

Document metadata:

<b>Decision by:</b> University Board of Chalmers University of Technology AB	<b>Type of policy document:</b> Appointment regulation	<b>Registration number:</b> C 2023-0548
<b>Date of decision:</b> 26/04/2023	<b>Administrator:</b> Maria Davidsson	<b>Document structure:</b> D1.3.
<b>Document applies from:</b> 01/05/2023	<b>Division/equivalent responsible for creating and/or revising the document:</b> HR department	<b>Document revised, date:</b> 01/05/2023
<b>Document applies until:</b> Further notice	<b>The document replaces earlier decisions:</b> C 2006/656, C 2015-1924 C2018-1094, C 2021-0613	<b>Version number:</b> 1.4

## **Rules of Procedure - Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty**

**Policy document at Chalmers**

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# **1. Objectives and guidelines for the recruitment and promotion of teaching and research faculty**

Chalmers University of Technology has been a private higher education institution since 1994, with Chalmers University of Technology Foundation as its owner. Research and education activities at Chalmers are regulated through a long-term agreement with the Swedish government, which is followed up by annual agreements.

## **1.1 Chalmers' objectives and vision**

Chalmers - for a sustainable future is our vision. It means that, as a university of technology and science, our mission is to produce, maintain and spread knowledge, expertise and solutions to achieve an open, sustainable society in Sweden and worldwide. To succeed in achieving our objectives, it is essential for Chalmers to attract highly motivated students, with good prior knowledge, and outstanding teachers and researchers. We achieve this by offering world-class education, research environments and infrastructure that promote excellent research at a high international level and unique opportunities for sustainable utilisation of our research findings and knowledge.

The high quality of our academic and operational activities is largely based on the recruitment of qualified staff at all levels. Chalmers' recruitment process therefore plays a central role in ensuring that Chalmers can continue to develop as a successful higher education institution.

Chalmers' faculty is a driving force for the creation of courageous, long-term initiatives in research, education and utilisation and has great responsibility for Chalmers' development. This responsibility must be maintained across all tasks, qualifications and the overall assessment for both recruitment and promotion.

## **1.2 Chalmers' Appointment Regulations**

The rules of procedure correspond to the rules that apply to public higher education institutions as a result of the legislation such as the Higher Education Act and the Higher Education Ordinance. The rules of procedure are adopted by the Board of Chalmers University of Technology AB. The President is authorised to make decisions on updating the rules of procedure. The rules of procedure differ somewhat from the rules at Swedish public higher education institutions. For example, Chalmers has a separate career path for academic positions, see Chapter 3.1. In addition, it is not possible to appeal against the appointment of a person to a position at Chalmers.

The rules of procedure contain information about qualifications and duties for teaching and research faculty, and describe assessment principles, processes and guidelines for recruitment and promotion. The rules of procedure provide information and guidance for both external recruitment and career planning for Chalmers co-workers. The description of the academic positions shows development opportunities and clarifies objectives for employees and prospective employees of Chalmers.

Recruitment processes at Chalmers must adhere to legislation, agreements, guidelines and policies, and reflect Chalmers' values – quality, openness, participation, respect and

diversity. In addition to the rules of procedure, there are separate policy documents for further specification or regulation of staff recruitment:

- Staff recruitment guidelines, C 2018-0425.
- Chalmers' vision and strategies.
- Chalmers' ethics policy ALLEA – the European Code of Conduct for Research Integrity, C 2020-0882
- Chalmers' code of conduct, C 2020-1032.
- Decision on positive discrimination, C 2004/97.

### **1.3 Departures from these rules of procedure – departments integrated with the University of Gothenburg.**

Some departments at Chalmers are known as integrated departments. These are run in partnership with the University of Gothenburg, a public higher education institution. The partnership between Chalmers and the University of Gothenburg (GU) is governed by a separate agreement. Faculty members and doctoral students must be employed at the higher education institution that is responsible for the main funding of the position. In connection with matters concerning the integrated departments, the department's representative in the Faculty Appointment Committee may come from Chalmers or GU.

### **1.4 Structure of the rules of procedure**

These rules of procedure are structured as follows:

Chapter 2 introduces Chalmers' four overall areas of expertise for teaching and research faculty. Chapter 3 contains a summary of the academic positions covered by the rules of procedure. Chapter 4 provides a detailed description of assessment principles and qualifications within the areas of expertise. Chapter 5 has a description of the process for assessing qualifications for promotion and external recruitment.

Chapters 6-12 contain descriptions of qualifications and tasks, divided into areas of expertise, for the positions covered by the rules of procedure. By way of conclusion, Chapters 13-14 provide further information about the process for external and internal recruitment, promotion and direct recruitment, as well as a description of Chalmers' Faculty Appointment Committee and guidelines for expert assessment.

## **2. Chalmers' areas of expertise**

Chalmers' teaching and research faculty work in four areas of expertise: research, education, utilisation and academic citizenship, see Figure 1 below. Research and education are central and always form the basis of the academic positions.

Utilisation is a generic term for activities that are carried out to ensure that research findings and empirically proven knowledge in various areas will have an impact in the society. This is part of the mission of Swedish higher education institutions defined in the Swedish Higher Education Act (1992:1434).

Academic citizenship involves work that goes beyond ordinary teaching and research. Academic citizenship includes collegiality and assignments within the academy, both within and outside one's home university, as well as academic leadership.

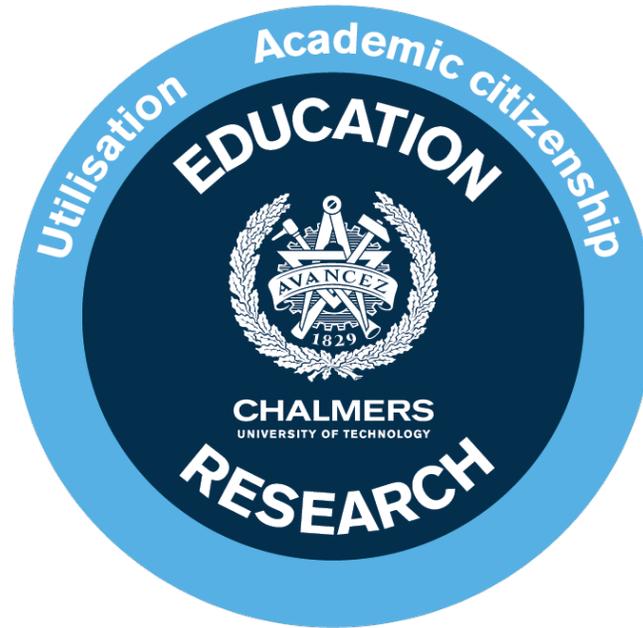


Figure 1: Chalmers' areas of expertise and how they relate to each other.

Chalmers' academic positions normally focus on both research and education. However, it is important for the teaching and research faculty to have the opportunity to work and contribute in all areas of expertise, i.e. also in the areas of utilisation and academic citizenship. The focus, and the proportions between the areas of expertise, may change depending on the category of the position and where an employee is in their career.

### 3. Academic positions

The main features of Chalmers' academic positions are illustrated below in Figure 2. Chalmers' academic positions differ from those of Swedish public higher education institutions in several respects. One difference is that Chalmers has the position of associate professor (docent), which is a permanent position.

#### 3.1 Categories of positions

*Positions with a focus on research and education:* full professor, professor, associate professor and assistant professor. These positions have a regulated career path that is illustrated in Figure 2. The position of assistant professor is a qualification position with tenure track to the permanent position of associate professor. An assistant professor position at Chalmers is largely equivalent to the position of assistant professor described in Section 4 a § of the Swedish Higher Education Ordinance.

*Positions with a focus on education:* professor with a with emphasis on pedagogical qualifications, senior lecturer, lecturer for education primarily at the Bachelor and Master levels, and instructor for vocational programmes (master mariner, marine engineer and ship's officer class VII). The positions of professor with emphasis on educational qualifications and senior lecturer also include research.

*Positions with a focus on research:* research professor, senior researcher, researcher and postdoc.

*Artistic positions with a focus on education:*

The following fixed-term, part-time, artistic positions exist for education in architecture: artistic professor, artistic senior lecturer and artistic lecturer. The positions of artistic professor and artistic senior lecturer may involve research.

*Research support positions:* research specialist, senior research engineer, research engineer and technician.

In addition to the above categories, there are part-time positions designed to engage external researchers and teachers to Chalmers' research and teaching activities for a limited time. These comprise adjunct professor, adjunct associate professor, adjunct senior lecturer, affiliated professor, affiliated associate professor, affiliated senior lecturer and visiting professor, visiting researcher and visiting teacher.

The Collective Agreement at Chalmers also includes the fixed-term positions of professor of the practice, adjunct teacher and artistic teacher. However, there will be no new recruitment to these positions or to the position of lecturer (universitetsadjunkt). For full information on terms of employment for teaching and research faculty, see the relevant collective agreement.

Promotion from one category of position to another or internal recruitment between categories is possible if the qualifications for the new position are met. The promotion must be in line with Chalmers' and the department's strategic plan and there must be adequate long-term funding for the position.

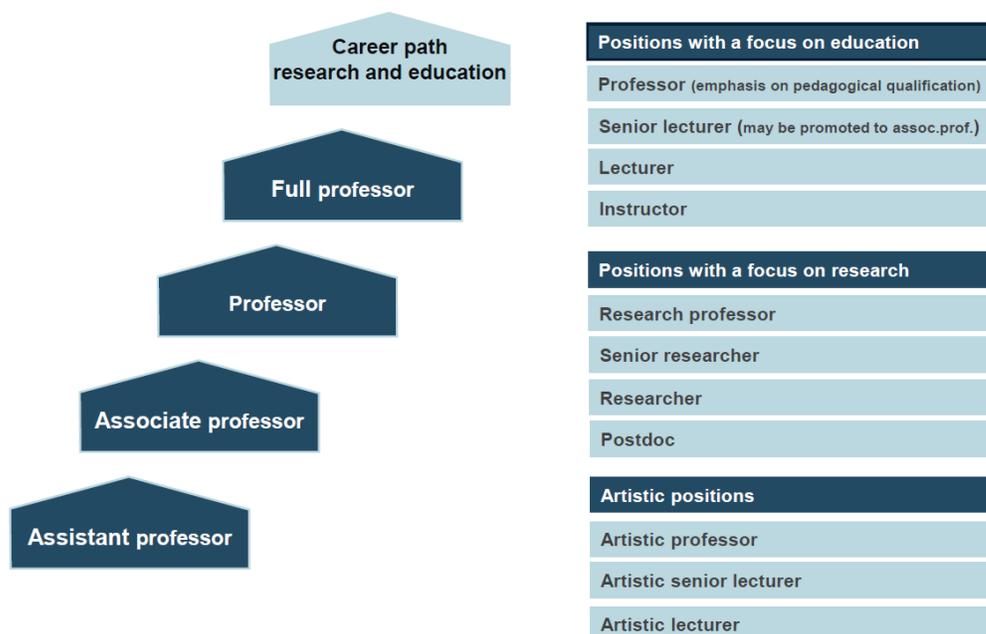


Figure 2: Chalmers' academic positions and regulated career paths. Promotion from one category of position to another or internal recruitment between categories is possible if the qualifications for the new position are met.

## 4. Assessment criteria and qualifications

Chalmers' assessment criteria for recruitment for, and promotion to, academic positions are directly linked to Chalmers' overall objectives: world-class education, excellent research, sustainable utilisation and an excellent internal environment. The evaluation of qualifications is based on the four areas of expertise described in Figure 1, see Chapter 2 above. The assessment criteria are described in 4.1.1-4.4: scientific or artistic qualifications, educational qualifications and qualifications in utilisation and in academic citizenship.

The assessment criteria and qualifications may be assigned different weightings, depending on the requirements for the specific position or for local activities.

### 4.1.1 Scientific qualifications

Scientific proficiency must be demonstrated by means of the applicant's own internationally published research, planning and management of research, and interaction between research and academia and society. The leading international level of research in the field must be the benchmark for the assessment of research expertise.

The scientific qualifications assessed are:

- Scientific production with breadth, depth, and originality, published in reputable international journals or other reputable forms of publication that are relevant within the specific field of study. The assessment criteria may vary, depending on the field of study.

- Ability to have applications for external funding for research granted by research councils, foundations and businesses in national or international competitions. Applications may be for own research or for partnerships within academia and the surrounding society.
- Academic management of research at one's home higher education institution, establishment of research partnerships within or outside one's home higher education institution as well as significant initiatives for the development of research in the field of study such as organising and managing academic conferences in the field.

#### **4.1.2 Artistic qualifications**

In the field of architecture and design, artistic proficiency may be equated with scientific proficiency. At Chalmers, artistic proficiency must be understood in a broad sense and entails strong practical experience and a position in the relevant profession and its practice. Artistic expertise is based on practical, professionally-founded knowledge and experience rather than academically documented qualifications and must have been demonstrated by means of own production or professional practice.

The artistic qualifications assessed are:

- Work with artistic/practical depth, expressiveness and originality which is visible and valued in professional contexts such as national or international publications, exhibitions or awards.
- Ability at and experience from initiating, managing and carrying out projects that have contributed to the development of the profession or professional practice artistically/practically, theoretically or methodologically.
- Ability at collaborating within the field of the profession such as between different professions or between the profession and academia.
- A reflective approach to one's profession or own professional practice, demonstrated for example by means of articles, books, lectures or exhibitions.

#### **4.2 Pedagogical qualifications**

Pedagogical proficiency concerns teaching (planning, organisation, implementation, examination and continuous development of courses and course materials) at all levels. It also involves the supervision of students on project work and degree projects, and the supervision of doctoral students.

The educational and pedagogical qualifications assessed are:

- Demonstrated good teaching proficiency and the ability to contribute to student learning by planning, organising and implementing their education and examining their ability.
- A demonstrated reflective, critical approach to developing, observing, revising and evaluating teaching, learning and educational development work.
- Demonstrated integration of knowledge in their own field of study (research, proven experience) with knowledge of students' learning based on educational science and/or discipline-based education research.

- Contributions to and participation in discussions about issues relating to higher education pedagogics with persons within and outside the university.

Educational and pedagogical qualifications must be presented in a pedagogical portfolio. The portfolio is a dynamic document that is updated with experiences, reflections and completed educational activities.

For positions that involve responsibility for examinations in undergraduate education (the Bachelor and Master levels), applicants must have been educated in higher education pedagogics in accordance with SUHF's recommendations (REK 2016:1) or equivalent education for a total of at least 10 weeks of full-time study (400 hours/15 higher education credits). Exceptions may be made for external recruitment, but applicants are then required to undergo education in higher education pedagogics comprising at least 10 weeks of full-time study during the first two years of employment. Responsibility for examinations also requires an approved pedagogical assessment and a lecture and interview in the Faculty Appointment Committee.

*Chalmers's regulations for planning and conducting first cycle and second cycle courses and examinations* indicate who may be appointed as an examiner in the Bachelor and Master levels.

If a position includes only teaching and not responsibility for examinations, the applicant is required to have completed an introductory course in higher education pedagogics, equivalent to at least 2 weeks of full-time study (80 hours/3 higher education credits). Exceptions may be made for external recruitment, but applicants are then required to attend an introductory course in higher education pedagogics equivalent to least 3 higher education credits during the first year of employment.

For positions involving primary supervision of doctoral students, applicants are required to have completed research supervision education equivalent to at least 2 weeks of full-time study (80 hours/3 higher education credits). *Chalmers appointment regulation for doctoral programmes* indicate who may be an examiner for doctoral studies.

### **4.3 Utilisation**

Utilisation is a generic term for activities that are carried out to ensure that research findings and empirically proven knowledge in various areas have an impact in the society. This is a part of the mission of Swedish higher education institutions defined in the Swedish Higher Education Act (1992:1434). Chalmers objective for utilisation is that it should be the higher education institution that makes the recognised strongest contributions to industry and the transition to a sustainable society (see *Chalmers priority operational development, POD*). Utilisation is based on fundamental academic values, contributes to solutions to societal challenges and greater industrial competitiveness and enrich research and education.

Utilisation is multifaceted and varies according to the subject, the field of study and the applicant's period of activity. There is also a high variation in how long it takes for research

findings and knowledge to have an impact in society in various subject areas and research fields.

Chalmers' researchers and teachers are expected to work with external parties to contribute to utilisation of our research findings and our knowledge. However, they are not responsible for all the steps that lead to the impact.

Qualifications in utilisation may be divided into four main areas, see below. The qualifications may be assigned different weightings, depending on the requirements for the specific position or for local activities.

- Actively making research findings visible to raise public knowledge of how science and research can contribute to good societal development.
- Advice to decision-makers in the private, public and non-profit sectors.
- Participation in the public debate and opinion-forming based on fundamental academic values that can be seen to contribute to good societal development.
- The ability to contribute to an impact in society as research findings and knowledge give rise to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards, services and companies.

#### **4.4 Academic citizenship**

Academic citizenship involves work that goes beyond ordinary teaching and research. It may be defined as commitments and activities that contribute to a well-functioning academic environment and collegial activities at the department, the home university and within academia outside the home university.

Academic citizenship may be divided into three main areas: collegiality, tasks in academia within and outside one's home university (*institutional service*) and leadership. Collegiality is essential for a good internal environment, to which all Chalmers co-workers are expected to contribute. In the context of recruitment and promotion, it is important for the applicant to have experience of and an interest in the components that make up the area of collegiality.

An interest in and experience of leadership are also valued highly at Chalmers. This is naturally related to academic citizenship, given that the leadership takes place within academia (and does not relate directly to scientific *management* of research activities, see 4.1.1).

Examples of qualifications in academic citizenship:

- **Collegiality, the base level for a good internal working environment**
  - Taking personal responsibility for the academic environment, holding collegial conversations.
  - Supporting colleagues with feedback on applications and manuscripts and in education.

- Sharing teaching materials that one has produced.
- Showing interest in and promoting equality, openness and diversity.
- **Tasks in academia within and outside the home university:**
  - Participation in working groups for the development of one's home university's activities.
  - Participation in committees such as the Faculty Senate, the Doctoral Programmes Committee, internal research committees, recruitment groups, the Faculty Appointment Committee, ethics committees, programme advisory teams and nomination committees.
  - Participation in review and assessment tasks in research and education in academia at national and international levels. Working as a reviewer or editor for journals.
  - Working as a discussion leader and opponent, grading committee member or external reviewer at the examination of doctoral theses.
- **Academic leadership:**
  - Holding various management and service positions (by delegation) such as vice head of department, head of division, dean of education, head of programme, director of a centre of excellence, area of advance director or director of studies.
  - Leading tasks such as working groups for the development of the home university's activities.
  - Chairing committees such as the Faculty Senate, the Doctoral Programmes Committee, internal research committees, recruitment groups, the Faculty Appointment Committee, ethics committees, programme advisory teams and nomination committees.
  - Chairing national or international committees, reviewing and assessing educational or research programmes.

## **5. Process for assessment of qualifications for the recruitment and promotion of teaching and research faculty**

The recruitment and promotion of teaching and research faculty are handled by Chalmers' Faculty Appointment Committee based in part on assessments from external research and education experts. Qualifications in the field of utilisation are also assessed by the Faculty Appointment Committee, where necessary with the assistance of the Vice head of department responsible for utilisation, innovation advisors or contacts within the Chalmers innovation ecosystem. Qualifications in academic citizenship are also assessed by the Faculty Appointment Committee.

Co-workers at Chalmers who are to be promoted or employed in a new position are required to have the formal qualifications and to have acted and worked in accordance with Chalmers' fundamental academic values and code of conduct (see above, 1.2). Applicants who are recruited externally must have met equivalent requirements in their previous positions.

Following a recommendation by the Faculty Appointment Committee, the President makes decisions relating to employment or promotion for positions at the professor and full professor levels, and the head of department makes decisions relating to all other positions in their department.

### **5.1 Assessment of qualifications for promotion**

Candidates for promotion must have the scientific/artistic and pedagogical qualifications for the position. The qualifications in utilisation are important but may be assigned different weightings, depending on the requirements for the specific position or for local activities. The department can decide that qualifications in utilisation are required for a specific position.

Qualifications in academic citizenship means that the base level for a good internal working environment (collegiality) must be met for all positions. For positions at the level of senior lecturer and associate professor, at least one of the examples of tasks in academia within and outside their home university must also have been met. For positions at the level of professor and full professor, at least one of the examples in academic leadership (4.4) must also have been met.

Qualifications in utilisation and academic citizenship cannot replace qualifications in science and pedagogics. Following the review of the expert assessments on research and education and an interview (where relevant), the Faculty Appointment Committee makes an overall assessment.

### **5.2 Assessment of qualifications for external recruitment**

As a general rule, candidates for external recruitment shall have met the scientific/artistic and pedagogical qualifications for the position. The department's requirements profile must include a description of how qualifications in utilisation and academic citizenship are to be assessed in relation to the specific position and local activities. Qualifications in utilisation may be regarded as a meritorious additional qualification, but the department

can decide that qualifications in utilisation are required for a specific position.

Qualifications in academic citizenship means that the base level for a good internal working environment (collegiality) must be met for all positions. For positions at the level of senior lecturer and associate professor, at least one of the examples of tasks in academia within and outside their home university must also have been met. For positions at the level of professor and full professor, at least one of the examples in academic leadership (4.4) must also have been met.

Qualifications in utilisation and academic citizenship cannot replace qualifications in science and pedagogics. The Faculty Appointment Committee makes an overall assessment (requirements profile, fulfilment of qualifications, expert opinions and interviews) of the candidate's expertise, proficiency and development potential from an operational perspective.

## 6. Qualifications and duties for positions with a focus on research and education

The Chalmers positions of full professor, professor, associate professor and assistant professor are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

As a general rule, the candidate shall have met the scientific and educational qualifications for the position. Qualifications in utilisation may be regarded as a meritorious additional qualification, but the department can decide that qualifications in utilisation are required for a specific position. For guidance on assessment of qualifications in academic citizenship, see Chapter 5.

### 6.1 Full professor

#### 6.1.1 *Qualifications*

##### **Scientific qualifications**

- Production with great depth, breadth and originality, published internationally in reputable forums.
- Have demonstrated clear continued progression in their research publications.
- Have demonstrated a leading international position in their field.
- Excellent ability to have external research funding granted.
- Have demonstrated proficiency in academic leadership by leading research and developing and building up research fields.
- Have developed their field of study scientifically.

##### **Pedagogical qualifications**

- Education in higher education pedagogics in accordance with SUHF's recommendations.
- Course in research supervision.
- Have demonstrated good teaching proficiency and the ability to develop courses and teach at all levels with a reflective, critical approach.
- Have demonstrated a good ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.
- Have continuously developed their expertise in higher education pedagogics and doctoral supervision, for example by means of exchange of experience.
- Have demonstrated a good ability to supervise doctoral students and have supervised at least three doctoral students as primary supervisor from the start to the doctoral degree (an exception from this number may be made if the equivalent scope can be documented or if there are few doctoral students in the field of study).

##### **Utilisation (examples)**

- Have demonstrated a good ability to actively make research findings visible.
- Adviser to decision-makers.
- Have made a large contribution to the public debate.
- Have demonstrated a good ability to contribute to a sustainable technical and societal development.

##### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated active internal work such as participation in and chairing various forms of committees and councils, as well as holding management positions.

- Have demonstrated active additional duties beyond their normal activities, such as review and assessment tasks in research and education, and examination tasks in doctoral studies.

### *6.1.2 Duties*

#### **Research duties**

- To conduct research. The research should result in yearly publication in academically recognised forums for the field in question.
- To continuously apply for research funding for their field of research or for collaboration with academia or industry.
- To lead research in their field of study.
- To develop their field of study nationally and internationally, and lead and develop the field actively within the division.

#### **Pedagogical duties**

- To participate in the university teaching at all levels.
- To be the primary supervisor for doctoral students.
- To integrate research in the field of study in the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development and in research and education.
- To participate in and lead the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- May have management tasks in education at the Bachelor and Master levels, in areas of advance, or as a head of division or unit.
- To participate in and lead assessment tasks in research and education as an expert, discussion leader and opponent, member of grading committee, external reviewer, reviewer for journals and conferences.

## **6.2 Professor**

### *6.2.1 Qualifications*

#### **Scientific qualifications**

- Production with great depth, breadth and originality.
- Published internationally in reputable forums well above what is required for associate professor expertise.
- Have a good ability to have research funding granted.
- Have demonstrated the ability to develop fields of research.

#### **Pedagogic qualifications**

- Education in higher education pedagogics in accordance with SUHF's recommendations.
- Course in research supervision.
- Have demonstrated good teaching proficiency and the ability to develop courses and teach at all levels with a reflective, critical approach.

- Have demonstrated a good ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.
- Have continuously developed their expertise in higher education pedagogics and doctoral supervision, for example by means of exchange of experience.
- Have demonstrated a good ability to supervise doctoral students and have supervised at least one doctoral student as a primary supervisor from start to the doctoral degree or at least two doctoral students from start to the licentiate degree.

#### **Utilisation (examples)**

- Have demonstrated a good ability to actively make research findings visible.
- Adviser to decision-makers.
- Have contributed to the public debate.
- Have demonstrated a good ability to contribute to a sustainable technical and societal development.

#### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated active internal work such as participation in and chairing various forms of committees and councils, as well as holding management positions.
- Have demonstrated active additional duties beyond their normal activities, such as review and assessment tasks in research and education, and examination tasks in doctoral studies.

### *6.2.2 Duties*

#### **Research duties**

- To conduct research. The research should result in yearly publication in academically recognised forums for the field in question.
- To continuously apply for research funding for their field of research or for collaboration with academia or industry.
- To develop the field of study nationally/internationally. To lead and develop the field actively within the department/division.

#### **Pedagogical duties**

- To participate in the university teaching at all levels.
- To be the primary supervisor for doctoral students.
- To integrate research into the field of study in the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development and in research and education.
- To participate in and lead the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- May have management tasks in education at the Bachelor or Master levels, in areas of advance, or as a head of division or unit.

- To participate in and lead assessment tasks in research and education as an expert, discussion leader and opponent, member of grading committee, external reviewer, reviewer for journals and conferences.

## 6.3 Associate professor

### 6.3.1 *Qualifications*

#### **Scientific qualifications**

- International research production with demonstrated independence in the formulation and selection of research problems, and a publication volume equivalent to twice the normal for a doctoral degree.
- Have demonstrated the ability to have research funding granted.
- Have demonstrated the potential to develop and lead fields of research.

#### **Pedagogical qualifications**

- Education in higher education pedagogics in accordance with SUHF's recommendations.
- Course in research supervision.
- Have demonstrated good teaching proficiency and the ability to develop courses and teach at the Bachelor and Master levels with a reflective, critical approach.
- Have demonstrated the ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.
- Have demonstrated the ability to act as an assistant supervisor.

#### **Utilisation (examples)**

- Have demonstrated a good ability to actively make research findings visible.
- Adviser to decision-makers.
- Have contributed to the public debate.
- Have demonstrated a good ability to contribute to a sustainable technical and societal development.

#### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated internal work such as participation in various forms of committees and councils.
- Have demonstrated active additional duties beyond their normal activities, such as review and assessment tasks in research and education, and participation in examination tasks in doctoral studies.

### 6.3.2 *Duties*

#### **Research duties**

- To conduct research. The research should result in yearly publication in an academically recognised form for the field in question.
- To continuously apply for research funding for their own research or for collaboration with academia or industry.
- To contribute to the development of the field of study nationally/internationally.

#### **Pedagogical duties**

- To participate in the university teaching at all levels.
- To be able to be the primary supervisor for doctoral students.
- To integrate the development of the field of study into the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.

- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development and in research and education.
- To participate in and lead the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- To participate in and lead assessment tasks in research and education as an expert, discussion leader and opponent, member of grading committee, external reviewer, reviewer for journals and conferences.
- May have management tasks in the education at the Bachelor or Master levels, in areas of advance, or as a head of division or unit.

## **6.4 Assistant professor**

Form of employment: fixed-term, four years.

### *6.4.1 Qualifications*

#### **Scientific qualifications**

- Hold a doctoral degree (must have been completed within seven years of the application deadline) and have conducted research that has been published/presented in accordance with relevant and reputable publishing channels for the field.
- Have experience of applying for research funding. Have demonstrated the ability to have research funding granted is a meritorious additional qualification.
- Have demonstrated the ability to create a national and international network in their field of study, for example through co-authoring.
- Normally, a post-doctoral stay or equivalent experience at a university, institute or organisation other than where the candidate was a doctoral student.

#### **Pedagogical qualifications**

- Have demonstrated an interest in and potential for education, for example through your own educational material, teaching experience, completed education in higher education pedagogics, or through course evaluations.

#### **Utilisation (examples)**

- Have developed some ability to actively make research findings visible.
- Have developed some ability to contribute to a sustainable technical and societal development.
- Have participated in the public debate.

#### **Academic citizenship**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated interest in additional duties beyond their normal activities, such as review and assessment tasks in research.

### *6.4.2 Duties*

#### **Research duties**

- To conduct research as part of a research group. The research should result in yearly publication in academically recognised forums for the field in question.

- To continuously apply for research funding for their own research or for collaboration with academia or industry.
- To contribute to the development of the field of study nationally/internationally.

**Pedagogical duties**

- To participate in the university teaching at all levels (< 20% of the position).
- Must be an assistant or primary supervisor for doctoral students.

**Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

**Academic citizenship (examples)**

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- To accept external assessment tasks in research and education as a reviewer for journals and conferences.

## 7. Qualifications and duties for positions with a focus on education

The Chalmers positions of professor with the emphasis on pedagogical qualification, senior lecturer, lecturer and instructor are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

As a general rule, the candidate shall have met the scientific and educational qualifications for the position. Qualifications in utilisation may be regarded as a meritorious additional qualification, but the department can decide that qualifications in utilisation are required for a specific position. For guidance on assessment of qualifications in academic citizenship, see Chapter 5.

### 7.1 Professor with the emphasis on pedagogical qualification

A senior lecturer or associate professor who has the following qualifications may be promoted to professor with the emphasis on pedagogical qualification.

#### 7.1.1 *Qualifications*

##### **Scientific qualifications**

- Research production well above a doctoral degree.
- Have participated in research planning and in research projects.
- Have demonstrated the ability to have research funding granted.

##### **Pedagogical qualifications**

- Education in higher education pedagogics in accordance with SUHF's recommendations.
- Course in research supervision.
- Have demonstrated particularly good teaching proficiency and the ability to develop courses and teach at all levels with a reflective, critical approach.
- Have demonstrated a good ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.
- Have externally published research articles in the field of pedagogic research.
- Have a documented pedagogic network.
- Have demonstrated a good ability to supervise doctoral students.

##### **Utilisation (examples)**

- See Professor, 6.2.1.

##### **Academic citizenship (examples)**

- See Professor, 6.2.1.

#### 7.1.2 *Duties*

##### **Research duties**

- To conduct research.
- May continuously apply for research funding for their own research or for collaboration with academia or industry.

##### **Pedagogical duties**

- To participate in the university teaching at all levels.
- Specific responsibility for the management and development of educational activities in the field of study.

- May be the primary supervisor for doctoral students.
- To integrate research in the field of study in the education.

**Utilisation (examples)**

- See Professor, 6.2.2.

**Academic citizenship (examples)**

- See Professor, 6.2.2.

## **7.2 Senior lecturer**

A senior lecturer who meets all the requirements for appointment as an associate professor may be promoted to that position following a review.

### *7.2.1 Qualifications*

**Scientific qualifications**

- Hold a doctoral degree with demonstrated research proficiency and an overview of the research field.
- Interest in and the potential for having research funding granted.

**Pedagogical qualifications**

- Education in higher education pedagogics in accordance with SUHF’s recommendations.
- Have demonstrated good teaching proficiency and the ability to develop courses and teach at Bachelor and Master levels with a reflective, critical approach.
- Have demonstrated the ability to integrate knowledge in their own field of study with knowledge about students’ learning based on research into subject didactics and proven experience.

**Utilisation (examples)**

- Have developed some ability to actively make research findings visible.
- Have participated in the public debate.
- Have developed some ability to contribute to a sustainable technical and societal development.

**Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated internal work such as participation in various forms of committees and councils.
- Have demonstrated active additional duties beyond their own activities, such as review and assessment tasks in research and education, and participation in examination tasks in doctoral studies.

### *7.2.2 Duties*

**Research duties**

- To conduct research.
- May continuously apply for research funding for their own research or for collaboration with academia or industry.

**Pedagogical duties**

- To participate in the university teaching at all levels.
- May act as an assistant supervisor for doctoral students.
- To integrate the development of the field of study into the education.
- To link the research to the education.

**Utilisation (examples)**

- To make visible how knowledge from research and education contributes to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- May have management/director of studies positions in education at the Bachelor and Master levels and in doctoral studies.
- To participate in assessment tasks in research and education as an expert, discussion leader and opponent, member of grading committee, external reviewer, reviewer for journals and conferences.

### **7.3 Lecturer**

#### *7.3.1 Qualifications*

##### **Scientific qualifications**

- MSc degree in engineering (300 higher education credits) or other Masters degree.
- Several years of professional experience in a specialised area of the industry or other societal sector.

##### **Pedagogical qualifications**

- Have demonstrated the ability to teach at the Bachelor level.
- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

##### **Utilisation (examples)**

- Have developed some ability to actively make results of their activities visible.

##### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated an interest in internal work such as participation in various forms of committees and councils.

#### *7.3.2 Duties*

##### **Research duties**

- May participate in research.

##### **Pedagogical duties**

- To participate in the university teaching at the Bachelor and Master levels.
- To integrate the development of the field of study into the education.

##### **Utilisation (examples)**

- To make Chalmers' educational activities and how they contribute to a good societal development visible.
- To be available and accept advisory tasks.

##### **Academic citizenship (examples)**

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.

- To accept external assessment tasks at the Bachelor level or in lifelong learning.
- May have management/director of studies positions in Bachelor and Master level programmes.

## 7.4 Instructor

### 7.4.1 *Qualifications*

#### **Scientific qualifications**

- BSc degree (180 higher education credits).
- Have a long professional experience (at least 5 years) in the maritime sector, for example as captain, nautical officer, chief engineer, engineer, charterer or shipping operator.

#### **Pedagogical qualifications**

- Have demonstrated the ability to teach at the Bachelor level.
- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

#### **Utilisation (examples)**

- Have developed some ability to make educational results linked to the field visible.

#### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated an interest in internal work such as participation in various forms of committees and councils.

### 7.4.2 *Duties*

#### **Research duties**

- May participate in research.

#### **Pedagogical duties**

- To participate in the university teaching at the Bachelor and Master levels.
- To integrate the development of the field of study into the education.

#### **Utilisation (examples)**

- To make Chalmers' educational activities and how they contribute to a good societal development visible.
- To accept advisory tasks.

#### **Academic citizenship (examples)**

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- To accept external assessment tasks at the Bachelor level or in lifelong learning.

## 8. Qualifications and duties for positions with a focus on research

The Chalmers positions of research professor, senior researcher, researcher and postdoc are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

As a general rule, the candidate shall have met the scientific and educational qualifications for the position. Qualifications in utilisation may be regarded as a meritorious additional qualification, but the department can decide that qualifications in utilisation are required for a specific position. For guidance on assessment of qualifications in academic citizenship, see Chapter 5.

### 8.1 Research professor

#### 8.1.1 Qualifications

##### Scientific qualifications

- Production with great depth, breadth and originality, published internationally in reputable forums.
- Have demonstrated a leading international position in their field.
- Excellent ability to have research funding granted.
- Have demonstrated proficiency in academic leadership by leading research and developing and building up research fields.
- Have developed their field of study scientifically.

##### Pedagogical qualifications

- Course in research supervision.
- Have demonstrated a good ability to supervise at least three doctoral students as primary supervisor from the start to the doctoral degree (an exception from this number may be made if there are few doctoral students in the field of study).

If teaching is included, the following is required:

- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.
- Have demonstrated good teaching proficiency and the ability to develop courses and teach at all levels with a reflective, critical approach.
- Have demonstrated a good ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.

##### Utilisation (examples)

- Have demonstrated a good to actively make research findings visible.
- Adviser to decision-makers.
- Have made a large contribution to the public debate.
- Have demonstrated a good ability to contribute to sustainable technical and societal development.

##### Academic citizenship (examples)

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated active internal work such as participation in and chairing various forms of committees and councils, as well as holding management positions.
- Have demonstrated active work beyond their normal activities, such as review and assessment tasks in research and education, and examination tasks in doctoral studies.

### *8.1.2 Duties*

#### **Research duties**

- To conduct research. The research should result in yearly publication in an academically recognised form for the field in question.
- To continuously apply for research funding for their field of research or for collaboration with academia or industry.
- To lead research in their field of study.
- To develop the field of study nationally/internationally.

#### **Pedagogical duties**

- To be able to be the primary supervisor for doctoral students.
- To be able to participate in university teaching at all levels (<20% of the position).
- To link research in the field of study to the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development in research.
- To participate in and lead the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- To participate in and lead assessment tasks in research and education as an expert, discussion leader and opponent, member of grading committee, external reviewer, reviewer for journals and conferences.

## **8.2 Senior researcher**

### *8.2.1 Qualifications*

#### **Scientific qualifications**

- Have demonstrated research proficiency equivalent to that required for an associate professor position.
- A good ability to have research funding granted.

#### **Pedagogical qualifications**

- Course in research supervision.
- Have demonstrated a good ability as an assistant supervisor for doctoral students.

If teaching is included, the following is required:

- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.
- Have demonstrated good teaching proficiency and the ability to teach at the Bachelor and Master levels with a reflective, critical approach.

#### **Utilisation (examples)**

- Have demonstrated a good ability to actively make research findings visible.
- Adviser to decision-makers.

- Have participated in the public debate.
- Have demonstrated an ability to contribute to a sustainable technical and societal development.

#### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated active work beyond their normal activities, such as review and assessment tasks in research and education, and participation in examination tasks in doctoral studies.

### *8.2.2 Duties*

#### **Research duties**

- To conduct research. The research should result in yearly publication in an academically recognised form for the field in question.
- Continuously apply for research funding for their own research, in a research group or for collaboration with academia or industry.
- To contribute to the development of the field of study nationally/internationally.

#### **Pedagogical duties**

- To be able to participate in university teaching at all levels (<20% of the position).
- To be able to be the primary supervisor for doctoral students (if permanently employed).
- To integrate the development of the field of study into the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development and in research and education.
- To participate in the internal work of the university.
- To participate in and lead assessment tasks in research and education as an expert, discussion leader and opponent, member of grading committee, external reviewer, reviewer for journals and conferences.

## **8.3 Researcher**

### *8.3.1 Qualifications*

#### **Scientific qualifications**

- Hold a doctoral degree.
- Have conducted research that has been published/presented in accordance with relevant and reputable publishing channels for the field.
- Have experience of applying for external research funding. Have demonstrated the ability to have research funding granted is a non-mandatory additional qualification.

#### **Pedagogical qualifications**

If teaching is included, the following is required:

- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

- Have demonstrated good teaching proficiency and the ability to teach at the Bachelor and Master levels with a reflective, critical approach.

#### **Utilisation (examples)**

- Have developed some ability to actively make research findings visible.
- Have developed some ability to contribute to a sustainable technical and societal development.
- Have participated in the public debate.

#### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated interest in additional duties beyond their normal activities, such as review and assessment tasks in research.

### *8.3.2 Duties*

#### **Research duties**

- To conduct research. The research should result in yearly publication in an academically recognised form for the field in question.
- Must continuously apply for research funding for own research, as a co-applicant in a research group and as a co-applicant for collaboration with academia or industry.

#### **Pedagogical duties**

- To be able to participate in university teaching at all levels (<20% of the position).
- May act as assistant supervisor for doctoral students.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- To accept external assessment tasks in research and education as a reviewer for journals and conferences.

## **8.4 Postdoc**

Form of employment: Fixed-term under a collective agreement.

### *8.4.1 Qualifications*

#### **Scientific qualifications**

- Hold a doctoral degree awarded no more than three years prior to the application deadline (according to the current agreement with the Swedish Agency for Government Employers).
- Have an interest in applying for research funding.

#### **Pedagogical qualifications**

- If teaching is a minor part of the position: have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

**Utilisation (examples)**

- Have demonstrated an interest in contributing to a sustainable technical and societal development.
- Have developed some ability to actively make research findings visible.

**Academic citizenship**

- Have worked to achieve a good internal working environment (this qualification must always be met).

*8.4.2 Duties***Research duties**

- To conduct research as part of a research group.
- Can apply for research funding as a co-applicant within a research group.

**Pedagogical duties**

- May participate in the university teaching at the Bachelor and Master levels to a lesser extent.

**Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To contribute with yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

**Academic citizenship (examples)**

- To contribute to the internal environment.

## 9. Qualifications and duties for artistic positions with a focus on education

The Chalmers positions of artistic professor, artistic senior lecturer and artistic lecturer are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

The purpose of these positions is to meet the need for the faculty teaching in the Bachelor and Master level programmes, particularly in architectural studies, to complement it with up-to-date practical experience from the professional practice. The form of employment for artistic positions is fixed-term under a collective agreement for 3 + 3 years for artistic professors and artistic senior lecturers, 2+2 years for artistic lecturers, and on a part-time basis (max. 80%). Artistic professorships may be extended beyond the stated maximum period. See the current collective agreement.

As a general rule, the candidate shall have met the scientific/artistic and educational qualifications for the position. Qualifications in utilisation may be regarded as a meritorious additional qualification, but the department can decide that qualifications in utilisation are required for a specific position. For guidance on assessment of qualifications in academic citizenship, see Chapter 5.

### 9.1 Artistic professor

#### 9.1.1 Qualifications

##### Scientific/artistic qualifications

Artistic proficiency is equated with scientific proficiency (see 4.1.2) and is demonstrated by means of:

- Recognised extensive activities with artistic/practical depth, expressiveness and originality which is visible and valued in professional contexts such as national or international publications, exhibitions or awards.
- An ability and experience from initiating, managing and carrying out projects that have contributed to the development of the profession or professional practice artistically/practically, theoretically or methodologically.
- Have demonstrated a reflective approach to their profession or own professional practice, for example by means of articles, books, lectures or exhibitions.

##### Pedagogical qualifications

- Have demonstrated a good ability to develop courses and teach at the Bachelor and Master levels with a reflective, critical approach.
- Have demonstrated the ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.
- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

##### Utilisation (examples)

- Have demonstrated a good ability to contribute to a sustainable technical and knowledge development through collaboration within the field of the profession, between professions or between the profession and academia.
- Adviser to decision-makers.

- Have participated in the public debate.

#### **Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated interest in internal work such as participation in various forms of committees and councils and in management positions.
- Have demonstrated interest in working in academia, such as review and assessment tasks.

#### *9.1.2 Duties*

##### **Research duties**

- May participate in research and doctoral studies with a professional perspective.

##### **Pedagogical duties**

- May participate in the university teaching at all levels.
- To participate in the field-related development of the education.

##### **Utilisation (examples)**

- To contribute to the development of the field of study and the societal benefit.
- To participate in the public debate based on research-based knowledge, with a reflective approach to their profession or own professional practice.
- To accept advisory positions.
- To make visible how knowledge from research and education contributes to a good societal development.

##### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development and in research and education.
- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.
- To accept external assessment tasks in research and education, linked to the profession.

## **9.2 Artistic senior lecturer**

### *9.2.1 Qualifications*

#### **Scientific/artistic qualifications**

Artistic proficiency is equated with scientific proficiency (see 4.1.2) and is demonstrated by means of:

- Work with artistic/practical depth, expressiveness and originality which is visible and valued in professional contexts such as national or international publications, exhibitions or awards.
- Interest in initiating, managing and carrying out projects or development of professional practice artistically/practically, theoretically or methodologically.

#### **Pedagogical qualifications**

- Have demonstrated an ability to develop courses and teach at the Bachelor and Master levels with a reflective, critical approach.
- Have demonstrated the ability to integrate knowledge in their own field of study with knowledge about students' learning based on research into subject didactics and proven experience.
- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

**Utilisation (examples)**

- Have developed some ability to contribute to a sustainable technical and knowledge development through collaboration within the field of the profession, between professions or between the profession and academia.
- Adviser to decision-makers.
- Have participated in the public debate.

**Academic citizenship (examples)**

- Have worked to achieve a good internal working environment (this qualification must always be met).
- Have demonstrated interest in internal work such as participation in various forms of committees and councils.

**9.2.2 Duties****Research duties**

- May participate in research and doctoral studies with a professional perspective.

**Educational duties**

- May participate in the provision of teaching at the Bachelor and Master levels.
- To participate in the field-related development of the education.

**Utilisation (examples)**

- To contribute to the development of the field of study and the societal benefit.
- To participate in public debate based on research-based knowledge, with a reflective approach to their profession or own professional practice.
- To make visible how knowledge from research and education contributes to good societal development.

**Academic citizenship (examples)**

- To participate in the internal work of the university.

## 9.3 Artistic lecturer

### 9.3.1 Qualifications

#### Scientific/artistic qualifications

Artistic proficiency is equated with scientific proficiency (see 4.1.2) and is demonstrated by means of:

- MSc degree in Architecture or with an artistic specialisation (300 higher education credits).
- Work with artistic/practical depth, expressiveness and visibility in professional contexts.

#### Pedagogical qualifications

- Have demonstrated the ability to teach at the Bachelor level.
- Have completed an introductory course in higher education pedagogics equivalent to at least 3 higher education credits.

#### Utilisation (examples)

- Have developed some ability to make educational results linked to the field visible.

#### Academic citizenship

- Have worked to achieve a good internal working environment (this qualification must always be met).

### 9.3.2 Duties

#### Research duties

- May participate in research with a professional perspective.

#### Pedagogical duties

- Participate in the university teaching at the Bachelor level.
- To follow developments (industrial or equivalent) in their profession.

#### Utilisation (examples)

- To make Chalmers' educational activities visible and how they contribute to a good societal development.
- To accept advisory tasks.

#### Academic citizenship (examples)

- To participate in the internal work of the university.

## 10. Qualifications and duties for research support positions

The Chalmers positions of research specialist, senior research engineer, research engineer and technician are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

The purpose of research support positions is to meet the organisation's long-term need for technical and/or methodological support and development. The department decides the professional qualifications required for a particular position based on the nature of the tasks.

### 10.1 Research specialist

#### 10.1.1 Qualifications

- Hold a doctoral degree.
- Other proficiency deemed relevant based on the nature of the tasks.

#### 10.1.2 Duties

- Technical support for research activities, with the focus on method development and/or instrument development.
- Responsible for identifying and implementing methods and instruments that enhance research in the area in question in close collaboration with the research organisation.
- Provision of training in the use of methods and instruments may be involved. This assumes that the candidate has completed an introductory course in higher education pedagogy equivalent to at least 3 higher education credits.
- Opportunity to apply for funding that will benefit the research activity in question may be included.

### 10.2 Senior research engineer

#### 10.2.1 Qualifications

- A bachelor's or master's degree in science or engineering.
- Extensive professional experience of the specialist area and extensive experience of responsibility and development tasks in the specialist area relevant to the nature of the tasks (at least 5-10 years).
- Other proficiency deemed relevant based on the nature of the tasks, such as specialist proficiency in certain instruments or methods.

#### 10.2.2 Duties

- Technical support for research activities, for example with responsibility for the planning, organisation and operation of instruments and methods.
- Principal and development responsibility for the use of instruments and methods.
- Provision of training in the use of methods and instruments may be involved. This assumes that the candidate has completed an introductory course in higher education pedagogy equivalent to at least 3 higher education credits.

### 10.3 Research engineer

#### 10.3.1 Qualifications

- A bachelor's or master's degree in science or engineering, or equivalent proficiency.
- Professional experience deemed relevant based on the nature of the tasks.
- Other proficiency deemed relevant based on the nature of the tasks, such as specialist proficiency in certain instruments or methods.

### *10.3.2 Duties*

- Technical support for research activities, for example with responsibility for operation, maintenance, and troubleshooting, but also for planning and organising the use of equipment and methods.

## **10.4 Technician**

### *10.4.1 Qualifications*

- Upper secondary education or a bachelor's degree in science or engineering, or equivalent proficiency.
- Practical proficiency and professional experience deemed relevant based on the nature of the tasks.
- Other proficiency deemed relevant based on the nature of the tasks.

### *10.4.2 Duties*

- Technical support for research activities, for example taking stock of and ordering chemicals, conducting routine analyses, handling deliveries of goods and bookings for instruments, updating routines, maintaining the operation of instruments and laboratories, and basic maintenance and troubleshooting of instruments.

## 11. Qualifications and duties for adjunct positions

The Chalmers positions of adjunct professor, adjunct associate professor and adjunct senior lecturer are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

The purpose of adjunct positions is to broaden the university's expertise in research, education and utilisation by increasing the interaction and collaboration with industry and society. Through adjuncts, Chalmers gains access to specialist expertise and experience from outside the academic sphere.

The candidate for an adjunct position must have achieved the equivalent degree of scientific or artistic proficiency, demonstrated by technical/professional activity during their career, as is expected within academia at the level of the position concerned. The same expectations also apply to the candidate's contribution to the development of the field of study in question, the candidate's leadership experience and the supervision of co-workers. Adjunct professors must also have achieved international standing to the same extent as one would expect of a professor in their academic discipline.

In fields in which both scientific and artistic proficiency may be relevant, an overall assessment of the candidate's qualifications in both these aspects is carried out.

An adjunct position means having a position at Chalmers for maximum 40% of full time. However, it is not an employment relationship; the candidate continues to be employed by their main employer. This means that there is no salary or grant from Chalmers. The first term of office is three years. The parties will then evaluate the experience. It is possible to extend the term of office beyond the stated maximum period, see the current collective agreement. An adjunct at Chalmers may not be employed at another higher education institution or university, or at any company within the Chalmers sphere.

### 11.1 Adjunct professor

#### 11.1.1 Qualifications

##### Scientific qualifications

- Hold a doctoral degree.
- Be among the leaders in research and development in the field of the position, demonstrated through participation in national and international professional networks and/or management of key research and development projects.
- Have played a leading role in the development of the activity or activities in which the applicant has been active.

##### Artistic qualifications

In the field of architecture and design, artistic proficiency is equated with scientific proficiency (see 4.1.2).

- Be among the leaders in the development of the field of the position, demonstrated by visibility and appreciation in professional contexts such as national and international publications, exhibitions or awards.

- Have played a leading role in initiating, managing and carrying out projects that have contributed to the development of the profession or professional practice artistically/practically, theoretically or methodologically.

#### **Pedagogical qualifications**

- Have demonstrated a good ability from educational activities in their own company or organisation, or equivalent experience in a higher education institution.
- Have demonstrated a good ability from individual supervision of, for example, research projects and development work within their own company or organisation, or through other mentoring or supervision of doctoral students and students working on degree projects within a higher education institution.

#### **Utilisation**

- Demonstrated through their professional activities.

#### **Academic citizenship**

- Have worked to achieve a good internal working environment (this qualification must always be met).

### *11.1.2 Duties*

#### **Research duties**

- To participate in the department's research/research groups.
- To prepare for external collaborations and research projects.
- To participate in the development of the field of study within the department/division.
- To participate in the department's research strategy work.

#### **Pedagogical duties**

- May participate in the university teaching at all levels.
- May act as assistant supervisor for doctoral students.
- To integrate the development of the field of study into the education and link the research to the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

#### **Academic citizenship (examples)**

- To give colleagues support and feedback in their development and in research and education.
- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.

## **11.2 Adjunct associate professor**

### *11.2.1 Qualifications*

#### **Scientific qualifications**

- Hold a doctoral degree.
- Be active in research and development in the field of the position, demonstrated through participation in national and international professional networks and/or participation in research and development projects.

#### **Pedagogical qualifications**

- Have demonstrated an ability from educational activities in their own company or organisation, or equivalent experience in a higher education institution.
- Have demonstrated an ability from individual supervision of, for example, research projects and development work.

#### **Utilisation**

- Demonstrated through their professional activities.

#### **Academic citizenship**

- Have worked to achieve a good internal working environment (this qualification must always be met).

### *11.2.2 Duties*

#### **Research duties**

- To participate in the department's research/research groups.
- To prepare for external collaborations and research projects.
- To participate in the development of the field of study within the department/division.
- To participate in the department's research strategy work.

#### **Pedagogical duties**

- May participate in the university teaching at all levels.
- May act as assistant supervisor for doctoral students.
- To integrate the development of the field of study into the education and link the research to the education.

#### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to the public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards, services and companies.

#### **Academic citizenship (examples)**

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.

## 11.3 Adjunct senior lecturer

### 11.3.1 Qualifications

#### Scientific qualifications

- Be active in research and development in the field of the position.
- Be actively involved in national and international professional networks and/or participation in research and development projects.

#### Artistic qualifications

- Be active in the development of the field of the position.
- Be actively involved in national and international professional networks and/or participation in projects that contribute to the development of the profession or professional practice artistically/practically, theoretically or methodologically.

#### Pedagogical qualifications

- Have demonstrated an ability from educational activities in their own company or organisation, or equivalent experience in a higher education institution.
- Have shown interest in current educational developments in the field of study of the position and related research methodology.

#### Utilisation

- Demonstrated through their professional activities.

#### Academic citizenship

- Have promoted a good internal working environment.

### 11.3.2 Duties

#### Research duties

- To participate in the department's research/research groups.
- To prepare for external collaborations and research projects.
- To participate in the development of the field of study within the department/division.

#### Pedagogical duties

- May participate in the university teaching at the Bachelor and Master levels.
- To integrate the development of the field of study into the education.

#### Utilisation (examples)

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards services.

#### Academic citizenship (examples)

- To participate in the internal work at the university, in the work with institutional changes at the university and in various forms of committee work and councils.

## 12. Qualifications and duties for affiliated positions

The Chalmers positions of affiliated professor, affiliated associate professor and affiliated senior lecturer are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

An affiliated position may be established when Chalmers wishes to associate a national or international researcher with its activities for a limited period of time. The purpose of the positions is to broaden the university's expertise in research and education by increasing interaction and collaboration with other universities.

An affiliated position means having a position at Chalmers. However, it is not an employment relationship; the candidate continues to be employed by their main employer. This means that there is no salary or grant from Chalmers. For information on the terms and conditions of the position, please refer to the current collective agreement.

A candidate who holds or has held a full professorship at a reputable university or has demonstrated equivalent expertise is qualified for appointment as an affiliate professor. An affiliate professor is appointed by the President after preparation and assessment of expertise by the Faculty Appointment Committee.

A candidate who has held a position at an equivalent level at a reputable university or has demonstrated equivalent expertise is qualified for appointment as an affiliate associate professor or senior lecturer. An affiliate associate professor or senior lecturer is appointed by the head of department after preparation and assessment of expertise by the Faculty Appointment Committee.

### 12.1 Affiliate professor

#### 12.1.1 *Qualifications*

##### **Scientific qualifications**

- Hold an equivalent position at their home university.
- See Chalmers' qualifications for a full professorship, Chapter 6.1.

##### **Pedagogical qualifications**

- See Chalmers' qualifications for a full professorship, Chapter 6.1.

##### **Utilisation**

- Applied where relevant. The department concerned will give reasons for any special qualifications.

##### **Academic citizenship**

- See Chalmers' qualifications for a full professorship, Chapter 6.1.

#### 12.1.2 *Duties*

##### **Research duties**

- To participate in the department's research/research groups
- To prepare for external collaborations and research projects.
- To participate in the development of the field of study within the department/division.

**Pedagogical duties**

- To participate in the university teaching at all levels.
- May act as assistant supervisor for doctoral studies.

**Utilisation (examples)**

- To participate in the department's/research groups utilisation work.
- To contribute to a sustainable technical and knowledge-based development and public benefit.
- To contribute to stimulating the exchange of expertise between academia and industry.

**Academic citizenship (examples)**

- To give colleagues support and feedback in their development.

## **12.2 Affiliate associate professor**

### *12.2.1 Qualifications*

**Scientific qualifications**

- Hold an equivalent position at their home university.
- See Chalmers' qualifications for an associate professorship, Chapter 6.3.

**Pedagogical qualifications**

- See Chalmers' qualifications for an associate professorship, Chapter 6.3.

**Utilisation**

- Applied where relevant. The department concerned will give reasons for any special qualifications.

**Academic citizenship**

- See Chalmers' qualifications for an associate professorship, Chapter 6.3.

### *12.2.2 Duties*

**Research duties**

- To participate in the department's research/research groups.
- To prepare for external collaborations and research projects.
- To participate in the development of the field of study within the department/division.

**Pedagogical duties**

- To participate in the university teaching at all levels.
- May act as assistant supervisor for doctoral students.

**Utilisation (examples)**

- To participate in the department's/research groups utilisation work.
- To contribute to a sustainable technical and knowledge-based development and public benefit.

**Academic citizenship**

- To give colleagues support and feedback in their development.

## **12.3 Affiliate senior lecturer**

### *12.2.1 Qualifications*

#### **Scientific qualifications**

- Hold an equivalent position at their home university.
- See Chalmers' qualifications for a senior lecturer position, Chapter 7.2.

#### **Pedagogical qualifications**

- See Chalmers' qualifications for a senior lecturer position, Chapter 7.2.

#### **Utilisation**

- Applied where relevant. The department concerned will give reasons for any special qualifications.

#### **Academic citizenship**

- See Chalmers' qualifications for a senior lecturer position, Chapter 7.2.

### *12.2.2 Duties*

#### **Research duties**

- To participate in the department's research/research groups.
- To participate in the development of the field of study within the department/division.

#### **Pedagogical duties**

- May participate in the university teaching at all levels.
- May act as assistant supervisor for doctoral students.

#### **Utilisation (examples)**

- To participate in the department's/research groups utilisation work.
- To contribute to a sustainable technical and knowledge-based development and public benefit.

#### **Academic citizenship**

- To give colleagues support and feedback in their development.

## **13. Qualifications and duties for visiting professors, visiting researchers and visiting teachers**

The Chalmers positions of visiting professor, visiting researcher and visiting teacher are described below. The positions are described based on the qualifications required and the duties that are expected to be included.

Visiting professors, visiting researchers and visiting teachers may be appointed when Chalmers wishes to associate a national or international researcher working outside Chalmers with its activities for a limited period of time. For full details of employment conditions, see the current collective agreement.

The appointment of visiting teachers and visiting researchers is handled by the department concerned. The appointment of visiting professors is dealt with by the Faculty Appointment Committee. Only a visiting researcher that holds a full professorship at another university may they be appointed as a visiting professor.

### **13.1 Visiting professor**

#### *13.1.1 Qualifications*

##### **Scientific qualifications**

- Hold an equivalent position at their home university.
- See Chalmers' qualifications for a full professorship, Chapter 6.1.

##### **Pedagogical qualifications**

- See Chalmers' qualifications for a full professorship, Chapter 6.1.

##### **Utilisation**

- Applied where relevant. The department concerned will give reasons for any special qualifications.

##### **Academic citizenship**

- See Chalmers' qualifications for a full professorship, Chapter 6.1.

#### *13.1.2 Duties*

##### **Research duties**

- To participate in the department's research/research groups.
- To prepare for external collaborations and research projects.
- To participate in the development of the field of study within the department/division.

##### **Pedagogical duties**

- To participate in the university teaching at all levels.

##### **Utilisation (examples)**

- To make visible how research findings contribute to a good societal development.
- To accept advisory positions.
- To participate in the public debate and contribute to the public knowledge about science and research.
- To contribute yourself or in collaboration with others to new innovations, methods, products, processes, treatments, codes, behaviours, industry standards and services.

**Academic citizenship (examples)**

- To give colleagues support and feedback in their development in research.

**13.2 Visiting researcher***13.2.1 Qualifications***Scientific qualifications**

- See Chalmers' qualifications for a researcher position, Chapter 8.3.

**Pedagogical qualifications**

- See Chalmers' qualifications for a researcher position, Chapter 8.3.

**Utilisation**

- Applied where relevant. The department concerned will give reasons for any special qualifications.

**Academic citizenship**

- See Chalmers' qualifications for a researcher position, Chapter 8.3.

*13.2.2 Duties***Research duties**

- May be equivalent to a researcher position, Chapter 8.3.

**Pedagogical duties**

- May be equivalent to a researcher position, Chapter 8.3.

**Utilisation**

- May be equivalent to a researcher position, Chapter 8.3.

**Academic citizenship**

- May be equivalent to a researcher position, Chapter 8.3.

## 13.3 Visiting teacher

### 13.3.1 *Qualifications*

#### **Scientific qualifications**

- See Chalmers' qualifications for a lecturer position, Chapter 7.3.

#### **Pedagogical qualifications**

- See Chalmers' qualifications for a lecturer position, Chapter 7.3.

#### **Utilisation**

- Applied where relevant. The department concerned will give reasons for any special qualifications.

#### **Academic citizenship**

- See Chalmers' qualifications for a lecturer position, Chapter 7.3.

### 13.2.2 *Duties*

#### **Research duties**

- May be equivalent to a lecturer, Chapter 7.3.

#### **Pedagogical duties**

- May be equivalent to a lecturer, Chapter 7.3.

#### **Utilisation**

- May be equivalent to a lecturer, Chapter 7.3.

#### **Academic citizenship**

- May be equivalent to a lecturer, Chapter 7.3.

## 14. Guidelines for expert assessment

Recruitment and promotion to academic positions are handled by Chalmers' Faculty Appointment Committee partly based on assessments from external experts, who must be completely impartial and have a high degree of integrity. There must be no conflict of interest between the experts, the candidate and the department. Qualifications in research (science) and education (pedagogy) are assessed by external experts. The scientific and pedagogical experts must be selected from outside Chalmers with the ambition that they should not be a single-sex group or have a lack international participation. A person appointed as an academic expert must have attained at least the level of the position the assessment concerns. Experts proposed by the department must be approved by the Faculty Appointment Committee, or by the Chair of the Faculty Appointment Committee.

The experts' report must include a review of the candidate's activities, an assessment of the quality and results of the candidate's work and a detailed assessment of whether the candidate meets the qualification requirements for the position. Experts may attend the meetings of the Faculty Appointment Committee and take part in its deliberations, if necessary, but they do not take part in decisions.

Qualifications in the field of utilisation are assessed by the Faculty Appointment Committee, where necessary with the assistance of the vice head of department for utilisation, innovation advisors or contacts within the Chalmers innovation ecosystem. Academic citizenship qualifications are also assessed by the Faculty Appointment Committee, if necessary with the assistance of the department's research committee.

<b>Position</b>	<b>Expert assessment</b>
Full Professor	<p>For recruitment or promotion to full professor, (at least) three scientific experts and (at least) one pedagogical expert are responsible for reviewing the candidate's qualifications.</p> <p>The same pedagogical expertise is required for professor and full professor. Consequently, the pedagogical expert assessment, for promotion from professor to full professor, may be omitted if a pedagogical expert outside Chalmers was responsible for the review for promotion or recruitment to professor.</p>
Professor	<p>For recruitment or promotion to professor, (at least) three scientific experts and (at least) one pedagogical expert are responsible for reviewing the candidate's qualifications.</p> <p>For promotion to professor with the emphasis on educational qualification, the expert assessment must be conducted by at least three pedagogical experts and one scientific expert.</p>
Associate professor	<p>For promotion, internal recruitment and recruitment to associate professor, (at least) two scientific experts and (at least) one pedagogical expert are responsible for reviewing the candidate's qualifications.</p>
Assistant professor	<p>For recruitment for an assistant professor position, (at least) two scientific experts are responsible for reviewing the candidate's qualifications.</p>

Oavlönad docent	For assessment of oavlönad docent competence, (at least) two scientific experts are responsible for reviewing the candidate's qualifications.
Senior lecturer	For recruitment or promotion to senior lecturer, (at least) two scientific experts and (at least) one pedagogical expert are responsible for reviewing the candidate's qualifications.
Lecturer	For recruitment to the position of lecturer, (at least) one expert is responsible for reviewing the candidate's scientific/professional qualifications.
Research professor	For promotion and recruitment to the position of research professor, (at least) three scientific experts are responsible for reviewing the candidate's qualifications.  For internal recruitment from full professor to research professor, no further review is required.
Senior researcher	For promotion, internal recruitment and recruitment to the position of senior researcher, (at least) two scientific experts are responsible for reviewing the candidate's qualifications.
Researcher	May be appointed by the department concerned.
Postdoc	May be appointed by the department concerned.
Instructor	May be appointed by the department concerned.
Artistic professor	For recruitment to the position of artistic professor, (at least) three artistic and/or scientific experts are responsible for reviewing the candidate's qualifications.
Artistic senior lecturer	For recruitment to the position of artistic senior lecturer, (at least) two artistic and/or scientific experts are responsible for reviewing the candidate's qualifications.
Artistic lecturer	For recruitment to the position of artistic lecturer, (at least) one artistic expert is responsible for examining the candidate's qualifications, including the candidate's experience in the relevant professional field.
Adjunct professor/adjunct associate professor/adjunct senior lecturer	At least two scientific experts are responsible for examining all the candidate's qualifications. One of the experts must work outside the academia in the candidate's professional field/field of study/work.
Visiting professor	Qualifications are assessed by the Faculty Appointment Committee.
Affiliated professor/affiliated associate professor/affiliated senior lecturer	Qualifications are assessed by the Faculty Appointment Committee.

## 15. Processes for the recruitment and promotion of teaching and research faculty

### 15.1 Chalmers' Faculty Appointment Committee

All appointments for permanent employment, except for instructors and researchers, must be evaluated by the Faculty Appointment Committee. Appointments as assistant professor, artistic lecturer, artistic senior lecturer, artistic professor, adjunct and affiliated faculty and visiting professor must also be evaluated by the Faculty Appointment Committee.

The Faculty Appointment Committee (see Table 14.1.1) works on behalf of the President and meets 2-4 times a month. Eight members normally participate in the preparation and the evaluation of a specific case: the chair or vice-chair of the Faculty Appointment Committee, three faculty representatives, one union representative, one student representative, a recruitment specialist and the head of department. The Faculty Appointment Committee has a quorum when at least four members are present. The chair/vice-chair of the Faculty Appointment Committee has a casting vote.

The Faculty Appointment Committee is a recommendatory body and the department decides whether to follow its recommendation. If the department decides not to follow a Faculty Appointment Committee recommendation, it must give reasons for this deviation to the chair of the Faculty Appointment Committee, who has the option of forwarding the matter for a decision by the President. The President has decision-making power for professorial positions (the professor and full professor levels).

*15.1.1 Composition of the Faculty Appointment Committee. An even gender distribution is sought after.*

<b>Member</b>	<b>Appointed by</b>	<b>Term</b>
1 chair and 1 vice-chair	President	3+3 years
12 faculty representatives	President (after consultation with the chair of the Faculty Senate and the group of department heads)	3+3 years
4 representatives from the trade unions	The trade unions	At least 1 year
4 student representatives	Student Union	At least 1 year
<b>Meetings of the Faculty Appointment Committee are also attended by the following persons as members:</b>		
Recruitment specialist		
Head of the department concerned		
<b>The following persons <u>may</u> attend the meetings of the Faculty Appointment Committee:</b>		

Scientific experts	Faculty Appointment Committee (proposal from the head of department)	
Pedagogical expert	Recruitment specialist	
1-2 representatives from the department	Head of department (after consultation with the chair of the Faculty Appointment Committee)	
Any other expertise	Faculty Appointment Committee (proposal from the head of department)	

## 15.2 Recruitment to advertised positions within the faculty

The procedure for recruitment to an advertised position at Chalmers is described in *Chalmers' guidelines for staff recruitment, C 2018-0425*. The President decides every year whether to create positions to be advertised or for internal and direct recruitment.

Advertised positions must be described in broad terms with a well-defined, clear requirements profile so that they are accessible and perceived as attractive by both external and internal candidates. In addition to a description of the position, the requirements profile must include a plan for the search process and an estimate of the expected number of candidates. The estimated gender distribution of the pool of candidates must also be presented. The outcome of the search processes is monitored by the Faculty Appointment Committee during the recruitment process.

According to a decision by the President, at least one male and one female applicant must be invited to an interview when recruiting to advertised positions within the faculty (*C 2019-1034*). If the pool of candidates is single-sex and/or has only internal applicants, the chair of the Faculty Appointment Committee has the right to refer the matter back to the department for action. Such a decision may be appealed against to the President. Only in exceptional cases, and with a strong motivation, is it possible to appoint someone to a position with few qualified candidates, with a one-sided gender distribution or with just internal candidates. With "internal candidate" means a candidate that holds a position at Chalmers.

The Faculty Appointment Committee makes a recommendation on the appointment after examining the case. The President then decides on the appointment of all positions at the levels of professor and full professor. The head of department decides on the appointment of positions below the level of professor.

## 15.3 Promotion

The Faculty Appointment Committee handles promotions of teaching and research faculty. Promotion means that a person employed in a position governed by the rules of procedure is offered, after consideration, a more qualified teaching/research position in the same category, provided that the co-worker meets the requirements for qualifications for the higher position. The qualifications for promotion must be the same as those for external recruitment to an equivalent position. Promotion must be in line with Chalmers' and the department's strategic plan and there must be adequate long-term funding for the position.

Proposed promotions are first discussed in the departments' management and research committees and included in the annual operational planning. The department's research committee makes an internal, expert assessment of which candidates that meet the qualification requirements for the relevant level of position in accordance with the rules of procedure. The head of department is ultimately responsible for ensuring that the candidate meets all formal requirements. Once the recommendation has been formulated, the head of department decides whether the case should be forwarded for consideration by the Faculty Appointment Committee.

### **15.3.1 Promotion steps**

Possible promotion steps for positions in the same category are shown below.

*For positions with a focus on research and teaching:*

- From associate professor to professor.
- From professor to full professor.

*For positions with a focus on teaching:*

- From senior lecturer (or associate professor) to professor with the emphasis on pedagogical qualification.
- From senior lecturer to associate professor (assumes that the person has been admitted as an oavlönad docent and has the other qualifications for an associate professorship).
- From lecturer to senior lecturer (assumes that the person holds a doctoral degree and has the other qualifications for a senior lecturer position).
- From instructor to lecturer (requires an MSc in engineering or other Master's degree).

*For positions with a focus on research:*

- From researcher to senior researcher.
- From senior researcher to research professor. This promotion is applied very restrictively.

### **15.4 Internal recruitment from assistant professor to associate professor**

Assistant professor is a fixed-term tenure track position in which the employee has the opportunity to gain scientific and pedagogical qualifications. Each new assistant professor at Chalmers must be a strategic recruitment with the aim of transferring to the permanent position of associate professor, provided that the mid-term assessment and the scientific and pedagogical expert reviews are approved. This transition from a fixed-term position to a permanent position at Chalmers is referred to as internal recruitment, and the qualification requirements are the same as for external recruitment to an associate professor position. The process of internal recruitment is managed by the Faculty Appointment Committee (after acceptance of the academic title oavlönad docent) with an interview and a lecture. See also *Guidelines and process for recruitment and assessment of assistant professors (C 2015/1926)*.

## 15.5 Other internal recruitments

Internal recruitment of permanent faculty is also possible between position categories, provided that the co-worker meets the qualification requirements for the new position. Internal recruitment between position categories requires a decision by the President, and the process is managed by the Faculty Appointment Committee with an expert review, an interview and a lecture. For example, this may involve the internal recruitment from senior researcher to associate professor.

However, the step from senior lecturer to associate professor is called promotion.

## 15.6 Acceptance as “oavlönad docent”

Chalmers may accept persons from within and outside the university to the academic title of “oavlönad docent”. The requirements are that the applicant must have proven themselves to be an independent researcher, with a scientific expertise that is significantly higher than what is required for a doctoral degree. The academic title “oavlönad docent” should not be confused with the permanent position of associate professor, see Chapter 6.3.

To be accepted as oavlönad docent, a clear connection to Chalmers is required. Applicants from outside Chalmers may, for example, have a long-standing collaboration, in research or doctoral studies, with a department at Chalmers.

### 15.6.1 Guidelines for the acceptance as oavlönad docent

#### *Scientific qualifications*

A doctoral degree or equivalent acquired academic expertise is required for eligibility as an oavlönad docent.

The following is required for admission:

- documented independent ability to formulate and solve research problems, plan and conduct research and supervise research students or junior researchers.
- to have published in recognised scientific journals or other reputable forms of publication in accordance with the existing international publishing tradition in the field.

These requirements normally imply a publication volume equivalent to twice the usual for a doctoral degree, which usually requires about three years of full-time research and education, within or outside the university.

#### *Pedagogical qualifications*

- to have completed research supervision education (see Chapter 4.2) or other equivalent education.
- teaching experience at the Bachelor and Master levels.
- pedagogical proficiency, which must be demonstrated at the associate professor lecture.

## 15.7 Direct recruitment

The procedure for direct recruitment is described in *Chalmers' process for direct recruitment (C 2020-1447)*. Direct recruitment means that a position is not advertised. It is offered to a specific external person of strategic importance to Chalmers who meets the given requirements profile.

Direct recruitment is applied very restrictively to permanent positions, and they may only take place if it is in line with operational needs and Chalmers' and the department's strategic plans. A prerequisite is that the candidate is deemed to be excellent. For direct recruitment to full professor or research professor, excellence means that the candidate is a highly regarded internationally leading researcher and research leader. A full professor must also be a skilled educator in their field.

Where direct recruitment is requested, the department's research committee will conduct an initial internal review of the candidate. The President decides on all direct recruitment. Direct recruitment always requires scientific expert assessment, plus an educational review if teaching is part of the position. The Faculty Appointment Committee manages the recruitment process, including the review of the candidate's qualifications, in accordance with established procedures.

Direct recruitment to the position of assistant professor with tenure track is possible if individuals have received a highly competitive individual funding. A highly competitive individual funding means the equivalent of examples such as the Swedish Research Council's Starting Grant, Wallenberg Academy Fellow and ERC Starting Grants, i.e.. the funding is applied for as an individual, there are a large number of applications, with a success rate of around 10-20%, and the funding is adequate for at least three years. The chair of the Faculty Appointment Committee assesses which funding is deemed to be sufficiently competitive. In these cases, the candidate does not need to undergo further scientific review by external experts. However, they must give a lecture and be interviewed by the Faculty Appointment Committee based on Chalmers' assessment criteria and qualifications for the position. Please note that it is also the case with direct recruitment that the recruiting department/area of advance must make a joint effort to provide funds to meet the resource requirements for the assistant professor's activities.