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Rules of Procedure
Chalmers University of Technology's Appointment
Regulations for Teaching and Research Faculty
Policy documents at Chalmers

POLICY DOCUMENT: Rules of Procedure - Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty C 2015/1924. Decision by the president on 18 January 2016, revised 22 March 2016.

Chalmers University of Technology’s Appointment Regulations for Teaching and Research Faculty

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Document revised on 22 March 2016; see log of changes on p. 38.

1. Chalmers University of Technology's Appointment Regulations for Teaching and Research Faculty

Chalmers University of Technology has been a private higher education institution since 1994, with the Chalmers University of Technology Foundation as the owner. Research and teaching at Chalmers University of Technology are regulated by 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 to specify rules on the same comprehensive level. The Board of Chalmers University of Technology decides upon rules of procedure. Additional policy documents are used in addition to rules of procedure when required for embodiment or governance. These are to be named, formulated and decided upon in line with that which applies to Chalmers' policy documents and delegation of authority.

2. Policy and guidelines for teaching and research personnel

The rules of procedure in terms of Chalmers University of Technology's appointment regulations for teaching and research faculty, deviate from the Higher Education Ordinance's regulatory system 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 (not holding a chair). By the same token, a senior lecturer who has qualified as "oavlönad docent" will be appointed associate professor. However, Chalmers is a technical university, and is consequently part of the Swedish university system, which is why many sections of the regulatory system still resemble those of the Higher Education Ordinance.

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

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

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 are to be employed by the higher education institution that provides the majority of the funding for a position. Departmental representatives on the Faculty Appointment Committee may come from

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either Chalmers or GU in connection with matters that affect the collaborating departments at the two universities.

4. Academic career structure and interaction with society

4.1 Academic positions

The basic outline of Chalmers' academic career structure is described in Figure 1. The position of assistant professor is an entry level position with tenure-track to base-funded faculty positions. Specialist positions with a focus on research and utility comprise three levels: researcher, senior researcher and research professor. There is also a career path with a focus on education. Several alternatives are available that offer individual paths to reach different academic positions.

The aim is to achieve greater mobility between different universities, research institutes and industry both inside and outside Sweden. The qualifications required for external recruitment and internal promotion are to be basically the same. Expected development may also be taken into consideration when recruiting.

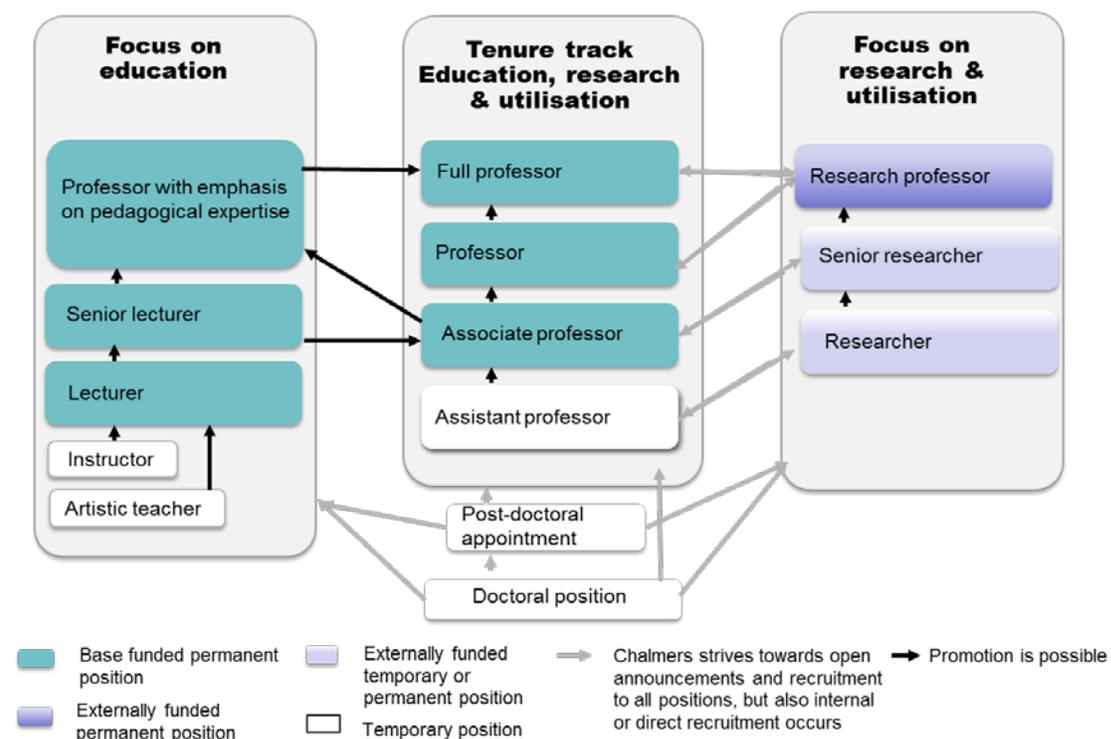


Figure 1 Chalmers' academic career structure (primary paths).

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4.2 Fundamental qualification requirements

Scientific and pedagogical expertise is 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, for example artistic, pedagogical or leadership skills; see section 4.2.1 below and sections 6.1 and 6.2.

In addition to fulfilling the formal scientific and pedagogical qualifications, every individual who has been or is employed at Chalmers and who is to 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 equality of treatment (see for example Ethics Policy for Chalmers University of Technology C 2014-1282). Individuals who are recruited from outside Chalmers must have satisfied corresponding requirements in their previous activities.

4.2.1 Scientific expertise

Scientific expertise is to be demonstrated through the individual's published research and his or her planning and leadership of research. Scientific expertise can also be shown by the individual's ability to achieve results through cooperation with other researchers inside or outside Chalmers. The leading international level of research in a specialist field is to be the reference point for assessment of scientific expertise.

Within architecture and design, artistic expertise can be seen as the equivalent of 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.¹

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

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

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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.² Pedagogical competence is demonstrated 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.

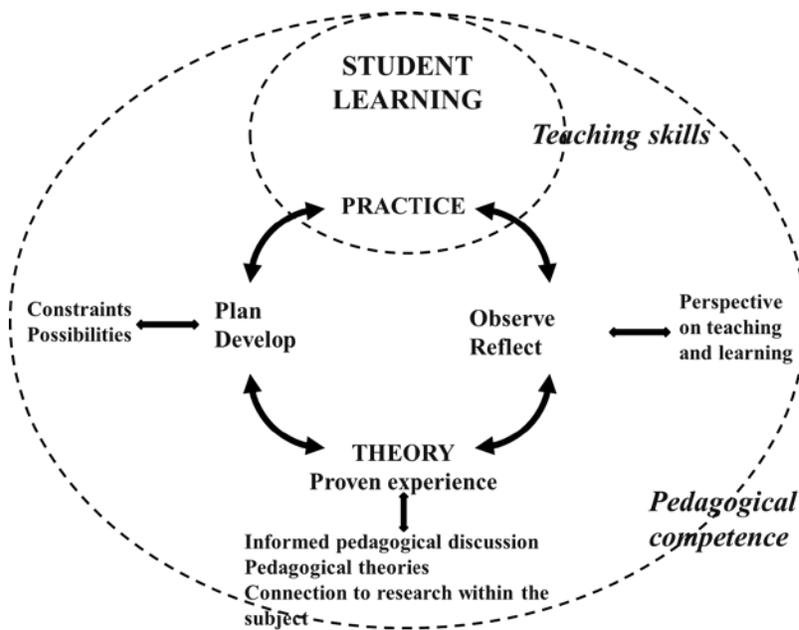


Figure 2 Model of pedagogical competence.

Pedagogical competence also comprises the ability and willingness to take part in discussions on 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, 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

² The model is based on theories on higher education teacherhood (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).

courses on teaching and learning in higher education comprising 15 higher education credits during the first two years of the appointment.

Pedagogical qualifications should 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 skill:

- 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 an overall 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 Other bases for assessment

In addition to scientific and pedagogical expertise, other experiences and abilities relevant to an appointment are assessed. This may include the ability to cooperate, skilful leadership, a well-established international network, experience of industrial development work (or equivalent), proven ability to innovate, demonstrated ability to promote the application of research results, the capacity to cooperate with the external environment, the ability to convey information about research and education in a way that is understandable and arouses interest, etc. These qualifications are also to be well documented to enable assessment.

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 that is “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 adjunct teacher (short appointment with possibility of renewal)	See section 9.2

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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 are to 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 as an exception.

The department's management group will deal with every application for promotion first. The management group will decide whether assessing the individual for promotion is suitable in relation to Chalmers' requirements with regard to responsibility and involvement, respect for others and equality of treatment. If this is the case the group will decide whether it can recommend, on the basis of the organisation's needs, that an assessment be made based on 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 are to 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 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 halfway and associate professor assessments. The Preparatory Group for Establishing Base-funded Positions and Assistant Professor Positions will 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 will then make a decision on the promotions to associate professor (read more about promotion from assistant professor to associate professor in section 6.3.3).

4.5 Other appointments

Individuals active in teaching, research and utility can also be employed on a project basis. From 1 July 2007, this is regulated as general time-limited employment (in Swedish: allmän visstidsanställning), at a maximum of 2 years.

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.

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4.7 Stipends

Chalmers is only to offer stipends to foreign researchers as an exception. 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 Preparatory Group for Establishing Base-funded Positions and Assistant Professor Positions will propose to the president which base-funded positions and assistant professor with tenure-track positions should be established. Other positions are established by decision of the head of department after obtaining support in the management group of the relevant department. In addition to establishing base-funded positions and assistant professor positions, the president makes decisions regarding the holders of all kinds of professorships, which also includes 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 is to 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 to recruit more candidates with an international background and to achieve 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 are to 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 should 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 individuals who have not obtained their PhD degree from Chalmers and/or individuals who have done their postdoc or held a similar position at a different university. The estimated gender distribution in the field of applicants is also to be presented. The outcome of the search processes is followed up by the Faculty 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 Faculty Appointment Committee is entitled to remit the issue back to the department for action. This decision can be appealed to the president. Only in exceptional cases and with strong justification should it be possible to fill a position based on only a few qualified

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candidates, with unbalanced gender distribution or without external candidates.

All positions are to be advertised on Chalmers' website in both Swedish and English, with the exception of direct recruitment and internal recruitment in accordance with section 5.2. All advertised positions should generally appear on the website for 30 days, along 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 are to be prepared by the Faculty Appointment Committee (AK), with the exception of those for researchers, senior researchers, instructors (section 7.6) and artistic teachers.³ 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 will be prepared by the Faculty Appointment Committee.

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

The Faculty Appointment Committee makes recommendations and the department decides if they want to follow the committee's recommendations or not. In the latter case the department is to justify its deviation from the committee's recommendation to the chair of the committee who can refer the matter for decision by the president. 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 matters are generally addressed at the next meeting, irrespective of which group. A matter can subsequently be dealt with either by following the meeting schedule of the original group or by the four groups successively – depending on the nature of the matter, time frames, etc. The chair, who is the same person for both groups, decides how to proceed.

³ Please note that instructor according to section 6.6 and instructor according to 7.6 are not the same.
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5.1.1 Composition of the Faculty Appointment Committee

The Faculty Appointment Committee consists of the following members (the same for all four groups):

Member	Appointed by	Term
1 permanent chair (the same person for all four groups)	President	
3 faculty representatives (both genders should be represented)	President (in consultation with the Faculty Senate chair and 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 specialist at the department concerned or other employee at the HR department qualified to carry out personality assessments		
Other participants at Faculty Appointment Committee meetings:		
Recruitment officer	HR department	
Others who may participate in Faculty Appointment Committee (AK) meetings:		
Scientific experts	AK (proposal from head of department)	
Pedagogical experts	AK (proposal from AK or head of department)	
1-2 representatives from the department concerned	Head of department (after consultation with the AK chair)	
Other appropriate experts	AK (proposal from head of department)	

5.1.2 Requirements for external experts

Experts must 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 must be selected externally outside of Chalmers. Scientific experts must be selected based on the ambition of both genders being represented

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and of at least one of the experts being international. A person chosen as a scientific expert must normally have a position above or at the same level as the position to be assessed. The expert's report must 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.

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 his or her field/subject area in terms of pedagogy and/or leadership. The president makes decisions regarding tenured positions, professorships and assistant professor positions with tenure-track. 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 according to the Committee's regular procedures.

Direct recruitment for an assistant professor with tenure track position is possible when an individual has received an individual grant in competition with others. Individual funding is comparable to that for VR's young researchers; in other words, 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's 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 announced. In these cases, the Faculty Appointment Committee does not conduct further scientific assessment; however, the individual will be examined and assessed on the basis of 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 is also to 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 preparatory group decides not to establish the position or the Faculty Appointment Committee deems that the candidate does not satisfy the qualification requirements).

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Direct recruitment is to be implemented 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 recruitment is used to denominate an internal change of position from a position not regulated by Chalmers University of Technology's appointment regulations for teaching and research faculty, to a position that is regulated by the appointment regulations for teaching and research staff. Decision on the establishment of these positions is made by the head of department or president after an assessment in the Strategic Competence Provision Group (KOMP) or the Preparatory Group for Establishing Base-funded Positions and Assistant Professor Positions, depending on the level of the position. The appointments are prepared by the Faculty Appointment Committee or by the department. Depending on the level of the position, the president or the head of department appoints the holder. All positions are to 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 aims to preserve 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 should be of good quality and well documented.
- Completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits⁴) or other corresponding 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.

⁴ Corresponds to 10 higher education credits in the previous system.

- 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.
- 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 is to 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 or proven excellent ability to communicate information about research and teaching. Assessment criteria as specified in section 4.2.4 must 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 appointed to a full professorship. This can be undertaken even if not all the qualification requirements according to section 6.1.1 are completely fulfilled, and the complete preparation normally conducted by the Faculty Appointment Committee has not been carried out.

6.1.3 Duties of a full professor

- Actively lead and develop teaching and research at both the department and division levels.
- 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 one's 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 Chalmers.

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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. This is why the pedagogical expert assessment required for promotion from professor to 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.

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

6.2.1 Qualification requirements for professor – normal case

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

- Scientific qualifications are to be assessed by external experts to be satisfactory in an international context and significantly above the qualifications required for associate professor.
- Pedagogical expertise on all levels should be of good quality and well documented.
- Completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits⁵) or other corresponding 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.
- 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 there

⁵ Corresponds to 10 higher education credits in the previous system.

are special reasons, 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 is to be made from a professional perspective and organisational objectives. For an appointment or promotion to professor, skills shown in 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, demonstrated community spirit and other experience of value to Chalmers are considered additional qualifications. The assessment criteria specified in section 4.2.4 are also to 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 one's own research, either as a member of a research team or as the leader of one's own research team.
- Supervision of doctoral students, normally as the principal supervisor.
- Support and provide feedback to younger teachers in teaching and research.
- Participation in development work and internal and external committee work, for example.
- 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 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 and appointed to professor;

- Pedagogical competence within undergraduate or doctoral studies must be particularly good and very well documented. It is to be assessed by external experts (see 6.2.4).
- Completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits⁶) or other corresponding education.
- Published pedagogical work externally.
- Have a documented pedagogical network.
- Demonstrated very strong ability to communicate information about the university's activities within teaching and research.

⁶ Corresponds to 10 higher education credits in the previous system.

- Active participation in the development of undergraduate education, e.g. by developing courses, programmes of study, teaching methods and examination forms. This work must have been conducted at least partly in cooperation with pedagogical experts. Participation in the development of doctoral studies is normally included.
- Current knowledge and research skills in the field of the professorship. (Having current knowledge and research skill in the field means, in this context, that candidates for promotion must be active in planning or conducting research and have scientific qualifications significantly above PhD level.)
- Has participated in research projects.
- Demonstrated good ability to collaborate with the external environment.
- Proven good ability to supervise doctoral students.
- Completed doctoral supervision training or other corresponding education.

An overall assessment of qualifications and skills is to be made from a professional perspective and organisational objectives. For a promotion with emphasis on pedagogical qualifications, skills shown in the development and leadership of 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 are also to be taken into account.

Responsibilities and duties are the same, in principle, as for other professors. The emphasis, however, is normally placed on the practice and advancement of pedagogy.

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 with emphasis on pedagogical qualifications, the external assessment of the pedagogical qualifications must be conducted by at least three pedagogical experts.

6.3 Associate professor

The scientific and pedagogical requirements, according to section 6.3.1, must be fulfilled. A senior lecturer who has been accepted as "oavlönad docent" become appointed associate professor.

6.3.1 Qualification requirements for 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 ability to supervise doctoral students.

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- Completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits⁷) or other corresponding 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.
- Good ability to collaborate with the external environment.

An overall assessment of qualifications and skills is to be made from a professional perspective and organisational objectives. The assessment criteria specified in section 4.2.4 are also to 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 one's 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.
- Participation in development work and internal and external committee work, for example.
- Actively seek external research funding.
- Participation in exchange of knowledge and communication with the external environment.

Note: Explanation of the Swedish designation/degree "oavlönad docent".

Chalmers can accept people from inside or outside the university as "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 corresponding education. See also Guidelines for acceptance as oavlönad docent.

6.3.3 Promotion from assistant professor to associate professor

Promotion to an associate professor appointment 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:

⁷ Corresponds to 10 higher education credits in the previous system.

- 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 his or her research results in accordance with the research field’s publication traditions and, for the subject, in relevant and respected publication channels.
- Published research results without senior co-authors who are from his or her own research team or former supervisors.
- 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 his or her own research.
- Completed courses on teaching and learning in higher education (15 higher education credits) or other corresponding education.
- Completed doctoral supervision training or other corresponding 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 his or her 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 an associate professor position. The head of department decides if the department is to propose a person for internal recruitment. Internal recruitment from assistant professor to associate professor will be prepared by the Preparatory Group for Establishing Base-funded Positions and Assistant Professor Positions, and the decision will subsequently be made by the president. It is a prerequisite that the assistant professor position is appointed in open competition (externally advertised position) and that the conditions specified in 6.3.3 are 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 and 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.

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

6.4 Senior lecturer

The scientific and pedagogical requirements, according to section 6.4.1, must be fulfilled.

After completing a PhD degree and being assessed by a pedagogical expert, an instructor (section 6.6) or a lecturer can be promoted to senior lecturer if the requirements in 6.4.1 are fulfilled. It is also possible to be promoted to senior lecturer based on special qualifications, provided the requirements in section 6.4.3 are fulfilled. 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 case

- Completed PhD degree.
- Scientific skills and an overview of the appointment’s 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 credits⁸) or other corresponding 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 is to be made from a professional perspective and organisational objectives. The assessment criteria specified in section 4.2.4 are also to be taken into account. A senior lecturer who is accepted as “oavlönad docent” is promoted to associate professor.

6.4.2 Duties of a senior lecturer

- Teach and participate actively in the development of education on all levels, including continuing education.
- Conduct research, usually as a member of a research team.
- Supervision of doctoral students, normally as assistant supervisor.
- Support and provide feedback to younger teachers in teaching and research.
- Participation in development work and internal and external committee work, for example.
- Participation in exchange of knowledge with the external environment.
- Seek external research funding.

⁸ Corresponds to 10 higher education credits in the previous system.

6.4.3 Qualification requirements for promotion to senior lecturer – with emphasis on special qualification

An instructor according to section 6.6 or a lecturer at Chalmers may be promoted to senior lecturer without having completed a PhD degree or other equivalent degree. For this the instructor/lecturer is required to demonstrate that he or she has:

- 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.

Promotion on these grounds is only made in exceptional cases. Very high requirements are placed on the special skills, ability, or both, which must be well-documented. By very high requirements is meant, 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 credits⁹) or other corresponding education. At least one external pedagogical expert must assess the candidate's qualifications.

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

6.4.4 Expert assessment of senior lecturer

For recruitment and promotion to senior lecturer (at least) two scientific experts in the field and (at least) one pedagogical expert must assess the qualifications of the candidate.

6.5 Lecturer

Individuals are only recruited to this position in order to fulfil 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 credits¹⁰ or equivalent qualification, e.g. one year beyond B.Sc. level.
- Several years of industrial, or other equivalent, experience in a specialisation.
- Well-documented pedagogical competence.

⁹ Corresponds to 10 higher education credits in the previous system.

¹⁰ Corresponds to 160 higher education credits in the previous system.

- Good ability to lead teaching and develop courses.
- Completed courses on teaching and learning in higher education (15 higher education credits¹¹) or other corresponding 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.

6.5.2 *Duties of a lecturer*

- Responsibility for teaching and coordination of courses, and for developing courses on the specialisation.
- Participation in internal development work, as well as internal and external committee work, for example.
- Keeping up to date in the field or specialisation (industrial or equivalent).
- Participation in exchange of knowledge with the external environment.
- Potential participation in research.
- Potentially pursue 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 also 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 must be made by the Faculty Appointment Committee.¹²

6.6.1 *Qualification requirements for instructor*

- Academic background of at least 240 higher education credits¹³ or equivalent qualification, e.g. one year beyond B.Sc. level.
- Well-documented pedagogical competence.
- Good ability to lead teaching and develop courses.
- Completed courses on teaching and learning in higher education (15 higher education credits¹⁴) or other corresponding 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.

¹¹ Corresponds to 10 higher education credits in the previous system.

¹² Please note that instructor according to section 6.6 and instructor according to 7.6 are not the same.

¹³ Corresponds to 160 higher education credits in the previous system.

¹⁴ Corresponds to 10 higher education credits in the previous system.

6.6.2 Duties of an instructor

- Teaching and responsibility for courses.
- Participation in the development of coursework in the field.
- Participation in internal and external committee work.
- Participation in exchange of knowledge with the external environment.
- Potential participation in research.
- Potentially pursue 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.

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

7.1 Specialist positions with focus on research and utility – research professor, senior researcher and researcher

Specialist positions with a focus on research and utility 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 within a specific and delimited research field. The specialist positions are normally attached to a research team, which thus enables quality assurance and collaboration with the departments' and the faculties' base-funded activities. Specialist positions are normally funded by external research funds (see the document Guidelines and Process for Recruiting and Promotion to Specialist Positions C 2015/1925).

In order to make adjustments for and take the local needs of the organisation into account, each department is responsible for the number and design of the specialist positions that focus on research and utility. A job description that specifies what the position entails must always be produced for each specialist position. The job description must include a clearly specified description of the subject area and duties such as research tasks, project coordination, teaching, scope, etc. The head of department is responsible for making decisions on the job description (see C 2015/1925).

In addition to announcements and recruitment to specialist positions, promotion from researcher to senior researcher and from senior researcher to research professor is possible.

7.2 Research professor

Research professors are permanently employed. The duties of a research professor are to correspond to those of a full professor (see section 6.1.3), but with emphasis on research and utility. The Chalmers Faculty Appointment Committee takes care of recruitment and promotion to research professor. For more information on establishment, recruitment and promotion, see C 2015/1925.

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7.2.1 Qualification requirements for research professor

- The scientific qualifications of a research professor must be very highly rated by the external experts, and be among the best internationally in the specific scientific field (in the same way as for a full professor; see section 6.1.1).

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

7.2.2 Duties of a research professor

- Member of a research team or leader of one's own research team.
- Conducts research and pursues utility independently and in collaboration with others, both internally and outside Chalmers, and these efforts result in publication.
- Teaching may be included, but this is neither a requirement nor a right.
- Supervision of theses/degree projects and supervision of doctoral students might be included, but this is neither a requirement nor a right.
- Can apply for and attract research funding, and may also be the principal applicant for such funding if approved by the department's leadership.

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 and the individual is expected to be an examiner on undergraduate level or in continuing education, the candidate must have well-documented pedagogical competence, as well as have completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits¹⁵) or other corresponding 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. The assessment of pedagogical competence will be conducted by the Chalmers Faculty Appointment Committee according to current procedures for pedagogical assessment (see section 4.2.2).

7.3 Senior researcher

An appointment as senior researcher can be temporary employed (as stipulated by the Swedish Employment Protection Act, LAS) or permanently employed. The duties of a senior researcher are to correspond to those of an associate professor (see section 6.3.2),

¹⁵ Corresponds to 10 higher education credits in the previous system.

but with emphasis on research and utility. The head of department is responsible for making decisions on recruitment and promotion to senior researcher, but only after discussing and approval of written justification, job description, requirements profile and other documentation with the Chalmers Faculty Appointment Committee's chair. Promotions managed by the department must 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). For more information on establishment, recruitment and promotion, see C 2015/1925.

7.3.1 Qualification requirements for senior researcher

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

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

7.3.2 Duties of a senior researcher

- Member of a research team and conducts research and pursues utility independently or in collaboration with others, both internally and outside Chalmers, and these efforts result in publication.
- Teaching may be included, but this is neither a requirement nor a right.
- Supervision of theses/degree projects and supervision of doctoral students might be included, but this is neither a requirement nor a right. Principal supervision of doctoral students presupposes that the individual has been accepted as “oavlönad docent”.
- May apply for research funding, normally as a co-applicant with a person who holds a base-funded position. A senior researcher can also be the principal applicant for such funding if approved by the department's leadership.

7.3.3 Expert assessment of senior researcher

To assess a candidate's qualifications for promotion and recruitment to senior researcher, two external scientific experts in the field must assess the candidate's qualifications to ensure that the qualification requirements corresponding to that for acceptance as “oavlönad docent” are fulfilled; see Guidelines for acceptance as oavlönad docent. Acceptance as oavlönad docent is always to be handled by the Faculty Appointment Committee.

If the position includes teaching and the individual is expected to be an examiner on undergraduate level or in continuing education, the candidate must have well-documented pedagogical competence, as well as have completed courses on teaching and learning in

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higher education and doctoral supervision (15 higher education credits¹⁶) or other corresponding 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. The assessment of pedagogical competence will be conducted by the Chalmers Faculty Appointment Committee according to current procedures for pedagogical assessment (see section 4.2.2).

7.4 Researcher

An appointment as researcher can be temporary employed (as stipulated by the Swedish Employment Protection Act, LAS) or permanently employed. The head of department is responsible for making decisions on recruitment and appointment of researchers. For more information on establishment, recruitment and promotion, see C 2015/1925.

7.4.1 Qualification requirements for researcher

- Completed PhD degree.

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

7.4.2 Duties of a researcher

- Member of a research team and conducts research and pursues utility independently or in collaboration with others, both internally and outside Chalmers, and these efforts result in publication.
- Teaching may be included, but this is neither a requirement nor a right.
- Supervision of theses/degree projects and assistant supervision of doctoral students might be included, but this is neither a requirement nor a right.
- May apply for research funding, normally as a co-applicant with a person who holds a base-funded position. A researcher can be the principal applicant for e.g. post-doctoral funds or the equivalent if approved by the department's leadership.

7.4.3 Expert assessment of researcher

If the position includes teaching and the individual is expected to be an examiner on undergraduate level or in continuing education, the candidate must have well-documented pedagogical competence, as well as have completed courses on teaching and learning in higher education and doctoral supervision (15 higher education credits¹⁷) or other corresponding education. An exception can be made in the event of external recruitment,

¹⁶ Corresponds to 10 higher education credits in the previous system.

¹⁷ Corresponds to 10 higher education credits in the previous system.

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. The assessment of pedagogical competence will be conducted by the Chalmers Faculty Appointment Committee according to current procedures for pedagogical assessment (see section 4.2.2).

7.5 Specialist position with 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 knowledge¹⁸. These positions are primarily found at the Department of Architecture and the Department of Shipping and Marine Technology. For more information in addition to Chalmers University of Technology's appointment regulations for teaching and research faculty, see the document Guidelines and Process for Recruiting and Promotion to Specialist Positions C 2015/1925.

7.6 Instructor

An appointment as instructor can be temporary employed (as stipulated by the Swedish Employment Protection Act, LAS) or permanently employed, and can be part-time or full-time in scope. The head of department is responsible for making decisions on recruitment and appointment 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 credits¹⁹ 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

- Responsibility for teaching and coordination of courses, and for promoting the development of courses in the specialisation.
- Can be an examiner (presupposes, however, completion of courses on teaching and learning in higher education comprising 15 higher education credits).
- Participation in internal development work.
- Keeping up to date in the specialisation.
- Participation in exchange of knowledge with the external environment.

¹⁸ Please note that instructor according to section 6.6 and instructor according to 7.6 are not the same.

¹⁹ Corresponds to 120 higher education credits in the previous system.

7.7 Artistic teacher

An appointment as artistic teacher can be temporary employed (as stipulated by the Swedish Employment Protection Act, LAS) or permanently employed, and can be part-time or full-time in scope. The head of department is responsible for making decisions on recruitment and appointment 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 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

- Responsibility for teaching and coordination of courses, and for promoting the development of courses in the specialisation.
- Can be an examiner (presupposes, however, completion of courses on teaching and learning in higher education comprising 15 higher education credits).
- Participation in internal development work.
- Keeping up to date in the specialisation.
- Participation in exchange of knowledge with the external environment.

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

8.1 Artistic professor, senior lecturer and instructor

The appointment of artistic professor, artistic senior lecturer and artistic instructor is intended to attract persons with a high level of artistic expertise and up-to-date experience in 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 the university. Non-tenured artistic professors, senior lecturers and instructors work part-time (normally $\leq 50\%$ and a maximum of 80% in scope) at Chalmers for a limited period, generally three + three years; the period for instructors is two + two years. Artistic expertise for these appointments is to be assessed in a way comparable to that for scientific expertise. This should be considered when choosing experts. The duties of an artistic professor are equivalent to those of a full professor (section 6.1.3), but with emphasis on development of the subject area and undergraduate education. The duties of an artistic senior lecturer are 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 are equivalent to those of an instructor (section 6.6.2), with emphasis on teaching and participation in subject area development.

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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 and doctoral supervision (15 higher education credits) or other corresponding 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.
- Good ability to collaborate with the external environment.
- Reflective approach to one's professional work (demonstrated through, for example, articles that give rise to debate, lectures, and exhibitions).

8.1.2 Duties of an artistic professor

- Active contribution to the advancement of the subject area and a greater exchange of knowledge between Chalmers and the external environment.
- Teaching, with course responsibility, and participation in the development of the educational programme in the subject area.
- Participation 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, industrial design engineering or engineering design.
- Well-documented pedagogical competence.
- Completed courses on teaching and learning in higher education and, if relevant, doctoral supervision (15 higher education credits) or other corresponding education. An exception can be made, 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.
- Good ability to collaborate with the external environment.
- Reflective approach to one's professional work (demonstrated through, for example, articles that give rise to debate, lectures, and exhibitions).

8.1.5 Duties of an artistic senior lecturer

- Teaching, with course responsibility, and participation in the development of the educational programme in the subject area.

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- Active contribution to the advancement of one's specialisation and to greater exchange of knowledge between Chalmers and the external environment.
- Participation 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.

8.1.8 Duties of an artistic instructor

- Teaching, with course responsibility, and participation in the development of the educational programme in the subject area.
- Active contribution to the advancement of one's specialisation and to 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 and/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 competence in the undergraduate education is to engage people with advanced and long-standing professional experience that are relevant to Chalmers' engineering education, thus gaining access to specialist expertise relevant to engineers. They may have acquired specialist competence in either the public or private sector.

A professor of the practice holds an appointment at the university, normally 20% and a maximum of 60% in scope that may be funded by Chalmers. The appointment is for no more than two years. At that point, all parties perform an assessment and may decide to extend the appointment. The head of department may then reappoint 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.

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- 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. 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 one 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 examination is to assess the individual's specialist expertise by assessing:

- Documented experience of initiating, leading and administering engineering projects at the national and international level.
- Experience of and/or potential to work in an educational setting.

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

Visiting lecturers, visiting researchers and visiting professors can be appointed for a limited period of time when Chalmers wishes to establish collaboration with Swedish or foreign researchers outside Chalmers. The appointment's scope is to be at least 20% and last for at least two months.

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. An appointment as visiting professor can only be made if the visiting researcher holds a full professorship at another university.

8.4 Assistant professor

The 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.

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An assistant professor is expected to improve his or her ability to formulate and solve scientific problems, to publish scientific articles, and to 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 in conjunction with the period of appointment reaching its conclusion. The immediate manager is responsible for informing assistant professor candidates before appointment of career opportunities and tenure-track, as well as for ensuring that future assistant professors receive 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 in accordance with set criteria, the individual will be offered a base-funded tenured appointment through a promotion implemented via the Faculty Appointment Committee. This procedure presupposes long-term planning of the size of the faculty as well as 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 an assistant professor as well as a doctoral student or post-doctoral researcher. The assistant professor should take part in recruiting the doctoral student or post-doctoral researcher.

An appointment as assistant professor is limited to four years. There is a halfway 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 concluded earlier if the head of department, immediate manager and assessment group deem that the individual will not have the qualities required to satisfy the criteria for a base-funded associate professor position. In this case, the assistant professor in question is to be notified as soon as this is detected. The immediate manager and the affected individual will discuss the issue and make plans for an alternative career at Chalmers or elsewhere. For direct recruitment to assistant professor positions, see section 5.2.1.

8.4.1 Qualification requirements for assistant professor

The aim of the following qualification requirements is that the candidate, within the appointment period of four years, is likely to achieve the qualifications required for appointment to associate professor (see section 6.3).

- PhD degree or equivalent qualification.

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- Interest in teaching and the potential to become a skilled educator, which is demonstrated, for example, through his or her own teaching materials, experience of teaching, completed courses on teaching and learning in higher education or course evaluations (see Chalmers' definition of pedagogical competence in section 4.2.2).
- Conducted research that has been published/presented in accordance with the research field's publication traditions.
- Published research results in, for the subject, relevant and respected publication channels.
- Demonstrated ability to create a national and international network within the subject area through co-authoring, for example.
- Demonstrated pedagogical competence, contribution to utility of research results and/or 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 individual lacks experience of this kind, collaboration with another higher education institution or organisation needs to be planned during his or her 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 position as assistant professor.

8.4.2 Duties of an assistant professor

- Active engagement in research, normally as a member of a research team.
- Active contribution 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.
- Supervision of doctoral students as co-supervisor.
- Seek external research funding.
- Should lead own research projects.
- Exposure to and collaboration with other higher education institutions or other external organisations should be planned for the individual, especially if he or she does not have previous experience in this area.
- Can take part in joint departmental and university-wide undertakings.

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8.4.3 Expert assessment of assistant professor

To assess a candidate's qualifications for recruitment to assistant professor, (at least) two external scientific 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, in close proximity with having obtained a PhD degree (normally within no longer than three years), to gain research experience from an international and/or industrial environment. The appointment can also apply to a Swedish environment, but in this case international/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 dealt with by the department and is 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 included in a post-doctoral appointment

- Participation in research, normally as a member of a research team.
- Should contribute to both undergraduate education and doctoral studies.
- Should supervise doctoral students as assistant supervisor.

9. Qualification requirements and duties of adjunct and affiliated teachers and professors – temporary employed or not employed at Chalmers

9.1 Adjunct teacher and adjunct professor

One way of expanding the university's competence 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 Chalmers group. Within his/her area of expertise, the candidate should be a leading specialist with a good international reputation. The specialist competence may have been acquired within industry or public activities.

An adjunct teacher has a role at the university, normally 20% and maximum 40% in scope, but no employment relation, and thus continues to be employed by his/her main employer. The first employment period normally covers three years. At that point, all parties perform an assessment and may decide to extend the appointment. Normally the first appointment period is extended by another three year period. Reappointment is decided by the head of department.

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9.1.1. Qualification requirements for adjunct teacher

- An adjunct teacher at Chalmers must make an active contribution to the development 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 the same qualifications are required for the appointment of an adjunct teacher 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

- Active contribution to the development of a specialisation and to greater exchange of knowledge and skills between Chalmers and the external environment.
- Participation in research, doctoral studies and preferably also undergraduate education.
- Should participate actively in the supervision of a doctoral student.

To be the principal supervisor for a doctoral student, the adjunct teacher must have been accepted as an “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 scientific assessment is to assess 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 or professor may be appointed for a limited period of time when Chalmers wishes to establish collaboration with Swedish or foreign researchers without appointing them as visiting researcher or visiting professor.

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To qualify for the position of affiliated teacher or professor, the individual must be or have been a full professor at a reputable university or demonstrate the equivalent qualifications. The president appoints an affiliated professor based on an assessment of qualifications by the Faculty Appointment Committee. The head of department appoints an affiliated teacher on other levels based on an assessment of qualifications by the Faculty Appointment Committee.

Document revised on 22 March 2016.

Linguistic adjustments.

Revised figure 1, p. 5.

P.6 section 4.2, added “(see for example *Ethics Policy for Chalmers University of Technology C 2014-1282*)”.

P.12-13, section 5.1, revision of the section on The Faculty Appointment Committee.

P.29, section 7.5, added “*primarily*”.

P.29 and p.30, section 7.6.1 and 7.7.1, for instructors and artistic teachers, deleted qualification requirement: “*In the event of a tenured appointment, the individual is expected to complete courses on higher education teaching and learning comprising 15 higher education credits during the first two years of the appointment. The immediate manager is responsible for planning and monitoring this.*”

P.29 and p.30, section 7.6.2 and 7.7.2, deleted “(may however not be an examiner)” and added:

“*Can be an examiner (presupposes, however, completion of courses on teaching and learning in higher education comprising 15 higher education credits)*”.