of external experts.

The Head of Department concerned, or another representative appointed by the Head of Department, has the right to attend and express their opinion at appointment committee meetings. External experts may be co-opted to participate in meetings with the preparatory body.

Appointments as University Lecturer shall be prepared by a recruitment committee appointed for the matter in question. The committee shall have an even representation of female and male members, unless exceptional circumstances exist.



### 5.5.2 External Experts

For appointment of a Professor (including Adjunct Professor), at least two reports by external experts regarding the skills of the candidate shall be attained, unless it is obvious that this is not needed for the assessment. There shall be an equal distribution of female and male representatives among the external experts. However, this does not apply if exceptional reasons exist (Chapter 4, Section 6, Higher Education Ordinance)

Umeå University shall also apply the external expert procedure in appointments of Senior University Lecturers, Associate Senior University Lecturers and Researchers, in promotion matters and in special appointments of Professors. Examinations of pedagogic skills shall be treated with equal care as the examination of academic or artistic skills. In special cases, the Dean may deem assessment by external experts as clearly unnecessary, for example if a candidate's skills have been recently tested in a different context.

The Faculty Board shall decide on further instructions for the external experts.

### 5.5.3 Task of External Experts

The task of the external experts is to assess the pedagogic and academic or artistic skills of qualified applicants and, on the basis of this assessment, compile a report on those who should primarily be considered for appointment. Following the interview process, in which external experts normally participate, a ranking of the candidates is to be presented. The preparation of the matter shall be characterized by imparting equal care to the assessment of pedagogic skills as to the academic or artistic skills. Experts with special pedagogic competence may be called in to assess teaching skills.

In order for the experts to be able to perform their task, they shall have access to the following documents:

- Appointments procedure, including Appendices
- The advertisement, including the appointment description
- List of applicants
- The applicants' lists of qualifications, including lists of academic publications and pedagogic works
- The academic publications and the pedagogic works
- Specific documents and guidelines for the Faculty in question
- A proposal for a time schedule
- Remuneration for external expert work

### 5.5.4 Special Appointment

An institution of higher education may, in accordance with Chapter 4, Section 7 of the Higher Education Ordinance, offer a person a Special Appointment as Professor if the appointment of that person is of special importance to a certain context within the higher education institution. The procedure of Special Appointment shall be enforced extremely restrictively. When a Special Appointment is pursued by an institution of higher education, the reasons why the appointment is of special importance to the institution shall be documented. Only Professors may be specially appointed. The decision is made by the Vice-Chancellor and may not be delegated. Special Appointments do not require such information as is referred to in Section 6, Paragraph 1 of the Employment Ordinance (1994:373). The regulations regarding external experts found in Chapter 4, Section 6 of the Higher Education Ordinance shall apply.

A Special Appointment as Professor is initiated at Faculty level by the Dean seeking the Vice-Chancellor's permission to begin a Special Appointment process. Following a preparatory process, the Faculty Board submits a request for the Special Appointment of a Professor to the Vice-Chancellor.

The request shall contain:

- Needs analysis stating why the appointment is of special importance to the university and why the form of special appointment is motivated.
- Funding plan
- Proposal for appointment description
- Statement of existing academic or artistic competence within the area in question in relation to the competence of the suggested Professor
- Statement of the considerations made from an equality perspective
- Certification that the assessment of qualification requirements has been conducted  
Remarks made regarding qualification requirements, if such have been obtained.
- Certification that an assessment of issues regarding conflicts of interest has been conducted, and that such an assessment was conducted prior to the preparation of the matter. Minutes shall be provided should there have been special reasons to consider the question of conflict of interest.

## 5.6 Preparation by the Faculty

A clear time schedule for the recruitment process shall be established for each appointment matter.

The candidates considered most competent by the external experts are to be interviewed, unless there are special reasons not to do so. Any special reasons are to be noted in the minutes.

As a supplement to the written documentation of pedagogic qualifications, a sample lecture or other form of sample teaching can constitute an essential element of the assessment of a candidate's pedagogic skills. External experts have the right to attend and pass comment on sample teaching as well as interviews with the candidates.

To the extent that applicants have not provided details of references in the application documents, this should be done at the interview. The appointment committee then decides whether references are to be contacted and, if so, which ones, as well as the purpose of obtaining references in each particular case. The person providing the reference should be informed that he or she must be prepared to confirm any information given and that such information and his or her name may be documented. The documentation requirement is the same for interviews and sample teaching, i.e. any information providing grounds for the decision must be documented and added to the case.

## 5.7 Appointment Decisions

A decision to appoint a teacher is taken in accordance with the Vice-Chancellor's delegation of authority. Decisions shall be announced and posted without delay. All applicants should be informed of the decision and the appeals process.

### 5.7.1 Forms of Employment Contracts

The general rule is that teachers shall be appointed on open-ended contracts. An appointment may, however, be limited to a fixed-term contract under the Employment Protection Act (1982:80), except in the case of appointment as Professor (including Adjunct Professor and Visiting Professor), Teacher of an artistic subject, or Research Assistant. In those cases, appointments may be time restricted in accordance with Chapter 4, Sections 10-12 of the Higher Education Ordinance (1993:100).

Furthermore, time restrictions may apply in accordance with central industrial agreements.

## 6. Further Regulations

### 6.1 Appeals

A decision regarding an appointment at a higher education institution, except for doctoral student appointments, may be appealed to the Board of Appeals for Higher Education (Chapter 12, Section 2, Higher Education Ordinance). An appeal is submitted to the Board of Appeals for Higher Education and is then sent to Umeå University, which examines whether the case has been submitted within the set period of time.

The University shall not consider the case as such but hand it to the Board of Appeals without delay. In order to obtain the necessary documents in support of a decision, the Board of Appeal may procure a formal statement from Umeå University. Such a statement is to be produced by the Vice-Chancellor.

### 6.2 Suspending an Appointment Process

A decision to suspend an appointment process is made by the same body that would have reached the appointment decision. Such a decision may not be appealed, see Section 21 of the Employment Ordinance (1994:373).

A decision to suspend an appointment process shall be made on the basis of objective reasons, though it does not require justification. Objective reasons for suspending an appointment process may be the striving to recruit candidates with the best possible competence and that the remaining applicants fail to fulfil such a requirement. Lack of funds or organizational changes which could not have been foreseen prior to the appointment process may further constitute objective reasons.

### 6.3 The Powers of the Vice-Chancellor and the Faculty Boards

The Vice-Chancellor may, in individual cases and following the opinion of the Dean, grant an exception to the appointments procedure. The Vice-Chancellor may issue supplementary guidelines for the appointment of teachers to Umeå University.

The Dean shall draw up instructions for the preparation of matters concerning fixed-term appointments as well as the preparation of adjunct appointments within their own Faculty.

**Parties**

<i>On behalf of the employer:</i>	Swedish Agency for Government Employers (Arbetsgivarverket)
<i>On behalf of the employees:</i>	OFR/S - the Public Employees' Negotiation Council Saco-S SEKO (Swedish Union for Service and Communications)

**Agreement regarding fixed-term postdoctoral appointments****Section 1**

This agreement applies to employees appointed in postdoctoral positions who are primarily to conduct research. Teaching may also be included in the work duties, though to a maximum of one fifth of the total working hours.

A prerequisite for application of this agreement is that the employee has not been previously employed in a postdoctoral position under the terms of this agreement for more than one year within the same subject area or a closely related subject area at the same institution of higher education/public authority.

**Section 2**

In addition to the provisions of the Employment Protection Act (1982:80), an employee may not however be employed in a postdoctoral position for more than two years. The appointment may be extended if there are special circumstances. Special circumstances include absence due to illness, parental leave or clinical employment, appointments of trust in trade union organizations or similar circumstances.

**Section 3**

This agreement applies with effect from 01/09/2008 until further notice. The period of notice is six months. Should this agreement cease to apply due to termination, any fixed-term appointment that was commenced during this agreement's period of validity will however continue to apply.

Stockholm, 4 September 2008

Swedish Agency for Government Employers  
(Arbetsgivarverket)

OFR/S - the Public Employees'  
Negotiation Council

Nils Henrik Schager

Peter Steiner

Saco-s

Swedish Union for Service and  
Communication (SEKO)

Björn Birath

Helen Thomberg



## Recruitment Freezes and Competence Development for University Lecturers

### Present

Jan-Erik Ögren	University Director
Åsa Bergenheim	Pro-vice-chancellor
Ulf Edlund	Pro-vice-chancellor
Anna Tjernberg	Secretary
Joakim Bergstedt	Student
John Dahlström	Student
Pernilla Lindén	Student

### Submitted by:

Johnny Karlsson

### Description of the matter

At Umeå University there are currently 559 lecturers, of whom 299 are women and 260 are men. 40 have fixed-term appointments and 52 are on temporary contracts.

One measurement of a university's quality is the percentage of its teachers holding a doctorate. All of 18 hold a doctorate and 20 of the lecturers hold a licentiate degree. Only a total of 7% therefore hold a licentiate degree or higher (the information was obtained from Primula during October and November 2006). The percentage of teachers with a research qualification currently amounts to 64%. The variation between the faculties is great, however. Within the Faculty of Arts 80% of the teachers have a research qualification, within the Faculty of Science and Technology the figure is 73 %, within the Faculty of Medicine it is 68 %, within the Faculty of Social Sciences it is 58 % and within the Faculty of Teacher Education it is 31 %.

The relative number of lecturers in relation to the number of professors, senior lecturers and research assistants has gradually decreased from 65% to 56% between the years 2001 and 2006 (November).

One of the projects (Project II) in the university's action programme for 2007-2009 aims to increase the percentage of teachers holding a doctorate. The project has just started (Nov 2006) and will continue for the whole of the period that the action plan covers.

The project has a total budget of SEK 18 million. The measures to be taken can vary but they could include, for example, both individual competence-raising initiatives and competence exchanges in accordance with the project description.

### Decision/Measure

With the aim of increasing the proportion of teachers holding a doctorate, both faculty and department management are to identify how this can best be brought about. This involves encouraging those individuals where promotion to senior lecturer may be relevant and identifying lecturers who are involved with research and who require better opportunities to complete their doctoral degree. Within the framework of Project II, the faculty management together with the department management are to specify the actions to be taken in order to improve the percentage of teachers holding a doctorate during this period. This work is ongoing and an Agreement has been reached that a first proposal shall be submitted to Nils Eriksson, PBK, no later than 22/12/2006.

Furthermore, a recruitment freeze shall apply in respect of university lecturers with effect from today. Exceptions to the recruitment freeze are to be carefully examined and decided upon by the Dean in consultation with the Human Resources Manager.

**Approved by:**

Göran Sandberg

**To be sent to:**

Deans

Trade union organizations at Umeå University

Office directors

Nils Eriksson

## Parties

<i>On behalf of the employer:</i>	Swedish Agency for Government Employers (Arbetsgivarverket)
<i>On behalf of the employees:</i>	OFR/S - the Public Employees` Negotiation Council Saco-S SEKO (Swedish Union for Service and Communications)

## Agreement regarding fixed-term appointment of adjunct teachers

### Section 1

By virtue of Section 2 of the Employment Protection Act (LAS; 1982:80), the parties enter into an agreement regarding the fixed-term appointment of adjunct teachers.

Upon appointment in accordance with this agreement, the Employment Protection Act shall apply, with the exception of the deviations noted below.

### Section 2

The term “Adjunct teacher” (not adjunct professor, however<sup>1</sup>) refers to a part-time appointment of an employee whose main employment is outside of the university/higher education sector. The aim of an adjunct appointment is to provide such competence that would not normally be found within the regular organization and which is necessary for the provision of a high quality education.

#### ***Mutual comments***

*The scope of an adjunct appointment is to be based on the university's requirements. At present, the scope of such an appointment is normally around 20 % of a full-time appointment. The parties are however aware that in certain cases, a higher percentage may be applicable.*

*For adjunct teachers, an hourly salary is paid. The rules for such compensation are described in the local agreement.*

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<sup>1</sup> Adjunct Professors are regulated in Chapter 4, Section 11 of the Higher Education Ordinance.



### Section 3

An adjunct teacher may be employed on an open-ended basis, up to a maximum of two years, however. Such an appointment may be renewed.

With effect from 2012, the employer is to make an assessment of the scope of the forthcoming adjuncts prior to appointment. The assessment is to be reported to the employee organizations concerned within the framework of the local negotiation procedure, in accordance with the Employment (Co-Determination in the workplace) Act or with the local industrial agreement regarding collaboration, should one exist at the higher education institution in question.

With effect from operational year 2012/2013, the employer shall also, in connection with the reported assessment of forthcoming adjuncts, report the outcome of the appointments made in accordance with this agreement for the first six months of 2012. Subsequent reporting is to be conducted annually and is to cover the most recent past operational year.

Local parties may agree on other forms that this report might take.

### Section 4

An appointment in accordance with Section 1 above does not give priority, according to Section 25 of the Employment Protection Act (LAS) to employment at the higher education institution in question. Nor does such an appointment give the right to a higher degree of employment, according to Section 25 a of LAS.

### Section 5

When the appointment of lecturers is concerned, the provisions found in Chapter 4, Section 2<sup>2</sup> of the Higher Education Ordinance should be applied whenever possible.

This agreement does not apply in those cases where Chapter 4, Section 10<sup>3</sup> of the Higher Education Ordinance is applicable.

### Section 6

Central parties have, in Section 1 of the negotiation minutes to this agreement<sup>4</sup> from 14 December 2011 given local parties the task of monitoring how, and to what degree, this agreement has been applied at the institution of higher education.

The monitoring is to be conducted so that covers the preceding four-year period, starting from 1 January 2012. This means that the first evaluation is to be complete no later than 1 April 2016 and this should reflect the period from 2012 up to and including 2015. Subsequent monitoring is to be conducted for the coming four-year periods within the same time frame, i.e., no later than 1 April.

The monitoring will involve local parties reviewing and documenting:

- how the agreement has been applied throughout the period in question,
- any measures needed, with regards to application of the agreement, and
- whether the parties are in agreement with regard to the results of the evaluation

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<sup>2</sup> Cross-appointments are regulated in Chapter 4, Section 2 of the Higher Education Ordinance

<sup>3</sup> Teachers within artistic subject areas are regulated within Chapter 4, Section 10 of the Higher Education Ordinance

<sup>4</sup> Agreement concerning the fixed-term appointment of adjunct teachers

Where local parties do not agree on the results of the evaluation, the concerned local party should report this to the central party.

In such situations, central parties should draw their own conclusions and take the measures they consider are necessary.

### **Section 7**

For Chalmers University of Technology and also for Jönköping University, neither of which are encompassed by the Higher Education Ordinance, this agreement can be applied for the appointment of both adjunct professors and adjunct teachers within artistic subject areas. However, for adjunct teachers within artistic subject areas, the total time of employments may not exceed ten years.

If there is a pre-existing and still valid local agreement at these institutions that regulates issues according to this agreement, the local agreement can be applied parallel to this agreement, as long as the local agreement remains in place.

### **Section 8**

This agreement applies with effect from 1 January 2012 until further notice, with a mutual notice period of six months, from 30 June of the respective year.

Should this agreement cease to apply due to termination, any fixed-term appointment that was commenced during this agreement's period of validity will however continue to apply.

Stockholm, 14 December 2011

Swedish Agency for Government Employers  
(Arbetsgivarverket)

OFR/S - the Public Employees`  
Negotiation Council

Monica Dahlbom

Åsa Erba-Stenhammar

Saco-s

Swedish Union for Service and  
Communication (SEKO)

Robert Andersson

Lars Johansson

Negotiation minutes  
14 December 2011

## Parties

<i>On behalf of the employer:</i>	Swedish Agency for Government Employers (Arbetsgivarverket)
<i>On behalf of the employees</i>	OFR/S - the Public Employees` Negotiation Council Saco-S SEKO (Swedish Union for Service and Communications)

## Agreement concerning the fixed-term appointment of adjunct teachers

### Section 1

On 1 January 2011, changes were made to the sections of the Higher Education Ordinance that concern the opportunity to restrict the term of certain appointments. The proposition *En akademi i tiden - ökad frihet för universitet och högskolor* (A modern academy - increased freedom for universities and higher education institutions) (no. 2009/10:149) expresses that one of the motives for reducing the scope for time restrictions within the Higher Education Ordinance is that the percentage of fixed-term appointments should be reduced within universities and higher education institutions. The parties have conducted negotiations, based on both the content and the essence of the proposition.

The parties note that the changes to the Higher Education Ordinance imply some changes to the conditions under which universities and higher education institutions conduct their operations. The substantial reduction in the grounds for fixed-term appointments has led to serious demands for the employer to change their staff provision systems. The agreement in respect of adjunct teachers includes a provision that concerned local parties are to monitor application of the agreement. The aim is to ensure that the agreements is utilised in a responsible manner.

### Section 2

Many education programmes within the higher education sector require teachers whose main activities are outside of this sector, in order to provide such competence that would not normally be found within the regular organization. In order to make this possible, this agreement on the fixed-term appointment of adjunct teachers is entered into, as per the appendix, in addition to the agreement applicable to adjunct professors.

*Keeper of the minutes*

Ken Johnsson

Swedish Agency for Government Employers  
(Arbetsgivarverket)

OFR/S - the Public Employees` Negotiation  
Council

Monica Dahlbom

Åsa Erba-Stenhammar

Saco-s

Swedish Union for Service and  
Communication (SEKO)

Robert Andersson

Lars Johansson

## **Mutual comments regarding the agreement concerning fixed-term appointment of adjunct teachers (14/12/2011).**

The agreement regulates the appointment of adjunct teachers, but not adjunct professors, however. Those who satisfy the requirements for appointment as adjunct professor are therefore instead appointed in accordance with Chapter 4, Section 11 of the Higher Education Ordinance.

Those appointed according to this agreement are to have their main employment outside of the higher education sector. This normally implies that the person in question has open-ended employment with another employer, but it could also involve a person who has their own business. The term "higher education sector" is considered to be equivalent to "institutions of higher education". The appointment of adjunct teachers should be seen as a complement to the other categories of teacher and it should involve the provision of specific competence that would not normally be found within the regular organization by appointing persons with experience from other fields. The intention is not therefore to appoint as an adjunct teacher someone who has recently left a position within the higher education sector, if that person has not acquired the experience from another activity that the position requires. An adjunct teacher can also contribute to research at the higher education institution in order to improve the teaching offered. The parties have noted that a common solution has been that those previously employed as adjunct teachers have had their entire salary paid by their external employer. The parties also feel that this could be a common solution in the future.

An adjunct teacher is to be employed on an open-ended basis, up to a maximum of two years, however. The appointment can be renewed if there is an ongoing operational requirement. There is no outer limitation for how long an appointment as an adjunct teacher can continue, as long as the person retains their main activity outside the higher education sector. If this activity should cease during the period of the person's employment at the higher education institution, the employment agreement would, however, continue for the agreed period unless the employee or the employer were to terminate the agreement prematurely. Should the employer terminate the agreement, there must be objective grounds for doing so.

Before anyone is employed in 2012, the employer, in accordance with the agreement, is to provide the local employee organizations with an assessment of the scope of forthcoming adjunct appointments. The employer makes a decision in this respect following negotiation in accordance with MBL or, where appropriate, following local cooperation agreements. With effect from operational year 2012/2013, a report is to be made both in respect of the assessment for the forthcoming operational year, and in respect of the actual number of adjunct appointed in conjunction with the above assessment. This is so that it will be possible at a later date to compare the actual outcome with the assessment. Ahead of the operational year 2012/2013 the number employed since 1 January 2012 is therefore to be reported; subsequent reporting will be conducted prior to each new operational year.

Local parties may agree here on other forms that this report might take. Central parties have noted that adjunct teachers have been more common in certain areas than in others. Based on this, an overall discussion could be conducted concerning those areas where there may be potential in the future for the appointment of adjunct teachers, and, in this way, it may be possible to find the most suitable way of handling each individual case.

The agreement itself contains a mutual comment where the parties note that the appointment of an adjunct should be based on operational requirements. Furthermore, the extent of such an appointment has often been approximately 20 % of a full-time position. In this context, the parties are aware that,

certain cases, the actual percentage can be higher or lower for these appointments. However, the requirement for the main employment to be outside of the higher education sector is always to be satisfied.

If local parties consider that there is a need for scope to pay salary in a manner other than in accordance with the provisions of ALFA, Chapter 12 (monthly salary or calendar-day-calculated salary depending on employment period) a local agreement can be entered into with the support of ALFA. Such an agreements can include, for example, an arrangement for paying an hourly salary.

Employment as an adjunct teacher in accordance with this agreement does not give priority, according to Sections 25 and 25 a of LAS. Otherwise, however, all applicable provisions found in LAS apply, as does the requirement for a notice of termination in conjunction with the employee not being offered ongoing employment.

Within those areas where cross-appointment between an institution of higher education and a healthcare unit are permitted in accordance with Chapter 4, Section 2 of the Higher Education Ordinance, this option is to be applied in the first instance. According to this provision within the Higher Education Ordinance, only professors and lecturers may be cross-appointed. If it is the question of employing another teacher, i.e. an adjunct, then only employment as an adjunct can come into question.

The agreement regarding the appointment of adjunct teachers does not apply within those area/subjects where the provisions of the Higher Education Ordinance (Chapter 4, Section 10) regarding fixed-term appointments for teachers within artistic subjects areas may be applied. This applies both for art schools and for other higher education institutions where artistic education is conducted.

As is evident from the negotiation minutes to the agreement, the content of the "En akademi i tiden" proposition has affected the negotiation results. Particular emphasis has been placed on the statements made in respect of the importance of reducing the prevalence of fixed-term appointments within the sector and this has affected the negotiations. This at the same time as the sector has a need for teachers with competence that primarily can be found outside of the sector, which is why this agreement has been entered into. In order to monitor and ensure that the agreement is utilised in a responsible manner, local parties have therefore been given the task of monitoring how and to what extent the agreement is applied at higher education institutions.

This monitoring is to be conducted every five years and is to encompass the preceding four-year period. The first report is to be made no later than 1 April 2016. The monitoring comprises documentation of the points taken up in the agreement, regardless of the results. On the other hand, the documentation is only to be forwarded onto the respective central party if the local parties do not agree on the results.

The agreement also contains a special regulation for Chalmers University of Technology and Jönköping University, which means that they can also apply the agreement for the fixed-term appointment of adjunct professors and adjunct teachers within artistic subject areas. The reason for this is that these institutions are not covered by the Higher Education Ordinance.



Umeå University  
Office for Human  
Resources

**Negotiation minutes**  
Ref no: 301-1237-12  
Date: 19/06/2012

<b>Parties</b>	<i>On behalf of the employer:</i>	Umeå University
	<i>On behalf of the employees:</i>	Saco-s OFR/S SEKO

## **Agreement regarding an industrial agreement on fixed-term appointments of adjunct teachers**

### **Section 1**

The central parties: the Swedish Agency for Government Employers (Arbetsgivarverket), Saco-S, OFR/S and SEKO have, on 14/12/2011 entered into a central industrial agreement regarding fixed-term appointments of adjunct teachers. This agreement applies with effect from 1 January 2012 until further notice, with a mutual notice period of six months, from 30 June of the respective year.

### **Section 2**

The central industrial agreement contains provisions that local parties shall follow up application of the agreement, in order to ensure that the agreement is utilised in a responsible manner and to the satisfaction of both parties.

### **Section 3**

The aim of the central industrial agreement is to provide such competence that would not normally be found within the regular organization at the higher education institution and which is necessary for the provision of a high quality education.

### **Section 4**

In order to facilitate application of the central agreement in a manner that is satisfactory to both parties, a local agreement is entered into regarding the application of the agreement regarding the fixed-term appointment of adjunct teachers, as per the appendix.

*Collaboration in individual cases*

**Section 5**

Prior to the employment of adjunct teachers, collaboration is to take place in accordance with the authority's relevant local industrial agreement, Collaboration for development.

**Section 6**

The employer shall submit to the Central Cooperation Group in September 2012 the outcome of the appointments for the first six months of 2012, in accordance with this agreement. The report shall thereafter be present to the Central Cooperation Group annually, each February.

*Follow-up*

**Section 7**

Monitoring of application of the agreement is to be conducted in accordance with the central agreement for the period 2012-2015 and is to be presented to the Central Cooperation Group no later than 1 April 2016. Subsequent monitoring is to be conducted for the forthcoming four-year period and is to be presented no later than 1 April.

*Application of other industrial agreements*

**Section 8**

For those employed as adjunct teachers who are not paid by Umeå University, ALFA and ALFA-T are not to be applied during the appointment procedure. This is to be written into the employment agreement.

*Payment of salary*

**Section 9**

If the adjunct teacher is employed with salary, this is to be paid as a monthly salary. The authority's governing principles for the setting of salaries are to be followed.

*Validity*

**Section 10**

This agreement is valid from 01/08/2012 and until further notice, with a mutual notice period of three months. Should the central industrial agreement regarding the fixed-term appointment of adjunct teachers cease to apply, then this agreement shall also cease to apply.

For Umeå University

For Saco-s

Ann-Christin Edlund

Håkan Lindkvist

For SEKO

For OFR/S

Anneli Jonsson

Maria Persson





Umeå University  
Office for Human  
Resources

**Local agreement**

Ref no: 301-1237-12

Date: 19/06/2012

Appendix

**Parties**      *On behalf of the*  
*employer:*      Umeå University

*employees:*      *On behalf of the*  
                            Saco-s

teachers is to be conducted at department level. The forecast requirement is to be reported in writing, justified and agreed upon in relation to the operational staffing plan. This OFR/S<sup>1</sup> shall be conducted in accordance with the authority's applicable local industrial agreement, Collaboration for development.

## **Local agreement regarding fixed-term appointments of adjunct teachers**

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### **Section 1**

This agreement is entered into between Umeå University and the local trade union employee organizations Saco-s, OFR/S and SEKO.

The parties enter into a local industrial agreement with the support of the central industrial agreement regarding the fixed-term appointment of adjunct teachers• (14/12/2011).

<sup>1</sup> Adjunct Professors are regulated in Chapter 4, Section 11 of the Higher Education Ordinance.

### **Section 2**

The parties agree on the following application of the agreement at Umeå University.

### *Job title*

### **Section 3**

Adjunct teachers at Umeå University are to be known as Adjunct Senior University Lecturers or Adjunct University Lecturers.

### *Assessment of requirements*

### **Section 4**

An assessment of the organization's requirements in respect of adjunct

*Keeper of the minutes*

Åsa Bergström

For Umeå University

Ann-Christin Edlund

For Saco-s

Håkan Lindkvist

For SEKO

Anneli Jonsson

For OFR/S

Maria Persson



## **Documentation and assessment of pedagogic qualifications**

University teachers at Umeå University are to document their pedagogic qualifications in a pedagogic portfolio. The documentation within the portfolio shall demonstrate how the applicant satisfies the assessment grounds and criteria for pedagogic skill that apply for employment, promotion or placement within the pedagogic qualification system. A CV detailing the teacher's teaching activity should also be attached to the portfolio.

The qualification requirements and assessment criteria for pedagogic skill are stated in the Appointments procedure for teachers at Umeå University (Ref. no.) and in the Model for pedagogic qualifications at Umeå University (Ref. no. FS 1.2.2-986-14).

### **The pedagogic portfolio**

A pedagogic portfolio is a qualitative and quantitative account for a teacher's pedagogic qualifications and it aims to clarify the teacher's pedagogic skill. At Umeå University, pedagogic skill is assessed in connection with the recruitment and promotion of teachers and upon application for placement within the university's pedagogic qualification system. A pedagogic portfolio can also be used for the teacher's own career planning and in conjunction with progress and salary discussions. This means that a pedagogic portfolio should be seen as the place where pedagogic qualifications are to be assembled, but the portfolio may need to be structured in various different ways depending on what it is to be used for, and depending on the qualification requirements and criteria that form the basis for the assessment.

A pedagogic portfolio should always include:

- a) the teacher's account of their pedagogic starting points and attitude
- b) examples of how these are expressed practically in the teacher's pedagogic work, and
- c) the valuations and judgments of others, with regard to the teacher's pedagogic activity

All three components are to be accompanied by appendices, literature references or links so that the documentation is comprehensive and credible. Furthermore, the pedagogic portfolio should be supplemented with a CV. The format can be either paper or web-based, or a combination of both. The portfolio should not exceed 8 pages of printed text, excluding appendices and the CV.

## Template for the pedagogic portfolio

Below can be found overall principles regarding that which should be included in a pedagogic portfolio.

### **a) Pedagogic starting points and approach**

The pedagogic portfolio should contain an account of your pedagogic outlook; your pedagogic starting points and attitude. You should also describe how the context that you are working in affects your teaching, and how to adapt to this. Refer to literature, links, appendices or your CV, if this is appropriate. Choose any standard you wish for literature references.

### **b) Pedagogic experience**

The main section of the portfolio consists of tangible examples of your teaching experience. The examples chosen should show how your pedagogic outlook is expressed, and how you satisfy the pedagogic skill criteria. For each respective example you should describe the activity, the target group, your pedagogic choice(s), the results, lessons learnt and your reflections. The descriptions should be supported with references to appendices, literature, links or your CV, if this is appropriate.

Bear in mind the instructions and criteria that apply for employment, promotion or placement in the pedagogic qualification system when choosing the practical experiences that you wish to highlight in the portfolio.

### **c) Valuations and opinions**

The pedagogic portfolio should contain certificates or valuation documents from, for example, your head of department, study director, colleagues, external assessors and students (for example, via course and programme evaluations). Reference persons can also be provided.

### **Examples of appendices in the pedagogic portfolio**

The appendices included in the portfolio should comprise a representative sample and be connected to part a, b or c within the pedagogic portfolio or to your CV. An appendix list could include the following headings:

- Reports or assignments presented in higher education pedagogical courses
- Study guides or other instructions to students
- Examinations and evaluations
- Teaching aids
- Pedagogic distinctions
- Certificates of participation in course and education
- Compilation of course evaluations
- Opinions from managers or colleagues

## **Curriculum Vitae (CV) for pedagogic qualifications**

A CV detailing the teacher's pedagogic activities should supplement the portfolio. This pedagogic CV will above all else, describe the more quantitative aspects. Include the scope, the level and a description of the content, where possible, for:

- teaching activities, including supervision
- pedagogic education, competence development and professional development
- pedagogic development work
- production of teaching aids, books or the like
- participation in pedagogic conferences
- education planning or assignments with pedagogic responsibility
- pedagogic distinctions

Certain sections of the CV can be supported by references to appendices.

## **Assessment of pedagogic skill by external experts**

Assessment of pedagogic skill is based on Chapter 4 of the Higher Education Ordinance. At Umeå University, pedagogic skill is assessed in connection with the recruitment and promotion of teachers and upon application for placement within the university's pedagogic qualification system. The qualification requirements and assessment criteria for pedagogic skill are stated in the Appointments procedure for teachers at Umeå University (Ref. no.) and in the Model for pedagogic qualifications at Umeå University (Ref. no. FS 1.2.2-986-14).

The person acting as an expert on pedagogic skill shall be very familiar with pedagogic activity within higher education.

### **Basis for the assessment**

The pedagogic qualifications are the information base used in the assessment of a teacher's pedagogic skills. Pedagogic skill is demonstrated through;

1. what the teacher has done,
2. the motivation the teacher has had for their pedagogic choices,
3. the manner in which the teaching has been conducted, and the results that have been achieved

Both quantitative and qualitative aspects are important in an assessment of pedagogic skill. Relevant pedagogic competence within higher education and a desire to develop themselves are important prerequisites for the conducting of professional teaching activities.

### **Assessing pedagogic skill**

According to Chapter 4 of the Higher Education Ordinance and the Appointments procedure

for teachers at Umeå University, equal care shall be imparted to the assessment of pedagogic qualifications as to the assessment of academic or artistic qualifications. However, an expert often has various different types of material to form an opinion on in the assessment of academic, pedagogic or artistic skill.

With the assessment of academic skill, some parts of the information base in respect of qualifications will already have been examined by colleagues and approved by others. Through academic articles and reports, the teacher has already documented the aim of their research, justified their working methods and evaluated the results achieved. The expert then conducts an overall assessment of skill based on the quality of the work produced. With the assessment of artistic skill, an examination is conducted based on previously examined and yet to be examined artistic qualifications and the artistic work is often supplemented with descriptions of aims and the choice of method. The assessment of pedagogic skill seldom involves any reference to previously examined qualifications. The data in the pedagogic portfolio therefore consists of various different types of information and material that can form the basis for an initial review of quality.

### **Expert review**

The expert's task is to assess whether the applicant satisfies the criteria that are relevant for the occasion in question, and, via collegial review, to provide the applicant with constructive feedback. The assessment should take into consideration both the qualitative account found within the portfolio and the CV.

For the expert to be able to evaluate how the applicant's skills can be compared with the criteria, the pedagogic portfolio must include various types of information. An account of the teacher's pedagogic starting points and attitude is required, as are examples of how these are expressed in practice. Examples should be supported by various appendices, links and/or literature references. The portfolio should also include the opinions of others, for example the head of department, study director, colleagues or students, in respect of the teacher's pedagogic activities. References from within higher education pedagogy or other relevant references are desirable but are not an absolute requirement. It is above all else the pedagogic skill that the teacher has demonstrated in their local context that is to be assessed.

The review is to result in a written expert statement. The statement is to include a brief summary of the applicant's pedagogic activity, an assessment of the degree to which the applicant satisfies the respective criteria, and if possible, comments concerning how the documentation or the content of the portfolio could be developed prior to future applications. Finally, the expert should make a clear, summarising assessment regarding whether the applicant satisfies the qualification requirements for employment, promotion or placement within the pedagogic qualifications model.



Regulation  
Registration No.: UmU 300-2012-2616 2012-10-30  
Responsible: Personnel Department Period of validity: until  
further notice

## **Regulation for associate senior lecturer in combination with clinical service**

The purpose of merit positions where scientific and clinical merit are combined is to ensure a good long-term supply of competent future teachers and directors of research with clinical anchorage and so that nurses and physiotherapists, occupational therapists, doctors and dentists defending their theses, and other occupational groups will be able to merit themselves scientifically. The goal is for strong clinical research and scientifically merited teachers with clinical anchorage.

In the university's employment regulations, associate senior lecturers are regulated where the recruitment process, qualifications, grounds for assessment and advancement are concerned.

The dean of the relevant faculty decides, following approval from the concerned public health authority, that employment as an associate senior lecturer shall be combined with service or specialist training at a health care unit, which is licensed for medical or odontological training and research.

For combination employment, Umeå University is the principal for the employment and, where appropriate (b below), the concerned public health authority purchases services from the university. A written agreement regarding the conditions for employment between the main employer, the university, the public health authority and the person concerned shall be included in the basis for the decision. There, the parties' liability for salary expenses and other expenses, resources in the form of premises and equipment and intellectual property rights and work content (share of research, training, clinical service) shall be regulated. Working environment, insurance and pension terms and conditions shall be regulated in accordance with agreements/contracts for combination employment.

### **a. Associate senior lecturer in combination with clinical service**

The target group for the position is nurses, physiotherapists, occupational therapists, specialist trained doctors and dentists and other relevant occupational groups.

At Umeå University an associate senior lecturer position can be combined with employment as a specialist trained doctor or dentist or with employment other than that as a doctor for up to a maximum of 13 hours per week. The remaining working hours must primarily be focused on scientific merit for at least 80 percent of the working hours for four years. The associate senior lecturer shall be given the opportunity for pedagogical merit in such a scope that the competence requirement for employment as a senior lecturer can be achieved within four years. The dean can grant the possibility for a longer time than 4 years.



**a. Associate senior lecturer in combination with specialist training**

The target group for the position is specialist doctors and specialist dentists.

At Umeå University an associate senior lecturer position can be combined with specialist training as a doctor or dentist. The employment as an associate senior lecturer is until further notice and specialist training constitutes 50% of the working hours. The remaining working hours shall mainly be focused on scientific merit at least 80 percent of the working hours.

The associate senior lecturer shall be given the opportunity for pedagogical merit in such a scope that the competence requirement for employment as a senior lecturer can be achieved. The time for combination of specialist service and scientific merit is nine years for doctors and 6 years for dentists. The dean can grant a longer time than this.

