

Document's metadata:

<b>Decision by:</b> President	<b>Type of policy document:</b> Rules of procedure	<b>Registration number:</b> C 2018-1094
<b>Date of decision:</b> 03/09/2018	<b>Administrator:</b> Maria Davidsson	<b>Document structure:</b> D1.2.
<b>Document applies from:</b> 01/09/2018	<b>Division/equivalent responsible for creating and/or revising the document:</b> HR department	<b>Document revised, date:</b> 03/09/2018
<b>Document applies through:</b> Until further notice	<b>The document replaces earlier decision:</b> C 2006/656, C 2015-1924	<b>Version number:</b> 1.2

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

**Policy document at Chalmers**

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

# Chalmers University of Technology's appointment regulations for teaching and research faculty

## Contents

1. Chalmers University of Technology's appointment regulations for teaching and research faculty.....	4
2. Policy and guidelines for teaching and research faculty .....	4
2.1 Expectations of the Chalmers faculty .....	4
3. Collaborating departments at Chalmers and the University of Gothenburg .....	6
4. Academic career structure and interaction with society .....	7
4.1 Academic positions.....	7
4.2 Fundamental qualification requirements .....	7
4.3 Appointments for teaching and research personnel .....	12
4.4 Promotion .....	13
4.5 Other appointments.....	13
4.6 Doctoral students .....	14
4.7 Scholarships.....	14
5. Recruitment and appointment.....	14
5.1 Faculty Appointment Committee.....	15
5.2 Direct recruitment and internal recruitment.....	17
6. Qualification requirements and duties of teachers and researchers with tenure .....	18
6.1 Full professor .....	18
6.2 Professor .....	20
6.3 Associate professor .....	22
6.4 Senior lecturer.....	24
6.5 Lecturer.....	26
6.6 Instructor.....	27
7. Qualification requirements and duties of specialist positions with tenured or non-tenured appointment.....	28
7.1 Specialist positions with focus on research and utilisation - research professor, senior researcher and researcher.....	28
7.2 Research professor.....	28
7.3 Senior researcher .....	30
7.4 Researcher.....	31
7.5 Specialist positions with a focus on education – instructor and artistic teacher .....	32

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

7.6 Instructor.....	32
7.7 Artistic teacher.....	33
8. Qualification requirements and duties of teachers and researchers with non-tenured appointments .....	34
8.1 Artistic professor, senior lecturer and instructor.....	34
8.2 Professor of the practice .....	36
8.3 Visiting lecturer, visiting researcher and visiting professor .....	37
8.4 Assistant professor.....	37
8.5 Post-doctoral appointment .....	39
9. Qualification requirements and duties of adjunct and affiliated teachers and professors – non-tenured or not employed at Chalmers.....	40
9.1 Adjunct teacher and adjunct professor.....	40
9.2 Affiliated teacher and affiliated professor .....	41

Document revised on 22 March 2016, 19 June 2017, and 3 September 2018. See log of changes on pages 41–43.

## **1. Chalmers University of Technology's appointment regulations for teaching and research faculty**

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

Rules of procedure at Chalmers University of Technology correspond to the governance that applies at government-owned higher education institutions through the Higher Education Act and the Higher Education Ordinance, for example. Rules of procedure are intended to specify rules on the same overarching level. Rules of procedure are decided by the Board of Chalmers University of Technology AB. Additional policy documents are used in addition to rules of procedure when required for embodiment or governance. These documents must be titled, formulated and adopted in accordance with the rules that apply to Chalmers' policy documents and delegation regulations.

## **2. Policy and guidelines for teaching and research faculty**

These rules of procedure deviate from the regulatory system of the Swedish public universities in that, to a certain extent, Chalmers has its own academic career structure – see section 4.1. For example, Chalmers utilises the position of professor. By the same token, a senior lecturer who has been qualified as “oavlönad docent” will be appointed associate professor. However, Chalmers is a technical university, and is consequently part of the Swedish university system. For this reason, many sections of the regulatory system still resemble those of the Swedish public universities.

In order to realise its intentions, Chalmers' personnel policy rewards teachers/researchers who take responsibility for teaching, research and utilisation as well as Chalmers' relations with society. This responsibility shall permeate work tasks, qualification and competence requirements, and overall assessment in both recruitment and promotion. Career advancement is an important aspect of rewarding and encouraging worthwhile contributions.

Positive preferential treatment may be applied in all appointments at Chalmers in order to achieve a better balance between male and female teachers and researchers.

### **2.1 Expectations of the Chalmers faculty**

The Chalmers faculty consists of two parts, namely a base-funded faculty and an externally-funded faculty (all tenured employees who hold specialist positions with a focus on research and utilisation).

In order for Chalmers to continue to develop as a successful higher education institution, it must have a faculty that is active and takes responsibility. The faculty is a driving force in creating long-term and courageous initiatives in research, education and utilisation,

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

and has great responsibility for Chalmers' scientific and educational development. Development within each subject, challenge-driven initiatives, high-risk projects, and application-related activities are part of the faculty's role. The following description should be considered a goal and serve as a guide during performance reviews.

***Has particular responsibility for maintaining and developing academic core values and contributing to Chalmers as a whole.***

All faculty members are responsible for striving to live up to our academic core values. Having part of the faculty in base-funded positions is a stable foundation for living these values.

- Our activities are based on scientific and scholarly grounds.
- We engage in free and open discussion.
- Our academic freedom and our responsibility demand integrity and objectivity with regard to results, methods and publication of our research, where there are no restrictions on the choice of research problem.
- We take a long-term and sustainable approach in our decisions and strategies.
- We act ethically and sustainably, internally, locally and globally.
- We are morally and intellectually independent of political, religious, ideological and financial power groups.
- We are Chalmers' face to the outside world and ambassadors for Chalmers, so we act to make Chalmers visible in all arenas in a responsible manner.
- We are part of Chalmers' overall resource base and feel a shared responsibility for this and for the development of Chalmers.

***Drive the academic development of Chalmers.***

To ensure the successful development of Chalmers, all faculty members must take an active part in its development and take overall responsibility for the academic environment. Internally, this is done by participating in and contributing to seminars and the faculty assembly, and by conducting collegial discussions, etc. It is equally important to contribute to academic development at a national and international level by, for example, participating in grading committees, serving as an external reviewer, and participating in investigations and different types of peer review assignments.

***Strive to ensure that leadership and employeeship are characterised by quality, openness, involvement, respect and diversity.***

All faculty members contribute to an environment that is inspiring and provides scope for different drivers, both for students and employees. This provides everyone with opportunities for creativity, involvement and curiosity. An inspiring environment with scope for different drivers enables everyone to take another step forward.

**2.1.1 Particular expectations of the base-funded faculty**

***Expected to contribute to research, education, utilisation and Chalmers' internal work over time based on their respective function and the needs of the organisation.***

Every employee contributes to Chalmers as a whole. What each person does is influenced by the needs of the organisation and the role of the person. How a person participates in

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

the different dimensions differs depending on what position category the person belongs to. It is important that the content of the work has been agreed between the employee and their manager, and that it can be followed up.

***Participates in leadership and development roles.***

Within the academic community and Chalmers, there are many different types of roles that are important factors to the success of the organisation. Base-funded faculty members are expected to make contributions through different types of roles both within and outside of Chalmers. Within Chalmers, such roles can be Dean of Education, Head of Programme, Head of Department, Division Manager, or member of the Faculty Senate. Outside of Chalmers, this could involve participating in evaluation assignments.

***Strive for continuous quality development that promotes a good academic environment.***

Base-funded faculty members are expected to focus on continuous quality development. This means that quality is normally prioritised over quantity, and that quality is developed through actions such as

- acquiring new methodology
- taking initiatives for new collaborations
- delivering and developing courses with a focus on student learning
- advising with a focus on creating aware and independent

individuals who are attractive both within the academic world and to society at large

- actively striving to utilise the research

This provides good prospects of attracting external funds, which faculty members are expected to do. Being critical and reflective is one way of striving for continuous development. It is important that criticism is balanced and has a scientific basis.

**2.1.2 Particular expectations of the externally-funded faculty**

Chalmers' externally-funded faculty play a key role in the ability of Chalmers' departments to successfully conduct research and utilisation. The main work tasks of the externally-funded faculty relate to research and utilisation. For the externally-funded faculty, the closest manager regulates the expectations of the individual employee in a job description that is followed up in connection with the performance review. The framework of the work tasks is provided in later sections of these rules of procedure for teaching and research faculty.

### **3. Collaborating departments at Chalmers and the University of Gothenburg**

The forms of collaboration between Chalmers and the University of Gothenburg (GU) are regulated in a special agreement. Teachers and doctoral students shall be employed by the higher education institution that provides the majority of the funding for the position. In connection with matters that affect the departments integrated with GU, the department representatives in the Faculty Appointment Committee may come from either Chalmers or GU.

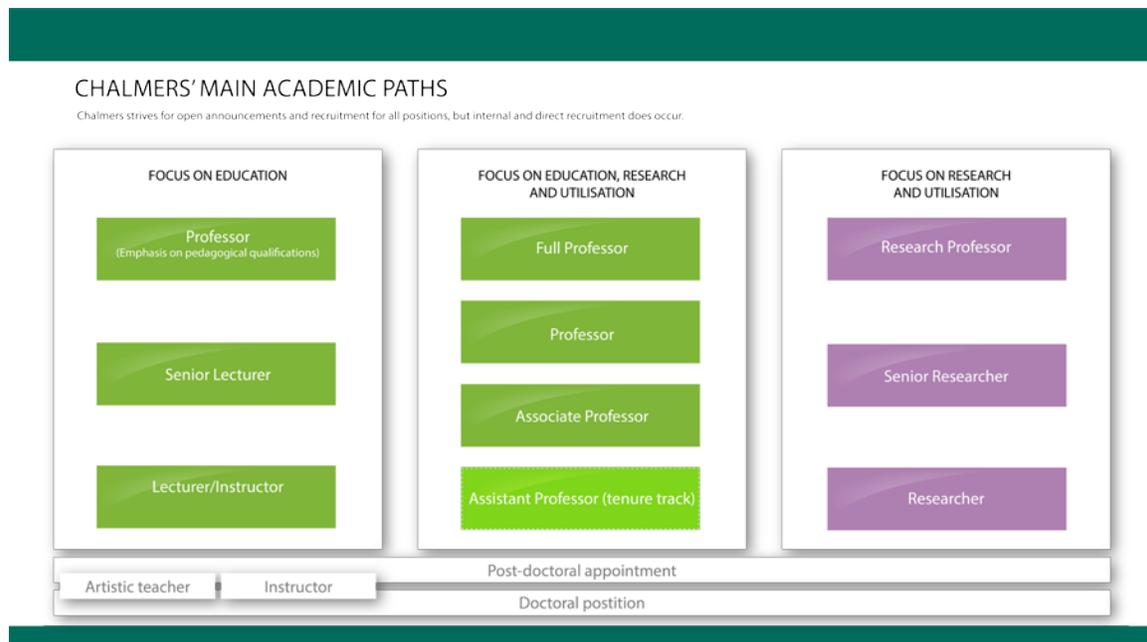
POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

## 4. Academic career structure and interaction with society

### 4.1 Academic positions

The basic outline of Chalmers' academic career structure is illustrated in Figure 1 below. The assistant professor position is an entry-level position with tenure track to a base-funded faculty position. Specialist positions with a focus on research and utilisation are made up of three levels: researcher, senior researcher and research professor. There is also a career path with a focus on education.

The aim is to achieve greater mobility between different universities, research institutes and industry, both inside and outside of Sweden. The qualifications required for external recruitment and internal promotion shall generally be the same. Expected development may also be taken into consideration in case of new employment.



**Figure 1** Chalmers' main career paths.

### 4.2 Fundamental qualification requirements

Scientific expertise and pedagogical competence are required for every academic position at Chalmers. The ability to collaborate, lead and develop as well as other experience and abilities are also required, depending on the needs of each department with regard to the subject content and responsibilities of the position. For some positions, the requirement for scientific expertise may be replaced by other specific alternative professional skills, such as artistic, pedagogical or leadership skills; see section 4.2.1 below and sections 6.1 and 6.2.

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

In addition to fulfilling the formal scientific and pedagogical qualifications, every individual who has been or is employed at Chalmers and who will be promoted or appointed to a new position is required to comply with Chalmers' strategies with regard to responsibility and involvement, respect for others and equal treatment (see, for example, Chalmers' ethics policy C 2016-1636). Individuals who are recruited from outside Chalmers must have satisfied equivalent requirements in their previous activities. See also the text regarding expectations of the base-funded faculty, section 2.1.

#### *4.2.1 Scientific expertise*

Scientific expertise shall be demonstrated through the individual's published research and their planning and leadership of research. Scientific expertise can also be shown by the individual's ability to achieve results through collaboration with other researchers inside or outside Chalmers. The leading international level of research in a specialist field shall serve as the reference point for assessing scientific expertise.

Within the field of architecture and design, artistic expertise can be considered equivalent to scientific expertise.

#### *4.2.2 Pedagogical competence*

Pedagogical competence refers to educational and teaching qualifications on all levels, including both continuing education and the engineering preparatory year. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth should also have great importance attached, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to link research-based teaching with the research in the relevant subject, subject didactics and teaching and learning in higher education. The ability to interact on issues related to teaching and learning in higher education with individuals active both within and outside the university is also included in the concept of pedagogical competence.<sup>1</sup>

Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time, as well as ties to one's own professional role. Research-based teaching and the individual's own research are important components in terms of satisfying the scientific grounds demanded in Chalmers' programmes.

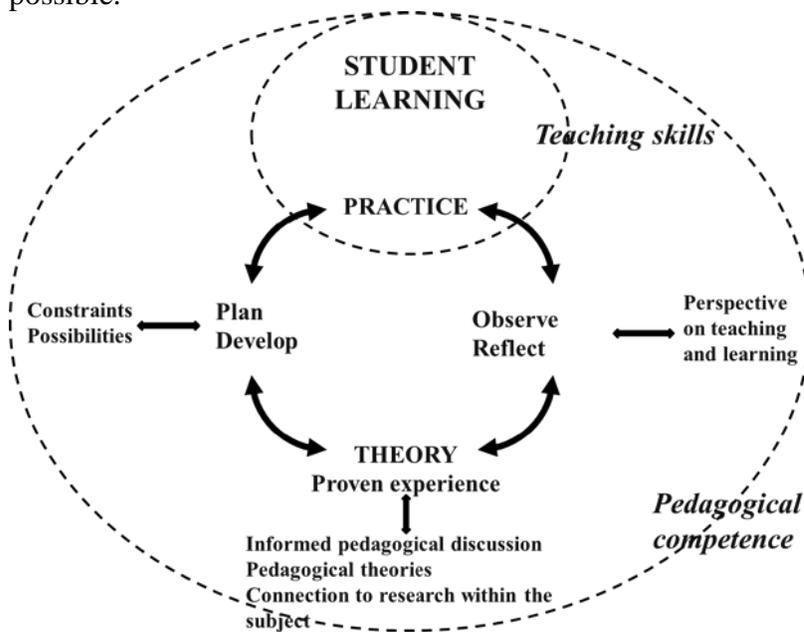
Figure 2 below illustrates the complexity of the concept of pedagogical competence and the activities of a pedagogically skilled teacher.<sup>2</sup> Pedagogical competence is demonstrated

---

<sup>1</sup> The definition of pedagogical competence and the assessment criteria are based on theories on the Scholarship of Teaching and Learning (SoTL) and are, for example, found in Uppsala University's Rules of Procedure.

<sup>2</sup> The model is based on theories on the Scholarship of Teaching and Learning (SoTL) and is inspired by the report called *Att belägga, bedöma och belöna pedagogisk skicklighet* (Å Ryegård, K Apelgren & T Olsson 2010:118).

by successful teaching and development of teaching as well as by evaluations and student learning. Both general and subject-specific understanding of how students learn is a prerequisite, and is required for continued development of pedagogical competence to be possible.



**Figure 2** Model of pedagogical competence.

Pedagogical competence also comprises the ability and willingness to take part in discussions about pedagogy to achieve personal development and to contribute to the development of others. Participation can take many forms: within one's own subject area or on a general level, and on a national or international level.

For a position as senior lecturer, associate professor (docent), professor or full professor, a candidate must have completed courses comprising 15 higher education credits (10 higher education credits in the previous system) on teaching and learning in higher education. An exception can be made in the event of external recruitment, but the individual is expected to complete courses on teaching and learning in higher education comprising 15 higher education credits during the first two years of the appointment.

Pedagogical qualifications shall be presented in a pedagogical portfolio. Instructions for presenting pedagogical qualifications are available on Chalmers' website.

#### 4.2.3 Assessment areas for pedagogical competence

The following assessment areas are used to assess pedagogical competence:

##### Teaching skills:

- Practical experience from and the ability to contribute to student learning by leading, organising, planning, implementing, examining, developing and assessing different types of teaching and education levels and producing teaching materials.

Theoretical knowledge:

- Pedagogical knowledge with a focus on teaching and learning in higher education theory and student learning, while maintaining a connection to one's own subject area.
- Broad and current subject knowledge and scientific base within the subject, which is applied to teaching.

Approach characterised by willingness and ability to develop:

- Works under the set rules and regulations with the aim of achieving goals and improving results.
- Has a comprehensive view that integrates theory and practice, as well as an approach that continuously promotes and furthers teaching and student learning.
- Has a reflective and critical approach (observes, gives feedback, assesses and develops) to teaching, learning and pedagogical development work.
- Contributes to and takes part in the pedagogical discourse.

*4.2.4 Collaboration skills*

Chalmers defines collaboration skills as the individual's ability to create and run an interactive process for mutual knowledge sharing and shared learning with individuals and organisations outside of the academic community, thereby strengthening the conditions for developing relevance and quality in education, research and utilisations, while at the same time enriching the surrounding community.

By collaborating with the surrounding community, universities improve the quality of the education and research, while ensuring scientific depth and relevance. Collaboration is the foundation for utilising our knowledge and our results, as well as improving the quality of our research and education. Collaboration skills, which demonstrate the individual's ability to work with others, is a common factor in all three of Chalmers' main processes – research, education and utilisation. See Figure 3 below.



**Figure 3:** Collaboration skills in relation to Chalmers' main processes.

#### *4.2.5 Assessment criteria for collaboration skills*

In order to assess collaboration skills, the individual shall provide verification of their skills and experience through documentation and/or personal references at the time of recruitment or promotion and in connection with career development. The examples below in the respective parameters are not exhaustive, but rather are solely intended to serve as examples. This means that there may be other examples depending on the context and linked to the position concerned.

##### Mobility

Experience in exchanges with external parties, being active outside of the academic community, integrating guest lecturers in courses and/or lecturing themselves at an external party, or shared employment in research projects.

##### Collaborative projects

External collaborative projects that contribute to research and education utilisation, including, for example, course development, contract education, and planning for how knowledge and results can be put to use.

##### Co-publication

Dissemination of knowledge in collaboration with external parties can take place in many different ways, for example through research publications, popular science publications or demonstrations, as well as through the development of course materials.

##### Consulting

Demonstrated ability and willingness to contribute their expertise to society, for example through innovation counselling, referral responses/expert findings, and events such as popular science at the International Science Festival in Gothenburg and industry-specific conferences.

#### *4.2.6 Other assessment criteria*

In addition to scientific expertise, pedagogical competence and collaboration skills, other experiences and abilities relevant to the position are assessed. Examples of these include the ability to work in a team and skilful leadership.

### 4.3 Appointments for teaching and research personnel

#### 4.3.1 Teachers with tenure

Full professor	See Section 6.1
Professor	See Section 6.2
Associate professor (senior lecturer who is a “oavlönad docent”)	See Section 6.3
Senior lecturer	See Section 6.4
Lecturer	See Section 6.5
Instructor	See Section 6.6

#### 4.3.2 Specialist positions with tenured or non-tenured appointment

Research professor	See Section 7.2
Senior researcher	See Section 7.3
Researcher	See Section 7.4
Instructor	See Section 7.6
Artistic teacher	See Section 7.7

#### 4.3.3 Teachers and researchers with non-tenured appointment

Artistic professor (3 + 3 year appointment)	See Section 8.1
Artistic senior lecturer (3 + 3 year appointment)	See Section 8.1
Artistic instructor (2 + 2 year appointment)	See Section 8.1
Professor of the practice (2 + 2 year appointment)	See Section 8.2
Visiting lecturer and visiting researcher (short appointment with possibility of renewal)	See Section 8.3
Visiting professor (3 year appointment with possibility of renewal)	See Section 8.3
Assistant professor (4 year appointment)	See Section 8.4
Post-doctoral appointment (appointment limited to a maximum of 2 years)	See Section 8.5

Special conditions apply to non-tenured positions. If finances or other circumstances change so that there is lack of work or financial resources, for example, this can be grounds for giving notice of termination to non-tenured personnel.

#### 4.3.4 Adjunct and affiliated teachers and professors – non-tenured and not employed at Chalmers

Adjunct professor (3 year appointment with possibility of renewal)	See Section 9.1
Other adjunct teacher (3 year appointment with possibility of renewal)	See Section 9.1
Affiliated professor (short appointment with possibility of renewal)	See Section 9.2
Other affiliated teacher (short appointment with possibility of renewal)	See Section 9.2

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

#### **4.4 Promotion**

The head of department is responsible for organising contributions from teachers and researchers and organising work allocation so as to stimulate both individual and general development and skills building. One of the ideas underlying the appointment regulations for teaching and research faculty is that the designation of the appointment is to reflect the holder's qualifications and duties. Hence, regular departmental assessments shall be carried out to identify teachers and researchers who have qualified themselves for promotion to a higher position. Teachers and researchers may also take the initiative to apply to be assessed for promotion. Promotions of more than one step up are made only in exceptional cases.

Each application for promotion is first reviewed by the management group of the relevant department. The management group shall decide whether the individual is eligible for assessment for promotion based on Chalmers' requirements as regards responsibility and involvement, respect for others and equal treatment. If this is the case, the group decides whether assessment can be recommended based on the organisation's needs from the following perspectives: scientific, pedagogical, strategic (must be in line with the strategic plans of both Chalmers and the department) and financial (there must be sufficient funding on a long-term basis). The promotions endorsed by the management group shall be listed and justified in the department's annual recruitment and promotion plan, which is part of the department's operational plan. The chair of the Faculty Appointment Committee prepares the submitted promotion proposals, and the president takes a decision on establishing the positions for promotions.

For individuals with a non-tenured position as assistant professor with tenure track, promotion to a tenured position as associate professor is possible depending on the outcome of the mid-term and associate professor assessments. The Group for Strategic Competence [KOMP-beredningen] that is responsible for establishing base-funded positions and assistant professor positions shall prepare the departments' proposals for promotion from assistant professor with tenure track to associate professor, and will subsequently submit the documentation and the proposals for establishment to the president. The president then makes a decision on the promotions to associate professor (read more about promotion from assistant professor to associate professor in section 6.3.3).

For specialist positions focused on research and utilisation, a promotion from researcher to senior researcher is possible. The promotion from senior researcher to research professor is applied restrictively and is decided by the president. The position of research professor is normally reached through external recruitment or internal recruitment from a base-funded position.

#### **4.5 Other appointments**

Individuals active in teaching, research and utilisation can also be employed on a project basis. From 1 July 2007, this is handled as general non-tenured (temporary) employment for a maximum of 2 years.

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

#### **4.6 Doctoral students**

Doctoral students follow a doctoral programme of study and participate in one or more research projects. The conditions for doctoral students are governed by the rules of procedure for the doctoral programme.

#### **4.7 Scholarships**

Chalmers shall only establish research scholarships for foreign researchers in exceptional cases. This possibility is primarily intended for the post-doctoral level, and the duration is a maximum of two years. For more senior researchers, the time limit is six months, and specific requirements must be fulfilled.

### **5. Recruitment and appointment**

The Group for Strategic Competence [KOMP-beredningen] shall propose to the president which base-funded positions, assistant professorships with tenure track, and research professorships should be established. Other positions are established through a decision of the head of department after obtaining support in the management group of the relevant department.

The president makes decisions regarding the holders of all kinds of professorships, including research professor, artistic professor, adjunct professor, affiliated professor, professor of the practice and visiting professor. The head of department appoints the holder of positions below professorship level. Appointments to a position at Chalmers cannot be appealed.

The research and teaching specialisation for each new position shall be in line with the strategic plans of Chalmers and the department. There must be sufficient long-term funding linked to the appointment.

To achieve Chalmers' operational objective of recruiting more candidates with an international background and achieving more gender-balanced recruitment and environments, each recruitment process needs to be conducted in a manner that promotes equality and diversity, and the search processes need to be sound and proactive.

The descriptions of the positions shall be broad and have a well-defined and clear requirements profile to ensure they attract applications and are perceived as attractive by both genders, as well as by both external and internal candidates. In addition to a description of the position, the recruitment documentation shall include a plan for the search process and an estimate of the expected number of candidates. The number of potential candidates should be divided into external and internal candidates. External candidate refers to an individual who has not obtained their PhD degree from Chalmers and/or an individual who has held a postdoctoral appointment or similar position at a different university. The estimated gender distribution in the field of applicants shall also be presented. The outcome of the search processes is followed up by the Faculty

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's  
Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

Appointment Committee during the recruitment process, as well as annually on aggregate level.

If the field of applicants only includes one gender and/or only internal Chalmers applicants, the chair of the Faculty Appointment Committee is entitled to remit the issue back to the department for action. This decision can be appealed to the president. It should only be possible to fill a position based on only a few qualified candidates, with unbalanced gender distribution, or without external candidates in exceptional cases and with strong justification.

All positions shall be advertised on Chalmers' website in both Swedish and English under the heading Lediga tjänster/Vacancies, with the exception of direct recruitment and internal recruitment in accordance with section 5.2. The advertising procedure is normally posting on the website for 30 days, coupled with supplementary advertisements, for example those sent to appropriate research groups around the world, daily newspapers, professional journals, and professional or other relevant networks. Positions will generally be advertised internationally.

### **5.1 Faculty Appointment Committee**

All tenured appointments shall be prepared by the Faculty Appointment Committee (FAC), with the exception of those for researchers, senior researchers, instructors and artistic teachers. Moreover, appointments as assistant professor, artistic instructor, artistic senior lecturer, artistic professor, professor of the practise, adjunct and affiliated teacher on all levels, and visiting professor shall be prepared by the Faculty Appointment Committee.

The Faculty Appointment Committee works on assignment by the president. The committee consists of four groups with a total of twelve faculty representatives, four trade union representatives and four students. There are normally eight representatives present when preparing a specific case – the chair, head of department, HR representative qualified to carry out personality assessments, three faculty representatives, one union representative, and one student. The committee forms a quorum when at least four members are present. For the committee to form a quorum, the members may have to replace each other between the groups. The committee chair has the casting vote.

The Faculty Appointment Committee makes recommendations and the department decides whether they want to follow the committee's recommendations or not. In the latter case, the department shall submit its reasons for deviating from the Faculty Appointment Committee's recommendation to the committee chair, who can refer the matter to the president for a decision. The president makes decisions regarding professorships.

The Faculty Appointment Committee meets approximately once every week. The meetings are alternated over four committee groups so that the workload is evenly distributed between the four groups with approximately one meeting per month. New

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

matters are generally addressed at the next meeting, irrespective of group. The preparatory group can follow a specific group or switch between the four groups depending on the nature of the matter, time frames, etc. The preparation procedure is determined by the committee chair, who is the same person for all of the groups.

### 5.1.1 Composition of the Faculty Appointment Committee

For each of the four groups, the composition is as follows:

<b>Member</b>	<b>Appointed by</b>	<b>Term</b>
1 permanent chair (same for all four groups)	President	
3 faculty representatives (both genders shall be represented)	President (in consultation with the Faculty Senate chair and the heads of department group)	3 years
1 trade union representative	The trade unions	At least 1 year
1 student	Student Union	At least 1 year
Head of department concerned		
HR representative qualified to carry out personality assessments		
<b>Other participants at FAC meetings:</b>		
Recruitment officer for the matter	HR department	
<b>Other possible participants at FAC meetings:</b>		
Scientific expert	FAC (proposal from head of department)	
Pedagogical expert	FAC (proposal from FAC or head of department)	
1–2 representatives from the department concerned	Head of department (after consultation with the FAC chair)	
Other appropriate expert	FAC (proposal from head of department)	

### 5.1.2 Requirements for experts

Experts shall be completely impartial and of high personal integrity. No favouritism, disqualification or undue influence may be exercised between the expert and the candidate. The scientific and pedagogical experts shall be selected externally outside of Chalmers. Scientific experts shall be selected based on the ambition of having both genders represented and for at least one of the experts to be international. A person chosen as a scientific expert shall normally hold a position above or at the same level as the position being assessed. The expert's report shall contain a review of the candidate's work, a judgement of the work's quality and results, and a thorough assessment of whether the candidate has sufficient qualifications for the position. If necessary, experts may be present at the Faculty Appointment Committee's meetings and participate in discussions, but not in decisions.

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

## **5.2 Direct recruitment and internal recruitment**

### *5.2.1 Direct recruitment*

Direct recruitment refers to a position (positions regulated by the appointment regulations for teaching and research faculty or corresponding specialist or managerial positions at Chalmers) that is not advertised, but is offered to a specific external individual who is of strategic importance for Chalmers and who fulfils the requirements profile. Direct recruitment is allowed only when consistent with the needs of the organisation and the strategic plan of Chalmers and the department, if long-term funding is available, and if the candidate is assessed as exceptional. An exceptional candidate is one who is world-leading in their field/subject area in terms of pedagogy and/or leadership. The president makes decisions regarding direct recruitment to base-funded positions, assistant professorships with tenure track, and research professorships. A scientific assessment must always be conducted for direct recruitments, as well as assessment of other relevant qualifications. The assessment of the candidate's qualifications is conducted by the Faculty Appointment Committee following the committee's regular procedures.

Direct recruitment for a position as assistant professor with tenure track is possible when an individual has received an individual grant in competition with others. Individual funding is comparable to the Swedish Research Council's young researchers programme, i.e. the grant is applied for by an individual, there is a high rate of applications with 10–20% being approved and the grant covers at least three years of funding. The Faculty Appointment Committee chair decides which grants are deemed to be sufficiently exposed to competition. Support for direct recruitment must be obtained in the same forum and with an equivalent process as that for a position that has been advertised. In these cases, the Faculty Appointment Committee does not conduct further scientific assessment; however, the individual is examined and assessed in relation to pedagogical competence and leadership ability. Note that during direct recruitment, the recruiting department/Area of Advance should also work in concert to provide funding so that the resource requirements for the assistant professor's activities are satisfied (see C 2015/1926 for more information regarding direct recruitment of assistant professors).

The immediate manager is responsible for the candidate being informed of the process for direct recruitment. The immediate manager shall also inform the candidate of other employment opportunities and career paths in the event that appointment as assistant professor is not approved (for example if the Group for Strategic Competence [KOMP-beredningen] decides not to establish the position or the Faculty Appointment Committee deems that the candidate does not satisfy the qualification requirements).

Direct recruitment is applied very restrictively for a tenured appointment.

Direct recruitment is the normal procedure for adjunct teachers, visiting lecturers, professors of the practice, affiliated teachers and affiliated professors.

### 5.2.2 *Internal recruitment*

Internal transitions within Chalmers, for example the transition from assistant professor with tenure track to associate professor, are referred to as internal recruitment. The decision on whether to establish these positions is made by the head of department or president after an assessment by the Group for Strategic Competence [KOMP-beredningen], depending on the level of the position. The appointments are prepared by the Faculty Appointment Committee or by the department, and the decision on appointment is made by the president or the head of department, depending on the level of the position. All positions shall be included in the department's annual staffing and operational plan.

### 5.2.3 *Transition rules: internal recruitment from assistant professor to associate professor*

During a transition period, assistant professors without tenure track can be internally recruited to associate professor positions (see section 6.3.4). This organisational transition is designated as internal recruitment to signify that it is a transition between having a non-tenured position to having a tenured position. Chalmers strives to reward and utilise exceptionally outstanding assistant professors.

## **6. Qualification requirements and duties of teachers and researchers with tenure**

### **6.1 Full professor**

#### *6.1.1 Qualification requirements for full professor*

- The scientific qualifications of a full professor must be very highly rated by the external experts, and be among the best internationally in the specific scientific field.
- Pedagogical competence on all levels shall be of good quality and well documented.
- Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>3</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.
- Proven ability as a successful doctoral supervisor. Will normally have been the principal supervisor for at least three students who have completed their PhD degree.
- Demonstrated good leadership qualities and the ability to lead high-quality teaching and research.

---

<sup>3</sup> Corresponds to 10 higher education credits in the previous system.

- Demonstrated good ability to collaborate with the external environment – nationally and internationally.
- Demonstrated good ability to obtain external funding.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. Additional qualifications or excellence in some of the abilities specified may partly compensate for any potential deficiency in the fulfilment of other requirements. Examples may include documented experience of R&D work in industry or the public sector, ability to innovate, approved patents, documented excellent ability to communicate information about research and teaching, etc. Assessment criteria as specified in section 4.2.4 shall also be observed.

#### *6.1.2 Direct recruitment to full professor*

In exceptional circumstances, the president may decide that a person with excellent research qualifications as judged by external experts should be promoted/recruited to a full professorship. This can take place without all the qualification requirements specified in section 6.1.1. being met in full; see also section 5.2 on direct recruitment.

#### *6.1.3 Duties of a full professor*

- Actively lead and develop teaching and research at both the department and the division level.
- Teach courses at all levels and in continuing education.
- Act as the principal supervisor for doctoral students and also be prepared to act as examiner.
- Actively conduct and lead research, either as a member of a large team or as the leader of their own research team.
- Actively seek external research funding.
- Participate in and promote exchange of knowledge and communication with the external environment.
- Act as a mentor and provide younger teachers with support and feedback in teaching, research, research funding and outreach activities.
- Participate in leadership of the department and/or of Chalmers, including development work, as well as internal and external committee work, for example.
- Actively participate in the scientific community by acting as a peer reviewer/referee, expert, opponent, etc.
- Should advance interdisciplinary cooperation, both internally and outside of Chalmers.

#### *6.1.4 Expert assessment of full professor*

To assess a candidate's qualifications for recruitment or promotion to full professor, (at least) three scientific experts in the field and (at least) one pedagogical expert must assess the candidate's qualifications.

The same pedagogical expertise is required for both a professor and a full professor. For this reason, the pedagogical expert assessment required for promotion from professor to

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's  
Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

full professor is omitted when an external pedagogical expert has already given an opinion on the promotion or recruitment to professor. In exceptional circumstances, promotion can be made directly from associate professor to full professor. This always requires a full expert assessment.

## **6.2 Professor**

Professor is an appointment that was reinstated when Chalmers became a private university.

Normally, the scientific and pedagogical requirements specified in section 6.2.1 must be fulfilled. It is also possible to be promoted to professor based primarily on pedagogical qualifications, provided that the requirements specified in section 6.2.3 are met. An individual who has been promoted to professor based primarily on pedagogical qualifications cannot be promoted to full professor on that basis.

### *6.2.1 Qualification requirements for professor – normal scenario*

An associate professor who fulfils the following requirements may be promoted or recruited to professor.

- Scientific qualifications shall be assessed by external experts to be satisfactory in an international context and significantly above the qualifications required for associate professor.
- Pedagogical competence on all levels shall be of good quality and well documented.
- Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>4</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.
- Proven good ability to supervise doctoral students. The normal requirement is principal supervision of at least one doctoral student through completion of a PhD degree or at least two students through completion of a licentiate degree. If special circumstances exist, the Faculty Appointment Committee can grant exemptions to this requirement in connection with promotion.
- Demonstrated good ability to collaborate with the external environment.
- Demonstrated ability to obtain external funding.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. For an appointment or promotion to professor, skills shown in areas such as developing and leading work in a research team, as well as contributions to committee work and to the university as a whole are also taken into account. The ability to promote cooperation, proven capacity to innovate,

---

<sup>4</sup> Corresponds to 10 higher education credits in the previous system.

demonstrated community spirit and other experience of value to Chalmers are considered additional qualifications. The assessment criteria specified in section 4.2.4 shall also be taken into account.

### *6.2.2 Duties of a professor*

- Responsibility for parts of the teaching and research in a field.
- Teach courses at all levels.
- Conduct their own research, either as a member of a research team or as the leader of their own research team.
- Supervision of doctoral students, normally as the principal supervisor.
- Support and provide feedback to younger teachers in teaching and research.
- Participate in development work, internal and external committee work, etc.
- Actively seek external research funding.
- Participate in exchange of knowledge and communication with the external environment.
- Should actively participate in the scientific community by acting as a peer reviewer/referee, expert, opponent, etc.
- Should promote interdisciplinary cooperation, both internally and outside of Chalmers.

### *6.2.3 Qualification requirements for promotion to professor – with emphasis on pedagogical qualifications*

A senior lecturer or associate professor who fulfils the following requirements may be promoted or recruited to professor.

- Pedagogical competence within undergraduate and/or doctoral studies must be particularly good and very well documented. It shall be assessed by external experts (see 6.2.4).
- Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>5</sup>), and completed courses in doctoral supervision or other equivalent education.
- Published pedagogical work externally.
- Have a documented pedagogical network.
- Demonstrated very strong ability to communicate information about the university's teaching and research activities.
- Actively participated in the development of undergraduate education, e.g. by developing courses, programmes of study, teaching methods and examination forms. This work shall have been conducted at least in part in cooperation with pedagogical experts. Normally, shall also have participated in the development of doctoral studies.

---

<sup>5</sup> Corresponds to 10 higher education credits in the previous system.

- **Current knowledge and research skills in the field of the professorship.** (In this context, current knowledge and research skills means that the candidate for promotion shall still be actively participating in research or research planning, and have scientific qualifications significantly above the PhD level.)
- Participated in research projects.
- Demonstrated good ability to collaborate with the external environment.
- Proven good ability to supervise doctoral students.
- Completed courses in doctoral supervision training or other equivalent education.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. For a promotion based primarily on pedagogical qualifications, skills shown in areas such as developing or leading activities, as well as contributions to committee work and to the university as a whole are also taken into account. The ability to promote cooperation, demonstrated community spirit and other experience of value to Chalmers are considered additional qualifications. The assessment criteria specified in section 4.2.4 shall also be taken into account.

The duties are generally the same as for other professors. However, the emphasis is normally placed on the practice and advancement of pedagogical activities.

#### *6.2.4 Expert assessment of professor*

To assess a candidate's qualifications for recruitment or promotion to professor, (at least) three scientific experts in the field and (at least) one pedagogical expert must assess the candidate's qualifications. For promotion to professor based primarily on pedagogical qualifications, the external assessment of the pedagogical qualifications shall be conducted by at least three pedagogical experts.

### **6.3 Associate professor**

The scientific and pedagogical requirements specified in section 6.3.1 shall be fulfilled. A senior lecturer who has been accepted as "oavlönad docent" becomes appointed associate professor.

#### *6.3.1 Qualification requirements for appointment as associate professor:*

- Documented scientific expertise corresponding to at least the requirements for "oavlönad docent" – see note below.
- Good overview of the research field as regards being able to lead research efforts.
- Well-documented pedagogical competence.
- Potential to lead and develop research and teaching.
- Proven good ability to supervise doctoral students.
- Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>6</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the

---

<sup>6</sup> Corresponds to 10 higher education credits in the previous system.

appointment. The immediate manager is responsible for planning and monitoring this.

- Good ability to collaborate with the external environment.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. The assessment criteria specified in section 4.2.4 shall also be taken into account.

### *6.3.2 Duties of an associate professor*

- Teach and participate in improvement of courses at all levels and in continuing education.
- Conduct their own research, either as a member of a research team or as the leader of a research team.
- Supervision of doctoral students, normally as the principal supervisor.
- Support and provide feedback to younger teachers in teaching and research.
- Participate in development work, internal and external committee work, etc.
- Actively seek external research funding.
- Participate in exchange of knowledge and communication with the external environment.

Note: Explanation of the term “oavlönad docent”

Chalmers can accept people from inside or outside the university as a “oavlönad docent”. The requirement is that the person must have qualifications significantly higher than those required for a PhD degree and must also have demonstrated that he or she is an independent researcher. It must also be in the interest of Chalmers that the person is accepted as “oavlönad docent”. This academic qualification must not be confused with the faculty position of associate professor, which in Swedish is called “docent”; see section 6.3 above. Completed courses on doctoral supervision (3 higher education credits or 2 higher education credits in the previous system) are required to be accepted as “oavlönad docent”. To be appointed senior lecturer or associate professor, a candidate must have completed courses on teaching and learning in higher education (15 higher education credits or 10 old higher education credits) or other equivalent education. See also Guidelines for acceptance as oavlönad docent.

### *6.3.3 Promotion from assistant professor to associate professor*

Promotion to an associate professor position presupposes that the assistant professor position includes tenure track and that the candidate satisfies the qualification requirements during the four-year period of the assistant professor appointment. The requirements to be promoted to an associate professor position are as follows:

- Documented scientific expertise corresponding to at least the requirements for “oavlönad docent” – see note above.
- Documented ability to formulate research questions that are more specialised or broad in relation to the individual’s PhD thesis.
- During the period of appointment as assistant professor, continued to publish/present their research findings in accordance with the publication traditions of the research field and in respected publication channels relevant to the subject.
- Published research results without senior co-authors who are from his or her own research team or former supervisors.

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

- Good overview of the research field as regards being able to lead research efforts.
- Initiated and conducted research or related activities with different research team compositions (national/international).
- Demonstrated good ability to cooperate and collaborate both internally and with the external environment (e.g. through innovation, development work, information, communication, guidance).
- Demonstrated ability to attract external funds to their own research.
- Completed courses on teaching and learning in higher education (15 higher education credits) or other equivalent education.
- Completed courses in doctoral supervision training or other equivalent education.
- Well-documented pedagogical competence.
- Taken part, shown responsibility and demonstrated good ability to supervise doctoral students.
- Demonstrated commitment to the faculty's common projects and obligations.
- Demonstrated interest and the ability to develop their leadership.

#### *6.3.4 Transition rules: internal recruitment from assistant professor to associate professor*

During a transition period, assistant professors without tenure track can be internally recruited to associate professor positions. The head of department decides whether the department will propose a person for internal recruitment. Internal recruitment from assistant professor to associate professor will be prepared by the Group for Strategic Competence [KOMP-beredningen] that is responsible for establishing base-funded positions and assistant professor positions, and the decision will subsequently be made by the president. It is a prerequisite for the assistant professor position to be appointed in open competition (externally advertised position), and for the conditions specified in 6.3.3 to be fulfilled before the period of the appointment ends.

#### *6.3.5 Expert assessment of associate professor*

To assess a candidate's qualifications for promotion, internal recruitment or recruitment to associate professor, (at least) two scientific experts in the field and (at least) one pedagogical expert must assess the candidate's qualifications. The required level of pedagogical competence is identical for senior lecturer and associate professor. This is why the pedagogical expert assessment required for promotion from senior lecturer to associate professor is omitted when an external pedagogical expert has already given an opinion on the recruitment or promotion to senior lecturer.

When performing an assessment for promotion and internal recruitment from assistant professor to associate professor, a full expert assessment shall be performed.

## **6.4 Senior lecturer**

The scientific and pedagogical requirements specified in section 6.4.1 shall be fulfilled.

After completing a PhD degree and being assessed by a pedagogical expert, an instructor or a lecturer can be promoted to senior lecturer if the requirements specified in 6.4.1 are

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

fulfilled. It is also possible to be promoted to senior lecturer based primarily on special qualifications, provided that the requirements specified in section 6.4.3 are met. An individual who has been promoted to senior lecturer based on special qualifications cannot be promoted to associate professor without first being accepted as “oavlönad docent”.

#### *6.4.1 Qualification requirements for senior lecturer – normal scenario*

- Completed PhD degree.
- Scientific skills and an overview of the research field.
- Well-documented pedagogical competence.
- Potential to lead and develop research and teaching.
- Completed courses on teaching and learning in higher education (15 higher education credits<sup>7</sup>) or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete courses on teaching and learning in higher education comprising 15 higher education credits during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.
- Demonstrated good ability to collaborate with the external environment.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. The assessment criteria specified in section 4.2.4 shall also be taken into account. A senior lecturer who has been accepted as “oavlönad docent” is promoted to associate professor.

#### *6.4.2 Duties of a senior lecturer*

- Teach and actively participate in improvement of courses at all levels and in continuing education.
- Conduct research, usually as a member of a research team.
- Help to supervise doctoral students, normally as an assistant supervisor.
- Support and provide feedback to younger teachers in teaching and research.
- Participate in development work, internal and external committee work, etc.
- Participate in exchange of knowledge with the external environment.
- Seek external research funding.

#### *6.4.3 Qualification requirements for promotion to senior lecturer – with emphasis on special qualifications*

An instructor or lecturer at Chalmers can be promoted to senior lecturer without having completed a PhD degree or other equivalent degree. For this to take place, the instructor/lecturer must demonstrate that they have:

- Special pedagogical competence, or
- Special skills in developing and leading activities and employees at the university, or
- Special ability to collaborate with the general public.

---

<sup>7</sup> Corresponds to 10 higher education credits in the previous system.

Promotion on these grounds is only done in exceptional cases, and very high requirements are placed on the special skills and/or ability, which must be well documented. In this context, very high requirements means, for instance, good pedagogical work that is validated by the director of studies or the vice head of department for undergraduate education, and continuous course development and renewal that has been documented at internal conferences, for example.

Any individual proposed for promotion on pedagogical grounds must have completed courses on teaching and learning in higher education (at least 15 higher education credits<sup>8</sup>) or other equivalent education.

At least two external pedagogical experts must assess the candidate's qualifications.

The duties are generally the same as for other senior lecturers. However, the emphasis is normally placed on the practice and advancement of pedagogical activities, leadership or externally focused activities.

#### *6.4.4 Expert assessment of senior lecturer*

To assess a candidate's qualifications for recruitment or promotion to senior lecturer, (at least) two scientific experts in the field and (at least) one pedagogical expert must assess the candidate's qualifications.

### **6.5 Lecturer**

New recruitment only occurs if the position is required in order to meet a specific need. Instructors and artistic teachers can be promoted to lecturer if the qualification requirements below are fulfilled (see sections 7.6 and 7.7).

#### *6.5.1 Qualification requirements for lecturer*

- Academic background of at least 240 higher education credits<sup>9</sup> or equivalent qualification.
- Several years of experience in the industry, or equivalent, in a specialisation.
- Well-documented pedagogical competence.
- Good ability to lead teaching and develop courses.
- Completed courses on teaching and learning in higher education and doctoral supervision (total of 15 higher education credits<sup>1</sup>) or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete courses on teaching and learning in higher education and doctoral supervision comprising 15 higher education credits during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.

---

<sup>8</sup> Corresponds to 10 higher education credits in the previous system.

<sup>9</sup> Corresponds to 160 higher education credits in the previous system.

### *6.5.2 Duties of a lecturer*

- Responsible for teaching and coordination of courses, and for developing courses within the specialisation.
- Participate in internal development work, internal and external committee work, etc.
- Keep up-to-date with developments (industrial or equivalent) in the field or specialisation.
- Participate in exchange of knowledge with the external environment.
- Can participate in research.
- Can pursue own doctoral studies.

### *6.5.3 Expert assessment of lecturer*

For recruitment to lecturer, (at least) one expert must assess the qualifications of the candidate. This includes the candidate's professional experience in the field of technology in question.

## **6.6 Instructor**

New recruitment is allowed only in exceptional cases. Assessment of the decision to recruit an instructor shall be made by the Faculty Appointment Committee.

### *6.6.1 Qualification requirements for instructor*

- Academic background of at least 240 higher education credits<sup>10</sup> or equivalent qualification.
- Well-documented pedagogical competence.
- Good ability to lead teaching and develop courses.
- Completed courses on teaching and learning in higher education and doctoral supervision (total of 15 higher education credits<sup>1</sup>) or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete courses on teaching and learning in higher education and doctoral supervision comprising 15 higher education credits during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.

### *6.6.2 Duties of an instructor*

- Teaching and responsibility for courses.
- Participate in the development of coursework in a field.
- Participate in internal and external committee work.
- Participate in exchange of knowledge with the external environment.
- Can participate in research.
- Can pursue own doctoral studies.

### *6.6.3 Expert assessment of instructor*

For recruitment to instructor, (at least) one scientific expert in the field must assess the qualifications of the candidate.

---

<sup>10</sup> Corresponds to 160 higher education credits in the previous system.

## **7. Qualification requirements and duties of specialist positions with tenured or non-tenured appointment**

### **7.1 Specialist positions with focus on research and utilisation - research professor, senior researcher and researcher**

Specialist positions with a focus on research and utilisation comprise three levels: research professor, senior researcher and researcher. The aim of the positions is to prepare a career path for individuals who are active researchers and specialists in a specific and defined research area. Specialists which focus on research and utilisation make up Chalmers' externally-funded faculty; see also section 2.1.2. Normally, specialist positions are funded through external research funds.

In order to make adjustments and take into account the local needs of the organisation, each department is responsible for the number of specialist positions within the limits of the department's budget, and for specifying the duties of the position, which shall be documented in a job description.

#### *7.1.1 Job description for each specialist position*

For each specialist position, a job description shall be drawn up and contain a clearly specified description of the subject area and duties, such as research tasks, project coordination, teaching (where relevant), scope, etc. The head of department is responsible for making decisions about the job description. The job description shall be attached to the employment contract in the personnel file. The job description shall be updated as needed in connection with performance reviews.

### **7.2 Research professor**

This appointment is a tenured position. In relation to research expertise and collaboration, the duties of a research professor shall be equivalent to a base-funded professor (see section 6.1.3), with the exception of the possibility of being an examiner as this is only a part of base-funded positions. In cases of internal recruitment from the base-funded faculty to externally-funded faculty, employees who already have examination responsibility may retain their right to serve as examiner as part of their duties if a need for this exists. Recruitment, and in special cases of promotion to research professor (after a decision by the president), the matter shall be handled by the Chalmers Faculty Appointment Committee.

#### *7.2.1 Qualification requirements for research professor*

The scientific qualifications of a full professor must be very highly rated by the external experts, and be among the best internationally in the specific scientific field (in line with full professor, see section 6.1.1).

If teaching at the undergraduate and graduate level is part of the position:

- Have well-documented pedagogical competence, and have completed courses on teaching and learning in higher education or other equivalent education (15 higher

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

education credits<sup>11</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. The assessment criteria specified in section 4.2.4 shall also be taken into account.

Additional relevant qualification requirements based on the needs of the organisation shall be defined by the head of department together with the immediate manager and HR department.

### *7.2.2 Duties of a research professor*

Primary duties of a research professor:

- Member of a research team or leader of their own research team
- Conducts research and pursues utilisation independently and in collaboration with others, both internally and outside of Chalmers, and these efforts result in publication.
- Collaborates with researchers, industry and society from a utilisation perspective
- Seeks and attracts research funds

Additional possible duties for research professor (requires special decision by the head of department):

- Teaching at the undergraduate or graduate level
- Supervision of theses/degree projects, and main supervision of doctoral students

An individual job description shall be drawn up as specified in section 7.1.1.

### *7.2.3 Expert assessment of research professor*

To assess a candidate's qualifications for promotion and recruitment to research professor, (at least) two external scientific experts in the field must assess the candidate's qualifications.

If the position includes teaching, pedagogical competence shall also be assessed. This shall be handled by the Chalmers Faculty Appointment Committee following approved pedagogical expert assessment procedures (for a definition and description of pedagogical competence, see section 4.2.2).

In case of internal recruitment from full professor to research professor, no further assessment is required.

---

<sup>11</sup> Corresponds to 10 higher education credits in the previous system.

### 7.3 Senior researcher

An appointment as senior researcher can be temporary employment (in accordance with the Swedish Employment Protection Act, LAS) or permanent employment. The duties and measure of research independence for a senior researcher shall be considered equivalent to an associate professor (see section 6.3.2), with an emphasis on research and utilisation. The head of department is responsible for making decisions on recruitment and promotion to senior researcher, but only after the reasoning, job description, requirements profile and other documentation have been discussed with and approved by the Chalmers Faculty Appointment Committee chair. Promotions managed by the department shall be reported back and followed up by the chair of the Faculty Appointment Committee (acceptance as oavlönad docent is always handled by the Faculty Appointment Committee).

#### 7.3.1 *Qualification requirements for senior researcher*

- Documented scientific expertise corresponding to at least the requirements for “oavlönad docent” (see note in section 6.3.2).

If teaching at the undergraduate or graduate level is part of the position:

- Have well-documented pedagogical competence, and have completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>1</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.

If main supervision of doctoral students is part of the position:

- Approved assessment and acceptance as “oavlönad docent”.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. The assessment criteria specified in section 4.2.4 shall also be taken into account. Additional relevant qualification requirements based on the needs of the organisation shall be defined by the head of department together with the immediate manager and HR department.

#### 7.3.2 *Duties of a senior researcher*

Primary duties

- Member of a research team and conducts research and pursues utilisation independently and in collaboration with others, both internally and outside of Chalmers, and these efforts result in publication.
- Seeks and attracts research funds together with the research team. May be the principal applicant for research funding applications. If so, this shall be specified in the individual job description.

Additional possible duties for senior researcher (requires special decision by the head of department, and additional qualification requirements as specified in section 7.3.1)

- Teaching at the undergraduate or graduate level

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

- Supervision of theses/degree projects, and main supervision of doctoral students.

An individual job description shall be drawn up as specified in section 7.1.1.

### *7.3.3 Expert assessment for senior researcher*

To assess a candidate's qualifications for promotion or recruitment to senior researcher, normally two external scientific experts in the field must assess the candidate's qualifications to ensure that the qualification requirements equivalent to those set for acceptance as "oavlönad docent" are fulfilled. See Guidelines for acceptance as oavlönad docent. Acceptance as oavlönad docent is always handled by the Faculty Appointment Committee.

If the position includes teaching, pedagogical competence shall also be assessed. This shall be handled by the Chalmers Faculty Appointment Committee following approved pedagogical expert assessment procedures (for a definition and description of pedagogical competence, see section 4.2.2).

## **7.4 Researcher**

An appointment as researcher can be temporary employment (in accordance with the Swedish Employment Protection Act, LAS) or permanent employment. The head of department is responsible for making decisions on recruitment and employment of researchers.

### *7.4.1 Qualification requirements for researcher*

- Completed PhD degree.

If teaching at the undergraduate or graduate level is part of the position:

- Have well-documented pedagogical competence, and have completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>1</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.

If supervision of theses/degree projects and assistant supervision of doctoral students are part of the position:

- Completed courses on doctoral supervision (3 higher education credits) or other equivalent education.

An overall assessment of qualifications and skills shall be made from a professional perspective and the organisational objectives. The assessment criteria specified in section 4.2.4 shall also be taken into account. Additional relevant qualification requirements based on the needs of the organisation shall be defined by the head of department together with the immediate manager and HR department.

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

#### 7.4.2 *Duties of a researcher*

- Member of a research team and conducts research and pursues utilisation independently and in collaboration with others, both internally and outside of Chalmers, and these efforts result in publication.
- Seeks and attracts research funds, normally as a co-applicant.

Additional possible duties for researcher (requires special decision by the head of department, and additional qualification requirements as specified in section 7.4.1)

- Serve as principle applicant for e.g. postdoctoral funds or the like
- Teaching at the undergraduate or graduate level
- Supervision of theses/degree projects, and assistant supervision of doctoral students

An individual job description shall be drawn up as specified in section 7.1.1.

#### 7.4.3 *Expert assessment of researcher*

If the position includes teaching, pedagogical competence shall also be assessed. This shall be handled by the Chalmers Faculty Appointment Committee following approved pedagogical expert assessment procedures (for a definition and description of pedagogical competence, see section 4.2.2).

### **7.5 Specialist positions with a focus on education – instructor and artistic teacher**

The aim of the specialist positions of instructor and artistic teacher is to satisfy the need for teachers with specific professional experience and knowledge. These positions are primarily found in the Department of Architecture and Civil Engineering and the Department of Mechanics and Maritime Sciences.

### **7.6 Instructor**

An appointment as instructor can be temporary employment (in accordance with the Swedish Employment Protection Act, LAS) or permanent employment, and can be either part-time or full-time. The head of department is responsible for making decisions on recruitment and employment of instructors. A potential career path for instructors involves being promoted to lecturer (see section 6.5) after obtaining pedagogical qualifications and supplementing existing qualifications with the equivalent of at least one year of university studies to obtain, for example, a master's degree.

### *7.6.1 Qualification requirements for instructor*

- Academic background of at least 180 higher education credits<sup>12</sup> or equivalent qualification.
- Extensive professional experience (at least 5 years) in shipping as a commander, technical manager, officer, ship engineer, charterer or operator, for example.
- Good ability to lead teaching and develop courses.

### *7.6.2 Duties of an instructor*

- Responsible for teaching and coordination of courses, and for contributing to the development of courses within the specialisation.
- Can serve as examiner (requires completion of courses on teaching and learning in higher education comprising 15 higher education credits).
- Participates in internal development work.
- Keeps up-to-date within the specialisation.
- Participate in exchange of knowledge with the external environment.

An individual job description shall be drawn up as specified in section 7.1.1.

## **7.7 Artistic teacher**

An appointment as artistic teacher can be temporary employment (in accordance with the Swedish Employment Protection Act, LAS) or permanent employment, and can be either part-time or full-time. The head of department is responsible for making decisions on recruitment and employment of artistic teachers. A potential career path for artistic teachers involves being promoted to lecturer after obtaining pedagogical qualifications.

### *7.7.1 Qualification requirements for artistic teacher*

- Academic background in architecture consisting of at least 300 higher education credits or equivalent relevant qualification.
- Professional artistic expertise in architecture, design, engineering design or related fields.
- Good ability to lead teaching and develop courses.

### *7.7.2 Duties of an artistic teacher*

- Responsible for teaching and coordination of courses, and for contributing to the development of courses within the specialisation.
- Can serve as examiner (requires completion of courses on teaching and learning in higher education comprising 15 higher education credits).
- Participates in internal development work.
- Keeps up-to-date within the specialisation.
- Participate in exchange of knowledge with the external environment.

---

<sup>12</sup> Corresponds to 120 higher education credits in the previous system.

An individual job description shall be drawn up as specified in section 7.1.1.

## **8. Qualification requirements and duties of teachers and researchers with non-tenured appointments**

### **8.1 Artistic professor, senior lecturer and instructor**

The positions artistic professor, artistic senior lecturer and artistic instructor are part of Chalmers' base-funded faculty. The aim of these positions is to attract persons with a high level of artistic expertise and up-to-date experience in the practice of their profession to the fields of architecture, design and engineering design at Chalmers. The individual should be a respected practitioner who works part-time outside of the university. Artistic professors, senior lecturers and instructors work part-time (normally  $\leq 50\%$  and a maximum 80% in scope) at Chalmers for a limited period of time, generally three + three years (two + two years for instructors). Artistic expertise for these appointments shall be assessed in a way comparable to that for scientific expertise. This should be considered when choosing experts. The duties of an artistic professor shall be equivalent to those of a professor (section 6.1.3), but with an emphasis on development of the subject area and undergraduate education. The duties of an artistic senior lecturer shall be equivalent to those of a senior lecturer (section 6.4.2), with emphasis on teaching, continuing education and participation in subject area development. The duties of an artistic instructor shall be equivalent to those of an instructor (section 6.6.2), with emphasis on teaching and participation in subject area development.

#### *8.1.1 Qualification requirements for artistic professor*

- Documented or recognised high level of professional artistic expertise in architecture, design or engineering design.
- Well-documented pedagogical competence.
- Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>13</sup>), and completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.
- Good ability to collaborate with the external environment.
- Reflective approach to their professional work (demonstrated through, for example, debate articles, and/or lectures and exhibitions of their work).

#### *8.1.2 Duties of an artistic professor*

- Actively contributes to the advancement of a subject area and to a greater exchange of knowledge between Chalmers and the external environment.

---

<sup>13</sup> Corresponds to 10 higher education credits in the previous system.

- Responsible for teaching and coordination of courses, participates in the development of courses within the subject area.
- Participates in research and doctoral studies.

#### *8.1.3 Expert assessment of artistic professor*

To assess a candidate's qualifications for recruitment to artistic professor, (at least) three artistic and/or scientific experts in the field and (at least) one pedagogical expert must assess the candidate's qualifications.

#### *8.1.4 Qualification requirements for artistic senior lecturer*

- Documented professional artistic expertise in architecture, design or engineering design.
- Well-documented pedagogical competence.
- Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>14</sup>), and, where relevant, completed courses in doctoral supervision or other equivalent education. An exception can be made in the event of external recruitment, but the individual is expected to complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.
- Good ability to collaborate with the external environment.
- Reflective approach to their professional work (demonstrated through, for example, debate articles, and/or lectures and exhibitions of their work).

#### *8.1.5 Duties of an artistic senior lecturer*

- Responsible for teaching and coordination of courses, participates in the development of courses within the subject area.
- Actively participates in the advancement of a subject area and to a greater exchange of knowledge between Chalmers and the external environment.
- Participates in research and doctoral studies.

#### *8.1.6 Expert assessment of artistic senior lecturer*

To assess a candidate's qualifications for recruitment to artistic senior lecturer, (at least) two artistic and/or scientific experts in the field and (at least) one pedagogical expert must assess the candidate's qualifications.

#### *8.1.7 Qualification requirements for artistic instructor*

- Professional artistic expertise in architecture, design or engineering design.
- Documented pedagogical competence.
- Good ability to collaborate with the external environment.

---

<sup>14</sup> Corresponds to 10 higher education credits in the previous system.

### *8.1.8 Duties of an artistic instructor*

- Responsible for teaching and coordination of courses, participates in the development of courses within the subject area.
- Actively participates in the advancement of a subject area and to a greater exchange of knowledge between Chalmers and the external environment.

### *8.1.9 Expert assessment of artistic instructor*

To assess a candidate's qualifications for recruitment to artistic instructor, (at least) one artistic or scientific expert in the field must assess the candidate's qualifications.

## **8.2 Professor of the practice**

One way of expanding the university's expertise in undergraduate education is to engage people with advanced and long-standing professional experience that are relevant to Chalmers' engineering programmes, thus gaining access to specialist expertise in areas relevant to engineers. They may have acquired specialist competence in either the public or private sector.

A professor of the practice has a position at the university (normally 20%, maximum 60%) that can be funded by Chalmers. The appointment is for no more than two years. After this, all parties perform an assessment of their experiences. The head of department may then reappoint the individual for another two-year period.

### *8.2.1 Qualification requirements for professor of the practice*

- Ability to actively contribute to the improvement of teaching in the engineering field.
- Ability to actively contribute to increased knowledge and skills sharing between Chalmers and the external environment.
- A professor of the practice is subject to essentially the same qualification requirements as an adjunct professor. Outstanding contributions to engineering design or areas that are highly relevant to engineers can replace traditionally documented scientific production. A PhD degree is not required. An individual in the role of professor of the practice must normally demonstrate pedagogical competence.

### *8.2.2 Duties of a professor of the practice*

- Actively contribute to the evolution of knowledge within an area, in particular at the master's level as a teacher of the practice, as well as (for example) develop and participate in large project-oriented courses that incorporate multiple competencies.
- Contribute to collaboration between engineering projects in the public and private sectors and the university.

### *8.2.3 Expert assessment of professor of the practice*

For recruitment to professor of the practice, at least two scientific experts in the field must assess the qualifications of the candidate. The purpose of the assessment is to examine the individual's specialist expertise by assessing:

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

- Documented experience of initiating, leading and administering activities with a major engineering focus at the national and international level.
- Experience of and/or potential to work in with education.

After initial contact with the Faculty Appointment Committee, the department proposes a candidate for professor of the practice to the committee, which prepares the proposal. The president appoints professors of the practice.

### **8.3 Visiting lecturer, visiting researcher and visiting professor**

A visiting lecturer/visiting researcher/visiting professor can be employed for a limited period of time when Chalmers wishes to establish ties with a Swedish or foreign researcher working outside of Chalmers. The position shall be at least 20% in scope and last for at least two months. For a description of the qualification requirements for the respective level, refer to the appointment regulations' texts regarding full professor and researcher, etc.

While the appointment of a visiting lecturer or visiting researcher can be handled by the department, the appointment of a visiting professor must be prepared by the Faculty Appointment Committee. Employment as a visiting professor is only possible if the visiting researcher has a full professorship at another university.

### **8.4 Assistant professor**

Appointment as assistant professor is an entry-level position with tenure track, whereby the employee has the opportunity to acquire both pedagogical and scientific qualifications. Each new assistant professor at Chalmers is to be the result of strategic recruitment, with the aim of the individual subsequently taking on a base-funded faculty position.

An assistant professor is expected to improve their ability to formulate and solve scientific problems, publish scientific articles, and develop abilities in teaching and supervision by means of both practical training and independent study. One assessment will be conducted after two years, and an additional assessment will be conducted towards the end of the period of appointment. Prior to appointment, the immediate manager is responsible for informing assistant professor candidates of career opportunities and tenure track, as well as for ensuring that potential assistant professor receives information regarding the two assessments. See Guidelines and process for recruiting and assessing assistant professors C 2015/1926.

An assistant professor is expected to have sufficient competence to achieve the qualifications required to be appointed associate professor towards the end of the appointment period (see section 6.3.3). This means that all assistant professors will be assessed for an associate professor appointment towards the end of their non-tenured assistant professor appointment. If the results of the assessment are positive based on the set criteria, the individual will be offered a base-funded tenured appointment through a promotion implemented via the Faculty Appointment Committee. Prerequisites for this are

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

long-term planning of faculty size, and collaboration between the departments and Chalmers' management.

In order for assistant professors to be able to develop an independent research profile, the total amount of funding that is attached to an assistant professor should generally correspond to the salary for at least one assistant professor as well as one doctoral student or post-doctoral fellow. The assistant professor should take part in recruiting the doctoral student or post-doctoral fellow.

An appointment as assistant professor is limited to four years. There is a mid-term assessment after two years and an associate professor assessment before the position ends. Individuals who have been on statutory leave of absence for parental leave or due to military service or illness, for example, will obtain extended length of appointment corresponding to the length of the leave of absence. The appointment can be ended early if the head of department, immediate manager and assessment group determine that the individual will not achieve the qualities required to satisfy the criteria for a base-funded associate professor position. In such case, the assistant professor in question shall be notified as soon as this is detected. The immediate manager and the affected individual shall discuss the issue and make plans for an alternative career at Chalmers or elsewhere. For direct recruitment to assistant professor position, see section 5.2.1.

#### *8.4.1 Qualification requirements for assistant professor*

The aim of the following qualification requirements is for the candidate to be deemed likely to achieve the qualifications required for appointment to associate professor (see section 6.3) within the four-year appointment period.

- Completed PhD degree.
- Interest in teaching and the potential to become a skilled educator, which is demonstrated, for example, through their own teaching materials, experience of teaching, completed courses on teaching and learning in higher education, or via course evaluations (see Chalmers' definition of pedagogical competence in section 4.2.2).
- Conducted research that has been published/presented in accordance with the publication traditions of the research field.
- Published research results in respected publication channels relevant to the subject.
- Demonstrated ability to create a national and international network within their subject area through co-authoring, for example.
- Demonstrated pedagogical competence, contribution to utilisation of research findings and/or the ability to attract external funding are considered to be qualifications when making an appointment for the position.
- Visiting post-doctoral appointment, post-doctoral appointment or the equivalent at another university, institute or organisation than where the candidate was a doctoral student is considered to be a qualification. If the candidate does not have this qualification, experience of this kind and collaboration with another higher

education institution or organisation needs to be planned during their appointment as an assistant professor.

The PhD degree should normally be completed within seven years prior to the final application deadline. An exception can be made if the candidate has been on parental leave or leave due to illness or military service. Exceptions can be made for specific reasons, for instance if a candidate has obtained long-term external funding in an open call process with impartial expert assessment, and the research funder allows a longer time limit than five years between the PhD degree and the entry-level position.

#### *8.4.2 Duties of an assistant professor*

- Works actively with research, normally as a member of a research team.
- Actively contributes to education on all levels and in continuing education.
- Teaching on all levels and in continuing education will normally comprise 20% of full-time duties.
- Supervises doctoral students as assistant supervisor.
- Seeks own research funding.
- Should lead own research projects.
- Experience of and collaboration with another higher education institution or organisation should be planned, especially if the person does not have previous experience in this area.
- Can take part in interdepartmental and Chalmers-wide undertakings.

#### *8.4.3 Expert assessment of assistant professor*

To assess a candidate's qualifications for recruitment to assistant professor, (at least) two experts in the field must assess the candidate's scientific and pedagogical qualifications.

### **8.5 Post-doctoral appointment**

The objective of a post-doctoral appointment is primarily for the holder to gain research experience from an international and/or industrial environment shortly after having obtained a PhD degree (normally within no more than three years). The appointment can also apply to research experience in a Swedish environment, but in such case international and/or industrial contacts must be stimulated. A post-doctoral appointment can be a part of the qualification for a continued academic career. Post-doctoral appointments are handled by the department and decided by the head of department. A post-doctoral appointment is limited to two years.

#### *8.5.1 Qualification requirements for post-doctoral appointment*

- PhD degree.
- Good potential for teaching and research.

#### *8.5.2 Duties in a post-doctoral appointment*

- Participates in research, normally as a member of a research team.
- Should actively participate in undergraduate education and doctoral studies.

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

- Should supervise doctoral students as assistant supervisor.

## **9. Qualification requirements and duties of adjunct and affiliated teachers and professors – non-tenured or not employed at Chalmers**

### **9.1 Adjunct teacher and adjunct professor**

One way of expanding the university's expertise is to engage adjunct teachers on different levels, thus gaining access to specialist expertise and experience outside the university sphere. An adjunct teacher at Chalmers should not be employed by another college or university, or by any company within the sphere of Chalmers. Within their area of expertise, the candidate should be a leading specialist with a good international reputation. They may have acquired specialist competence in either the public or private sector.

An adjunct teacher has an appointment at the university, normally 20% and maximum 40% in scope, but no employment relationship, and thus continues to be employed by their main employer. The first appointment period normally covers three years. After this, all parties perform an assessment of their experiences. The first appointment period is normally extended by another three-year period. Decisions on reappointment are made by the head of department.

#### *9.1.1 Qualification requirements for adjunct teacher*

- An adjunct teacher at Chalmers must make an active contribution to the advancement of research and teaching within a specialist field, and also to a greater exchange of knowledge and expertise between Chalmers and the external environment.
- An adjunct teacher should normally have obtained a PhD degree and be able to demonstrate teaching skills; however, the PhD degree is not an absolute requirement.

In principle, a candidate for appointment as an adjunct teacher must satisfy the same qualification requirements as for Chalmers' other teachers at the respective level (for example, an adjunct professor must have academic qualifications at the level of a full professor). Outstanding contributions within engineering design or artistic activities can replace the requirement for traditionally documented academic production.

#### *9.1.2 Duties of an adjunct teacher*

- Actively contributes to advancement within a specialisation and to a greater exchange of knowledge and expertise between Chalmers and the external environment.
- Participates in research and doctoral studies, and preferably also in undergraduate education.
- Should actively participate in the supervision of a doctoral student.

To be the principal supervisor for a doctoral student, the adjunct teacher must have been accepted as “oavlönad docent” (see note in section 6.3.2 and Guidelines for acceptance as oavlönad docent).

### 9.1.3 Expert assessment of adjunct teacher (all levels)

For recruitment to adjunct professor or teacher, (at least) two scientific experts in the field must assess all of the candidate's qualifications.

The aim of the expert assessment is to evaluate the candidate's specialist expertise by assessing:

- Ability to initiate, lead and administrate research and development work.
- Quality, relevance and impact of the work both nationally and internationally.
- Ability to communicate and convey ideas and results.

## 9.2 Affiliated teacher and affiliated professor

An affiliated teacher/professor can be appointed for a limited period of time when Chalmers wishes to establish ties with a Swedish or foreign researcher without employing them as a visiting researcher/visiting professor at Chalmers.

To qualify for the position of affiliated teacher/professor, the individual must be or have been a teacher/full professor at a reputable university or demonstrate the equivalent qualifications. Appointments as affiliated professor are made by the president after preparatory work and assessment of qualifications by the Faculty Appointment Committee. Appointments as affiliated teacher on other levels are made by the head of department after preparatory work and assessment of qualifications by the Faculty Appointment Committee.

Document revised on 22/03/2016

Linguistic adjustments.

p. 5, revised Figure 1.

p. 6, added (*see, for example, Chalmers' ethics policy C 2014-1282*).

p. 12–13, section 5.1 revision of the text about the Faculty Appointment Committee.

p. 26 section 7.5 added “*primarily*”.

p. 27, sections 7.6.1 and 7.7.1 for instructors and artistic teachers, eliminated the qualification requirement: “*In the event of a tenured appointment, the individual is expected to complete courses on teaching and learning in higher education comprising 15 higher education credits during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.*”

p. 27, sections 7.6.2 and 7.7.2, eliminated “*(may however not be an examiner)*” and replaced with:

POLICY DOCUMENT: Rules of Procedure – Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty  
C 2018/1094. Decision by the President on 18 January 2016, revised 3 September 2018.

*Can serve as examiner (requires completion of courses on teaching and learning in higher education comprising 15 higher education credits).*

Document revised on 19 June 2017

p. 4–6 added section on expectation of base-funded faculty

p. 6 eliminated: *“There are great opportunities for individual paths to reaching different academic positions.”*

p. 8, added sentence: *“See also the text regarding expectations of the base-funded faculty, section 2.1.”*

p. 10–11. added sections on collaboration skills; see 4.2.4 and 4.2.5

p. 11, reworded section 4.2.6 *Other assessment criteria*

p. 14, changed Swedish word *genusbalanserade* (gender-balanced) to *“könsbalanserade”* (gender-balanced)

p. 16, addition: *“recruitment and”*

p. 18, 19, 22, 25, 26, 32, changed wording about teaching and learning in higher education from *“Completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits)”*, to

*“Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits), and completed courses in doctoral supervision or equivalent education.”* Also changed wording *“complete courses on teaching and learning in higher education and doctoral supervision comprising 15 higher education credits”* to *“complete 15 higher education credits worth of courses on teaching and learning in higher education as well as courses in doctoral supervision”*.

p. 18 eliminated: *“and the complete preparation normally conducted by the Faculty Appointment Committee has not been carried out.”*

p 18, added: *“see also section 5.2 on direct recruitment.”*

p. 20, changed from *“Completed courses on teaching and learning in higher education (15 higher education credits) or other corresponding education.”* to *“Completed courses on teaching and learning in higher education or other equivalent education (15 higher education credits<sup>15</sup>), and completed courses in doctoral supervision or equivalent education.”*

p. 25 changed from *“one”* to *“two”* external pedagogical experts

p. 34, added sentence: *“For a description of the qualification requirements for the respective level, refer to the appointment regulations' texts regarding full professor and researcher, etc.”*

p. 35 eliminated: *“or equivalent qualification”*.

p. 37 the Chalmers group replaced with *“the sphere of Chalmers”*

Document revised on 03/09/2018

Linguistic adjustments.

Section 2.1 Reworked section due to decision on externally-funded faculty.

Section 4.4 Preparatory Group replaced with *“Group for Strategic Competence [KOMPberedningen]”*.

---

<sup>15</sup> Corresponds to 10 higher education credits in the previous system.

Section 5, Preparatory Group replaced with “*Group for Strategic Competence [KOMP-beredningen]*”. Clarified how decisions are made in relation to the establishment and appointment of research professors.

Section 6 Preparatory Group replaced with “*Group for Strategic Competence [KOMP-beredningen]*”.

Section 7 Reworked section due to decision on externally-funded faculty.