



Kristianstad
University
Sweden

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Procedural regulation for employment and promotion matters

Introduction

In the recruitment of all staff and the promotion of teachers, the university's Employment Regulations (serial no. 2018-114-695) and these procedural regulations shall form the basis and framework for the work. The procedural regulations, which are intended to support and regulate the work, consist of seven chapters:

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Chapter 1

Recruitment policy

Recruitment of new employees in many cases means a long-term relationship and always a major investment. All recruitment shall be based on the needs of the organisation on the basis of Kristianstad University's strategic and overall goals. Recruitment of new employees is part of the creation of Kristianstad University's future and it is therefore strategically important decisions that are taken in each individual recruitment. The purpose of this policy is to clarify Kristianstad University's values and intentions for recruitment. The policy also provides guidance to Kristianstad University's managers.

Diversity shall be an obvious and natural part of the activities. All assessments in the recruitment process shall only be based on objective grounds relating to competence and proficiency .

The overall aim of the university is that:

- Recruitments shall meet the organisation's needs for competence.
- Recruitment work shall be of high quality throughout the process.
- Each candidate shall receive professional treatment and a good impression of Kristianstad University, which strengthens the Kristianstad University brand.
- Equality and diversity within each personnel and professional group shall be the endeavour.
- No discrimination may occur.
- Managers shall have a good knowledge of the recruitment process.
- Every new employee shall be given a good introduction and feel welcome.

Internal mobility

To be an attractive employer, opportunities for internal mobility are important. Existing employees should therefore be encouraged to apply for positions internally. Internal applicants compete on an equal footing with external applicants. However, except in the case of positions that require the applicant to have a doctorate, internal applicants are always called for interview if they meet the requirements in the advertisement.

Follow-up

The work is followed up continuously by recruiting managers and by the HR department.

Chapter 2

Recruitment procedure

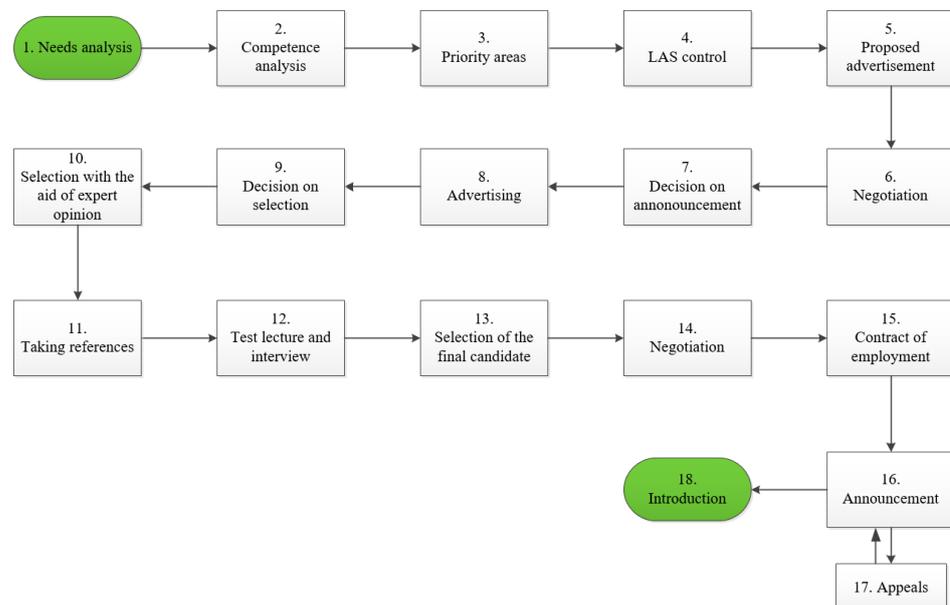
For recruitment to be as successful as possible, it is important to follow all steps in the university's recruitment process. This document is to help those who are recruiting.

All vacant positions shall as a general rule be advertised. In some cases, advertising is not needed, for example if the recruitment process is expected to take longer than the length of employment. The HR department shall always be contacted before a recruitment and the HR department will then inform if advertising needs to be done.

Recruitment of post doctoral teachers

For each recruitment there must be a recruitment group. It is the head of department who decides who should be included in the group. As well as the head of department, the group shall consist of representatives of the relevant subject and programme area supervisor and/or research group leader. If necessary, the head of department can also ask staff outside the subject area to participate in the recruitment group. A representative from the HR department can be included if necessary or provide support during the recruitment process. The representatives in the recruitment group should, as far as possible, have different backgrounds, ages and gender so as to obtain multiple perspectives during recruitment.

This is what the university's recruitment process looks like in the case of post-doctoral teachers:



1. Needs analysis

The recruitment process begins when a need arises, because an employee is to leave or take leave of absence or because there are new tasks to perform.

The first step in the recruitment process is that the head of department needs to examine whether there is a need for a replacement/new recruitment or whether the need can be met with existing human resources. If there is a need for replacement/new recruitment, the head of department fills in the *Needs analysis* with the aid of the recruitment group, for example.

2. Competence Analysis

Based on the needs specified in the needs analysis, the head of department needs to identify the competence that is required to meet the needs.

The head of department is responsible for the completion of the *Competence analysis* form, preferably together with the recruitment team. The competence analysis sets out requirements, education, qualifications and experience, as well as the job title and any subject.

When the competence analysis is done, it is important that the requirements for the position are relevant in relation to the work to be performed. An advertisement with too high or low requirements is likely to sift out people who might be appropriate for the position.

3. Priority areas

When employing post doctoral staff, the head of department shall also fill in the form for *priority areas for the appointment*, in addition to the forms for competence analysis and needs analysis. The content of this form shows what the experts shall prioritise in the coming selection.

4. LAS control

The HR Department is responsible for the so-called LAS control, which involves examining how long employees with fixed-term employment have been employed at the University. The purpose is to avoid “locking in”, that is to say the fixed term employment according to the Employment Protection Act (LAS) is converted into an indefinite period because it must be possible for positions be applied for in competition.

In addition to this, the HR department must check whether there is a relocation case or anyone with a preferential right.

Relocation

In a work shortage situation, the employer is obliged to examine whether an employee who is at risk of being affected by a work shortage can be offered employment through relocation. If there is a vacant position, examination must be made, otherwise the employer does not have reasonable grounds for termination of employment. Examination is to ensure that the employee under threat of termination has sufficient qualifications. For teaching positions, sufficient qualifications means that he or she must be qualified on the basis of the provisions of the Higher Education Ordinance (HF) and the qualification rules in the university's employment regulations.

Preferential right

There are two different preferential rights to consider: preferential right to re-employment and preferential right to a higher grade of employment. Due to the rules of the Constitution Act (RF) and the Public Employment Act (LOA) on length of service and proficiency, preferential rights in the state sector do not have the same mandatory nature as in the private labour market. However, if two candidates are considered to be equally proficient, it is the one with a preferential right who is to be offered the position. However, the preferential right shall be taken into account and proceedings held in accordance with the provisions of the Employment Protection Act (LAS).

For an employee/former employee to receive preferential rights, the person is required to report this in writing to the registrar. The person will then automatically be an applicant for the advertised positions and therefore does not need to actively apply for vacant positions.

Although the preferential right does not have the same mandatory nature in the state sector, an authority may employ a person with preferential right without advertising the vacancy, since the preferential right is considered to be a special reason for not advertising pursuant to section 6 of the Employment Regulations (AF).

5. Proposed advertisement

With the needs and competence analyses and priority areas as a basis, the head of department is responsible, together with the HR department, for producing a proposed advertisement.

6. Negotiation

The HR department is responsible for placing the advertisement in a petition in the negotiating forum to negotiate vacancy clearance with the personnel organisations.

The details of the negotiation are printed out by the HR department and signed by the head of department. In the event of disagreement, the HR department is responsible for the matter being raised for verbal negotiation.

7. Decision on announcement

At a decision-making meeting, the dean decides on the announcement, i.e. a decision to advertise the position. In the case of a professor, the decision is taken by the vice-chancellor. The decision shall then be provided to the HR department.

8. Advertising

The HR department is responsible for ensuring that advertising occurs. Advertising shall always be done on the university's external website, Platsbanken and on the university's bulletin board. The head of department decides on any additional advertising and also covers the cost thereof. The application period must be at least two weeks.

In order to be able to grant authorisation to everyone who shall have access to the applications, the HR department needs to know who the members of the recruitment group are.

Representatives in a recruitment group are allowed to see information that shall not be disseminated to others. This applies to, for example, which candidates have applied, the content of the applications and everything that is said in the recruitment group in connection with the selection for interviews, after reference checks etc.

9. Decision on selection

After expiry of the application period, the recruitment group decides on whether the recruitment case shall proceed for preparation by the faculty board or whether the announcement will be withdrawn based on what the selection looks like.

If no eligible candidates are available to call, the appointment is cancelled. The HR department is responsible for putting the case for cancelling the appointment to negotiation.

Fixed-term employment

In the case of fixed-term employment, CVs including publication lists shall be sent to the faculty board, which reviews fulfilment of the eligibility requirements. If the faculty board is unable to determine whether the requirements are met, the documents are sent for expert opinion. In cases where the person has had employment at the same position level and in the same subject at the university or another Swedish higher education institution, the case does not need to be handled via the faculty board before the person is offered fixed-term employment. The same applies to fixed-term employment where the basic requirement is a doctorate in a specific subject and when the head of department can verify that the person has obtained a doctorate in the specific subject.

10. Selection with the aid of expert opinion

When employing post doctorate staff, expert judgement of the applicant's proficiency shall be obtained unless it is clearly unnecessary.

The search for experts should begin as soon as possible. The head of department is responsible for contacting the persons considered appropriate as experts. Experts may not be employed at Kristianstad University. Experts from the same institution or equivalent as any of the applicants should not be engaged. The starting point is that there shall be a gender balance among the experts. Two experts with decent competence are required for

the appointment of a researcher and or senior lecturer. Two experts with professor competence are required for expert opinion on the admission of a docent and three experts with professor competence are required for the appointment of a professor.

The information needed in the dialogue with potential experts is given to the head of department by the HR department when the application period expires.

When the head of department has received replies from the experts who can undertake the assignment, this information is sent to the secretary of the faculty board for its determination.

The application documents are available under the respective applications in the university's recruitment tool. The experts shall receive a customised manual for using the recruitment tool. The accompanying letter attached to the case shall indicate the deadline for the submission of an opinion and the amount of the fee payable. Experts may be asked to supplement their opinions if they do not follow the instructions. If an expert does not submit a statement or if any supplement is not submitted within the specified time, the assignment may be withdrawn and no compensation will be paid. Similarly, the assignment can be cancelled if the assignment is not completed according to the specified framework or if an obvious conflict of interests is revealed.

Experts sign and upload their opinions via the university's recruitment tool. The secretary forwards the expert opinion to the dean, who is chair of the faculty board, for assessment. The dean may then request a supplementary statement or clarification from experts.

Disqualification situations

What is meant by disqualification in everyday terms is a circumstance that disrupts confidence in the impartiality of an official in the handling of a case. For more information, see *Disqualification* serial number 2018-114-655.

11. Taking references

If necessary, an HR consultant can help provided that the HR consultant participated during the interviews.

Taking references shall be seen as an opportunity to obtain additional information about the applicant. Reference information is collected from previous, and if possible also current, workplaces, and preferably from both managers and employees.

A reference check shall be carried out as a structured interview based on the competence analysis and the advertisement, as well as what has emerged during the interview. Just like during the interview, it is important to note the response of the referee while taking references.

12. Test lecture and interview

Interviews and test lectures are conducted through the faculty board. During interviews and test lectures, the recruitment group should be represented by the head of department, subject representatives who are affected, programme area supervisor and/or research group leader.

When employing a researcher, the test lecture is not relevant.

If necessary, experts shall be consulted in connection with the interview and test lecture, but these must not participate in the interview session.

The purpose of an employment interview is to give the employer a clearer picture of the extent to which the applicant's competences conform to the requirements and desirable qualifications that have been established.

An interview including a test lecture takes about an hour.

Interview questions

The interview questions shall be formulated based on the content of the advertisement to ensure that relevant questions for the employment are asked and that the interview is conducted with good quality. It is important that all applicants receive the same basic

questions so that the answers are comparable and that applicants can be assessed equally. As well as the basic questions, specific questions can be formulated to clarify individual applicants' specific knowledge and experience of importance for the employment.

Before the interview

The faculty board is normally responsible for contacting the candidates who shall be called for interview. Be sure to choose a room that is adapted for accessibility because people with functional variations are otherwise disadvantaged.

After the interview

Between/after the interviews, the faculty board and the recruitment group need to discuss how well the answers to the questions match the content of the advertisement, what the candidate stated in the application and the expert opinions.

13. Selection of the final candidate

The faculty board shall issue a statement on the basis of a balanced assessment of expert opinion, interviews, test lectures, reference checks and the opinion of the recruitment group.

When offering employment, the final decision is taken by the dean except for the appointment of professors when the decision is taken by the vice-chancellor.

Employment that is for an indefinite period shall normally begin with a probationary period of six months unless the person is considered to have been tested previously.

The HR department can assist with salary statistics before the head of department's salary negotiations with the final candidate.

Assessment criteria for employment: length of service and proficiency

When the selection is made, it is important to be objective and based on objective grounds (chapter 12, section 5, RF), such as length of service and proficiency. Length of service refers to the length of time that the applicant has been employed in the advertised work area, while proficiency relates to suitability for the position in question. As well as academic and pedagogical proficiency, proficiency includes education, knowledge and experience acquired in other employments, as well as personal characteristics such as performance, professional skills, leadership skills and collaborative skills. It is the most proficient applicant on balance for the advertised position who shall be employed. According to the Public Employment Act (LOA), proficiency shall be put first.

Furthermore, according to the Employment Regulations (AF), in addition to length of service and proficiency, objective grounds shall be taken into account that concur with labour market, equality, social and employment policy goals.

14. Negotiation

When the HR department has received information about who has been offered the position and when the person is to begin, the case is submitted for negotiation with the personnel organisations by the HR department.

The details of the negotiation are printed out by the HR department and signed by the head of department. In the event of disagreement, the HR department is responsible for the matter being raised for verbal negotiation.

15. Contract of employment

The HR Department is responsible for establishing a contract of employment and sending it to the final candidate. Before it is sent, it is signed by the dean, or the vice-chancellor if it is a professorship.

16. Announcement

Prior to the written notification of the final candidate, the dean, or the person delegated by the dean, shall verbally contact the candidates who have been for interview to advise that the position was offered to another applicant.

Thereafter, the HR department is responsible for communicating a written announcement both to applicants and to the university's bulletin board. Because of the appeal period, the notice shall be on the bulletin board for three weeks.

17. Appeals

The university's decision on employment may be appealed to the university's board of appeal and is submitted to the registrar at the university by the appellant. The registrar contacts the HR department, which in turn notifies the relevant dean who gives an opinion to the board of appeal. The HR department and the dean are together responsible for sending the opinion to the board of appeal of the university.

18. Introduction

The Introduction of a new employee begins with the recruitment process. It is important to give a fair view of the future work in order to create the right conditions and expectations for a new employee.

All new employees shall undergo an individual introduction programme. The head of department is responsible for individual introductions. To help, there is a checklist to follow, which is on the intranet under "New employee".

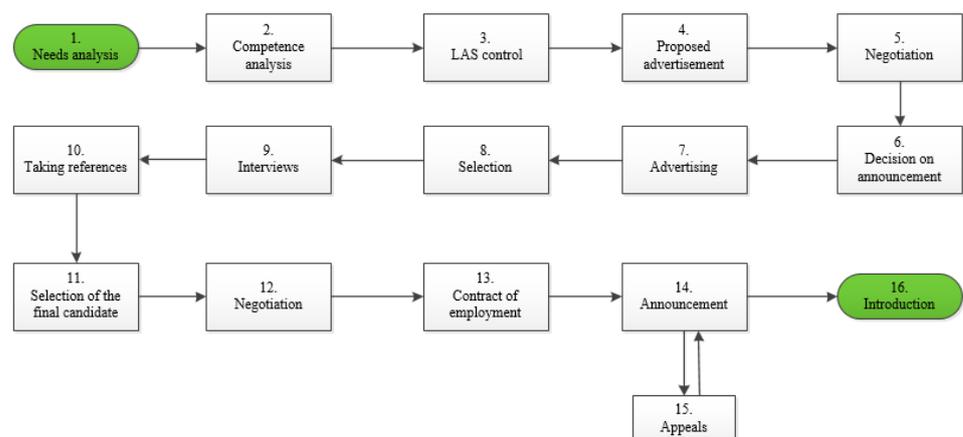
In order to give the employee an overall picture of the university's activities, areas of responsibility, goals and policy documents, the HR department also organises an introduction day a few times per year.

Recruitment of technical and administrative staff and non-doctorate teachers

For each recruitment there must be a recruitment group. It is the head of department who decides who should be included in the group. A representative from the HR department can be included if necessary or provide support during the recruitment process. The representatives in the recruitment group should, as far as possible, have different backgrounds, ages and gender so as to obtain multiple perspectives during recruitment.

When recruiting managers and personnel for the HR department, the personnel organisations are to be offered the opportunity to participate in the recruitment group.

This is what the university's recruitment process looks like in the case of technical and administrative staff and non-doctorate teachers:



1. Needs analysis

The recruitment process begins when a need arises, because an employee is to leave or take leave of absence or because there are new tasks to perform.

The first step in the recruitment process is that the head of department needs to examine whether there is a need for a replacement/new recruitment or whether the need can be met

with existing human resources. If there is a need for replacement/new recruitment, the head of department fills in the *Needs analysis* with the aid of the recruitment group, for example.

2. Competence analysis

Based on the needs specified in the needs analysis, the head of department needs to identify the competence that is required to meet the needs.

The head of department is responsible for completing the *Competence analysis* form, preferably together with the recruitment team. The competence analysis sets out requirements, education, qualifications and experience, as well as the job title and any subject.

When the competence analysis is done, it is important that the requirements for the position are relevant in relation to the work to be performed. An advertisement with too high or low requirements is likely to sift out people who might be appropriate for the position.

3. LAS control

The HR Department is responsible for the so-called LAS control, which involves examining how long employees with fixed-term employment have been employed at the University. The purpose is to avoid “locking in”, that is to say the fixed term employment according to the Employment Protection Act (LAS) is converted into an indefinite period because it must be possible for positions be applied for in competition.

In addition to this, the HR department must check whether there is a relocation case or anyone with a preferential right.

Relocation

In a work shortage situation, the employer is obliged to examine whether an employee who is at risk of being affected by a work shortage can be offered employment through relocation. If there is a vacant position, examination must be made, otherwise the employer does not have reasonable grounds for termination of employment. Examination is to ensure that the employee under threat of termination has sufficient qualifications. For teaching positions, sufficient qualifications means that he or she must be qualified on the basis of the provisions of the Higher Education Ordinance and the qualification rules in the university's employment regulations.

Preferential right

There are two different preferential rights to consider: preferential right to re-employment and preferential right to a higher grade of employment. Due to the rules of the Constitution Act (RF) and the Public Employment Act (LOA) on length of service and proficiency, preferential rights in the state sector do not have the same mandatory nature as in the private labour market. However, if two candidates are considered to be equally proficient, it is the one with a preferential right who is to be offered the position. However, the preferential right shall be taken into account and proceedings held in accordance with the provisions of the Employment Protection Act (LAS).

For an employee/former employee to receive preferential rights, the person is required to report this in writing to the registrar. The person will then automatically be an applicant for the advertised positions and therefore does not need to actively apply for vacant positions.

Although the preferential right does not have the same mandatory nature in the state sector, an authority may employ a person with preferential right without advertising the vacancy, since the preferential right is considered to be a special reason for not advertising pursuant to section 6 of the Employment Regulations (AF).

4. Proposed advertisement

With the needs and competence analyses as a basis, the head of department is responsible, together with the HR department, for producing a proposed advertisement.

5. Negotiation

The HR department is responsible for placing the advertisement in a petition in the negotiating forum to negotiate vacancy clearance with the personnel organisations.

The details of the negotiation are printed out by the HR department and signed by the head of department. In the event of disagreement, the HR department is responsible for the matter being raised for verbal negotiation.

6. Decision on announcement

At a decision-making meeting, the dean decides on the announcement, i.e. a decision to advertise the position. In the case of a professor, the decision is taken by the vice-chancellor. The decision shall then be provided to the HR department.

7. Advertising

The HR department is responsible for ensuring that advertising occurs. Advertising shall always be done on the university's external website, Platsbanken and on the university's bulletin board. The head of department decides on any additional advertising and also covers the cost thereof. The application period must be at least two weeks.

In order to be able to grant authorisation to everyone who shall have access to the applications, the HR department needs to know who the members of the recruitment group are.

Representatives in a recruitment group are allowed to see information that shall not be disseminated to others. This applies to, for example, which candidates have applied, the content of the applications and everything that is said in the recruitment group in connection with the selection for interviews, after reference checks etc.

8. Selection

When selecting candidates, the entire recruitment team should meet to discuss who shall be called for interview. It is desirable that the entire recruitment team agree on the decision. If opinions differ, the head of department decides which ones to call.

In the selection it is the text of the advertisement that the recruitment team shall start from, i.e. the requirements, qualifications and experience specified. This is so as to concentrate of length of service and proficiency and reduce the risk of discrimination.

If no eligible candidates are available to call, the appointment is cancelled. The HR department is responsible for putting the case for cancelling the appointment to negotiation.

Assessment criteria for employment: length of service and proficiency

When the selection is made, it is important to be objective and based on objective grounds (chapter 12, section 5, RF), such as length of service and proficiency. Length of service refers to the length of time that the applicant has been employed in the advertised work area, while proficiency relates to suitability for the position in question. As well as academic and pedagogical proficiency, proficiency includes education, knowledge and experience acquired in other employments, as well as personal characteristics such as performance, professional skills, leadership skills and collaborative skills. It is the most proficient applicant on balance for the advertised position who shall be employed. According to the Public Employment Act (LOA), proficiency shall be put first.

Furthermore, according to the Employment Regulations (AF), in addition to length of service and proficiency, objective grounds shall be taken into account that concur with labour market, equality, social and employment policy goals.

Disqualification situations

What is meant by disqualification in everyday terms is a circumstance that disrupts confidence in the impartiality of an official in the handling of a case. For more information, see *Disqualification* serial number 2018-114-655.

Internal applicants

Internal applicants shall be treated in the same way as external applicants. In the recruitment of personnel without a doctorate, internal applicants who meet the eligibility requirements for the position are invited to an interview. If the eligibility requirements are not met, the head of the recruiting department shall contact them and inform them.

9. Interviews

The purpose of an employment interview is to give the recruitment group a clearer picture of the extent to which the applicant's competences conform to the requirements and desirable qualifications that have been established.

An interview usually lasts about an hour and if the recruitment group has several interviews booked, it may be useful to add 15 minutes between the interviews in the schedule. If the candidates are to present a task during the interview, it is important that the candidates are given the same information and time to prepare.

Interview questions

The HR department and the head of department are together responsible for producing interview questions. It is then a good idea to discuss the questions with the rest of the recruitment group and see if others have any suggestions for questions. The interview questions shall be formulated based on the content of the advertisement to ensure that relevant questions for the employment are asked by the recruitment group and that the interview is conducted with good quality. It is important that all applicants receive the same basic questions so that the answers are comparable and that applicants can be assessed equally. As well as the basic questions, specific questions can be formulated to clarify individual applicants' specific knowledge and experience of importance for the employment.

Before the interview

The HR department is normally responsible for contacting the candidates who shall be called for interview. It is recommended that a message is sent to the candidates to confirm the time and place and who the candidates will meet during the interview. Be sure to choose a room that is adapted for accessibility because people with functional disabilities are otherwise disadvantaged.

After the interview

Between/after the interviews, the recruitment group needs to discuss how well the answers to the questions match the content of the advertisement and what the candidate stated in the application.

10. Taking references

Reference checks are usually done by the head of department. If necessary, an HR consultant can help provided that the HR consultant participated during the interviews.

Taking references shall be seen as an opportunity to obtain additional information about the applicant and is an important part of the final phase of the recruitment process. Reference information is collected from previous, and if possible also current, workplaces, and preferably from both managers and employees.

A reference check shall be carried out as a structured interview based on the competence analysis and the advertisement, as well as what has emerged during the interview. Just like during the interview, it is important to note the response of the referee while taking references.

11. Selection of the final candidate

The recruitment group is a support in the work of choosing the right person. It is desirable that the entire recruitment group agree on the decision. If opinions differ, it is the head of department who makes the final decision.

It is the head of department who contacts the final candidate and offers employment. In this conversation, it is mainly salary and starting date that are negotiated. Employment that is for an indefinite period normally begins with a probationary period of six months

unless the person is considered to have been tested previously. If necessary, the HR department can produce salary statistics and be a discussion partner.

12. Negotiation

When the HR department has received information about who has been offered the position and when the person is to begin, the case is submitted for negotiation with the personnel organisations by the HR department.

The details of the negotiation are printed out by the HR department and signed by the head of department. In the event of disagreement, the HR department is responsible for the matter being raised for verbal negotiation.

13. Contract of employment

The HR Department is responsible for establishing a contract of employment and sending it to the final candidate. Before it is sent, it is signed by the dean/administration manager.

14. Announcement

Prior to the written notification of the final candidate, the dean, or the person delegated by the dean, shall verbally contact the candidates who have been for interview to advise that the position was offered to another applicant.

Thereafter, the HR department is responsible for communicating a written announcement both to applicants and to the university's bulletin board. Because of the appeal period, the notice shall be on the bulletin board for three weeks.

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The university's decision on employment may be appealed to the university's board of appeal and is submitted to the registrar at the university by the appellant. The registrar contacts the HR department, which in turn notifies the relevant manager who gives an opinion to the board of appeal. The HR department and the head of department are together responsible for sending the opinion to the board of appeal of the university.

16. Introduction

The Introduction of a new employee begins with the recruitment process. It is important to give a fair view of the future work in order to create the right conditions and expectations for a new employee.

All new employees shall undergo an individual introduction programme. The head of department is responsible for individual introductions. To help, there is a checklist to follow, which is on the intranet under "New employee".

In order to give the employee an overall picture of the university's activities, areas of responsibility, goals and policy documents, the HR department also organises an introduction day a few times per year.

Chapter 3

Instructions for applications for the recruitment and promotion of post-doctoral teachers

The application shall include:

1. A personal letter

The personal letter shall contain an explanation of intent indicating the objectives and visions you intend to fulfil through the employment.

2. A summary of qualifications (CV) including names of reference persons

Describe your qualifications. You can work from the instructions for expert opinion set out in *instructions to experts* (see chapter 4). State three to five reference persons (name, contact details, title and place of employment). Authenticate your description with attested statements and certificates.

3. Complete publication list

Specify what is peer reviewed and any rankings of the journals.

4. Describe your qualifications with regard to:

a) the general requirements set for teaching staff at Kristianstad University

Describe your qualifications. Base this on what is stated in the requirements profile and priority areas for the position as shown in the text of the advertisement and the general requirements and assessment grounds set out in Kristianstad University's employment regulations. You can work from the instructions for expert opinion set out in *instructions to experts* (see chapter 4). Authenticate your description with attested statements and certificates.

b) academic/artistic proficiency

Describe publications and other qualifications. Describe your proficiency based on the requirements profile and priority areas for the position as shown in the text of the advertisement, the general requirements of Kristianstad University's employment regulations and what should be given special attention in the assessment of academic proficiency (see chapter 4, *instructions to experts*). Authenticate your description with attested statements and certificates.

c) pedagogical proficiency

Describe publications with higher education pedagogical relevance and other qualifications. Describe your proficiency based on the requirements profile and priority areas for the position as shown in the text of the advertisement, the general requirements of Kristianstad University's employment regulations and what should be given special attention in the assessment of pedagogical proficiency (see chapter 4, *instructions to experts*). Authenticate your description with attested statements and certificates.

5. referenced publications in full text

Attach publications with the greatest relevance to the position sought (but not more than ten publications). Where books need to be sent, this is done by post to the registrar stating the name and serial number of the case.

Documents shall be submitted via the relevant advertisement link in the university's recruitment tool. The application must be submitted before the deadline for submission of applications. If the application is not complete, it is possible to supplement the application up to two weeks after the deadline for submission of applications. Supplementation is done via the link sent to applicants at the expiry of the application period.

When applying for a promotion, a notification of interest is first sent to the relevant faculty board. A link for the notification of of interest can be found on the website under the heading "Work with us".

Chapter 4

Instructions to experts

Applicants shall be assessed on the basis of the general requirements for teachers at Kristianstad University and otherwise as indicated in the established employment regulations. The grounds for assessment are academic and pedagogical proficiency. In all employment and promotion on an artistic basis, requirements for academic proficiency are replaced by requirements for artistic proficiency. Requirements for good academic and pedagogical proficiency must be fulfilled in order for the applicant to be considered as competent. Insufficient proficiency in one of the assessment grounds can not be outweighed by excellent proficiency in the other, unless there are exceptional reasons.

What should be given particular consideration in both grounds for assessment is shown in the assessment templates below. With recruitment, the summary assessment shall be based on the employment profile in question.

The accompanying letter indicates the deadline for the submission of an opinion and the amount of the fee payable. The expert opinion must be formulated according to Kristianstad University's instructions. An expert may be asked to supplement his or her opinion if it does not follow the instructions. If an expert does not submit a statement or if any supplement is not submitted within the specified time, the assignment may be withdrawn and no compensation will be paid. Similarly, the assignment can be cancelled if the assignment is not completed according to the specified framework or if an obvious conflict of interests is revealed.

If necessary, experts can be consulted in connection with the interview and test lecture, but they must not participate in the interview session.

An expert opinion on employment shall include the following:

a) Summarised presentation of the applicants

Experts may choose to present the applicants together or individually. The summarised presentation shall be based on points 1-7 of the relevant assessment template below. If an applicant is not considered competent, this **must be clearly stated**.

b) Evaluation of candidates' qualifications and proficiency

Experts shall separately evaluate the applicants' academic/artistic and pedagogical proficiency based on points 8-12 of the relevant assessment template below. Within the two grounds for assessment, a balanced assessment is carried out, which means that some weaknesses in one respect can be offset by strength in another. The qualifications of those who do not qualify need not be evaluated.

c) Summarised assessment

Experts shall each conclude their statement with a brief summary of their position and then name all applicants and group them according to whether they are deemed to be unqualified, qualified or qualified with a good match with the employment profile. No ranking shall be made within the groups.

When the expert statement is completed, it is signed and uploaded in the university's recruitment tool.

An expert opinion on promotion shall include the following:

a) Summarised presentation of the applicant

If an applicant is not considered competent, this **must be clearly stated**. The summarised presentation shall be based on points 1-7 of the relevant assessment template below.

b) Evaluation of the candidate's qualifications and proficiency

Experts shall separately evaluate the applicant's academic/artistic and pedagogical proficiency based on points 8-12 of the relevant assessment template below. Within the

two grounds for assessment, a balanced assessment is carried out, which means that some weaknesses in one respect can be offset by strength in another.

c) Summarised assessment

Experts shall each conclude their statement with a brief overall assessment of the applicant's proficiency.

When the expert statement is completed, it is signed and uploaded in the university's recruitment tool.

1. Assessment template for expert opinion in employment as senior lecturer and artistic associate professor, researcher and post-doc

Content in statement	Instructions/ documentation	Comments
1. Personal details	Name, personal ID number	
2. Degrees	All in higher education are indicated by year and name of degree	Comment on degree qualifications in relation to employment regulations and announcement
3. Other education	Indicated by year, scope and content Pedagogical higher education of at least 15 credits or equivalent	Comment on completed education in relation to employment regulations and announcement
4. Employment	Assessment of professional experience and its relevance in relation to the announcement or the promotion applied for	Comment on professional experience in relation to employment regulations and announcement
5. Language skills	Swedish English Other relevant language	Comment on language skills in relation to employment regulations and announcement
6. Assessment of whether the candidate qualifies	Qualified according to the basic requirements of the position in question	Answered Yes or No
7. Assessment of competence performed previously	Professor, docent, doctoral degree (state educational institution and year)	Comment on previous assessment of competence in relation to employment regulations and announcement
<p>8. The applicant's academic proficiency (not applicable to assessment on artistic grounds)</p> <p>For assessment of academic proficiency, weight shall be attached to points a-f below:</p>		
a. The extent and quality of research production	<ul style="list-style-type: none"> - Research production that corresponds well to the subject area's practice and the conditions for senior lecturer - Distinctions and prizes - Academic originality 	<p>Assessment according to 8 a-f shall lead to an overall assessment of the applicant's academic ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
b. Ability to plan, develop and conduct research	<ul style="list-style-type: none"> - The applicant's role in studies and projects - Academic value of projects - Degree of independence - Networks and research collaborations - Research funding 	
c. Ability to publish, present and discuss research in different contexts	<ul style="list-style-type: none"> - Publications in reputable journals - Other publications including any manuscripts not yet accepted <p>The scope of production is considered in terms of academic value, methodological and subject depth and breadth, number of authors, the applicant's role and publishing tradition.</p> <ul style="list-style-type: none"> - Citation level - Presentations at recognised academic conferences - Patents - Education and outreach publications and presentations 	

d. Participation in quality work of significance for research	- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation	
e. Experience of responsibility and/or management assignments with relevance to research	- Course responsibility - Responsibility and management assignments in research environments, research networks, research boards, committees, working groups etc. - Responsibility assignments in the planning and implementation of academic conferences - Assignments as referee, reviewer, expert etc.	
f. Experience of working with others in society and/or other higher education institutions with regard to research	Collaborative skills demonstrated by: - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Visiting research fellow, post-doc - Utilising and commercialising research results - Participation in public debate and mass media - Experience of being part of national and international networks of importance in the research community	
9. The applicant's artistic proficiency (not applicable to assessment on academic grounds)		
For assessment of artistic proficiency, weight shall be attached to points a-f below:		
a. The extent and quality of artistic work	- Artistic production that corresponds well to the subject area's practice and the conditions for senior lecturer - Distinctions and prizes - High degree of specialisation or breadth. For specialisations, the requirements are set higher than for each of the areas for breadth. Breadth means the ability to consciously work on different aspects of the subject, such as different genres, methods or tools	Assessment according to 9 a-f shall lead to an overall assessment of the applicant's artistic ability in relation to the practice and conditions of the subject area The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency Comment on the assessment.
b. Ability to plan, develop and conduct artistic activities	- Role and own contribution in projects - Artistic value of projects - Degree of independence - Degree of collaboration with colleagues within and outside higher education	
c. Ability to publish and present artistic work in different contexts	- Attention and recognition in the artistic community - Invitations and participation in relevant contexts	
d. Participation in quality work of importance for artistic activities	- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation	
e. Experience of responsibility and/or management	- Course responsibility	

assignments with relevance to artistic activities	<ul style="list-style-type: none"> - Responsibility and management assignments in the planning and execution of artistic activities - Assignments as referee, reviewer, expert etc. - Assignments on boards, councils, committees etc. 	
f. Experience of working with others in society and/or other higher education institutions with regard to artistic activities	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Artistic activities abroad - Participation in public debate and mass media - Experience of being part of national and international networks of importance in the artistic community 	
10 The applicant's pedagogical proficiency		
For assessment of pedagogical proficiency, weight shall be attached to points a-f below:		
a. The scope and quality of the teaching (network, remote and campus teaching, including supervision)	<ul style="list-style-type: none"> - Breadth, depth, scope and quality of the teaching performed - Distinctions and prizes - Course evaluations 	<p>Assessment according to 10 a-f shall lead to an overall assessment of the applicant's pedagogical ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
b. Participation in higher education pedagogical development work	<ul style="list-style-type: none"> - Role and own contribution as well as results and importance for the development of teaching quality - Role and own contribution in course development, subject development - Contributions to higher education pedagogical conferences, international teacher exchanges and collaboration, visiting lecturer etc. - Contributions to higher education pedagogical seminars, journals - Promotion within the framework of the pedagogical career ladder 	
c. Ability to contribute to the research links of education	<ul style="list-style-type: none"> - Authored textbooks - Development of teaching materials, digital lectures etc. used internally and/or at other universities - Teaching input at different levels in relevant degree programmes 	
d. Ability to reflect on own teaching from a subject and an educational theory perspective	<ul style="list-style-type: none"> - Endorsement of the applicant's own teaching practice in perspectives of subject and educational theory 	
e. Experience of responsibility and/or management assignments with relevance to higher education	<ul style="list-style-type: none"> - Course responsibility, programme responsibility etc. - Management assignments within the university, e.g. head of department or equivalent 	

	<ul style="list-style-type: none"> - Assignments on boards, councils, committees etc. with responsibility for educational issues - Assignments as reviewer, expert etc. - Leadership training 	
f. Experience of working with others in society and/or other higher education institutions with regard to education	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Visiting lecturer, post-doc, international exchanges and collaboration - Contract education - Participation in public debate and mass media - Experience of being part of national and international networks of importance in education 	
11 Any other proficiency required in this announcement		<p>A combined assessment of any other qualifications stated in the announcement.</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
12 Other relevant qualifications		Specify which

2. Assessment template for expert opinion in competence testing for docentship and employment as associate professor or artistic associate professor

Content in statement	Instructions/documentation	Comments
1. Personal details	Name, personal ID number	
2. Degrees	All in higher education are indicated by year and name of degree	Comment on degree qualifications in relation to employment regulations and announcement
3. Other education	Indicated by year, scope and content Pedagogical higher education of at least 15 credits or equivalent Training in supervision of PhD students	Comment on completed education in relation to employment regulations and announcement
4. Employment	Assessment of professional experience and its relevance in relation to the announcement or the promotion applied for	Comment on professional experience in relation to employment regulations and announcement
5. Language skills	Swedish English Other relevant language	Comment on language skills in relation to employment regulations and announcement
6. Assessment of whether the candidate qualifies	Qualified according to the basic requirements of the position in question	Answered Yes or No
7. Assessment of competence performed previously	Professor, docent, doctoral degree (state educational institution and year)	Comment on previous assessment of competence in relation to employment regulations and announcement
<p>8. The applicant's academic proficiency (not applicable to assessment on artistic grounds)</p> <p>For assessment of academic proficiency, weight shall be attached to points a-f below:</p>		
a. The breadth, depth, scope and quality of research production	<ul style="list-style-type: none"> - Academic production that corresponds well to the subject area's practice and conditions for docent level - Distinctions and prizes - Academic originality 	<p>Assessment according to 8 a-f shall lead to an overall assessment of the applicant's academic ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p>
b. Ability to plan, develop and conduct research independently and in collaboration with others	<ul style="list-style-type: none"> - The applicant's role and own contribution in studies and projects - Academic value of projects - Degree of independence - Networks and research collaborations - Research funding/external research grants 	
c. Ability to publish, present and discuss research in an academic and popular context nationally and internationally	<ul style="list-style-type: none"> - Publications in reputable journals - Other publications including any manuscripts not yet accepted <p>The scope of production is considered in terms of academic value, methodological and subject</p>	

	<p>depth and breadth, number of authors, the applicant's role and publishing tradition.</p> <ul style="list-style-type: none"> - Citation level - Presentations at recognised academic conferences - Patents - Education and outreach publications and presentations 	Comment on the assessment.	
d. Participation in quality work with relevance to research	<ul style="list-style-type: none"> - Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation 		
e. Experience of responsibility and/or management assignments with relevance to research	<ul style="list-style-type: none"> - Assignments in research environments, research networks etc. - Assignments in the planning and implementation of academic conferences, keynote - Referee, editorial board, editor etc. - External reviewer and examining committee assignments - Assignments as reviewer, expert etc. - Assignments in major investigations, national councils and committees etc. - Academic management assignments with responsibility for research questions for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, for example - Assignments on boards, councils, committees etc. with responsibility for research issues 		
f. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to research	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Research abroad, post-doc - Utilising and commercialising research results - Participation in public debate and mass media - Experience of being part of national and international networks of importance in the research community 		
<p>9. The applicant's artistic proficiency (not applicable to assessment on academic grounds)</p> <p>For assessment of artistic proficiency, weight shall be attached to points a-f below:</p>			
a. The breadth, depth, scope, quality and recognition of artistic work	<ul style="list-style-type: none"> - Artistic production that well corresponds to the subject area's practice for docent level - Distinctions and prizes - High degree of specialisation or breadth. For specialisations, the requirements are set higher than for each of the areas for breadth. Breadth means the ability to consciously work on different aspects of the subject, such as different genres, methods or tools 		Assessment according to 9 a-f shall lead to an overall assessment of the applicant's artistic ability in relation to the practice and conditions of the subject area
b. Ability to plan, develop and conduct artistic	<ul style="list-style-type: none"> - Role and own contribution in projects - Artistic value of projects 		

activities independently and in cooperation with others	<ul style="list-style-type: none"> - Degree of independence - Degree of collaboration with colleagues within and outside higher education - External funding of artistic work 	<p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
c. Ability to publish, present and discuss artistic work in different contexts nationally and internationally	<ul style="list-style-type: none"> - Attention and recognition in the artistic community - Invitations and participation in relevant contexts 	
d. Participation in quality work with relevance to artistic activities	<ul style="list-style-type: none"> - Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation 	
e. Experience of responsibility and/or management assignments with relevance to artistic activities	<ul style="list-style-type: none"> - Course responsibility - Responsibility and management assignments in the planning and execution of artistic activities - External reviewer and examining committee assignments - Assignments on boards, councils, committees etc. - Assignments as reviewer, expert etc. in artistic matters 	
f. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to artistic activities	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Artistic activities abroad - Participation in public debate and mass media - Experience of being part of national and international networks of importance in the artistic community 	
<p>10. The applicant's pedagogical proficiency</p> <p>For assessment of pedagogical proficiency, weight shall be attached to points a-f below:</p>		
a. The scope, depth, extent, quality and level of the teaching (network, remote and campus teaching, including supervision)	<ul style="list-style-type: none"> - Breadth, depth, scope and quality of the teaching performed - Experience of supervision at first, second and third cycle levels - Distinctions and prizes - Course evaluations 	<p>Assessment according to 10 a-f shall lead to an overall assessment of the applicant's pedagogical ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
b. Ability to run higher education pedagogical development work	<ul style="list-style-type: none"> - Role and own contribution as well as results and importance for the development of teaching quality - Role and own contribution in course development, subject development - Contributions to higher education pedagogical conferences, international teacher exchanges and collaboration, visiting lecturer etc. - Contributions to higher education pedagogical seminars, journals - Participation in public debate and mass media - Promotion within the framework of the pedagogical career ladder 	

c. Ability to contribute to the research links of education	<ul style="list-style-type: none"> - Authored textbooks - Development of teaching materials, digital lectures etc. used internally and/or at other universities - Teaching input at different levels in relevant degree programmes 	
d. Ability to reflect on own teaching from a subject and an educational theory perspective	<ul style="list-style-type: none"> - Endorsement of the applicant's own teaching practice in perspectives of subject and educational theory 	
e. Ability to take on responsibility and/or management assignments with relevance to higher education	<ul style="list-style-type: none"> - Course responsibility, programme responsibility etc. - Academic management assignments with responsibility for education issues such as for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, head of department, programme responsibility or equivalent - Assignments on boards, councils, committees etc. with responsibility for educational issues - Assignments as reviewer, expert etc. in educational matters - Leadership training 	
f. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to education	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Visiting lecturer, post-doc, international exchanges and collaboration - Contract education - Participation in public debate and mass media - Experience of being part of national and international networks of importance for education 	
11. Any other proficiency required in this announcement		<p>A combined assessment of any other qualifications stated in the announcement.</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>

12. Other relevant qualifications	Specify which
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3. Assessment template for expert opinion in employment as professor and artistic professor

Content in statement	Instructions/ documentation	Comments
1. Personal details	Name, personal ID number	
2. Degrees	All in higher education are indicated by year and name of degree	Comment on degree qualifications in relation to employment regulations and announcement
3. Other education	Indicated by year, scope and content Pedagogical higher education of at least 15 credits or equivalent Training in supervision of PhD students	Comment on other education in relation to employment regulations and announcement
4. Employment	Assessment of professional experience and its relevance in relation to the announcement or the promotion applied for	Comment on professional experience in relation to employment regulations and announcement
5. Language skills	Swedish English Other relevant language	Comment on language skills in relation to employment regulations and announcement
6. Assessment of whether the candidate qualifies	Qualified according to the basic requirements of the position in question	Answered Yes or No
7. Assessment of competence performed previously	Professor, docent, doctoral degree (state educational institution and year)	Comment on previous assessment of competence in relation to employment regulations and announcement
8. The applicant's academic proficiency (not applicable to assessment on artistic grounds)		
For assessment of academic proficiency, weight shall be attached to points a-g below:		
a. The breadth, depth, scope and quality of research production	<ul style="list-style-type: none"> - Research production that corresponds well to the subject area's practice and the conditions for professor level - Good national and international level as a researcher - Distinctions and prizes - Academic originality 	Assessment according to 8 a-g shall lead to an overall assessment of the applicant's academic ability in relation to the practice and conditions of the subject area
b. Ability to plan, develop and conduct research independently and in collaboration with others	<ul style="list-style-type: none"> - The applicant's role and own contribution in studies and projects - Academic value of projects - Degree of independence - Networks and research collaborations 	The assessment is graded on a scale of 0-5 where

<p>c. Ability to publish, present and discuss research in an academic and popular context nationally and internationally</p>	<ul style="list-style-type: none"> - Publications in reputable journals - Other publications including any manuscripts not yet accepted <p>The scope of production is considered in terms of academic value, methodological and subject depth and breadth, number of authors, the applicant's role and publishing tradition.</p> <ul style="list-style-type: none"> - Citation level - Presentations at recognised academic conferences - Patents - Education and outreach publications and presentations 	<p>0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
<p>d. Ability to obtain external research grants in competition</p>	<ul style="list-style-type: none"> - Main or co-applicant - Provider of funding - Amount of funding 	
<p>e. Ability to lead quality work with relevance to research</p>	<ul style="list-style-type: none"> - Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation 	
<p>f. Ability to lead employees and/or activities relevant to research</p>	<ul style="list-style-type: none"> - Assignments in research environments, research networks etc. - Assignments in the planning and implementation of academic conferences, keynote - Referee, editorial board, editor etc. - External reviewer and examining committee assignments - Assignments as referee, reviewer, expert etc. - Assignments in major investigations, national councils and committees etc. - Academic management assignments with responsibility for research questions for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, for example - Assignments on boards, councils, committees etc. with responsibility for research issues 	
<p>g. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to research</p>	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Research abroad, post-doc - Utilising and commercialising research results - Participation in public debate and mass media - Experience of being part of national and international networks of importance for research 	
<p>9. The applicant's artistic proficiency (not applicable to assessment on academic grounds)</p> <p>For assessment of artistic proficiency, weight shall be attached to points a-g below:</p>		

a. The breadth, depth, scope, quality and recognition of artistic work	<ul style="list-style-type: none"> - Artistic production that well corresponds to the subject area's practice for professor level - Distinctions and prizes - High degree of specialisation or breadth. For specialisations, the requirements are set higher than for each of the areas for breadth. Breadth means the ability to consciously work on different aspects of the subject, such as different genres, methods or tools 	Assessment according to 9 a-g shall lead to an overall assessment of the applicant's artistic ability in relation to the practice and conditions of the subject area
b. Ability to plan, develop and conduct artistic activities independently and in cooperation with others	<ul style="list-style-type: none"> - Role and own contribution in projects - Artistic value of projects - Degree of independence - Degree of collaboration with colleagues within and outside higher education 	The assessment is graded on a scale of 0-5 where
c. Ability to publish, present and discuss artistic work in different contexts nationally and internationally	<ul style="list-style-type: none"> - Attention and recognition in the artistic community - Invitations and participation in relevant contexts 	0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency
d. Ability to obtain external funding for artistic activities in competition	<ul style="list-style-type: none"> - Main or co-applicant - Provider of funding - Amount of funding 	Comment on the assessment.
e. Ability to lead quality work of significance for artistic activities	<ul style="list-style-type: none"> - Role and own contribution in quality work as well as its results and importance for developing the quality, conditions and execution of the artistic activity 	
f. Ability to lead employees and/or activities relevant to artistic activities	<ul style="list-style-type: none"> - Responsibility assignments in the planning and execution of artistic activities - Review and expert assignments etc. - External reviewer and examining committee assignments - Academic management assignments with responsibility for artistic activities for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, for example - Assignments on boards, councils, committees etc. - with responsibility for artistic activities - Leadership training 	
g. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to artistic activities	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Artistic activities abroad - Participation in public debate and mass media - Experience of being part of national and international networks of importance in the artistic community 	
<p>10. The applicant's pedagogical proficiency</p> <p>For assessment of pedagogical proficiency, weight shall be attached to points a-g below:</p>		

<p>a. The scope, depth, extent, quality and level of the teaching (network, remote and campus teaching and supervision)</p>	<ul style="list-style-type: none"> - Breadth, depth, scope and quality of the teaching performed - Distinctions and prizes - Course evaluations 	<p>Assessment according to 10 a-g shall lead to an overall assessment of the applicant's pedagogical ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
<p>b. Ability to pursue pedagogical development in a collegial context</p>	<ul style="list-style-type: none"> - Role and own contribution as well as results and importance for the development of teaching quality - Role and own contribution in course development, subject development - Contributions to higher education pedagogical conferences, international teacher exchanges and collaboration, visiting lecturer etc. - Contributions to higher education pedagogical seminars, journals - Participation in public debate and mass media - Promotion within the framework of the pedagogical career ladder 	
<p>c. Good ability to supervise PhD students</p>	<ul style="list-style-type: none"> - Ongoing PhD student supervision - Concluded PhD student supervision - Other contributions to the work of PhD students 	
<p>d. Ability to contribute to the research links of education</p>	<ul style="list-style-type: none"> - Authored textbooks - Development of teaching materials, digital lectures etc. used internally and/or at other universities - Teaching input at different levels in relevant degree programmes 	
<p>e. Ability to reflect on own teaching from a subject and an educational theory perspective</p>	<ul style="list-style-type: none"> - Endorsement of the applicant's own teaching practice in perspectives of subject and educational theory 	
<p>f. Ability to lead employees and/or activities relevant to higher education and its conditions and implementation</p>	<ul style="list-style-type: none"> - Course responsibility, programme responsibility etc. - Academic management assignments with responsibility for education issues such as for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, head of department, programme responsibility or equivalent - Assignments on boards, councils, committees etc. with responsibility for educational issues - Assignments as reviewer, expert etc. in educational matters - Leadership training 	
<p>g. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to education</p>	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> - Projects in collaboration with municipalities, companies, organisations etc. - Projects in collaboration with other universities - Role and own contribution in projects - Visiting lecturer, post-doc, international exchanges and collaboration - Contract education - Participation in public debate and mass media 	

	<p>- Experience of being part of national and international networks of importance for education</p>	
<p>12 Any other proficiency required in this announcement</p>		<p>A combined assessment of any other qualifications stated in the announcement.</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
<p>11. Other relevant qualifications</p>		<p>Specify which</p>

Chapter 5

Guidelines for docentship

Docentship is not a form of employment but an appointment where employees are admitted as docent and remain in their employment and receive a docent certificate. Persons who do not have employment at Kristianstad University and are admitted as docent receive a docent certificate.

Docent competence is an academic level within a subject area comprising both academic and pedagogical qualities. By demonstrating the academic level, Kristianstad University has clarified the quality assurance of research, teaching and supervision in a national and international perspective within the relevant topic, which benefits the activities of the university and the university's contact and information activities. Being admitted as docent demonstrates the employee's examination and main supervisor competence in second and third cycle education within the relevant subject.

Qualification and assessment grounds

A person who, in the subject of the application, has obtained a doctorate or otherwise has equivalent competence and meets the assessment grounds that apply for an associate professor at Kristianstad University (see chapter 4 of the procedural regulation) is qualified to be admitted as docent. To be eligible, the applicant's proficiency must considerably exceed senior lecturer level according to the practice of the subject area.

Application

The application is formulated according to the instructions in chapter 3 of the procedural regulation. The application shall include a proposal to be admitted as docent at Kristianstad University, stating the research subject. The research subject must be generally accepted in Swedish higher education and for internal applicants it will normally be that within which the applicant is already employed.

The application is formulated according to the *Instructions for applications for the recruitment and promotion of post-doctoral teachers* (see chapter 3 of the procedural regulation).

Application is made to the relevant faculty and submitted via the university's recruitment tool. When a non-employee of Kristianstad University applies for docentship, the dean's approval is required, based on how the person in question benefits the university's activities. The benefit aspect is crucial to the processing of external applications. When an employee researcher or senior lecturer applies to be tested for docentship, the dean must confirm that the research subject is relevant to the university's approach and activities.

Assessment grounds

The assessment grounds that are applied are set out in the assessment grounds for associate professor as stated in the university's employment regulations (Serial no. 2018-114-695) and (*Instructions to experts*, procedural regulation chapter 4).

Preparation

The application is prepared by the faculty board according to chapter 2 of the procedural regulation, where applicable. The application shall be subject to peer review by two experts.

Expert opinion does not need to be obtained if:

- The applicant has or has held an equal position at another institution in the subject area to which the application relates.
- In connection with an application, the applicant has, during the last three years, been assessed to be qualified for an equivalent position in the subject area to which the application relates. This refers to assessments where the eligibility requirements have been at least the same as or equivalent to those of Kristianstad University.

Decision

Decisions are taken by the dean. Decisions on refusals shall be justified in writing to the applicant.

Docent certificate

Applicants who have been approved for docentship receive a docent certificate issued by the vice-chancellor and are included in the list of docents at Kristianstad University.

Chapter 6

Guidelines for PhD students

At Kristianstad University (HKR) there are employed PhD students who have been admitted to third cycle education at other universities. These PhD students are financed by external and/or internal funding. There are also employees (adjuncts) who are on leave for PhD positions at HKR or other universities. Points 1 and 2 of these guidelines govern essential aspects linked to the above-mentioned PhD students. The conditions for other categories of PhD students (e.g. "externally employed PhD students" and those within the "government CPD initiative for teachers/preschool teachers") are governed by specific agreements.

1. PhD employment at Kristianstad University

Vacancy statement for PhD student employment

An approved funding plan equivalent to four years of full-time studies for a doctorate and two years of full-time studies for a licentiate degree is required before a PhD student position can be announced. The funding plan shall state clearly how costs linked to the third cycle education shall be financed, for example courses, travel to the accepting university, materials, publishing costs, possible costs of printing of thesis and at the dissertation.

The funding plan is prepared by the researcher and economist responsible for the project. The funding plan shall be approved and signed by the dean and deputy vice-chancellor for research before the announcement.

PhD student positions are announced in free competition regardless of whether they are financed by external or internal funds. The announcement is done on HKR's website and bulletin board, with the Employment Office Service and if needed in other suitable media. Other details regarding the vacancy statement are shown in HKR's employment regulations.

Agreement with accepting university

If HKR does not have degree rights for third cycle education level in the subject area, the PhD student is employed at HKR as a PhD student at a university with degree rights in the subject area.

After consulting the PhD student, the researcher responsible for the project is responsible for contacting a university with relevant examination rights. The researcher responsible for the project ensures that an agreement is signed with the accepting university. HKR's agreement template shall normally be used. The agreement shall be approved and signed by the vice-chancellor for HKR. The agreement is diarised at HKR.

It is always the accepting university that makes decisions about supervision. Nevertheless, it is our endeavour that both institutions shall work together on matters relating to supervision. If nothing else is stated, the researcher responsible for the project is the university's contact person in matters relating to supervision and is normally also the supervisor of the PhD student.

The appointed supervisor at HKR shall ensure, together with the main supervisor, that an annual reconciliation with the established individual study plan is performed.

Contract of employment

The Higher Education Ordinance stipulates that only those who are admitted or have already been admitted to a third-cycle course in an institution may be employed as a PhD

student. Instructions that the contract is valid provided that the PhD student is admitted to third cycle education are therefore always written into the contract of employment.

Special conditions for HKR's permanent employees

A permanently employed employee at HKR who has received a PhD position at his or her own university shall apply for leave of absence from his or her basic employment in order to become a PhD student.

The time for teaching and/or administration carried out during the course of doctoral studies is carried out within the framework of the PhD student position.

Conditions during employment

The basic presumption is that the same employment conditions shall apply to PhD students as to other employees at HKR. The PhD student's main occupation shall be to devote him or herself to his or her own third-cycle course.

Duration of appointment

A PhD position consisting 100 per cent of a third-cycle course shall be for four years. Service in the form of teaching and administration can be included up to a maximum of 20 per cent of full-time (HF chapter 5). The total duration of the PhD student appointment will therefore normally be a maximum of five years.

PhD students are employed full-time unless otherwise agreed. Leave of absence pursuant to law, such as the Parental Leave Act, is always granted in accordance with the applicable regulations (see HF chapter 5). Questions regarding leave from studies are handled by the accepting university.

The PhD student is initially employed for one year, after which the employment can be renewed for a maximum of two years at a time, provided that the third-cycle course continues according to plan. The PhD student position may never be extended for more than one year after the doctoral degree (HF chapter 5).

Salary

For salary stages and salary increases see *Local collective agreement regarding salary and salary development for PhD students*, serial no. 1044/212-08.

Placing in HKR's organisation

The PhD student is placed in one of HKR's departments for organisational purposes. The subject of the doctoral thesis and the supervisor determine the department placement. Questions regarding planning of duties are decided by the head of department after consulting the PhD student and supervisor. The head of department concerned is responsible for dealing with issues related to the PhD student's work environment.

The PhD student is part of a research environment or equivalent and is expected to actively participate in activities that are arranged within the environment. PhD students are also expected to participate in university-wide activities, seminars and workshops etc.

Supervision

It is essential that the PhD student receives good and continuous supervision. It is the accepting university that determines the scope of supervision and it is the responsibility of the supervisor to follow this. In cases where the supervision is not perceived as fully satisfactory, the PhD student may apply to the accepting university with a request for a change of supervisor. It is the accepting university's procedures that govern how questions regarding a change of supervisor are handled.

Teaching and administration

It is PhD student's head of department who handles issues related to the planning of tasks other than the third cycle course. The head of department shall endeavour to take into account the PhD student's need for pedagogical qualifications when such tasks are planned.

Meeting time and competence development

Meeting and competence development time is based, where applicable, on the part of the employment that is not related to the third cycle course.

Defence of doctoral thesis

HKR welcomes the defence of doctoral thesis being held in Kristianstad, but it is always the accepting university that decides on the matter. In cases where the defence of doctoral thesis is held at HKR, the Decision on the procedure for defence of doctoral thesis, serial no. 2012-1121-380 applies. If HKR cannot meet the requirements and expectations of the accepting university, the defence of doctoral thesis shall be held at the accepting university. The supervisor is responsible for communicating the defence of doctoral thesis procedures that HKR offers to the accepting university before a decision is made on where the defence of doctoral thesis will take place.

Any remaining research time

If a PhD student completes the course earlier than the allotted four years of full-time studies, the remaining time can be allocated up to one year after the doctoral degree, provided that the PhD student is still employed as a PhD student and that there is funding left to finance this with. In the event of a change to other employment at the university, any remaining time from the PhD student position can be translated to a shorter period of time with higher salary.

Conditions after PhD student studies

With a proposal from the dean, the vice-chancellor may decide on special conditions for permanent employees at HKR who have recently completed a third cycle course with salary funding at PhD student level (see vice-chancellor's decision, serial no. 2016-1121-177). Decisions on specific conditions after the PhD degree must be carefully considered and justified on the basis of the university's needs, financial conditions and HKR's strategy.

Documentation

A financial overview and calculation linked to each PhD student position is established by the university's finance function. PhD students, supervisors and others can always obtain information from the financial overview.

The HR Department is responsible for establishing a personnel file for each PhD student. This shall contain (the person or department responsible for ensuring the document is in the personnel file is shown in brackets):

- The PhD student's personal information (HR department)
- Research subject with code (HR department)
- Contract of employment (HR department)
- Funding plan (deputy vice-chancellor for research)
- Notification of admission (supervisor at Kristianstad University)
- Annually updated individual study plan (supervisor at Kristianstad University)

2. Permanent employees with PhD student positions at another university

A permanently employed employee at HKR who has received a PhD student position at another university shall apply for leave of absence corresponding to the extent of basic employment in order to become a PhD student. The time for teaching and/or administration carried out during the course of doctoral studies is carried out within the framework of the PhD student position.

Conditions during PhD student studies

Employees who are employed as PhD students at another university shall be offered continued access to the workplace and the university's IT network, login information and

access to LRC's services. The employee shall also be invited to research seminars and other activities that may be of interest in order to facilitate and encourage continued good contact with activities and colleagues at HKR. The PhD student is encouraged to contribute and actively participate in research seminars and other relevant activities.

The head of department is responsible for keeping regular contact with the PhD student and in good time before the expected defence of doctoral thesis starting discussions about tasks and opportunities in connection with return to work at the university.

Defence of doctoral thesis

HKR welcomes the defence of doctoral thesis being held in Kristianstad, but it is always the accepting university that decides on the matter. In cases where the defence of doctoral thesis is held at HKR, the *Decision on the procedure for defence of doctoral thesis*, serial no. 2012-1121-380 applies. If HKR cannot meet the requirements and expectations of the accepting university, the defence of doctoral thesis shall be held at the accepting university. The supervisor is responsible for communicating the defence of doctoral thesis procedures that HKR offers to the accepting university before a decision is made on where the defence of doctoral thesis will take place.

Conditions after PhD student studies

With a proposal from the dean, the vice-chancellor may decide on special conditions for permanent employees at HKR who have recently completed a third cycle course with salary funding at PhD student level (see vice-chancellor's decision, serial no. 2016-1121-177). Decisions on specific conditions after the PhD degree must be carefully considered and justified on the basis of the university's needs, financial conditions and HKR's strategy.

Chapter 7

Forms

Prior to the writing of an advertisement, a needs analysis and a competence analysis are performed using the forms on the following pages. For positions where expert opinion is requested, the *priority areas for the appointment* form shall also be used.

Needs analysis

A first step in the needs analysis is that the head of department clarifies whether there is a need for replacement/new recruitment or whether the need can be met with existing personnel resources within the organisation, possibly through competence development.

Questions to consider when performing the needs analysis: What tasks and areas of responsibility shall be included to achieve the organisation's goals? How will the work/tasks be affected in the short and long term? Governing documents, action plans and policies that may affect the recruitment need to be taken into account.

Describe competence needs there are in the work area/working group

State competence needs.

Are changes planned that will affect the need for skills? If the question is answered with "Yes" indicate what changes are planned. Yes No

State any planned changes.

Does this relate to new recruitment or replacement recruitment?

New recruitment Replacement recruitment

What extent in per cent is there a need for?

Enter the percentage here.

During which period is there a need?

Enter period here.

Are there part-time employees who can be offered increased employment? Yes No

Specify which tasks and duties shall be included in the employment:

State tasks and duties.



Competence Analysis

A first step in the competence analysis is to discuss and decide what competence is needed in order to be able to carry out the work described in the needs analysis. The basis shall specify the basic educational requirements for the employment and whether any course or further education is considered to be particularly advantageous. It shall also indicate the type of experience required and the personal characteristics deemed necessary to function properly in the intended role.

The university's employment regulations state which basic eligibility requirements are applied for the teaching positions it is possible to use. The procedural regulation and the instructions to experts (procedural regulation, chapter 4) set out the assessment criteria which experts have to consider with post-doctoral teaching positions.

Indicate below which admission requirements/education are required as well as what qualifications are desirable and what experience is deemed necessary.

State admission requirements, education, qualifications and experience.

State the name of the position and for teaching positions also the subject.

State the name of the position and subject if appropriate.



Priority areas for the appointment

This form is only completed for recruitments where expert opinion is requested.

This part of the document and the advertisement for the recruitment are sent to experts.

Make an assessment of the areas that are of great importance for the position and assess each of the grounds for assessment separately. It is possible to describe priority areas within each of the grounds for assessment.

Academic proficiency Good Outstanding

State any priority areas of academic proficiency.

Pedagogical proficiency Good Outstanding

State any priority areas of pedagogical proficiency.

Anything else to attach weight to according to the following description:

Specify anything else.