



JÖNKÖPING UNIVERSITY

# Regulations for employment of teachers at Jönköping University

Appointment Procedure

POLICY

PLAN

REGULATION

ADMINISTRATIVE PROCEDURE

**TITLE:** Regulations for employment of teachers at Jönköping University, Appointment Procedure

**VERSION:** 2022-02-22

**ADOPTED BY:** The president, § 978

**APPENDIX TO DECISION:** 1 (1)

**APPLICABLE FROM:** 2022-02-22

**APPLICABLE UNTIL:** Until further notice

**ORIGINAL LANGUAGE:** Swedish

**DNR:** JU 2022/785-113

**DOCUMENT ADMINISTRATOR:** HR Director

## 1. Points of departure

- 1.1. Jönköping University is an endowed university college which is authorised to award qualifications at first-, second- and third-cycle level in accordance with the act concerning authority to award certain qualifications (1993:792). The conditions for higher education and research at Jönköping University are regulated by the foundation's statutes, a long-term framework agreement with the Swedish state, and by annual funding agreements concerning education and research. The only parts of the Higher Education Act and Higher Education Ordinance that are applicable to Jönköping University are the requirements concerning education in Chapter 1 of the Higher Education Act and the national System of Qualifications (Appendix 2, Higher Education Ordinance).
- 1.2. 'Teacher' in these Regulations means a person with a teaching post at one of the Schools, together with Jönköping University Enterprise (JUE), within the JU Group. A 'teaching post' means a post that may include teaching, research, third-stream activities and also administration related thereto. Doctoral posts are regulated by another procedure and are not encompassed by these Regulations.
- 1.3. All recruitment of Teachers at JU must be based on the needs of the activities and operations, the development and quality of courses and study programmes, the building of successful research environments and also third-stream activities. Activities and operations are to be characterised by a sound work environment, gender equality and the ability to ensure equal treatment of all students and employees.
- 1.4. Gender equality and diversity are to be promoted in conjunction with all recruitment of Teachers. For posts where there is not an equal balance between women and men, efforts shall be made to attract applicants of the under-represented sex.
  - 1.4.1. The recruitment process for Teachers shall observe the formal requirements and preconditions required for academic legitimacy. This legitimacy is based on those appointed as Teachers at JU possessing the research and teaching competence and expertise required according to national practice for qualification for each category of teaching staff. Furthermore, those appointed must have competence that contributes to achieving JU's unique characteristics, for example within the areas of cooperation, entrepreneurship, innovation and internationalisation.

## 2. Categories of teaching staff at JU

- 2.1. JU has two main categories of teaching staff. These are: Teachers within the academic career path; and Teachers outside the academic career path.
  - 2.1.1. Teachers within the academic career path

The Schools may appoint the following categories of Teachers within the academic career path:

    - Full Professor
    - Senior Associate Professor
    - Senior Lecturer/Assistant Professor
    - Associate Senior Lecturer
    - Postdoc

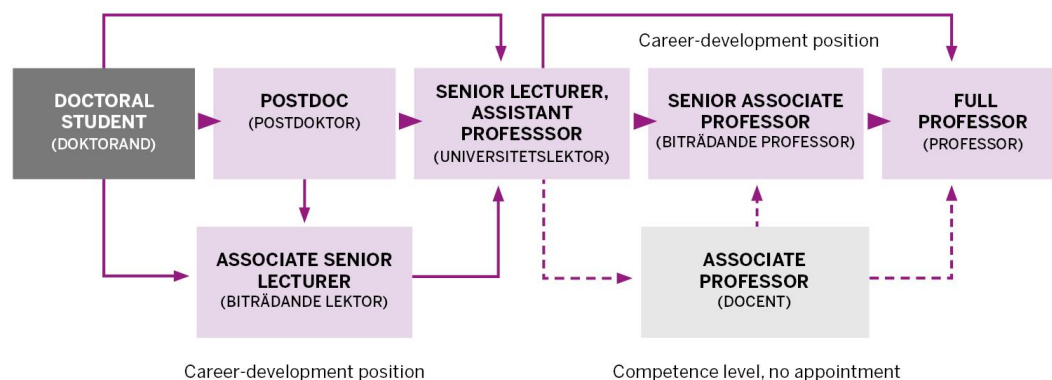
### 2.1.2. Teachers outside the academic career path

The Schools may appoint the following categories of Teachers outside the academic career path:

- Adjunct
- Visiting Teacher
- Lecturer
- Lecturer of Technology, a special post at the School of Engineering (JTH) at Jönköping University
- Lecturer with expertise in a specific industry, a special post at Jönköping International Business School (JIBS) at Jönköping University
- Lecturer with specific clinical competence, a special post at the School of Health and Welfare (HHJ) at Jönköping University

Only Lecturers may be appointed at Jönköping University Enterprise (JUE).

### 2.2. Snapshot of the academic career path at Jönköping University



### 2.3. Clarification of Associate Professor

Associate Professor is an academic title and not a form of employment. Associate Professor is consequently not included as a category of teaching staff in these Regulations. The Regulations for the criteria for admission as Associate Professor can be found in separate steering documents.

### 2.4. Schematic table of teaching posts at JU

The bottom line is that all employment at Jönköping University shall apply on an indefinite-term basis. Fixed-term employment can be applied according to the following table, pursuant to Clauses 5 to 6 of the Employment Protection Act (LAS), and also a separately regulated collective agreement (KA).

Category of teaching staff	Forms of employment			
	Indefinite-term contract* in accordance with LAS	Substitute post in accordance with LAS	General fixed term (ALVA) in accordance with LAS	Fixed-term employment in accordance with collective agreement
Full Professor	Yes	Yes	Yes	No
Visiting Professor Visiting Senior Lecturer/Assistant Professor	Yes	Not applicable	Yes	No
Senior Associate Professor	Yes, but as a Senior Lecturer/Assistant Professor in combination with appointment as Senior Associate Professor during the period for acquiring qualifications.	Not applicable	Not applicable	No
Adjunct Professor, Adjunct Senior Lecturer/Assistant Professor, Adjunct Lecturer	No	Not applicable	Not applicable	Yes, see conditions in <i>Avtal om tidsbegränsad anställning av adjungerad lärare</i>
Senior Lecturer/Assistant Professor	Yes	Yes	Yes	No
Associate Senior Lecturer	Yes, but as a Lecturer in combination with appointment as Associate Senior Lecturer during the period for acquiring qualifications.	Not applicable	Yes	No
Postdoc	No	Not applicable	Not applicable	Yes, see conditions in <i>Avtal om tidsbegränsad anställning av postdoktor</i>
Lecturer	Yes	Yes	Yes	No
Lecturer of Technology	Yes	Yes	Yes	No
Lecturer with expertise in a specific industry	Yes	Yes	Yes	No
Lecturer with specific clinical competence	Yes	Yes	Yes	No
Professor/Senior Lecturer in combination with employment at a healthcare unit (combination employment)	Yes	Yes	Yes	No

\*Probationary employment may be applied for up to six months in the event that the candidate in question has not previously been trialed in the operation and/or for most of the work tasks forming part of the post. Application is in accordance with Section 6 of the Employment Protection Act.

### **3. Subject of appointment**

For all categories of Teachers, the subject of appointment shall be stated in conjunction with recruitment. The subject of appointment can be supplemented with a specialisation. The wording of the subject should then be "[Subject] specialising in [specialisation]".

The subject of appointment shall also be stated in the requirements profile. The subject of appointment shall be chosen with regard to the needs of the operations. Each School shall have a subject matrix to facilitate the choosing of subject of appointment.

The School is responsible for drawing up a complete list of the current established subjects of appointment, including a description of the subjects.

The President takes decisions on the establishment and termination of subjects of appointment.<sup>1</sup>

### **4. Qualification requirements and assessment criteria for selection**

#### **4.1. Qualification requirements**

'Qualification requirements' means the competences, qualifications and experience required to perform the work tasks for the post and that constitute the minimum requirements to be considered for the post.

JU has laid down general qualification requirements for each category of teaching staff, which always need to be observed by the Schools. The Schools are entitled to add additional qualification requirements in addition to these.

For positions that are to be combined with employment at a healthcare unit (combination employment), demonstrated clinical expertise is always a requirement. The assessment of clinical expertise shall be conducted by the healthcare principal. The assessment statement is established through dialogue with the recruitment department at the healthcare unit.

#### **4.2. Assessment criteria for selection**

Assessment criteria for selection means additional competences and experience that are evaluated to make a selection among the candidates that meet the qualification requirements. Given that the requirements have been met, the research expertise and teaching expertise may have a different weighting depending on the focus of the specific post.

Examples of relevant knowledge, experience and abilities for the post, in addition to research and teaching expertise and a capacity for third-stream activities, include: interpersonal skills, skilful leadership, a well-established national and international contact network, experience of industrial development work, and proven innovativeness.

For all recruitment of Teachers, the Teacher's contribution to sustainable development, and

---

<sup>1</sup> Se handläggningsordning för ämne för anställningsordning.

especially gender mainstreaming, shall be an assessment criterion for selection.

The assessment criteria for selection shall be well documented so they can be evaluated. External experts shall conduct an evaluation of the assessment criteria for selection.

#### 4.2.1. Research expertise

Research expertise must have been demonstrated through independent research production. The assessment shall be guided by the breadth, depth, originality, scope, quality and results of the research production.

Criteria for the assessment are:

- Contribution to the international academic community
- Assignments within the academic community
- Ability to obtain external research funding in competition

#### 4.2.2. Teaching expertise

Teaching expertise shall be assessed from three perspectives: the teacher's work with students; the teacher's own pedagogic development, and the teacher's contribution to pedagogic development.

The assessment of teaching expertise is conducted on the basis of the following criteria:

- Knowledge about the learning of students in higher education
- Ability to plan, teach, examine and evaluate higher education and also support individual and group learning
- Ability to adopt a reflective approach to one's own teaching role
- Ability to draw on, analyse and communicate one's own and others' experiences

Teaching expertise may have been obtained through courses in teaching and learning in higher education, another course or study programme of relevance to teaching within higher education or documented proven experience.

#### 4.2.3. Expertise in third-stream activities

Expertise in third-stream activities shall have been demonstrated through integration and collaboration with the surrounding society regarding education and research, where the collaboration has contributed to a significant increase in the relevance of education and research.

The assessment of expertise in third-stream activities shall be based on the following criteria:

- Ability and skill in planning, organising and conducting sound collaboration in relation to education, in order to ensure the relevance of education and preparedness for working life.
- Ability and skill in providing information about and utilising research results through popular science publications, collaboration projects with external non-academic actors, external expert assignments, mobility projects, commercialisation or assignments within the framework of permitted secondary employment.

The assessment shall be guided by the breadth, depth, scope, quality and results of the third-stream activities.

## 5. Qualification requirements and selection qualifications for appointments within the academic career path

### 5.1. Full Professor

#### 5.1.1. Qualification requirements for Full Professors (*Professor*)

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a Full Professor. Equal attention shall be given to the assessment of teaching expertise and research expertise. In order to meet the requirements for employment as a Full Professor, the applicant shall:

- demonstrate a research profile showing clear progression following their dissertation work in terms of breadth and depth within the subject of appointment, and also work that is of a sound international standard
- be academically skilful with respect to independent research initiatives, have been the leader of a research team, have the ability to plan and lead research and the ability to communicate research to the surrounding society
- have a documented ability to obtain external funding for major research and development projects in competition
- demonstrate teaching expertise through pedagogic development work and/or course development
- have taken courses in the supervision of doctoral students or acquired equivalent knowledge in some other way
- demonstrate documented and substantial experience of having acted as a principal supervisor at third-cycle level. This period of supervision shall encompass a significant extent of the research programme, and normally of two research students up until the defence of their thesis. It should be demonstrated in some other way that the candidate has acquired equivalent knowledge if there is no such experience.
- demonstrate a sound capacity for third-stream activities – nationally and internationally
- demonstrate a sound ability to plan, organise and prioritise the work in an effective way adapted to the purpose and also have the ability to handle resources in a way that reflects the priorities of the operations and activities
- demonstrate the ability to lead activities and staff, make decisions, assume responsibility and also motivate and provide others with the preconditions required to effectively achieve common objectives
- have demonstrated academic leadership.

#### 5.1.2. Assessment criteria when recruiting a Full Professor

The assessment criteria stated under 4.2 are to be taken into account. An overall assessment of competence and expertise shall be made from the perspective of the activities and operations.

During recruitment, consideration shall be given to JU's strategic direction for future research activities.

## 5.2. Senior Associate Professor

### 5.2.1. Qualification requirements for Senior Associate Professors (Biträdande professor)

A person who has demonstrated both research and teaching expertise shall be qualified for recruitment as a Senior Associate Professor. In order to meet the requirements for appointment as a Senior Associate Professor, the applicant shall:

- demonstrate a research profile of sound international standard, which shows clear progression following their dissertation work in terms of breadth and depth within the subject of appointment but which does not achieve the qualification requirements for Professor
- have documented their expertise through total research production that exceeds the qualifications required for appointment as an Associate Professor in accordance with the common guidelines for appointing Associate Professors at Jönköping University
- have documented their experience of obtaining external funding for research and development projects
- have taken courses in the supervision of doctoral students or acquired equivalent knowledge in some other way
- demonstrate documented experience of third-cycle supervision
- demonstrate documented teaching experience and also have completed courses in teaching and learning in higher education or acquired equivalent knowledge in some other way
- have been active as an independent researcher and also been the leader of a research team
- demonstrate a sound capacity for third-stream activities – nationally and internationally
- have documented experience of academic leadership.

### 5.2.2. Assessment criteria for selection for the recruitment of a Senior Associate Professor

The assessment criteria stated under 4.2 are to be taken into account. An overall assessment of competence and expertise shall be made from the perspective of the activities and operations.

### 5.2.3. Other requirements and conditions for appointment of a Senior Associate Professor

An appointment as a Senior Associate Professor affords the Senior Associate Professor an opportunity to develop as a researcher and become qualified both in terms of research and teaching in order to satisfy the requirements to qualify for employment as a Full Professor. A Senior Associate Professor may only be appointed for an existing professorship or a newly established professorship decided upon. Each new Senior Associate Professor at JU shall be a strategic recruitment, with the objective being for the appointment to transfer to a post as Full Professor. A precondition for the appointment of a Senior Associate Professor is long-term planning by the School.

A Senior Associate Professor may be employed on an indefinite term contract as a Senior Lecturer/Assistant Professor combined with a fixed-term appointment as a Senior Associate Professor, and an expert assessment for promotion to Professor shall be



implemented no later than after the number of years determined in the development plan at the time of recruitment, though no later than six years from the date of the appointment. Clauses 4.1 and 4.2 apply as minimum qualification requirements for consideration for promotion. The appointment will transfer to the post of Senior Lecturer/Assistant Professor if a Senior Associate Professor has not attained the qualifications to become a Full Professor within the set period.

The process of promotion from Senior Associate Professor to Professor shall be established by each School and shall include an internal assessment and a decision by the Dean to conduct an assessment by external experts. The assessment by external experts shall be conducted in accordance with the process and the criteria that apply for the recruitment of professors. Not until the assessment by external experts is completed, and if it is positive, can the Dean make an application to the President that the Senior Associate Professor be promoted to Professor.

### 5.3. Senior Lecturer/Assistant Professor

#### 5.3.1. Qualification requirements for Senior Lecturer/Assistant Professors (universitetslektor)

Those qualified for appointment as a Senior Lecturer/Assistant Professor are those who:

- have been awarded a Degree of Doctor;
- have broad and up-to-date knowledge of the subject of appointment
- have documented teaching expertise;
- have taken courses in teaching and learning in higher education or have acquired equivalent knowledge in some other way. If the teaching expertise has been acquired in some other way, the successful candidate shall undertake to complete courses in teaching and learning in higher education during their first two years of employment.
- have the potential to develop and lead education and research activities;
- have demonstrated a sound capacity for third-stream activities;
- have demonstrated a sound ability to plan, organise and prioritise the work in an effective way adapted to the purpose;

#### 5.3.2. Assessment criteria for selection for the recruitment of a Senior Lecturer/Assistant Professor

The assessment criteria stated under 4.2 are to be taken into account. An overall assessment of competence and expertise shall be made from the perspective of the activities and operations.

### 5.4. Associate Senior Lecturer

#### 5.4.1. Qualification requirements for an Associate Senior Lecturer (biträdande lektor)

The objective of the following qualification requirements is that it is considered likely that the candidate within the four-year period for acquiring qualifications achieves the qualification requirements required for appointment as a Senior Lecturer/Assistant Professor.

Those who have demonstrated the following shall be qualified for recruitment as an

Associate Senior Lecturer:

- have been awarded a PhD no more than five years before the application period has expired. However, those who have been awarded a PhD earlier may also be considered if there are special reasons
- broad and up-to-date knowledge of the subject of appointment
- have interest in pedagogics and the potential to become a skilful teacher
- have documented experience of teaching through, for example, course evaluations
- have conducted research that has been published/presented in accordance with the publication traditions of the research field and have the potential to become an independent researcher
- have demonstrated the capacity to create a national and international network within their subject.

#### 5.4.2. Assessment criteria for selection for the recruitment of an Associate Senior Lecturer

The assessment criteria stated under 4.2 are to be taken into account. An overall assessment of competence and expertise shall be made from the perspective of the activities and operations.

#### 5.4.3. Other requirements and conditions for appointment of an Associate Senior Lecturer

An appointment as an Associate Senior Lecturer affords the Associate Senior Lecturer an opportunity to develop their research autonomy and acquire the research and teaching qualifications required for eligibility for appointment as a Senior Lecturer/Assistant Professor. An Associate Senior Lecturer is expected to develop their capacity to formulate and resolve scientific problems, publish scientific articles and also develop their capacity as a pedagogue and supervisor, both via practical training and their own education. Each new Associate Senior Lecturer at JU will be a strategic recruitment with the objective of transferring to a post as Senior Lecturer/Assistant Professor. A precondition for recruitment of an Associate Senior Lecturer is long-term planning by the School.

An Associate Senior Lecturer may have general fixed-term employment as a Lecturer for the first two years combined with a fixed-term appointment as an Associate Senior Lecturer. An evaluation is made in a timely fashion before the first two years have elapsed to determine whether the Associate Senior Lecturer should be employed on a permanent basis as a Lecturer with a further appointment as Associate Senior Lecturer in order to continue to acquire qualifications within the framework of the appointment.

Alternatively, the Associate Senior Lecturer may be immediately employed on a permanent basis as a Lecturer, combined with a fixed-term appointment as an Associate Senior Lecturer.

A mid-term review shall be implemented halfway through the career development position. The Associate Senior Lecturer's hierarchical superior is responsible for them being given information about the outcome of the mid-term review and the possibility to continue the career development through the Associate Senior Lecturer position.

Another expert assessment is implemented before the end of the period for acquiring qualifications, though no later than six years from the first day of the appointment, to assess

whether the Associate Senior Lecturer may be promoted to Senior Lecturer/Assistant Professor in accordance with the qualification requirements contained in this Appointment Procedure.

The process of promotion from Associate Senior Lecturer to Senior Lecturer/Assistant Professor shall be established by each School and shall include an internal assessment and a decision by the Dean to conduct an external expert assessment. The external expert assessment shall be conducted in accordance with the process and the criteria that apply for the recruitment of Senior Lecturers/Assistant Professors. Not until the external expert assessment is completed, and if it is positive, can the Dean decide that the Associate Senior Lecturer is to be promoted to Senior Lecturer/Assistant Professor.

An Associate Senior Lecturer who has been on leave pursuant to the Parental Leave Act or owing to military service or sickness may have an extended period for acquiring qualifications of a corresponding time scope.

The acquisition of qualifications for Associate Senior Lecturer may terminate earlier if the Associate Senior Lecturer's hierarchical superior and assessment group consider that the person does not have the capacity to achieve the criteria for employment as a Senior Lecturer/Assistant Professor. The Associate Senior Lecturer shall be notified of this, when applicable, as soon as this is discovered. The employment transfers to the post of Lecturer if the Associate Senior Lecturer has not attained the qualifications to become a Senior Lecturer/Assistant Professor.

## 5.5. Postdoc

### 5.5.1. Qualification requirements for Postdocs (postdoktor)

Those qualified for appointment as Postdocs are those who:

- have been awarded a Degree of Doctor latest at the time of the decision of employment and no more than three years before the application period has expired.

An overall assessment of competence and expertise shall be conducted from the perspective of the operations and activities. The recruiting manager shall produce additional relevant competence requirements based on the needs of the operation or activity.

### 5.5.2. Other requirements and conditions for appointment of a Postdoc

A Postdoc may be employed on an indefinite term contract, though for a minimum of two years and no longer than three years, subject to the precondition that the employee has not been previously employed as a Postdoc at JU for more than one year within the same or a related field of study. In cases where an appointment is being extended, this is permitted if this is necessary in order to fulfil the purpose of the appointment. However, the total period of employment cannot exceed three years.

A Postdoc who has been on parental leave shall be given the option to extend their employment, corresponding to at least the scope of the leave. The employment may also be extended if there are special reasons to do so. 'Special reasons' mean leave owing to sickness, clinical work, commissions of trust within union organisations or other similar circumstances.

## **6. Qualification requirements and selection qualifications for appointments outside the academic career path**

### **6.1 Lecturer**

#### **6.1.1. Qualification requirements for Lecturers**

Those qualified for appointment as a Lecturer are those who:

- have a Master's degree or the equivalent competence of significance for activities and operations.
- have an interest in teaching and learning and the potential to become a skilled teacher. Documented expertise in teaching and learning is a useful qualification.
- have a sound ability to develop courses and study programmes
- have taken courses in teaching and learning in higher education or have acquired equivalent knowledge in some other way. If the teaching expertise has been acquired in some other way, the successful candidate shall undertake to take courses in teaching and learning in higher education during their first two years of employment.

### **6.2. Lecturer of Technology**

#### **6.2.1. Qualification requirements for Lecturers of Technology (tekniklektor)**

Those qualified for appointment as a Lecturer of Technology, that is, a lecturer with special technical competence, are those who:

- have a university degree in a subject area of relevance for the work tasks;
- have a sound ability to lead teaching and develop courses and study programmes;
- have documented experience of teaching, for example, via course evaluations;
- have taken courses in teaching and learning in higher education or have acquired equivalent knowledge in some other way. If the teaching expertise has been acquired in some other way, the successful candidate shall undertake to take courses in teaching and learning in higher education during their first two years of employment.

### **6.3. Lecturer with expertise in a specific industry**

#### **6.3.1. Qualification requirements for Lecturers with expertise in a specific industry (Applied Lecturer)**

Those qualified for appointment as a Lecturer with expertise in a specific industry are those who:

- have a university degree in a subject area of relevance for the work tasks
- have extensive experience of advanced work in trade and industry and/or society within a specific field of relevance for the work tasks
- have documented teaching expertise
- have the ability to lead teaching and develop courses and study programmes
- have taken courses in teaching and learning in higher education or have acquired equivalent knowledge in some other way and undertake to take courses in teaching and learning in higher education during their first two years of employment.

## 6.4. Lecturer with specific clinical competence

### 6.4.1. Qualification requirements for Lecturers with specific clinical competence (Applied Lecturer)

Those qualified for appointment as a Lecturer with specific clinical competence are those who:

- have a university degree in a subject area of relevance for the work tasks
- have specific clinical competence that has been demonstrated through several years of experience in clinical activities outside of the academic community
- have an interest in teaching and learning and the potential to become a skilled teacher. Documented teaching expertise is a useful qualification.
- have the ability to develop teaching activities
- have taken courses in teaching and learning in higher education or have acquired equivalent knowledge in some other way and undertake to take courses in teaching and learning in higher education during their first two years of employment.

## 6.5. Visiting Teachers (gästlärare)

A Visiting Teacher (Visiting Professor, Visiting Senior Lecturer/Assistant Professor) shall have their main employment at another Swedish or foreign higher education institution or equivalent. The same qualification requirements and assessment criteria apply for the employment of a Visiting Teacher as for the employment of an equivalent category of post.

## 6.6. Adjunct (Adjungerade lärare)

An Adjunct shall be a leading specialist in the environment in which they have their main employment. An Adjunct shall pursue high-quality activities within their field of study. High-level experience from industry, health care or other activities outside the University are attributed great importance when recruiting an Adjunct, primarily within applied subjects. Attention may be given to expertise other than research and teaching expertise when considering the prospective holder's competence. Such expertise may comprise advanced technical, medical or other professional expertise that is of importance considering the content of the subject and the work tasks forming part of the post.

In the event that there is a particular focus on technical, medical or other professional expertise, particular regard ought to be taken of whether the proposed candidate has made an independent contribution to development within their field of occupation and documented themselves as a leading specialist within the subject of appointment as stated in the employment profile.

The same qualification requirements and assessment criteria for selection apply for an Adjunct Professor, Adjunct Senior Lecturer/Assistant Professor and Adjunct Lecturer as when appointing a corresponding category of post. However, it is in the nature of the post that the Adjunct's area of competence may be more practical and based on advanced applied experience within the field of occupation.

## 7. **Work tasks**

The following is a list of work tasks that may form part of a teaching post at JU. Further work tasks may be added if the School considers that this is required. The scope of the work tasks is determined by the employer.

## 7.1 Work tasks for Full Professors may include:

- actively running and leading the development of education and research activities
- participating in the implementation of courses and study programmes at first-, second- and third-cycle level as well as commissioned education
- being the principal supervisor for third-cycle students
- undertaking assignments as examiner for courses at first-, second- and third-cycle level
- participating in a grading committee
- leading and carrying out active research, as well as disseminating results, either as part of a research team or as the leader of a research team
- actively applying for external research funding in cooperation with colleagues
- participating in and developing knowledge exchange and communication with the surrounding world
- giving colleagues support and feedback within education, research, research funding and research communications
- participating in leadership work at School- and JU-level, in change management and also in internal and external committee work
- actively participating in the academic community and undertaking assignments as referee, external expert and faculty examiner
- developing cooperation across traditional subject boundaries within and outside JU;
- participating in School- and JU-wide commitments
- actively communicating research results and pursuing knowledge exchange within and outside the academic world, to project partners and in other relevant contexts.

## 7.2 Work tasks for Senior Associate Professors may include:

- being responsible for parts of the education and research activities
- participating in the implementation and development of courses and study programmes at first-, second- and third-cycle level, as well as commissioned education
- carrying out and disseminating their own research, either as part of a research team or as the leader of a research team
- supervising third-cycle students
- undertaking assignments as examiner for courses at first-, second- and third-cycle level
- participating in a grading committee
- giving colleagues support and feedback within education and research
- participating in change management and in internal and external committee work
- actively applying for external research funding
- participating in knowledge exchange and communication of research results within and outside the academic world, to project partners and in other relevant contexts
- actively participating in the academic community and undertaking assignments as referee, external expert and faculty examiner
- participating in the development of cooperation across traditional subject boundaries within and outside JU.

### 7.3 Work tasks for a Senior Lecturer/Assistant Professor may include:

- actively participating in the development and implementation of courses and study programmes at first-, second- and third-cycle level and in commissioned education as well as administration related thereto
- undertaking assignments as examiner on courses at first- and second-cycle level
- carrying out and disseminating research, normally as a member of a research team
- being an assistant supervisor for doctoral students
- giving teaching colleagues support and feedback within education and research
- participating in change management and in internal and external committee work
- contributing to knowledge exchange with the surrounding world
- applying for external research funding
- participating in School- and JU-wide commitments.

If qualified to the level of Associate Professor, this includes:

- being the principal supervisor for third-cycle students
- participating in a grading committee
- undertaking assignments as external reviewer
- undertaking assignments as examiner on third-cycle courses.

### 7.4 Work tasks for Associate Senior Lecturers may include:

- carrying out and disseminating research, normally as a member of a research team
- actively participating in all cycles of courses and study programmes and commissioned education as well as administration related thereto
- undertaking assignments as examiner on first- and second-cycle courses
- applying for external research funding
- contributing to knowledge exchange with the surrounding world
- participating in School- and JU-wide commitments.

### 7.5 Work tasks for a Postdoc may include:

- carrying out research
- disseminating results from completed research
- teaching at first-, second- and third-cycle level for no more than a fifth of working hours
- participating in School- and JU-wide commitments.

### 7.6 Work tasks for a Lecturer may include:

- Teaching at first- and second-cycle level and commissioned education including own course responsibility;
- participating in development of courses and study programmes within an area and also administration related thereto;
- participating in internal and external committee work;
- participating in knowledge exchange with the surrounding world;

- participating in research when applicable;
- participating in School- and JU-wide commitments.

#### 7.7 Work tasks for a Lecturer of Technology may include:

- teaching at first-, second- and third-cycle level and commissioned education, including own course responsibility
- being responsible for the development of courses and study programmes within the special field;
- participating in internal change management as well as internal and external committee work;
- keeping up with developments (industrial or equivalent) within the special field;
- contributing to knowledge exchange with the surrounding world;
- contributing to research when appropriate;
- participating in School- and JU-wide commitments.

#### 7.8 Work tasks for Lecturers with expertise in a specific industry may include:

- teaching at first- and second-cycle level, including teaching with own course responsibility and responsibility for course development, and also administration related thereto
- following developments outside the academic community within the field of specialisation of relevance for the work tasks
- contributing to the maintenance and development of the practical relevance of JIBS courses and study programmes with regard to the field of specialisation in question
- participating in continuous improvement work
- participating in third-stream activities, including the exchange of knowledge with trade, industry and society
- participating in School- and JU-wide commitments
- participating in research (if appropriate)

#### 7.9 Work tasks for Lecturers with specific clinical competence may include

- teaching at first- and second-cycle level, including teaching with own course responsibility and responsibility for course development, and administration related thereto
- following developments outside the academic community within the field of specialisation of relevance for the work tasks
- contributing to the maintenance and development of the practical relevance of education within clinical activities
- participating in continuous improvement work
- participating in third-stream activities, including the exchange of knowledge with the care/nursing sector and society
- participating in School- and JU-wide commitments
- participating in research (if appropriate)



## **8. Recruitment process when appointing teachers**

### **8.1 Recruitment organisation**

The Dean is the person ultimately responsible for all recruitment and thus for observance of the recruitment process.

Each School should have a Recruitment Committee. A Recruitment Group should also be appointed for each recruitment. When appointing a Recruitment Committee and Recruitment Group, the Dean shall be responsible for these having a composition and competence that promotes gender equality and diversity.

### **8.2 Recruitment Committee**

The Recruitment Committee is assigned to monitor the recruitment work, based on strategies, long-term objectives and the need for the supply of expertise, and also to ensure that each recruitment observes the objective, quality assured and legally secure recruitment process in accordance with 8.4 below.

Each School makes its own decision about the composition of its Recruitment Committee. A collegially based nomination process may precede appointment. However, each Recruitment Committee should include at least two teachers qualified to the level of Full Professor or Associate Professor. The students at the School shall be afforded an opportunity to appoint a student member. The Dean appoints members of the Recruitment Committee. The Dean also appoints a Chair from the members of the Recruitment Committee. The Chair of the Recruitment Committee shall be appointed for at least one year at a time. Decisions shall be recorded.

### **8.3 Recruitment Group**

The Dean appoints a Recruitment Group prior to each recruitment. The Recruitment Group at a School is responsible for the recruitment process being observed in an effective and well-planned way. The Recruitment Group shall inform the Recruitment Committee on an ongoing basis about significant measures taken and assessments made. The Recruitment Group shall always include the recruiting manager, an HR expert and also at least two additional representatives of the operation, such as the relevant subject representative, programme coordinator or centre leader.

### **8.4 Recruitment process**

The Recruitment Committee shall always be informed before recruitment starts. Each recruitment matter shall be planned well to ensure a rapid and efficient process. The Recruitment Committee shall monitor each recruitment matter on an ongoing basis, with compliance with the Regulations of this Appointment Procedure as the point of departure.

The recruitment process shall be open, transparent and qualification-based in accordance with the European Commission's guidelines for the recruitment of researchers (The Code of Conduct for the Recruitment of Researchers). In order to promote gender equality and diversity, and meet mobility requirements, as a general rule, all appointments are to be advertised internationally.

Throughout the recruitment process, the prevailing rules regarding disqualification at Jönköping University shall apply. This means, among other things, that anyone who knows about circumstances which could give rise to disqualification must raise the issue of their own

accord. The Recruitment Committee is responsible for ensuring that decisions on the handling of disqualification are documented and recorded.

#### **8.4.1. Decision to recruit a Teacher**

The decision to initiate the recruitment process for a Teacher is made by the Dean, or by the President if the post relates to a Full Professor, Visiting Professor, Adjunct Professor or Senior Associate Professor. A needs analysis should always form part of the decision guidance information.

If the Dean or President has decided that a recruitment process should be initiated, the Dean shall appoint a Recruitment Group in accordance with 8.3 above. The recruiting manager is operationally responsible for the recruitment.

#### **8.4.2. Producing a requirement profile, time schedule and advertisement**

A requirement profile shall be drawn up for each recruitment in accordance with JU's common template. The requirement profile shall include the designation of the post, the subject of appointment, relevant work tasks, qualification requirements ('shall' requirements in the requirement profile), assessment criteria for selection (meritorious qualifications in the requirement profile) and also the weighting among requirements. The Recruitment Group is responsible for ensuring that the requirement profile and the advertisement are drawn up in such a way that qualified candidates of both sexes are encouraged to apply.

A time schedule for the recruitment shall be drawn up in accordance with JU's common template to make the process more efficient. An advertisement is drawn up based on the requirement profile and time schedule.

The requirement profile and time schedule are decided by the Dean.

#### **8.4.3. Appointment of external experts**

External experts in subjects of relevance for the post shall be appointed to consider candidates for each recruitment as set out below.

##### **8.2.1.1 Recruitment of Full Professors and Senior Associate Professors (including Adjunct Professors)**

Three external academic experts, assigned to review the candidates' qualifications, shall be appointed when recruiting Full Professors and Senior Associate Professors. The minimum requirements for the external experts are that they are professors of subjects of relevance for the post and are fully familiar with the qualification requirements for full professors in Sweden. At least one of the external experts shall also be familiar with international academic requirements and circumstances.

##### **8.2.1.2 Recruitment of Senior Lecturers/Assistant Professors and Associate Senior Lecturers (including Adjunct Assistant Professors)**

At least two external academic experts shall be responsible for reviewing the candidates' qualifications when recruiting Senior Lecturer/Assistant Professors and Associate Senior Lecturers. The minimum requirements for the external experts are that they are Associate Professors of subjects of relevance for the post and are fully familiar with the qualification requirements for Senior Lecturers in Sweden. The external expert review of an Associate Senior Lecturer shall form the basis of the plan of action setting out the process of

gaining the qualifications needed to become a Senior Lecturer.

8.2.1.3 Recruitment of Postdocs (*postdoktor*)

The Recruitment Group is responsible for the applicant meeting the qualification requirements and for the most qualified applicant being employed when recruiting a Postdoc. A statement setting out the recruitment group's assessment shall be documented in writing and recorded.

8.2.1.4 Recruitment of Lecturer

At least two persons who are qualified as Senior Lecturers, in subjects of relevance for the post, and who are fully familiar with the qualification requirements in Sweden, shall be responsible for reviewing the candidate's qualifications when recruiting a Lecturer. The review shall be documented in a written statement and recorded.

This does not apply to Lecturers recruited for JUE. A Lecturer recruited by JUE shall be considered in the event of any transfer from JUE to a School.

8.2.1.5 Recruitment of Lecturer of Technology

At least two persons who are qualified as Senior Lecturers, in subjects of relevance for the post, and who are fully familiar with the qualification requirements in Sweden, shall be responsible for reviewing the candidate's qualifications and work experience within the field of technology in question when recruiting a Lecturer of Technology. The review shall be documented in a written statement and recorded.

8.2.1.6 Recruitment of Lecturer with expertise in a specific industry

At least two persons who are qualified as Senior Lecturers and employed in subjects of relevance for the post, and who are fully familiar with JIBS teaching and research, shall be responsible for reviewing the candidate's qualifications and work experience within the field of specialisation in question when recruiting a Lecturer with expertise in a specific industry. The review shall be documented in a written statement and recorded.

8.2.1.7 Recruitment of Lecturer with specific clinical competence

At least two persons who are qualified as Senior Lecturers and employed in subjects of relevance for the post, and who are fully familiar with HHJ teaching and research, shall be responsible for reviewing the candidate's qualifications and work experience within the field of specialisation in question when recruiting a Lecturer with specific clinical competence. The review shall be documented in a written statement and recorded.

8.2.1.8 Recruitment of Visiting Teachers

A precondition for recruiting a Visiting Teacher (Visiting Professor, Visiting Senior Lecturer/Assistant Professor) is that the teacher is qualified to a corresponding post level to which the recruitment refers at their own higher education institution.

8.4.4 General exemption from the requirement for an expert assessment

An expert assessment may be deemed unnecessary by JU in conjunction with an internal assessment if the applicant has been assessed by external experts within the last five years from the decision to recruit (see 8.4.1.) and was found to be qualified for an equivalent post at another higher education institution provided such assessment corresponds to the

requirements that we apply for a corresponding assessment. However, a precondition for this is that there is only one candidate who is deemed to be qualified and who does not need to be assessed in competition. Special reasons for exemption shall be approved by the President. The President's approval is required if it is for special reasons considered that an expert assessment that is more than five years old is not necessary.

#### 8.4.5 Additional requirements for external experts

External experts shall be appointed from teachers of subjects of relevance for the post, who are not employed or have been employed at JU in the recent past.

External experts shall be informed about and must follow prevailing rules regarding disqualification at Jönköping University. There must be no circumstances or relationship between the external expert and the candidate that can give rise to a disqualification situation.

#### 8.4.6 Appointment of external experts

When external experts are appointed, the Dean is responsible for ensuring a composition that promotes diversity and gender equality. The external experts are to be selected with the ambition that both sexes are to be represented, unless there are exceptional reasons. External experts are formally appointed by the Dean or the person to whom the task has been delegated.

Given that a proposed external expert may also be interested in the post, the appointment of an external expert may only be made after the application deadline.

#### 8.4.7 Open advertising and direct recruitment

The formulation of the advertisement and other steps in the process leading to a decision about employment must have the requirement profile as its point of reference. Teaching and research posts are advertised in an open and transparent way in accordance with, among other things, the European Commission's guidelines for recruitment of researchers (The Code of Conduct for the Recruitment of Researchers).

In order to promote gender equality, JU shall actively strive to inform qualified potential candidates of the under-represented sex about advertised posts.

Direct recruitment may be applied when recruiting Adjunct Teachers, Visiting Teachers and Postdocs with external funding, which is decided by the Dean, and otherwise when recruiting special key competences, which shall be approved by the President. Direct recruitment of Full Professors, Visiting Professors, Adjunct Professors and also Senior Associate Professors shall be approved by the President. Direct recruitment can be used as a strategic instrument for the recruitment of Professors in order to achieve better gender balance.

For direct recruitment, a consideration of qualifications is made with the same thoroughness as for open recruitment, for which reason a requirement profile shall be drawn up and approved by the Dean or by the President for the recruitment of Full Professors, Visiting Professors, Adjunct Professors or Senior Associate Professors. An expert assessment still

applies for employment, in accordance with item 8.4.3. If the need is particularly urgent, employment as a Lecturer may be applied until an expert assessment has been done.

Direct recruitment may also be applied (albeit restrictively) for fixed-term employment where there is an urgent need for an appointment. The Dean shall make decisions concerning direct recruitment, where the need is urgent. If the employment is planned to be for more than one year, or alternatively is extended to be for more than one year, the direct recruitment shall be decided by the President and comply with the recruitment process in accordance with item 8.4.

#### **8.4.8 Consideration of qualification requirements and initial selection**

All of the applicants' application documents are considered by the Recruitment Group to identify those candidates who satisfy the qualification requirements referred to in the requirement profile. In the event that a large number of applicants satisfy the requirements, the Recruitment Group may select those candidates to have an expert assessment. The selection of applicants that progresses to the expert assessment shall be large enough to enable the external experts to make a grouping based on qualifications.

The assessment criteria may be weighted differently depending on the content of the work and the other preconditions for employment defined in the requirement profile.

The Recruitment Group is responsible for ensuring the aspect of gender equality is taken into account. In cases where both sexes are not represented among the candidates, and especially in cases when there are no candidates of the under-represented sex, the Recruitment Group can advertise the post again and use searches to identify candidates of the under-represented sex. In cases where there are no candidates of the under-represented sex and it is decided that no further actions are to be taken, the reasons for that decision must be provided to the Recruitment Committee.

#### **8.4.9 Expert assessment**

The external experts are assigned within the framework of the requirement profile and special instructions to consider and report in writing which applicants are included in the shortlist and which others are qualified for the post.

The instructions for the external experts must include a description of what the external experts are expected to assess, i.e. the qualification requirements, selection criteria and weighting and also time schedule for the expert assessment.

The external experts shall individually report on their assessment of whether and how the applicants satisfy the qualification requirements and selection criteria. The statement shall indicate for each of the eligible applicants what qualifications formed the basis of the assessment through a description of the candidate's activities, their quality and results.

Documents to and from the external experts shall be processed via the University's recruitment system.

Statements regarding the applicants' eligibility are considered to be public documents received by the School, records of which must be filed.

#### 8.4.10 Selection from those candidates who the external experts consider to comprise the shortlist for the post.

The selection from the candidates who the external experts consider to comprise the shortlist for the post is made by the Recruitment Group by means of, for example, interviews, tests and portfolios. Some of this stage can be carried out in parallel with the expert assessment. The Recruitment Group is also responsible for the taking of references always being implemented. If the candidates in the shortlist decline, or alternatively the assessment of the Recruitment Group after, for example, interviews, is that none of the candidates in the shortlist are appropriate, the recruitment process can continue in the same thorough way with other applicants considered eligible by the experts.

For recruitment to posts where one of the sexes is under-represented, the Recruitment Group can consider the possibility of taking further measures in order to reach the under-represented sex.

#### 8.4.11 Review of the process, supporting documents and overall assessment

The recruiting manager presents to the Recruitment Committee: how the recruitment process has been implemented; how gender equality has been taken into account during the various stages of the recruitment process; who the most suitable candidates are; and also the candidate recommended by the recruiting manager. The Recruitment Committee shall then provide an opinion in writing within one week about whether the recruitment process has been implemented in accordance with the Regulations in this Appointment Procedure. This opinion is recorded.

#### 8.4.12 Decisions about appointments

A formal appointment decision is made by the Dean of the School. However, the appointment decision is only made following the President's approval if the post relates to a Full Professor, Visiting Professor, Adjunct or Senior Associate Professor. In cases where the Dean has reported a disqualification situation, the decision is taken by the chairman of the board at the School. The supporting information for a decision comprises the Recruitment Committee's statement of opinion concerning the recruitment process and the recruiting manager's proposed candidate. Whenever a decision concerning appointment is taken, the prevailing regulations at Jönköping University concerning disqualification shall be taken into account.

When an appointment is decided, only objective reasons are to be considered and during the preparation of the matter, any issues concerning disqualification must be carefully considered. The purpose of the teacher recruitment process is to find teachers with the best possible competence and potential for the work tasks of the post in question.

#### 8.4.13 Recording documentation

An adopted document management plan applies to the recording of documentation generated within the framework of a recruitment.