



Lund University Teacher Appointment Regulations



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Abbreviations

AF	Appointments Ordinance
FL	Administrative Procedure Act
HF	Higher Education Ordinance
MBL	Employment (Codetermination in the Workplace) Act
LOA	Public Employment Act
RF	Instrument of Government

AOLU Appointment Regulations for Teachers at Lund University

Lund University Teacher Appointment Regulations

Decided by the University Board September 27th 2002



Regulations Governing the Appointment of Teaching Staff at Lund University

The Board of Lund University has adopted the following directives. These directives shall apply in addition to those stated in the Higher Education Ordinance

These directives are based on Chapter 2, Section 2, item 9, and Chapter 4, Section 14 of the Higher Education Ordinance (hereafter referred to as the HEO) (Swedish Statutes 1993:100, and revision 2002:558).

Section 1

The Appointment Regulations for the employment of teaching staff at Lund University apply to the issues of announcing vacancies, the qualifications and selection of applicants and also the distribution of responsibilities within the University in questions regarding appointments and appeals against appointments.

Section 2

The aim in the recruitment of teaching staff is to find staff with the highest possible qualifications and best potential regarding the position in question. In addition to the applicants' documented qualifications, their possible future development will also be considered. The employment procedure must therefore attach great importance to recruiting those who are also considered likely to make valuable contributions in the future, and who can also be expected to become candidates for promotion within the University.

Section 3

Every year, before recruiting and promoting teaching staff, each faculty shall draw up an equal-opportunities target regarding gender distribution within each category of teachers.

Section 4

The University's recruitment procedures shall always strive to achieve an even gender balance. This means that, in cases where positive discrimination according to Chapter 4, Section 16 in the HEO is not applied, the candidate from the under-represented gender shall be appointed when choosing between candidates whose qualifications are on the whole equivalent.

Definition of the scope of the position and the announcement of vacancies

Section 5

Before a decision is made to recruit a new member of the teaching staff, the scope of the position must be defined, and the form of the announcement of the vacancy decided (cf. Chapter 4, Sections 17 and 18 of the HEO).

Section 6

The relevant faculty board defines the subject field, the required qualifications, the bases of assessment and also how the bases of assessment are to be weighed against each other. Before advertising a vacant professorship, the Vice-chancellor shall take the decision to establish the chair.

Section 6b

Within the framework of a pilot scheme teachers may be appointed as assistant lecturer (cf. Chapter 4, Section 1 in the HEO).

Subject field

Section 7

The subject field for the positions of professor, adjunct professor, university lecturer, assistant university lecturer, adjunct university lecturer, instructor, adjunct instructor and postdoctoral fellow shall be defined by a subject designation (cf. Chapter 4, Section 17 of the HEO).

The subject designation shall normally consist of the “subject” (especially in cases where the subject is an already established discipline). If required by special reasons, the subject designation may be expressed as “subject, specialising in sub-speciality”.

A detailed subject description (of the kind, “the subject A involves X, Y and Z”) should only be given in cases where this is especially justified.

If called for at the time of the announcement of a position as postdoctoral fellow or assistant lecturer, the subject field may comprise “a group of subjects”. In the appointment decision the designation of the subject shall be stated according to the second paragraph above.

Bases for assessment

Section 8

Professors

In the appointment of a professor or adjunct professor, the following (according to the HEO) shall form the basis for assessment:

- A high degree of scientific skill/artistic skill
- A high degree of pedagogic skill
- Good national and international standard as a research or practising artist
- Good ability to supervise PhD students to their doctorate or to advise fine arts students towards artistic maturity
- Good ability to develop, manage and implement education, research or artistic activities of high quality
- Good ability as an academic leader and other personal qualities that are of importance for the successful discharge of the duties involved
- Good ability to collaborate with society and to inform others of research and other developments.

If there are special reasons in regard to the orientation and content of the position, a person whose qualifications are more distinctive, and therefore not as broad, may also be appointed as a professor.

When a professor is to be appointed, an assessment of qualifications shall be made on the basis of the definition of the scope of the position in question.

According to Chapter 4, Section 11 of the HEO, a permanently employed university lecturer shall, upon application, be promoted to professor if eligibility for the position has been proven.

The above named bases for assessment apply to both external recruitment and internal promotion.

University lecturers

In the appointment of a university lecturer and an adjuncted university lecturer, the following (based on the HEO) shall form the basis for assessment:

- Well-attested scientific/artistic qualifications or other professional skills that are of importance with regard to the subject and content of the position and the duties involved in the position
- Well-attested pedagogical skills
- Good national and international standard as a researcher or active artist
- Good ability to supervise PhD students to their doctorates or to advise fine arts students to artistic maturity
- Good ability to develop, lead and implement education, research or artistic activities of high quality
- Good ability as an academic leader and other personal qualities that are of importance for the successful discharge of the duties involved
- Good ability to collaborate with society and to inform others of research and other developments.

If there are special reasons in regard to the orientation and content of the position, a person whose qualifications are more distinctive, and therefore not as broad, may also be appointed as a university lecturer.

When a university lecturer is to be appointed, the assessment of qualifications shall be made on the basis of the definition of the scope of the position in question. This means that if the position includes both teaching and research, equal weight shall be attached to scientific and pedagogical skills.

According to Chapter 4, Section 13, first paragraph of the HEO, a permanently employed instructor shall, upon application, be promoted to university lecturer if eligibility for such a position has been proven. According to Chapter 4, Section 13a of the HEO, an assistant university lecturer shall, upon application, be promoted to university lecturer if eligibility for such a position has been proven, and if the applicant is also deemed suitable following an assessment based on the local regulations for such appointments.

The above named bases for assessment apply to both external recruitment and internal promotion.

According to Chapter 4, Section 13, second paragraph of the HEO, an instructor may, in some cases, be promoted to the position of university lecturer even if he or she is not strictly eligible. This applies only in cases where the instructor has demonstrated particular teaching skills or other skills in the development and leadership of both activities and personnel, or shown a particular ability to interact with society. In such cases, an overall assessment of the applicant's relevant qualifications, e.g. research-based qualifications, shall be made.

Assistant university lecturers

In the appointment of an assistant university lecturer, the following (based on the HEO) shall form the basis for assessment:

- A doctorate or equivalent degree from a foreign university (obtained during the past 5 years, or earlier if there are extenuating circumstances, see Chapter 4, Section 8a of the HEO)
- Good ability to develop and pursue research or artistic activities of high quality
- Good ability to collaborate with society and to inform others of research and other developments
- Pedagogical ability

In the appointment of an assistant university lecturer, scientific skills will be the prime consideration. In other aspects the assessment of qualifications will be based on the definition of the scope of the position in question.

(Comment: According to Chapter 4, Section 3 of the HEO, postgraduate fellows and assistant university lecturers are to be mainly engaged in research.)

Instructors

In the appointment of an instructor or an adjuncted instructor, the following (based on the HEO) shall form the basis for assessment:

- An undergraduate degree or equivalent qualifications of importance regarding the subject and content of the position and the duties involved in the position
- Well-attested pedagogical skills
- Good ability to develop, lead, implement and evaluate education or artistic activities of high quality
- Good ability to collaborate with society and to inform others of research and other developments

In the appointment of an instructor, pedagogical skills and other merits pertinent to eligibility will be given equal weight, unless special reasons call for another procedure to be adopted. In other respects, the assessment of qualifications shall be made on the basis of the definition of the scope of the position in question.

Postdoctoral fellows

In the appointment of a postdoctoral fellow the following (based on the HEO) shall form the basis for assessment:

- A doctorate or equivalent degree from a foreign university (obtained during the past 5 years, or earlier if there are extenuating circumstances, see Chapter 4, Section 8a of the HEO)
- Good ability to develop and pursue research or artistic activities of high quality
- Good ability to collaborate with society and to inform others of research and other developments
- Pedagogical ability

In the appointment of a postdoctoral fellow, scientific skills will be the prime consideration. In other aspects the assessment of qualifications will be based on the definition of the scope of the position in question.

Public notice of a vacancy

Section 9

Vacant positions that are to be publicly announced according to Chapter 4, Section 18 of the HEO, should be advertised in at least one national, daily newspaper. These vacancies shall also be advertised

on the University's official notice board and on the central Internet page for vacant positions. A faculty board may also decide on other ways of advertising positions.

A faculty board may issue advice concerning the formulation of applications.

The application period shall be at least three weeks. If vacancies are advertised in a foreign newspaper or journal, the minimum application period shall be six weeks.

An application arriving too late may be considered if special reasons call for it.

The public notice shall expressly invite applications from the under-represented gender to apply for the position in question.

The public notice shall state whether positive discrimination will be applied, according to Chapter 4, Section 16 of the HEO (cf. Section 4 above).

The appointment procedure

Section 10

Teacher Appointments Committees

The following teacher appointments committees shall be established for the purpose of preparing matters concerning appointments (cf. Chapter 3, Section 9 of the HEO):

Teacher Appointments Committee	Faculty
Chemical Engineering	Lund Institute of Technology, LTH
Physics, Informatics, Mathematics, and Electrical Engineering (FIME)	"
Mechanical Engineering	"
Civil Engineering	"
The Built Environment	"
Mathematics & Physics	Science
Chemistry	"
Biology and Earth Sciences	"
Law	Law
Economics	Social Sciences
Social Sciences	"
Medicine	Medicine
Performing Arts	Performing Arts
History and Philosophy	Humanities and Theology
Modern Languages and Linguistics	"
Theology	"

If necessary, temporary teacher appointments committees may also be established, in addition to those listed above. Decisions in such matters will be made by the Vice-chancellor.

Section 11

Each teacher appointments committee shall consist of a chairperson, a vice-chairperson and two other members, appointed for a period of three years. All measures should be taken to achieve an even gender distribution in these committees.

Teaching staff of both genders shall, unless it proves impossible, be included among the members and substitute members of the committee.

In addition to the members referred to above, the students are also entitled to be represented on the committee by two members.

For each of the members referred to in the first and third paragraphs above, a substitute shall be appointed.

The members referred to in the first paragraph and their substitutes are appointed by the respective faculty board.

Section 12

A teacher appointments committee forms a quorum when more than half of the members are present, among them, the chairperson or vice-chairperson. If special reasons call for it, the committee may allow members to take part by telephone conference.

Experts, as defined in Chapter 4, Section 21 of the HEO, have the right to non-voting participation in the teacher appointments committee's meetings. They may also participate through telephone conference. The experts also have the right to express their opinions by means of a statement entered into the minutes of the meeting.

Section 13

The teacher appointments committee processes the matters pertinent to the appointment of professors and university lecturers (cf. Chapter 4, Section 20 of the HEO). These committees may also propose candidates for promotion according to Chapter 4, Section 26 of the HEO.

In the course of its work, the committee shall be aware of possible conflicts of interest (partiality) and in its final proposal describe how possible conflicts of interest have been investigated according to Section 11 of the Administrative Procedures Act. The faculty board may decide that a teacher appointments committee shall process the issues and make proposals regarding the appointment of postdoctoral fellows and assistant lecturers.

Section 14

When a teacher appointments committee is to take up the matter of an appointment, the faculty board concerned shall appoint the experts referred to in Chapter 4, Section 21 of the HEO (cf. Chapter 4, Section 25 HEO).

The experts' opinions according to Chapter 4, Section 22 shall be submitted to the teacher appointments committee.

The faculty board may decide to give the experts supplementary instructions regarding the formulation of their opinions.

Section 15

The decision to invite a person to apply for a position as professor may be made by the teacher appointments committee.

Section 16

The proposal of the teacher appointments committee, according to Section 13 above, is submitted to the faculty board.

The faculty board submits this proposal, together with its own statement, regarding the appointment of a professor (including promotion to professor) to the Vice-chancellor (cf. Chapter 4, Section 27 HEO).

The teacher appointments committee shall afford the health-care authority the opportunity to express its opinion according to Chapter 4, Section 29 of the HEO.

Section 16b

Regarding the appointment of an adjunct professor, a proposal is submitted by the faculty board following statements from two people who are especially familiar with the subject of the position (cf. Chapter 4, Section 21 HEO).

Decisions regarding appointments

Section 17

The Vice-chancellor makes decisions regarding the appointment of professors and adjunct professors. This also applies to decisions regarding the promotion of university lecturers to professor and also decisions to reject an application for such promotion.

Decisions regarding appointments to other teaching positions are made by the faculty board.

This also applies to decisions regarding promotion from instructor to university lecturer, promotion from assistant university lecturer to university lecturer and decisions regarding the rejection of applications for such forms of promotion.

Before the faculty board makes a decision on the appointment of a university lecturer, it shall await the Vice-chancellor's assessment of an application for an appointment as professor, according to Chapter 4, Section 12 of the HEO.

The Board for the Faculty of Medicine may decide that a position as a university lecturer be associated with a position at a health-care unit, according to Chapter 4, Section 2 of the HEO.

Section 18

The faculty board makes decisions regarding the termination of employment of all teachers other than professors.

Decisions concerning notice of termination, except in the cases referred to in Chapter 2, Section 2, items 7a-d in the HEO, are made by the Vice-chancellor (cf. Chapter 4, Section 34 HEO).

Delegation

Section 19

Unless otherwise stated, the faculty board may delegate its duties. Proposals regarding the appointment of professors may, however, only be delegated to the Faculty Dean (or chairperson of the Area Board).

Appeals

Section 20

Appeals to the Board of Appeals for Universities regarding appointments as professor are decided by the Vice-chancellor after hearing the points of view of the faculty board and the teacher appointments committee in question.

Appeals to the Board of Appeals for Universities regarding appointments other than those of professor are decided by the faculty board after hearing the points of view of the teacher appointments committee (cf. Chapter 12, Section 2 HEO).

Other issues

Section 21

The head of department decides on the extent to which teachers are obliged to attend their workplace (cf. Chapter 4, Section 4 HEO).

Section 22

A lecturer's title is University Lecturer and an instructor's title is University Instructor.

Section 23

General advice for the application of the Higher Education Ordinance and these directives is included in an appendix entitled, "Appointment of Teachers at Lund University".

Transitional provisions

When reference is made in other University directives to an "appointments committee", such reference shall instead apply to a "teacher appointments committee".

When these regulations come into force, the previous regulations, "Lund University Teacher Appointment Regulations" (1999-02-26, official records number I E 19 13594/98) cease to be in force.

Appointment of Teachers at Lund University

General advice for application of the Higher Education Ordinance
and Appointment Regulations at Lund University.
Decided by the Vice-Chancellor on May 27th 1999.



1. Purpose and arrangement of document

The recruitment of new staff is one of the most important decisions within the University. It is a very exacting task to recruit the “right man/woman for the right position” and it is therefore of great importance that we develop within the University good ability to deal with the various stages of the recruitment process.

The employment of someone at a University is an issue that is surrounded by various rules in legislation and collective agreements. Important regulatory structures in this connection include Chapter 11, Section 9, Item 2 of the Instrument of Government (RF), which states that “When making appointments to posts within the State administration attention shall be paid only to objective factors such as service merits and competence”, and also the Administrative Procedures Act (FL) and the Higher Education Ordinance (HF). In addition to this, Lund University has decided Appointment Regulations (AOLU) for Teachers, to which these guidelines are an appendix. It is indicated by the Appointment Regulations, among other things, that the University shall establish special teacher appointments committees to prepare appointment matters.

The teacher appointments committees play a central role in the recruitment process. Therefore the various phases of the appointment procedure are dealt with in detail in this document. The preparations for announcement of vacancies are dealt with following a short policy introduction, a section on equality, an outline of the recruitment process and of the role of the teacher appointments committees. Then, the appointment and promotion of teachers and the announcement of vacancies are dealt with. Then issues concerning applications are dealt with, following which the processing of matters by the teacher appointments committees and issues concerning the role of experts are taken up. After dealing with some special issues and what occurs in connection with and immediately after the appointment decision, the document is concluded with a section on the follow-up and development work within the teacher appointments committees.

The new wording of the Higher Education Ordinance, effective January 1st 1999, introduces new regulations for the appointment, recruitment and promotion of teachers at the University. An internal appointments system is introduced, in which the title shall reflect the competence of the teacher. By personal scientific, pedagogical or other work, it will be possible to advance within the University (Chapter 4, Sections 11–13, HF). The processing of internal promotion matters will form an important part of the new work of the teacher appointments committees. This will present increased demands for clear and well-documented practices concerning the various forms of basis of assessment, which are closely linked to national quality demands on academic teachers.

The most important elements of the recruitment process are governed by the local appointment regulations. These regulations express the fundamental requirements for access to information and the rule of law that apply in Sweden to matters of this nature, but it is also an expression of the local freedom as regards recruitment of teachers that the universities and university colleges enjoy today. A clear indication of the quality objectives of the University is provided in the Appointment Regulations, *inter alia*, by formulation of equality objectives and indication of the importance of pedagogical qualifications in connection with the recruitment of the various categories of teachers.

The local regulations should be regarded as a guarantee for equal treatment and fairness for each individual person in a recruitment or promotion situation. The purpose of this document is to provide advice and guidance on the recruitment of teachers within the entire University. It therefore applies to all faculties. The purpose of the document is also to clarify for prospective and actual applicants for employment as well as for applicants for internal promotion how Lund University views and works regarding the recruitment of teachers. This is also important in order to specify what the decision-making bodies within the University need in order to obtain a fully satisfactory basis for their appointment decisions.

In this document, the term “faculty” is used throughout, independently or in combination, to designate all faculties or operational fields within the University Appointment Regulations for Teachers.

2. Lund University Recruitment Policy, Regulation 2, AOLU

Thorough and ambitious recruitment work is one of the University's most important means of developing and obtaining superior quality in its operations. It is stated in the strategic plan of the University:

“The recruitment policy must aim to find for all posts holders with the highest possible qualifications and potential for the tasks. The ambition should be that every new appointment to a post shall mean a reinforcement of the aggregate competence of the University.”

The teachers, primarily professors and lecturers, are key persons in the operations of the University. The professorships are the most prominent teacher appointments. By the opportunities for promotion that were introduced as of January 1st 1999, the importance of the recruitment of other teacher categories increases. Irrespective of whether a person is recruited through an announcement of a

vacancy or by internal promotion, it is important to establish guarantees to ensure that only occupants with the best qualifications and prerequisites are recruited. The requirements and needs of the University must be carefully taken into account and formulated clearly, for example, when determining the appointment profile and when advertising.

In the view of the University, in addition to documented qualifications, the prognosis for the future should be taken into account. In the appointment procedure, great importance must therefore be placed on recruiting teachers who are considered capable of making valuable contributions in the future and who may be expected to become eligible for internal promotion. The assessment practice applicable at Lund University will primarily be documented through the minutes of the teacher appointments committees. For this reason, it is important that decisions of the committees are explained and formulated clearly.

3. Equal gender balance, Regulations 3–4, AOLU

In accordance with the University's gender balance policy and strategic plan, the equality aspect should always be taken into account as an important quality component in the recruitment work of the University.

It is stated in the Equal Opportunities Act that: “When at a workplace a basically even distribution between men and women for a particular kind of work or with a particular category of employer does not prevail, the employer shall upon new appointments make particular efforts to obtain applicants from the underrepresented sex and endeavour to ensure that the proportion of employees of that sex successively increases.”

The strategic plan states: “Gender equality should be sought in the recruitment work of the University. This means, *inter alia*, that when choosing between equally competent applicants for the appointment, the person who belongs to the underrepresented sex shall be appointed. Also, in the recruitment work itself –

formulation of job descriptions, advertisement text, etc. – the equality aspects must be taken into account. This means, *inter alia*, that when choosing between equally competent applicants for the appointment, the person who belongs to the underrepresented sex shall be appointed. Also, in the recruitment work itself – formulation of job descriptions, advertisement texts, etc. – the equality aspects must be taken into account

Both the decision-making body and temporary working groups and committees within the University must always have both male and female members.”

The imbalance existing to date between the number of male and female teachers within the University is well known. A long-term conscious strategy is required in order to remedy this imbalance. The long-term male domination within the teacher corps has characterised research and teaching in many subjects. This applies, for example, in the formulation of the presentation of problems and

allocation of priorities within research fields. The new gender research has drawn our attention to how this is expressed in scientific language and the choice of material and methods.

In the terms of reference for the University, the Government imposes recruitment objectives for the proportion of women among newly recruited professors. According to applicable regulations, the University shall in the future also formulate annual equality objectives for other categories of teachers. The recruitment objectives are intended to stimulate long-term and systematic work on equal gender balance at all levels. The University will break down the common recruitment objectives into faculty areas. Each faculty is responsible for analysing and finding the means that, within the various subject fields and various institutions, are the most suitable

for the purpose of achieving a more equal gender distribution and to attain the objectives laid down.

The obligation of the University to be an example in the community has become even clearer from political decisions and amended statutory regulations, but what is decisive for the result is neither legislation nor resources; the will to achieve change is what is required. Attainment of equal-opportunities objectives shall be understood to be a necessary prerequisite for increased quality in a broad and long-term sense. The faculties are under a duty to take this into account in their strategic plans, internal recruitment documents and recruitment work.

The importance of taking into account equal gender balance aspects is taken up later in this document within the various sections

4. Main features of recruitment process

The initiative to employ teachers is normally taken by the department and/or the faculty. Decisions on appointment profiles for teachers are made by the faculty board. Decisions on appointment profiles for other teachers and professors may be delegated. Before a vacancy for a professor can be publicly announced, the Vice-Chancellor shall make a decision concerning the creation of the chair. Teaching posts are advertised through the agency of the faculty office. The teacher appointments committee makes proposals in connection with the appointment of professors or lecturers. Professors are appointed by

the Vice-Chancellor and other teachers are appointed by the faculty board.

A person who is permanently employed as a lecturer, may apply to become promoted to the position of professor. A person who is permanently employed as a university instructor can apply to be promoted to the position of a university lecturer. These applications shall be prepared by the teacher appointments committee. Professors are employed by the Vice-Chancellor and other teachers are employed by the faculty board.

5. Teacher appointments committees' position and function

According to the University's Appointment Regulations, professors and university lecturers shall be appointed on the recommendation of the teacher appointments committees. The Appointment Regulations govern the composition, etc. of the teacher appointments committees. This general advice contains supplementary guidelines for the work of the teacher appointments committees.

The committees are the preparatory bodies, that is, have the function of preparing appointment

matters and making recommendations for the appointment of professors and university lecturers. Within certain faculties, the teacher appointments committees may also have been allocated other functions, such as submitting recommendations for the appointment of post-doctoral fellows.

The teacher appointments committees work within the frameworks laid down by regulations and contracts, by this general advice and by the faculty-specific guidelines. The new Higher Education

Ordinance emphasises the importance of the equal opportunities targets and pedagogic competence for the quality of education and research more than ever. The teacher appointments committees should afford particular attention to these forms of basis of assess-

ment. It is necessary and important that the members of the committees overall have good knowledge about and experience of all relevant forms of basis of assessment and follow developments within them. The result of the efforts of the committees will be evaluated.

6. Preparations for appointment of teachers, Regulations 5–7, AOLU

6.1 Appointment profile

The faculty board decides on the recruitment of teachers other than professors. The preparations for each appointment include the determination of an appointment profile. The appointment profile for all teaching appointments, is decided by the faculty board and comprises the subject field for the position, the competence required for the position, the work duties that shall be included in the position together with which various forms of basis of assessment shall be used and how they shall be balanced against each other. Decisions on the appointment of professors are made by the Vice-Chancellor. Before applications for the position of professor are publicly invited, the Vice-Chancellor makes a decision on the establishment of the chair.

No later than when a teacher leaves his/her position, shall the need for a new appointment be considered on the basis of the faculty's strategy for how research and education within the faculty shall be developed.

6.2 Strategic plan for the faculty and appointments programme

Every faculty works in accordance with a strategic plan that is based on the strategic plan adopted by the University Board for the University as a whole. The strategic planning at faculty level serves as a framework for the future aims of teacher appointments, etc. Prospective applicants can thereby acquire an understanding of the development trends of the faculty. The long-term research and education planning of the faculties and how this influences the need for teachers may be indicated by (the supporting documents for) applications for appropriations or other strategic documents that the faculty has adopted.

The faculty's strategic plan forms a basis for the recruitment of teachers during a particular period.

How the appointment of teachers needs to be orientated in the future may be described by, for example, an appointments programme. Such a programme may be formulated in a comprehensive manner for all departments within the faculty. Among other things, an appointments programme may formulate objectives for provision of competence together with joint recruitment and assessment principles for the faculty as a whole.

6.3 Candidate committee

Before the recruitment of a teacher begins, it may be of value to examine what prospective applicants there are who satisfy the requirements laid down. The use of a candidate committee is thus an interesting opportunity. This particularly applies if new appointments within new fields of research and teaching are planned, or when several appointments within the same field are being considered. This may be a useful tool not least in the efforts to achieve a more equal gender distribution among teachers.

A candidate committee is the faculty board's preparatory body before an appointment procedure is formally commenced. The faculty board determines what competence is required, appoints members and draws up guidelines for the work of the candidate committee. It is important that the framework and mandate are made sufficiently plain so that the role of the committee as a preparatory body is clearly indicated.

The committee may be given the task of assessing development trends within various fields of research. The committee may also work more actively on recruitment by surveying what applicants may be suitable for a particular position. In this way, among other things, an indication is obtained of the number of applicants together with the approximate level, breadth and depth of their qualifications, a basis for

various ways to announce vacancies so that the information reaches interesting candidates, what breadth of competence the experts should represent, etc.

The survey may be conducted in various ways. However, it is important that it is done as broadly as possible. Conventional contact networks with subject departments in Sweden, links with subject representatives in various countries but also, in certain cases, contacts with representatives of research-intensive operations outside the University may contribute to providing an overview of potential applicants. Sometimes it may be appropriate to discuss the more detailed purpose of the position with selected people outside the University, for example representatives of public agencies and/or industry.

A further alternative is contact with a number of candidates identified by various means in order to investigate their interest in the position and under what circumstances they might consider applying for it.

6.4 Subject field

A subject field for a teaching appointment is formulated against the background of the strategic plan and the appointments programme. Great care must be devoted to the subject title of the appointment and the question of whether a special subject description should be formulated. It is also important from the perspective of gender that the subject field is carefully deliberated upon. For example, there should be an opportunity to include perspectives from which both male and female experiences and interests are represented. These deliberations must apply both to

the subject title and to the “interpretation” that is possibly made in the form of a subject description.

The subject title should normally comprise a “subject” (particularly in those cases where the subject already constitutes a well-established discipline). The subject title may comprise “subject, special sub-speciality” if special reasons demand this. A special subject description (with the formulation “the subject A, means x, y and z”) shall be only be used in those cases where this is specifically justified.

All prerequisites and requirements that are to apply to a position, shall be expressed in the announcement of the vacancy and taken into account when filling it. This is decisive for which applicants may be considered and thereby the possibility of employing a suitable teacher. It also governs what qualifications shall be valued and how. A narrow subject description, if one is made, involves a comparatively easily manageable evaluation of qualifications and selection process but limits the selection of applicants. With a wide subject description, several persons may apply for the position. Unless special reasons otherwise demand, there should be a wide subject description.

On the appointment of university instructors and university lecturers, the subject field for the new position will be the same as for the position to date (Chapter 4, Section 11 and Section 13, first paragraph, HF). The determination of the subject field in conjunction with the original position will, therefore, in the future have considerably greater importance than hitherto.

7. Appointment of teachers, Regulation 8 AOLU

7.1 General points of departure

In accordance with the Higher Education Ordinance, the University has responsibility for distributing work tasks between the various teacher categories. As a main rule, all teachers shall participate both in basic and research teaching.

The requirements concerning competence for the appointment of teachers are indicated by Chapter 4, HF. According to Chapter 11, Section 9 of RF, attention shall be paid only to objective factors such as service merits and competence. In this connection, competence shall be a prime consideration. Other

objective grounds that should be taken into account are the labour market, equal gender balance, and social and employment policy objectives laid down by the Government.

Competence for teaching posts consists of scientific, pedagogic and administrative skills and other skills that are of importance having regard to the nature of the position.

The requirements of the Instrument of Government on objective grounds apply in connection with all decisions concerning appointments, that is, not only

new recruitment but also internal promotion, substitute positions, etc.

Against the background of the above, the University has had to deliberate upon what basis of assessment for the appointment of teachers should be laid down to achieve the quality objectives formulated in the strategic plan and the form in which they shall be presented.

At the time of recruitment, importance shall be attached both as regards qualifications already achieved and future potential. Every basis of assessment in accordance with Regulation 8, AOLU should be satisfied or be assessed as capable of being satisfied in the future by those who are appointed as teachers at Lund University. If there are special reasons, some deviation may be allowed. One such reason may be, for example, that an institution does not have the special competence within a strategically important field and chooses to attach particularly greater importance to this kind of skill in relationship to other qualification requirements. The appointment profile may in this case be less comprehensive. Thereafter, an evaluation of qualifications is made on the basis of the established appointment profile.

This reasoning is particularly important when the promotion opportunities for university lecturers and university instructors involve a situation different from that concerning the new recruitment occasion which means that the assessment of qualifications and the assessment of future potential for teacher tasks is of greater importance than they have been to date as regards appointments to these posts.

7.2 Documentation and assessment of scientific and artistic skill

Every faculty is obliged to formulate guidelines for the assessment of the scientific skills and guiding principles that limit the number of jobs that an applicant may refer to. A balance should consequently be struck between what comprises a reasonable work performance for experts and the teacher appointments committee and the applicant's interest.

It is primarily quality that shall be assessed when examining scientific skills. This is demonstrated by the applicant's own current relevant research activities

and by his/her own nationally and internationally published works and assignments.

In connection with the assessment of qualifications, importance should also be attached to such experience as supervising Ph.D. students towards completion of their degree or, as regards students on artistic courses, towards artistic maturity, planning and management of research projects and leading a research group. Depending on the circumstances in the individual case, this experience may be taken into account when assessing scientific, pedagogical or administrative skills or in connection with the assessment of the applicant's personal abilities.

The ability to supply the department with external research grants, assignments as experts and faculty opponents and the fact that the applicant has arranged conferences or been responsible for artistic events may, depending on the circumstances in the individual case, be taken into account when assessing the scientific, pedagogic and administrative competence or appraising the applicant's personal abilities.

7.3 Documentation and assessment of pedagogic skills

In many quarters within the University, a process has been initiated which aims at a more varied and quality-orientated assessment of pedagogic skills. At the same time, much remains to be done before norms can be created concerning these skills and before the forms for its assessment achieve the same stable levels as in the case of scientific skills. For this reason, the University has considered that it is a matter of importance to clarify somewhat more extensively how the assessment of pedagogic qualifications should be conducted in order to be considered exhaustive.

Great care and attention is required to assess the pedagogic skills of an applicant. It is an obligation for every teacher appointments committee to afford the consideration of pedagogic skills as much care as the consideration of scientific skills. Already when preparing the advertisement and the instructions to the applicant, which every faculty prepares, it shall be clearly indicated what criteria, basis of assessment and any documentation the teacher appointments committee uses in connection with an appointment procedure.

The applicant shall provide comprehensive and systematic documentation of his/her pedagogic qualifications. The committees will thereby obtain a better basis for the assessment of pedagogic skills in the same manner as applies to scientific qualifications. A strong recommendation for documentation in the form of a pedagogic qualifications portfolio should be indicated by the notice of the vacancy. In this compilation, teachers describe and successively collect their documents, thoughts and experience concerning pedagogic issues together with the assessments that others have made of the teacher's work. From this the teacher may then select relevant parts to describe his/her pedagogic skills in relation to the position for which he/she is applying.

When examining pedagogic qualifications, one in principle proceeds in the same way as when examining scientific qualifications, that is, it primarily relates to providing oneself with a good descriptive foundation upon which to base the evaluation. The examination may then be implemented in three steps: in the first step, the prerequisites for the pedagogic assessment can be discussed; in this connection the assessment aspects and assessment criteria are described. In a second step, the pedagogic qualifications of the applicants are described and a summary evaluation of their qualifications provided. In a final step the applicants are compared and ranked having regard to how well they satisfy the quantitative and qualitative requirements described in the introductory section.

Careful instructions about the criteria for assessing pedagogic skills shall also be distributed to the experts. They may also be informed here about the Higher Education Ordinance and AOLU leaving open the possibility for every faculty board to engage a pedagogic expert in a recruitment matter, if this is desired.

The following qualitative criteria can be imposed regarding pedagogic skills:

- Broad, thorough and relevant knowledge in one's particular teaching subject.
- Ability to structure and organise the subject material in courses and in one's teaching subject.
- Ability to communicate involvement and interest in the subject.

- Ability to activate students to do private study.
- Ability to communicate with students.
- Capacity for a holistic view and renewal.

In order to devote great care to pedagogic appraisal, several forms of basis of assessment should be weighed together which the applicant can describe in his/her application or in conjunction with any interview. The assessments are of greatest value if the applicant can present a written reference.

• **Teaching.**

The variation and scope of teaching at various levels provides a picture of whether the applicant has practical knowledge and has the confidence of the department to teach. However, it does not give any unequivocal confirmation of the individual's skill.

• **Supervision.**

The number of research students whom the applicant supervises and has supervised is of interest, as are particulars concerning the throughput of these students. The supervision of degree dissertations and essays within basic education courses should also be taken into account.

• **Preparation of teaching aids.**

Both the quantity and quality should be taken into account.

• **Pedagogic development work.**

The application and development of new pedagogic methods and interest in the learning situation that has manifested itself in concrete development work, where documentation in the form of assessments by the Head of Department and students, is desirable.

• **Assessment of the students' performance.**

Setting examinations, throughput of students and examination frequency may provide an impression of the applicant's pedagogic ability.

• **Course evaluations.**

Course evaluations should preferably be certified by a written commentary from the responsible Head of Department. Note, however, that more or less unprocessed course evaluations are only one basis of assessment. One should also be aware of supplementary forms of basis of assessment.

- **Teacher training.**

Completed training at a teacher-training college or on an internal teaching course together with participation at teaching conferences and seminars.

- **Scientific journals.**

The disposition and arrangement of the paper should be commented upon by the applicant in order to demonstrate how pedagogic aspects have been taken into account.

- **Popular scientific presentations.**

Good popular science often discloses good communicative ability.

- **Pedagogic prizes.**

A teacher who is liked is often a good pedagogue.

- **Teaching examinations.**

A teaching examination can be given in many different forms. A teaching examination in the form of, for example, a test lecture provides a good impression of the applicant's verbal presentation technique and ability to adapt the subject to the standard that is required. However, one should be aware of supplementary forms of basis of assessment. A person on the rostrum is not always the best pedagogue.

- **Own thoughts.**

The applicant's overall comments on the above documents and description of his/her pedagogic approach.

In connection with the assessment of the applicant, it is necessary to determine first whether the applicant has demonstrated sufficient breadth and scope in his/her pedagogic activities, where breadth not only relates to experience of teaching at various levels within education but also to experience of various forms of teaching and evaluation, as well as experiences of pedagogic activities other than teaching. Breadth means variation in the applicant's pedagogic experience.

Once sufficient variation and scope of the activity has been demonstrated, it is primarily quality that shall be assessed. The assessment of quality relates to the applicant's interest in and awareness about pedagogic aspects of his/her own activities within teaching and research, preparedness to consider and

reconsider pedagogic approaches and to provide well-founded arguments for the choice of a particular form of teaching or examination practice.

In the case of university lecturers and university instructors, whose positions to a large extent comprise both teaching and research, equal importance shall be attached to scientific and pedagogic skills. This means that the main rule shall be to appoint the applicant who best satisfies both the scientific and pedagogic qualification requirements rather than applicants who only satisfy one of these two requirements or who have uneven qualifications in this respect.

7.4 Academic leadership

Academic leadership means, above all else, demonstrated ability to lead activities and staff together with the ability to organise and lead research projects and research groups (see Chapter 4, section 15 HF). Various kinds of management assignments or assignments with bodies within the University, which have been demonstrated in various ways, for example through management assignments as Head of Department, as chairperson or member of committees, boards or panels at various levels within the University or by development of staff management, of quality work, of IT applications, of internationalisation work or of equal gender balance work, are also a qualification. The importance of reporting activities outside the University together with international assignments and experience should, depending on the orientation and nature of the position, also be emphasised. Any further experience may be exemplified in the instructions issued by each faculty

7.5 Documentation of ability to collaborate with the surrounding society and also to inform about research and development work

The capacity to collaborate with the surrounding society and to inform about research and development work comprises a special basis of assessment according to HF.

A person who wishes to refer to such qualifications must clarify and document this in his/her application. The appointment profile shall indicate how this basis of assessment shall be balanced in relation to the others.

Lund University has the development of contacts with the surrounding society as a high-priority objective of its operations. The starting point for this collaboration is a responsibility to ensure that research and teaching shall serve the interests of society and individuals as regards economic, social and cultural development. Such collaboration is, together with research and teaching, an important task for the University and shall lead towards the knowledge and competence of the University being efficiently utilised in society at the same time as

the collaboration providing valuable contributions to the development of the University itself.

Teachers' involvement in collaboration and informing about research shall be of value in connection with the appointment of teachers. This means that bodies and persons within the University who decide on appointment issues shall have collaboration and informing about research as a manifest criterion for their decisions.

8. Promotion of teachers, Regulation 8 AOLU

8.1 Background

A permanently employed lecturer, following examination is found to be competent for appointment as professor shall be appointed a professor. A permanently employed instructor who, following examination, is found to be competent to be appointed as a lecturer shall be appointed a lecturer. This applies also to instructors who have demonstrated special pedagogic skills or special skills regarding operational and personnel management, development of the University's activities and collaboration with community life outside the University.

In appointments as teachers, operations within teaching, research or artistic development work in administration may be included. Prominent qualifications within all of these three operational areas should be taken into account in matters concerning the promotion of teachers.

8.2 Dealing with promotion matters

Applications for promotion are made by the individual teacher. An application for promotion to professor is presented to the Vice-Chancellor and submitted to the subject office concerned. The application for promotion to university lecturer is presented to the faculty board concerned and submitted to the subject office.

Applications for promotion are prepared by the teacher appointments committees in the same manner (in appropriate parts) as in the case of external recruitment. According to Chapter 4, Section 28, second paragraph, HF, an application for promotion shall be rejected by a special decision. A rejection shall contain an explanation for the reasons for the decision.

It is expected that the faculties will issue their own supplementary instructions for processing of applications for internal promotions, and also specify how the University's general quality requirements should be satisfied within the respective scientific field. The faculty should also endeavour to achieve a national joint view on similar assessments on promotion matters by, for example, contacts with sister faculties at other universities.

According to Chapter 4, Section 25, HF, the opinion of an expert does not need to be obtained if it is manifestly unnecessary in considering the question of promotion. This question is determined by the teacher appointments committee. As an example of a situation where new expert opinions may be unnecessary, may be mentioned the case of the applicant being recently in other connections been the subject of consideration by an expert for appointment as professor/lecturer within the same subject field.

9. Announcement of vacancies, Regulation 9 AOLU

9.1 Public notice

The official public notice of a vacant post in accordance with Chapter 4, Section 18, HF, together with the regulations and contracts, comprises the basis for the work of the teacher appointments committee. What is stated in the public notice of the vacancy about the appointment profile, etc., applies and may not be altered or ignored during the course of the work. The basis, intended to be taken into account in the appointment, must therefore, if it is not governed by regulations or contract, be indicated by the public notice of the vacancy. Only such requirements as are stated in the public notice of the vacancy may thereafter be taken into account in connection with the appointment.

The faculty board decides on the public notice of vacancy of a post as professor following a decision made by the Vice-Chancellor concerning the establishment of the chair. The faculty board decides on the public notice of vacancy of a post for positions other than professor; decisions on such public notices of vacancies may be delegated. It is the duty of the respective faculty board to find forms and routines for collaboration between departments and the faculty, which ensures that the public notice of the vacancy takes place following appropriate contacts and contains all the information that is relevant for the particular position. The subject office deals with the practical tasks.

9.2 Mandatory information

The public notice of a vacancy shall always indicate the appointment profile, that is, the title of the subject and any subject descriptions, work tasks, the competence required, the basis of assessment that applies, and also how the various bases of assessment shall be balanced against each other. The requirements for competence are indicated by Chapter 4, Sections 5–10, HF. Every basis of assessment, together with how they should be taken into account and dealt with, are indicated by Chapter 4, Sections 15–17 HF, and Regulation 8 AOLU.

If, in addition to the above, there are also other requirements as regards the position, for example, more specific qualifications of the holder, these shall

also be reported. The conclusions and the decisions of the teacher appointments committee will in this way also be more predictable for the applicants, which can reduce the number of appeals.

Explanations of such further considerations on which to base appointments may be made by reference to, for example, this and other policy documents, on condition that the document in question is confirmed as a regulation or guideline by the local decision-making body. Any documents should be held readily available for applicants, and it should be indicated in the public notice how they can be obtained.

Every teaching appointment at Lund University shall normally comprise both research and teaching. The basis for promotion that is usually documented best by applicants has to date been scientific skills. The nature and standard of documentation on which to otherwise base promotion has varied. The fact that there are equally great demands required for documentation as regards all kinds of qualifications should therefore be indicated clearly in the future either by the public notice of the vacancy or instructions to applicants (cf. Chapter 10, below).

The Higher Education Ordinance means that as of January 1st 1999 pedagogic skills shall be afforded greater significance than previously in connection with the appointment of teachers. Pedagogic renewal work is becoming increasingly important for the operations of the University. Even other forms of basis of appointment must be carefully taken into account. In order to obtain more complete documentation of them, a general and overall formulation of the public notice of the vacancy may be:

“The description shall clearly indicate what pedagogic qualifications and which scientific work referred to by the applicant together with other qualifications should in the view of the applicant primarily be taken into account in the appointment matter.”

Representatives of the underrepresented sex shall in public notices of vacancies be explicitly urged to

apply for the post. The public notice of a vacancy shall also indicate which sex is underrepresented in the particular case, and whether positive discrimination in accordance with Chapter 4, Section 16, HF shall be applied (cf. Item 3, Equal gender balance in this document).

If one of the sexes is represented by less than 40% of the category of teachers affected at a workplace, this shall be viewed as the sex that is underrepresented. When delimiting “workplaces” the faculty is considered to be the workplace as regards professors. For other categories of teachers, the department is the workplace, provided the number of teachers in the category in question is six or more, otherwise it is the section/faculty.

9.3 Supplementary information

It was previously stated in the HF that a competence requirement was “the capacity otherwise to perform the position well”. As this requirement is already stated in the RF, it is no longer explicitly stated in the HF, but the requirement nevertheless remains.

The public notice of the vacancy of a teaching appointment does not normally state what requirements these posts demand of their holders as regards personal ability. An alteration may be called for here. It is essential that the faculty boards clarify what requirements shall apply as regards personal ability, for example, in the form of leadership skill and capacity to collaborate. It must also be made clear whether this shall be taken into account as an eligibility requirement, whereby applicants may only be considered for the post if they have such a minimum level of a particular ability, or as a basis of promotion of the kind “other skills”, whereby the applicant who is most able to fulfil the position well is selected. In all circumstances, regard shall be paid to such personal ability as is considered to be of value in order to perform the position well.

It may also be appropriate in the public notice of the vacancy to mention the estimated starting date, which language the application should be written

in, whether salary requirements shall be stated, how special instructions for the applicant may be obtained, contact persons for acquiring further information, whether it may be appropriate later to issue a policy statement or to submit other supplementary documents, etc. In addition to this, every faculty should deliberate upon whether there is reason to state further prerequisites or expectations that apply to the position in question in the public notice of vacancy. General linguistic skills or ability to teach in Swedish or English may be examples of such prerequisites.

9.4 Advertising

Advertising shall be conducted in such a manner that it reaches as many conceivable applicants as possible. Advertising should take place in at least one national newspaper and may also be publicly advertised in Swedish and international professional journals and be submitted to sister institutions within and outside Sweden. All appointments shall also be announced as vacant on the University’s official noticeboard and also via the University Internet pages. The time from the public notice of the vacancy until the expiry of the application period shall amount to at least three weeks. However, if advertising takes place in foreign newspapers or journals, the application period shall be at least six weeks (Regulation 9, AOLU).

The faculties can decide to announce a vacancy in various ways and also to allow these to vary between appointments. However, it is essential that the employment procedure in its entirety is not unnecessarily drawn out.

The time and the manner of the public notice of a vacancy affects the applicants’ ability to apply in good time. It is therefore important to deal with these factors so that the selection of applicants is not restricted. This is particularly important when one wishes to recruit internationally. The position should be announced open for application for such a length of time or be advertised so that all applicants who may be of interest, are given a reasonable opportunity to submit an application in time.

10. Applications

10.1 Legal background

According to the RF, attention shall only be paid when making appointments to positions to objective factors, such as service merits and competence (Chapter 11, Section 9, second paragraph, RF). Furthermore, it is stated in Section 4 LOA that skill shall be the prime consideration. It is stated in Section 4 of the Appointments Ordinance (AF) that the general labour market, equal gender balance, and social and employment policy objectives shall be deemed to be objective grounds.

It is laid down in Chapter 4, Section 15, HF, as a basis of assessment for teaching posts:

“As a basis of assessment for the appointment of teachers, the level of such skill as is a requirement for eligibility for the appointment shall apply. In addition to this, the level of administrative and other skills that are of relevance, having regard to the content of the subject that the University decides for the position and for the work tasks that should be included in the position, shall apply. Furthermore, the level of skill to develop and manage activities and personnel at the University together with the ability to collaborate with the surrounding society and to inform about research and development work shall also be taken into account. In connection with the appointment, such objective considerations as correspond with the general labour market, equal gender balance, and social and employment policy objectives shall also be taken into account.”

The instructions to applicants prepared by the faculties should be structured sufficiently clearly, both as regards what the applicant should explain and how the explanation shall take place, so that the need for the committee to request supplementary documentation and information is eliminated. It should also be clear to the applicants that the committee may seek to obtain information on its own initiative to supplement what the applicant has provided.

10.2 General instructions

Application documents shall be submitted to Lund University (the Registrar), with normally four copies, for professorships and three copies for university lectureships. If a faculty wishes an application to be

submitted with more copies than this, this shall be clearly indicated by the instructions to the applicant.

The application shall be personally signed and the documents that are referred to as being submitted as copies shall be certified as correct copies. The applicant may alternatively present original documents in conjunction with any interview. It is necessary that the application should be complete upon submission. An application by telefax or e-mail or other message that is not signed shall be accepted but shall be accompanied by a personally signed complete application as soon as possible (Section 10, FL).

There shall be annexed to every application for employment a certified qualification schedule with personal information and information about the qualifications that the applicant wishes to refer to. The schedule of qualifications shall be witnessed by a person, for example, a colleague who knows about the applicant's circumstances and activities. The qualifications schedule shall contain, *inter alia*, the following information:

- Personal details (date of birth, nationality, etc.).
- Present address.
- Previous education (for example, which subjects are included in the degree).
- Previous positions.
- Language skills.

With the assistance of the application documents, it should be possible to determine not only what the applicant has achieved within education, research, academic leadership, community contacts and research information. There should also be indicated the manner in which the work tasks were conducted and what results they led to. Some kind of scientific or pedagogic “self-declaration” should be required.

The documents shall describe such information as makes it possible to make a qualitative assessment of the applicant and his/her activities and potential.

The applicant must be made aware that equally high demands for documentation apply to all considerations for promotion.

It must also be made clear to the applicant what possible options she/he has when describing qualifications. Permitting applicants to make such a choice may provide the teacher appointments committees with important information about the how the applicants themselves evaluate their various activities as regards contributions both within individual activities and those that embrace several.

Applicants, who refer to publications with several authors, shall also be informed that they should explain what comprises their personal contribution.

It should also be indicated that the applicant may state those references that she/he wishes to refer to.

An applicant who does not want to have her/his name published should be advised that this is not something that the authorities can guarantee. A person wishing to have information about applicants for a position shall be informed about which applicants have possibly requested to be dealt with confidentially. However, the University cannot refuse to disclose the names of applicants, if the person requesting insists on finding out. It is thus ultimately the person who enquires about information who determines what will happen.

No special respite period, that is, period of grace after the expiry of the application period in which to finally submit full documentation, shall be allowed.

If it is appropriate, having regard to, for example, experts, that the application is submitted in a language other than Swedish, this shall also be indicated by the instructions.

Applicants should also be advised that the documents referred to in the matter (including publications, policy statements, or other supplementary information) shall be submitted to the University and thus

not sent directly from an applicant to any individual member of the teacher appointments committee.

10.3 Late submission of applications

The general provisions of Section 10, FL (see Appendix 2) apply to applications for positions as regards when a document is considered to have been received. An application that is received late may be included for consideration only if there are special reasons (Section 9, fourth paragraph, AOLU). It is a duty of the teacher appointments committee to determine whether such reasons exist. Such a decision cannot be appealed against.

10.4 Appeals

The applicable rules are stated in Sections 21–25, together with Section 30, FL. A decision concerning an appointment shall be notified to all applicants and contain instructions on how it can be appealed against. The date when the decision was pronounced shall also be stated for the applicant as the period for appeal is computed from that time. The justification for the decision shall be indicated by the minutes of the teacher appointments committee.

An applicant who was not appointed or promoted may appeal against the decision. The appeal should be in writing. The applicant shall state in the document of appeal what decision is appealed against and what alteration is requested together with the reasons for this. The document shall be addressed to the Board of Appeal for the University and be submitted to the University. The teacher appointments committee shall express its opinion about the appeal to the body within the University that made the decision, that is, the Vice-Chancellor as regards appointments of professors and the faculty board as regards the appointment of university lecturers.

The appeal shall have been received within three weeks from the date when the appellant received the decision.

11. The teacher appointments committees' processing of matters, Regulations 11–16 AOLU

11.1 The composition and function of the committees

Section 11, AOLU governs the composition of the teacher appointments committees. The members of a teacher appointments committee are appointed by the appropriate faculty board. There shall be both ordinary members and substitutes of both sexes among the members. The subject committees shall also, on the appointment of members and substitutes, endeavour to achieve an even number of men and women – unless this is impossible (University Equal gender balance Policy, 1997–1999).

In addition to the members appointed by the faculty, the students are entitled to be represented by two members and two substitutes. These members and substitutes are appointed in accordance with Section 16 of the Student Unions, Nations and Student Associations for the Faculty Ordinance (1983:18).

The teacher appointments committee has a key role in the University's recruitment policy. The task of the teacher appointments committee is to prepare matters and to provide proposals in the first instance on the appointment of professors and university lecturers. The committee shall both carefully consider that the person who is proposed for appointment as a teacher, satisfies the eligibility requirements of competence and also ensure that all considerations on which to base assessment are taken into account as prescribed. This document has the objective, *inter alia*, of facilitating the committees' application of the regulations contained in the Higher Education Ordinance (HF) and the local Appointments Ordinance (AOLU).

It is also a duty of the teacher appointments committee to actively work to attain the University's recruitment objectives as regards the number of women teachers within various categories.

11.2 Supplementary rules to the appointment regulations

The faculty board should, if it is considered appropriate, determine faculty-specific instructions (or the equivalent) for the work of the teacher appointments committee(s). Such instructions supplement the

regulations and the general advice contained in this document. They may also take up the policy that the respective board wishes to pursue. How detailed and board-specific the instructions need to be may vary between and within faculties.

There should also be special instructions for experts (see Section 12.4). The task of the experts is to provide the teacher appointments committee with a comprehensive basis for decision. The University's general regulations concerning the composition of the committees, the rules of the Administrative Procedure Act on how all matters shall be processed, together with various regulations about how equal gender balance aspects should be taken into account, apply to all teacher appointments committees. The main features of these rules are described below. The instructions of the faculty boards should deal with these items to the extent that the document in question needs to be supplemented.

In addition to this, the working and meeting regulations and opinion of the policy statement and of the personal meetings with applicants together with references obtained should be dealt with. A faculty document can also state any practice and efforts of the faculty as regards having experts, for example, from abroad or concerning pedagogical issues.

11.3 Procedural regulations

Regulations 12–16 of AOLU deal with, *inter alia*, the delimitation of the teacher appointments committees' decision-making authority in relation to the faculty boards, working regulations' issues and also the possibility of inviting other applicants concerning a position as professor.

The rules contained in the Administrative Procedure Act also apply to the handling of matters by the teacher appointments committee. The special rules on conflict of interest (Section 11 FL), recording information (Section 15, FL), the right of a party to have access to information (Section 16, FL), voting and dissenting opinions (Sections 18–19, FL), are relevant. The work of the teacher appointments committees should be viewed as the exercise of official power as defined in FL.

The chairperson and secretary have a particular responsibility for ensuring compliance with applicable rules.

11.3.1 Conflict of interest

In its work, the committee shall continuously take into account any conflict of interest situation and in its final proposals always report on the manner in which conflict of interest in accordance with Section 11, FL has been considered. A person who is disqualified may not participate in the processing of a matter. It is the duty of individual members, experts or officers reporting on the matter to give notice of any existing conflict of interest; it is also the obligation of the teacher appointments committee to continuously investigate whether a situation of conflict of interest has arisen during the preparation of the matter. Issues concerning conflict of interest may also be instituted by another person, for example, an applicant. It is the teacher appointments committee that should decide on conflict of interest issues as soon as possible.

Generally, a conflict of interest may exist in five different situations:

- personal direct or indirect interest in the matter (conflict of interest by reason of material interest, personal interest or being related)
- legal representation of anyone who is affected by the matter (conflict of interest of legal representative)
- former handling of the matter at a different level (double-instance conflict of interest)
- representative of someone who is affected by the matter (representative or counsel conflict of interest)
- other “special circumstance that is likely to adversely affect his impartiality in the matter” (discretionary or delicacy conflict of interest).

In appointment matters, it is the first and last forms of conflict of interest that are usual. Of these, it is the issue of delicacy conflict of interest that usually causes problems. As an example of such a kind of conflict of interest the case is usually cited of a person who is dealing with a matter while obviously a friend of or hostile towards or having a clearly dependent relationship with one of the applicants.

It is impossible to state the absolute or general limit for what constitutes conflict of interest. Guidelines

may be sought on how conflict of interest issues are handled on appeals against employment decisions and in statements in conjunction thereto by the Parliamentary Ombudsman (JO) or Chancellor of Justice (JK). Requirements on impartiality in the processing have gradually been made more stringent. (A review of a number of cases that can provide guidance on practice to date is included in Tore Sigeman's: *Tjänstetillsättning vid universiteten i rättsligt perspektiv* [Appointment to Posts at Universities from the Legal Perspective]).

If the slightest suspicion of conflict of interest may arise, a member or an expert shall give notice of this to the teacher appointments committee. The principle for assessment of conflict of interest of a member or an expert shall be to apply great sensitivity in assessing whether conflict of interest may be deemed to exist. Conflict of interest issues concern confidence in the decision-making system of the University and it is very important that there is great confidence in the fairness, objectivity and impartiality of the decisions.

Issues concerning conflict of interest should be carefully thought about, particularly when experts are appointed. If collaboration or difficulties between the applicants and the intended experts have arisen previously, this may constitute conflict of interest.

11.3.2 Recording information

Information that the committee obtains in a manner other than by a document and which can be significant for the outcome of the matter shall be documented and added to the matter. They hereby become official documents and consequently subject to public access for those who wish to have such access. It is only possible in rare cases to classify information that has been received by the teacher appointments committees as secret.

11.3.3 The right of a party to have access to information

According to Section 16 of the FL, an applicant may on request have access to, for example, every expert's opinion that has been added to the matter.

“An applicant, appellant or other party is entitled to have access to that which has been added to the matter if this refers to the exercise of official power against an individual. The right to have access to informa-

tion applies with the restrictions stated in Chapter 14, Section 4 of the Secrecy Act (1980: 100)”.

The University should endeavour to attain high ethical objectives also as regards the issue of the right of a party to have access to information, which normally means that a high degree of openness (transparency) is observed in the handling of the matter.

11.3.4 Voting and dissenting opinions

Every individual member of the committee shall participate in decisions on proposals for appointment. A member may decline to participate in other decisions of the committee, for example, adoption of a position concerning conflict of interest. The chairperson is always obliged to participate in these decisions, if this is required in order that the matter may be determined.

Decisions are made by a procedure without ballot, following which the chairperson states what the committee has decided. A member who is not satisfied with the decision of the committee may request a vote. This shall take place openly. If there are more than two proposals pending, voting on a counter-proposal takes place in order to produce the proposal that shall be presented against the main proposal, that is, that which the chairperson previously stated as the decision of the committee. Votes cast shall be reported in the minutes of the committee.

A dissenting view of a member shall be noted in the minutes. The member shall then state his/her view together with a short explanation for his/her decision adopted. A person who does not proceed in this way is deemed to have supported the final decision. A person reporting on the matter or another officer who is at the final processing of the matter is entitled to have any dissenting opinions recorded.

The experts do not participate in the voting but are entitled to have their opinions recorded by a note in the minutes.

11.4 Regulations for working and meetings

The teacher appointments committees shall, at the first meeting, or after the selection of the experts at the latest, plan what is specially required to be done in the appointment matter in question and also discuss any problematical issues and balancing factors. Some

such items may make it necessary to discontinue the appointment procedure, to decide whether someone should be invited to apply for the position, which core group the work shall be concentrated upon, whether a policy statement shall be introduced, supplementary information for a decision that the committee needs to acquire (especially as regards the applicant's pedagogic, administrative and other skills as well as activities involving collaboration with society and research information), the way or ways in which this supplementation should take place, whether the participation of some kind of further expert is required, whether references should be used, a time schedule for the work and the remaining meetings, any conflict of interest situations that have previously been overlooked, etc.

In simple and clear appointment matters, it may be sufficient to have this and one further meeting but, in the majority of cases, it is likely that several will be necessary. These meetings can then either be meetings for decisions or meetings where new information for a decision is added, assessed and evaluated while the decision itself may be postponed to a later meeting. Personal meetings should take place with the core group of applicants if these applicants, their qualifications and requirements are not already known. Personal meetings may consist of teaching tests and/or interviews.

If the committee during the course of the work considers that some material issues have not been sufficiently prepared, further experts may be summoned.

11.5 Invitations to apply for a position announced vacant

Within three months of the experts having been appointed, the teacher appointments committee may invite someone to apply for a position announced vacant (Regulation 14 AOLU, and also Chapter 4, Section 19, HF). In order that the committee should be able to utilise this opportunity, a meeting must thus be held with the committee and experts within three months of the experts being appointed. To date, this procedure has been used very seldom and, when it has been, has involved situations when someone who is extremely highly qualified for the appointment, and without doubt the superior person from the viewpoint of qualifications, has for some reason not been one of the applicants. This practise should continue.

11.6 Policy statement

In order to properly assess the skill and potential of an applicant for the position in question, the committee should also ascertain the future ambitions of the person concerned. This may take the form of a policy statement, where the applicant explains how he/she wishes to work if he/she obtains the position. However, such a policy statement need not be required from all applicants but only submitted following a special request and then only by those that the committee considers may be considered for the position.

11.7 Teaching tests and interview

A teaching test may, as a supplement to the written documented pedagogic qualifications, add important information on which to assess pedagogic skills. It is important to clarify what purpose a teaching test shall serve. It may be structured in various ways according to what the committee desires the test to provide information about. As regards the form, a lecture, seminar or other presentation – in private or public, with or without students, etc. – may be considered. The choice of subject and presentation can be made freely or entirely or partially prescribed.

An interview should take place unless special reasons can be provided. An interview should, above all else, provide the committee with a more comprehensive basis for decision; for example, can the applicant's and any joint authors' contributions be established. In addition to this, the interview may provide the applicant with such information about the position, expectations of the post-holder, the work situation, etc. that have not been indicated by the public notice of the vacancy. Applicants of both sexes should be called to interview, provided they may be considered for the appointment. One of the aims is that the teacher appointments committee should be able to make a sufficiently good assessment of the so-called gender representation differential between the applicants. Guidance on the assessment of the gender representation differential is obtained primarily by appeal decisions. The differential may, depending on the gender representation within the subject, vary between various subject areas and levels of position.

The interview shall be prepared carefully. A policy statement or application documents may be used as a basis for planning. There are often questions

and areas that the committee may wish to have further information about. This applies, not least, to pedagogic skills and personal abilities. During an interview, the committee can also examine the applicant's attitude towards the equal opportunities targets. In one and the same employment matter the interviews should be given some kind of standard form which, however, must be adapted and planned in detail so that the interview gives the necessary information in the particular case.

The right of the experts to non-voting participation and to express their opinions obviously also applies to the teaching tests and interviews with the applicants.

Immediately following the teaching test and interview, the committee must together with the experts review and summarise their impressions and document them. The risk of forgetfulness and the requirement for legal certainty make this necessary. Documentation is particularly important if the committee estimates that what was observed comprises an important basis for the final decision of the committee and therefore needs to be reported in it.

11.8 Equal gender balance and positive discrimination

The provisions of Chapter 4, Section 16 HF, supplements Section 9 of the Equal Opportunities Act with rules concerning how positive discrimination may be applied in relation to applicable regulations on competence and grounds for promotion:

“If a university has decided that positive discrimination may be applied in connection with a particular position or a particular kind of position as a step in the efforts to promote equal gender balance in working life, the following applies.

In connection with the position, a person of the underrepresented sex with such sufficient qualifications as are referred to in Section 15, first and third paragraphs, HF, may be appointed instead of a person of the opposite sex who would otherwise have been appointed.

However, positive discrimination may not be applied if the difference between the qualifications of the persons are so great that applying it would

be in conflict with the requirement of objectivity in appointments.” Decisions of the Board of Appeal are also in this connection important for guidance on the application of law.

As regards appointments as professor and post-doctoral fellows which have been established in accordance with equal opportunity targets (Swedish Code of Statutes – SFS 1995:936), it is stated in Section 3:

“In connection with appointments, the following applies instead of Chapter 4 [Section 15a] HF. An applicant of the underrepresented sex who has such sufficient qualifications as are referred to in Chapter 4 [Section 15] first paragraph HF shall be appointed instead of an applicant of the other sex who would otherwise would have been appointed (positive discrimination), if this is necessary in order that an applicant of the underrepresented sex shall be appointed. However, positive discrimination shall not be applied if the difference between the applicants’ qualifications is so great that its application would contravene the requirement of objectivity in the appointment”.

(Correct paragraph references not yet introduced to this Ordinance.)

11.9 Taking up references

To the extent that the applicants have not provided references already with the application documents, they should be provided at the interview. The teacher appointments committee will thereafter determine what referees should be contacted, what purpose the taking-up of references should serve in the individual case and who should be responsible for this. The person providing information shall be informed that he/she must be prepared to confirm information provided and that this together with his/her name may be documented. The requirement for documentation is the same as at an interview and teaching test, namely, that information that is used shall also be documented and added to the matter.

11.10 Discontinuance of appointment procedure

It is always possible to discontinue an ongoing appointment procedure on objective grounds. A decision to discontinue (for example by a decision not to employ any of the remaining applicants) is made by the body that would have made the decision

to appoint. The decision may not be appealed against, which is indicated by Regulation 21, AF (see Appendix 4). Before the decision is made, negotiations under the Employment (Codetermination in the Workplace) Act (MBL) are conducted with the personnel organisations (Section 11, MBL). Applicants should also be informed in a suitable manner of the reasons why the appointment procedure will not be completed.

An objective reason for discontinuing an appointment may be the endeavour to recruit persons with the highest possible qualifications where remaining applicants do not fulfil this requirement. Another objective ground may be external circumstances, such as changes to the operation or organisation or shortages of work and funds.

If an employment procedure is discontinued, suspicions may easily arise that there may be reasons other than objective reasons for this. One way of preventing such suspicions arising may be that the faculty refers to the local appointment regulations, which clarify in a concrete sense what the HF eligibility requirements involve and that it is not necessary to be satisfied with a minimum standard of a person’s competence but that it mentions quantitative or qualitative requirements that specify greater or “the highest possible qualifications”. This also facilitates the assessment in the event that there is only one applicant for an appointment.

11.11 Decisions and records

At the last meeting in the matter, the committee decides to propose the person who should be appointed or alternatively that none of the remaining applicants should be appointed. If the position advertised is a university lectureship, the proposal should indicate the suitability of the proposed person for appointment as a university lecturer and as a professor, if this has been requested in the application. The proposal can, if there are special reasons, also include those who are the second choice, third choice, etc.

The proposal shall describe every proposed applicant’s skills in relation to the basis of assessment included in the appointment profile. The report shall comprise every assessment consideration as such, and also a balancing of all the assessment considerations. The reasons for the decision shall

be explained. The proposal shall state how the University's equal-opportunities targets have been taken into account. If there are applicants from both sexes, the committee shall state how it has taken into account the gender balance aspects (Chapter 4, Section 26, HF). If in this connection some female or male applicant is assessed as equivalent or almost equivalently suitable for the position, the equality aspect shall be taken into account and the person who belongs to the underrepresented sex proposed.

The minutes shall indicate the decision itself and the reasons for it. The reasons shall be related to the appointment profile and other requirements

in the public notice of the vacancy. It shall be brief but report on the reasoning concerning all the considerations for eligibility and assessment and in that connection state the essential reasons that were decisive. It is important that the explanation for the proposal is formulated clearly enough to provide both the decision-making instance and the applicant with a clear and correct picture of the grounds for the decision.

In addition to the minutes, the file shall contain all the documents that were received by the committee in the matter together with such documentation as has been prepared within the committee and has influenced the outcome of the matter.

12. Experts, Regulation 14 AOLU

12.1 Appointment of experts

Chapter 4, Section 21, HF, states what applies concerning the number of experts (at least two on the appointment of professors and university lecturers) together with the limitations that apply to which experts may be appointed. It is stated by Regulation 14, AOLU that the faculty board appoints the experts. Among the factors that the faculty board should attach importance to may be mentioned the skill and current research activity of the expert, the need for experts of both sexes, familiarity with the Swedish university system and qualitative requirements of Swedish academic teachers together with the experts' overall capacity to review the subject field.

Experts should be appointed so that they individually can each evaluate the qualifications of applicants and decide on other circumstances that may comprise objective grounds for assessment and appointment. Retiring teachers shall not be appointed as experts or members of teacher appointments committees when recruiting their successors.

Every teacher appointments committee is free to judge in each individual matter whether obtaining opinions from further experts is desirable, for example, for judging the pedagogic skills of the applicants.

12.2 Conflict of interest

Having regard to the fundamental role of experts in connection with appointments, it is necessary that the bodies that appoint experts are particularly attentive to each individual proposed person so that no such circumstances exist that can lead to a conflict of interest (cf. Section 11.3.1, page 24). One way of creating clarity concerning this point may be, for example, to request the proposed experts to clarify what relations they have or have had with the applicants.

12.3 Equal gender balance

According to Chapter 4, Section 21 HF, when two or more experts are appointed, both women and men shall be represented among the experts unless there are extraordinary reasons for not doing so. This means, for example, that male experts should only be used in such exceptional circumstances when it is not possible to find any female expert in the area (geographical or otherwise) from which experts may be sought.

12.4 General instructions to experts

The function of the experts is, having regard to the appointment profile, to prepare the appointment matter for the teacher appointments committee, that is, on the basis of the application documents submitted by applicants together with the infor-

mation that the committee has collected, to provide the committee with a comprehensive basis for decision. The work of the experts can be made easier by the faculty board and teacher appointments committee issuing instructions, which in more detail state how the faculty views the functional work of the experts. This applies, not least, to foreign experts, who are often not knowledgeable about Swedish university administrative practice, principles of public access to information, the endeavour to ensure equal gender balance, appeals and how they are dealt with. Instructions in English may, therefore, be necessary.

Some items of principle that should be common and included in all instructions by the committees – even if they have different content – are the role and function of experts, grounds of assessment and what is to apply for the issuing of the experts' opinion. Instructions to experts may be supplemented by relevant information on the matter in question together with, for example, the chairperson of the committee making personal contact with experts on the matter or by a committee meeting reviewing and discussing the policy of the committee and also any detailed clarification of the policy.

The rules of the National Archive formally apply to applications and associated documents whereby they must be returned to applicants no later than two months after the time limit for appeals has expired. The application documents may only be disposed of if the applicants cannot be found. Therefore, after the work has been concluded, the experts should return all application documents, including scientific papers as soon as possible to the faculty office concerned.

12.4.1 The role and function of experts

The committee shall clarify how it views the function and the division of labour and roles between the committee in its entirety and the experts. It is especially important that it makes clear who does what as regards “difficult” questions such as, for example, assessment of the pedagogic skills, and ability to collaborate with the surrounding society and to inform about research and development work, and also taking into account gender-balance aspects.

Experts should be informed that their task is to conduct an overall assessment of the applicants on

the basis of all available aspects. Special reasons for not requiring this may be, for example, that an expert has inadequate experience of the Swedish system.

An expert who shall express an opinion on the appointment of a university lecturer shall be informed that the opinion, in accordance with Chapter 4, Section 21–22 HF, shall not only relate to the eligibility of the applicant for appointment as a university lecturer, but also for appointment as a professor, if this is requested in the application (Chapter 4, Section 23 HF).

In order to inform the experts, reference should also be made to this document and to Lund University's and the faculty's strategic plans.

12.4.2 Eligibility and basis for assessment

The experts shall be informed particularly carefully about what applies under HF and AOLU concerning eligibility and the basis of assessment and also what applies in addition to this regarding eligibility and the basis of assessment, for example, the equal gender balance targets together with the significance of the public notice of the vacancy and that the appointment profile indicated by this shall be decisive when making the assessment.

The eligibility requirements for teachers are governed by Chapter 4, Sections 5–10, HF. It is important to clarify that eligibility deals with a minimum standard of qualification that must exist for an applicant to be considered at all for an appointment.

What basis of assessment applies is governed by Chapter 4, Section 15–16 HF. The appointment profile states what importance shall be attached to the various considerations on which to base assessment.

What is stated above concerning documentation and assessment of skills within the various considerations on which to base assessment should be adapted and a shorter version may serve as guidance also for the experts.

It is important to emphasise for the experts the importance of gender-neutral assessments as a basis for a positive development of quality in the activities of the University. They should also be encouraged

to deliberate upon their assessment of the applicants, so that they take into account the manner in which both the choice by men and women of subjects for investigation, problem formulation, methods and language use are reflected in research and teaching.

12.4.3 Opinion of expert

The opinion shall report on the applicants according to all the applicable considerations on which to base assessment according to the appointment profile. The experts may also make a joint introductory description of the qualifications of the applicants, but shall give separate opinions.

When several applicants are eligible, every expert shall describe in writing the skills of the applicants that primarily should be considered regarding the position, state their order of ranking and justify his/her choice. Every opinion shall contain an order of ranking of the applicants who in the first instance should be considered for the position as it is described in the public notice of the vacancy together with reasons for the order of ranking. If only one of the applicants is to be proposed, which is possible following the decision of the teacher appointments committee, this must be explained by “the circumstances in the matter, give cause for doing”. The

decision of the teacher appointments committee must then clarify what these circumstances are.

The opinion of an expert shall, if it is requested in an application, include the eligibility of the proposed persons for appointment as a university lecturer or as a professor. (Chapter 4, Section 23 HF).

12.5 Information to experts on individual appointment matters

In order that experts should be able to satisfy their assignments, they shall have access to the following material:

- Public notice and advertisement including appointment profile.
- Schedule of the applicants.
- The applicants’ qualification papers including a list of scientific papers.
- The scientific papers.
- HF and AOLU including this appendix (English translation when appropriate).
- Any faculty-specific documents and guidelines.
- Proposed time schedule.
- Information about remuneration for experts’ assignment.

13. Appointment and introduction

13.1 Appointment and the personnel organisations

For the appointment of teachers, it is necessary that the personnel organisations should be informed about proposals for appointing persons to positions when the processing of the matter is complete. The personnel organisations then have ten working days to request supplementary information or negotiation, before a decision may be made to appoint. According to Chapter 4, Section 28, HF, the Vice-Chancellor thereafter decides on the appointment of a professor. Decisions on the appointment of teachers other than professors are made by the respective faculty board.

13.2 Introduction of new staff

Since the beginning of the 1980s, there has been a collective agreement between Lund University and the personnel organisations, which affords newly

appointed persons the right to five days’ introduction to their work. Of these, two take the form of an organised introduction course for newly employed persons, which is organised centrally by the University. The content of the remaining days and their arrangement is the responsibility of the department and the person appointed there to assume responsibility for introductions.

Even professors and university lecturers need an introduction to their new situation although perhaps they are not new employees or feel like new employees when they enter the new employment. Sometimes, they have been at the department for many years. However, this does not apply to all persons.

New professors are welcomed by the Vice-Chancellor with a personal letter and a discussion. Since the

spring of 1994, they are also invited to participate in a half-day centrally arranged introduction to the activities of Lund University. A similar introduction for new university lecturers has existed since the spring of 1995. The arrangements at faculty level and within departments vary in nature and scope.

There shall be some kind of welcoming meeting with colleagues and a thoughtfully considered introduction to the workplace and the work. The faculty manage-

ment should assume active responsibility for ensuring that newly appointment professors and university lecturers obtain a good insight into the work situation, research policy, etc. of the faculty and also that they acquire good working conditions, infrastructural support, etc. It is important that a person who is new or comes to something new is welcomed and is given an introduction to the context in which he/she shall operate, and that he/she is provided with good prerequisites for carrying out successful work.

14. Follow-up and development of the work of the teacher appointments committees

14.1 Quality of recruitment activities

The teacher appointments committees' success in working on the recruitment of competent teachers has a decisive effect on the quality of the activities of Lund University. An important criterion for the University's reputation and quality is, for example, who applies for teacher appointments at the University. To date, some thirty professors and some fifty lecturers have been newly recruited every year. As of 1999, the teacher appointments committee shall also deal with a substantial number of internal appointment matters. Not least, the committees and their members will initially devote time and care to informing themselves about the new prerequisites and manner of work. Overall, this involves the work contribution of the committees – and the importance of the work of the committees – increasing significantly. The faculty boards should therefore deliberate upon the ways in which the members of the committee and their departments can be compensated for this work effort.

14.2 Follow-up and evaluation

The faculty boards have the overall responsibility for the follow-up and evaluation of the recruitment procedure and also for any division of work between themselves and the teacher appointments committee/s. As regards following-up and evaluating recruitment work, a division may be made between that which happens before, during and after appointment to assist in providing structure and suggestions as to what is important to observe. What the faculty boards and appointments committees choose to

work with may vary, as may how the work is arranged and implemented.

The University Board has reported, in its quality development policy in the autumn of 1993, on an extensive plan for the evaluation of, above all else, basic education. National evaluations per subject are in progress and are also planned. Research advisory committees have for a long time been evaluating current research within various subject fields. Through these evaluations, information is obtained about how well teachers and researchers satisfy their tasks and thereby also certain indirect information is obtained about how well the teacher appointments committees deal with their recruitment work. However, this material does not contain any basis for assessing what points and how the work of the committees should be altered and improved. In order to follow up the new teacher appointments committees' organisation of and experiences in application of this policy, an evaluation of the work of the committees will therefore be implemented in 2001.

Examples of some issues that may be deliberated upon, so that suitable measures may be taken, are:

- Is there a strategic plan and appointments programme? Does it provide necessary and sufficient guidance for the teachers appointments committee and applicants? How can a candidate committee contribute to the work?
- Have fairly comprehensive and functional instructions been laid down for applicants and experts?

- What supplementary information is usually requested from the applicants? How often is the experts' review of papers submitted supplemented in other ways – interviews, teaching tests, references, etc. – in order to obtain a more all-round basis for assessing the applicants? Have experiences gained been evaluated and what are they?
- Are all considerations on which to base an assessment taken into account? How is skill defined? Is there a balance between the considerations on which to base an assessment in such a way that teachers appointed have the competence to satisfy tasks such as – “leading teaching, research and artistic development work or administrative tasks”, and “abilities generally to fulfil the position well”?
- How has equal gender balance been taken into account? Has the gender distribution for teaching positions altered in the “right” direction?
- How great a proportion of employment decisions are appealed against? Is it a “reasonable” number? On what grounds do appeals take place? Would it have been possible to avoid the appeals by dealing with the matter in a different way? In how many cases has the Board of Appeal altered the appointment decision? For formal or substantive reasons?
- How do the departments evaluate the work of new teachers on the scientific, pedagogic, administrative level, etc., after one or two years?

By the teacher appointments committees studying and documenting their activities, continuity in the work of the committees is established, which also makes it possible for new members of the committee to contribute to its development.

14.3 Introduction and training of the members

Other important regular elements of the work of the committees include policy discussions and training of the members. The members in the new teacher appointments committees will have need of some kind of introduction to the work of the committee concerning, for example, issues related to pedagogic qualifications, equal gender-balance aspects in recruitment work, meeting and interview techniques, etc. This document should serve as a basis for the introduction.

It should also be an ambition of the various teacher appointments committees of the faculties to continuously exchange experiences gained in the work of the committees, not least to achieve a coordinated view concerning important strategic recruitment issues for the University as a whole. The chairperson and secretary are responsible for ensuring that this takes place. The forms may vary according to the circumstances. General written material which is of assistance is available in, among other things, the file for the teacher appointments committees that has been produced in consultation with the secretaries of the committees, a copy of which is kept by every committee. The committee can appropriately supplement this material with more committee-specific material. With the aid of information technology it may be possible to create, for example, a common database forum for all teacher appointments committees, where a continuous discussion and exchange of information may be achieved without taking too much time.

For members with some experience of work on teacher appointments committees, discussions connected with difficult appointment matters, amendments to the applicable regulations, etc., serve as continuing education. If the committee so wishes, a centrally placed competence within the University may participate in the planning and implementation of training work. This also applies if the committee is in need of more specific training in, for example, how interviews can and should be used.

The students comprise a special group, who may need special attention, as they normally have no previous experience of the work of the committees at all and participate in the work of the teacher appointments committee on short-term mandates. It is also important that the students participate in the general training of the committees.

The annual meetings at which the University management and teacher appointments committees chairmen have discussed common policy issues and strategies also comprise an important step in the work and a forum for the exchange of information gained that should continue.