



Skandinaviens nordligaste tekniska universitet
Forskning & utbildning i världsklass

Appointment Procedure

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This document is a translation of the Swedish original. In the event of any discrepancy between the translated document and the Swedish original, the original shall prevail.

1 Appointment procedure

The Appointment procedure is a local rule that regulates the appointment of teachers and is decided by the University Board. The provisions in the Appointment procedure are primarily based on the provisions in the Higher Education Act, Higher Education Ordinance and Public Employment Act.

The purpose of the University's Appointment procedure is to create and maintain a common approach regarding aim, ethics and work processes when recruiting teachers.

The Appointment procedure is supplemented by more specific information available in the document *Guidelines for Recruitment of Teachers*. The document comprises a preparation scheme, work processes, practical application and examples making appointment and promotions criteria in the Appointment procedure more concrete.

1.1 Teaching positions at Luleå University of Technology

The following teaching categories are used at Luleå University of Technology and included in the Appointment procedure (Swedish categories in brackets):

- Professor/Head of subject (*Professor tillika ämnesföreträdare*)
- Professor (*Professor*)
- Artistic professor (*Konstnärlig professor*)
- Post-retirement professor (*Senior professor*)
- Adjunct professor (*Adjungerad professor*)
- Visiting professor (*Gästprofessor*)
- Associate professor (*Biträdande professor*)
- Senior lecturer (*Universitetslektor*)
- Artistic lecturer (*Konstnärlig universitetslektor*)
- Associate senior lecturer (*Biträdande universitetslektor*)
- Researcher (*Forskare*)
- Postdoctoral employment (*Postdoktor*)
- Lecturer (*Universitetsadjunkt*)
- Artistic lecturer (*Konstnärlig universitetsadjunkt*)
- Adjunct senior lecturer, Adjunct lecturer, Adjunct clinical lecturer (*Adjungerad universitetslektor, Adjungerad universitetsadjunkt, Adjungerad klinisk adjunkt*)
- Visiting lecturer and Visiting researcher (*Gästlärare och gästforskare*)

2 Aim, values and ethics

The aim of the University's recruitment process is that all employees in teaching positions meet the formal qualification requirements, are skilled in their profession, have the potential to develop, and have a sense of responsibility and commitment to their work and the development of the University. The values specified in the University's vision and mission statement constitute the basis of the recruitments.

The recruitment process must be characterised by objectivity, impartiality, legal certainty and transparency where equal rights and gender equality always are considered. As a public authority, the University has a particular responsibility for this. Good ethics when recruiting comprises honesty, impartiality and consistency, as well as awareness on how one forms opinions about other persons. Conflicts of interest must not occur. The principle of good ethics applies to all forms of employment.

The University is part of the international scientific community, and its activities includes a supply of staff and skills characterised by ethnic and cultural diversity. In accordance with the Higher Education Act, gender equality must always be taken into account and promoted in the activities of higher education institutions. Experience, knowledge and creativity from both genders must be taken into account to achieve the best possible quality in the organisation. For each recruitment, the University must actively seek and assess candidates and consider both the gender equality aspect and the University's recruitment aim.

3 Strategies for teacher recruitment

The fundamental basis of the recruitment process at Luleå University of Technology is to employ staff with the highest competence level in terms of scientific/artistic, teaching and other expertise. To this end, a comprehensive assessment of the applicant's total competence and expertise must be carried out, from an organisational point of view.

The University's strategies for achieving the overall aim regarding skills supply are:

- to primarily appoint professors, associate professors and senior lecturers as teachers,
- to appoint teachers who have been awarded a doctoral degree or have equivalent artistic qualifications,
- that the nomination¹ process for an appointment as professor of particular value to the University's activities must be used restrictively,
- that all appointments must be planned and assessed based on a long-term plan for skills supply in order to meet future needs,
- that a permanent employment of a lecturer may be offered, if there are special grounds. If so, a skills development plan must be drawn up.
- to invest in the skills development of teachers, for example educational development, in order to maintain high-quality teaching and research, and
- to appoint adjunct teachers and visiting lecturers for exchange opportunities with companies, other universities, authorities, schools and society in general. Adjunct teachers and visiting lecturers constitute important links to the outside world. This type of collaboration provides important input into innovation and development.

¹ Swe: Anställning genom kallelse.

3.1 Nomination for appointment as professor

The Higher Education Ordinance allows a nomination process without vacancy advertisement for an appointment as professor of particular value to a specific field at the University. Upon appointments as professors (including adjunct professors), an assessment by external experts of the applicants' skills must be obtained, provided that this is not manifestly unnecessary for the assessment of their skills (the Higher Education Ordinance, chapter 4, section 6). What constitutes particular value must be documented and approved by the Vice-Chancellor on a case-by-case basis. The nomination process must be used restrictively.

3.2 Post-retirement professor

A post-retirement professor is employed for a fixed period and normally for 10–20% of a full-time employment, in cases where the employer finds it particularly justified based on the needs of the University, for example, when there is a need for certain skills, a need for bridging new recruitments or when the person is the receiver of external research funding. This type of employment is normally intended for those who previously have had an appointment as professor at Luleå University of Technology and have left their appointment because of retirement.

Normally, qualification requirements and assessment criteria for an appointment of a post-retirement professor are the same as those applying to an appointment as professor at Luleå University of Technology. Exemptions may be granted when this is justified in view of the content and duration of the employment and the person's other qualifications.

4 The duties of different teaching positions

The University's mission is to offer education that is based on scientific and/or artistic grounds as well as on proven experience. Furthermore, the University's mission is to collaborate with the wider community and to communicate the University's activities, as well as to work to ensure that research outcomes are disseminated and are beneficial to society (the Higher Education Act, chapter 1, section 2).

A teacher's duties include teaching, research and administrative work. Their duties also include keeping abreast of the development within their subject area, from a scientific/artistic and educational perspective, as well as of the general societal development relevant to the teacher's work at the University (the Higher Education Act, chapter 3, section 1).

The demands and needs of the University activities in view of the provisions in the Higher Education Act and the Higher Education Ordinance as mentioned above, and in local University decisions govern the duties of teachers at the University, regardless of position. Standard duties of the different teaching positions are specified below.

4.1 Professor

Normally, professors must be involved in education, educational development and research at the University. Professors must also keep abreast of the international development of the subject and supervise doctoral students. Professors are expected to contribute to the University's development, to be responsible for obtaining external funding to the subject and to be available for managerial

and administrative tasks. In addition, a professor is responsible for developing the entire or parts of research as well as the educational activities within the subject.

The duties of a professor with scientific competence also include supervising doctoral students, managing research projects and communicating the outcomes via academic publications, as well as being active in the research community within their own subject.

The duties of a professor with artistic competence also include supervising doctoral students in their artistic work, communicating the outcomes in and through artistic output, as well as being active in the artistic community of their own discipline.

4.1.1 Professor/Head of subject

In addition to the duties of a professor, a head of subject must lead and develop the research subject, which comprises research and first-cycle (undergraduate), second-cycle (Master's) and third-cycle (doctoral) courses and programmes. The head of subject has a particular responsibility for securing funding of their activities and for contacts with the wider community. The head of subject must always be a professor and be appointed by the Vice-Chancellor.

4.2 Associate professor

Normally, associate professors must be involved in education, educational development and research at the University. Associate professors must also keep abreast of the international development of the subject and supervise doctoral students. Associate professors are expected to contribute to the University's development, to work for obtaining external funding to the subject and to be available for managerial and administrative tasks.

The duties of associate professors also include managing research projects, communicating the outcomes via academic publications and being active in the research community within their own subject.

4.3 Senior lecturer

Normally, senior lecturers must be involved in education, educational development and research at the University. Senior lecturers must also keep abreast of the international development of the subject and supervise doctoral students. Senior lecturers are expected to contribute to the University's development, to contribute to obtaining external funding to the subject and to participate in/show an interest in managerial and administrative tasks.

The duties of senior lecturers in other than artistic disciplines also include participating in research projects, communicating the outcomes via academic publications and being active in the research community within their own subject.

The duties of senior lecturers in artistic disciplines also include participating in artistic development work, communicating the outcomes through artistic production and being active within their own discipline.

4.4 Associate senior lecturer

During the period of employment, associate senior lecturers must acquire further qualifications in order to be considered for an appointment as senior lecturer, and must normally be involved in both education, educational development and research at the University.

4.5 Lecturer

The duties of lecturers primarily comprise teaching and educational development work.

4.6 Adjunct teachers

The position as adjunct teacher refers to a part-time teaching position occupied by a person who has their primary employment outside the higher education sector. Professors, senior lecturers, lecturers (and clinical lecturers) may hold an adjunct post. The duties of adjunct teachers normally comprise research, supervision and teaching.

4.7 Visiting lecturers

Visiting lecturers have their primary employment at another institution within the higher education sector or equivalent. Professors, associate professors, senior lecturers, lecturers (and clinical lecturers) and researchers may be employed as visiting lecturers.

The duties of visiting lecturers normally comprise research, supervision and teaching.

4.8 Researcher

The duties of researchers primarily comprise research. Teaching and educational development may be included in the duties.

4.9 Postdoctoral employment

The duties of postdoctoral employment primarily comprise research. Teaching and pedagogical development work may be included in the duties, up to a maximum of 20% of the working hours.

5 Qualification requirements for different teaching positions

All qualifications must be documented and certified.

5.1 Professor

Qualified for an appointment as professor are those who have demonstrated both scientific and teaching expertise. As much attention must be given to the assessment of the teaching expertise as to the assessment of scientific expertise.

In order to meet the requirements for the appointment as professor, the applicants must:

- be prominent within their subject area and demonstrate, within that area, original and innovative scientific activities of high international standard, including a complete scientific production equivalent to at least three doctoral theses,

- demonstrate academic leadership through, for example,
 - research-related commissions of trust, for instance, as an external expert, an external reviewer or a member of an examining committee,
 - management of national and/or international research projects,
 - experience of applying for and being granted, in competition, external funding for research and development projects, and
 - experience of managerial tasks within the University.
- demonstrate ability to collaborate with the wider community through, for example,
 - dissemination of new knowledge to the wider community, and
 - incorporation of societal needs into research and/or education contexts.
- demonstrate experience of supervising doctoral students and, unless there are special grounds, have been the principal supervisor for at least one doctoral student for the entire period from admission to doctoral degree, and
- have demonstrated teaching expertise².

When recruiting professors, importance may be attached to the forecast that can be made for future scientific activities, and to quality rather than quantity. When recruiting professors in applied subjects, the appointment profile must clearly specify whether experience of advanced industrial research and development or of other external activities should be part of the scientific expertise.

Upon assessment of qualifications for promotion to professor, the applicant must also

- have completed training in higher education pedagogy equivalent to a total of 15 credits, of which 7.5 credits must be equivalent to the qualifying training for teachers in higher education offered by the University, and
- have completed supervisor training.

5.1.1 Professor/Head of subject

When recruiting a professor/head of subject, and in addition to the qualification requirements for professors, great importance must be attached to leadership skills. Such skills include, for example,

- experience of management responsibility, conflict management and staff development,
- self-knowledge and capacity to reflect on their own management experience, and
- demonstration of budget responsibility or other financial responsibilities.

² Examples of what is meant by teaching expertise in relation to the different education cycles are found in *Guidelines for Teaching Expertise*.

5.2 Professor in artistic disciplines

Qualified for an appointment as professor in artistic disciplines are those who have demonstrated both artistic and pedagogical expertise. As much attention must be given to the assessment of the teaching expertise as to the assessment of artistic expertise.

In order to meet the requirements for the appointment as professor, the applicants must:

- demonstrate leadership in the artistic disciplines by carrying out and developing artistic production and research within the subject,
- demonstrate the ability to collaborate with the wider community through, for example,
 - development of artistic production,
 - dissemination of new knowledge to the wider community, and
 - incorporation of societal needs into education contexts,
- be prominent within their subject area and demonstrating, within that area, comprehensive original and innovative artistic activities of high international standard,
- have documented experience of applying for and being granted external funding for artistic research and development projects, and
- demonstrate teaching expertise³.

When recruiting, importance may be attached to the forecast that can be made for future artistic activities, and to quality rather than quantity.

Upon assessment of qualifications for promotion to artistic professor, the applicant must also

- have completed training in higher education pedagogy equivalent to a total of 15 credits, of which 7.5 credits must be equivalent to the qualifying training for teachers in higher education offered by the University, and
- have completed supervisor training.

5.3 Associate professor

Qualified for an appointment as associate professor are those who have demonstrated both scientific and teaching expertise. As much attention must be given to the assessment of the teaching expertise as to the assessment of scientific expertise.

In order to meet the requirements for the appointment as associate professor, the applicant must:

- have demonstrated a research profile showing a clear progress after the completion of the doctoral thesis, and scientific contributions equivalent to at least two doctoral theses,
- have worked as an independent researcher via, for example,

³ See *Guidelines for Teaching Expertise*.

- research-related commissions of trust as external expert or reviewer,
 - experience of applying for and being granted, in competition, external funding for research and development projects, and
 - participation in national and/or international research projects, and publications in corporation with researchers within research environments other than their own environment.
- have experience of supervising doctoral students, and have been the assistant supervisor for at least one doctoral student for at least two years, unless there are special grounds to the contrary,
 - have demonstrated teaching expertise⁴,
 - have completed training in higher education pedagogy equivalent to 7.5 credits or otherwise have acquired the equivalent knowledge, and
 - have the ability to collaborate with the wider community demonstrated through, for example,
 - dissemination of new knowledge to the wider community, and
 - incorporation of societal needs into research and/or education contexts.

Upon assessment of qualifications for promotion to associate professor, the applicant must also

- have completed training in higher education pedagogy equivalent to a total of 15 credits, of which 7.5 credits must be equivalent to the qualifying training for teachers in higher education offered by the University, and
- have completed supervisor training.

5.4 Senior lecturer

Qualified for an appointment as senior lecturer are those who

- have been awarded a doctoral degree or have the equivalent scientific expertise⁵ or other work-specific skills⁶ that are important for the appointment,
- have demonstrated teaching expertise⁷, and
- have completed training in higher education pedagogy equivalent to 7.5 credits or otherwise have acquired the equivalent knowledge.

⁴ See *Guidelines for Teaching Expertise*.

⁵ "Equivalent scientific expertise" means foreign third-cycle studies or other scientific qualifications without an awarded doctoral degree, for example, industrial research.

⁶ The assessment criterion "other work-specific skills" may apply to senior lecturers who are to teach in a study programme where proven experience is essential. At the University, this assessment criterion comprises long and very advanced, relevant professional experience outside the education and research sectors. The professional skills must be oriented towards development and innovation. Furthermore, the professional skills must be well-documented and subjectable to a qualitative review. First-cycle qualification is required.

⁷ See *Guidelines for Teaching Expertise*.

5.5 Senior lecturer in artistic disciplines

Qualified for an appointment as senior lecturer in artistic disciplines are those who

- have artistic qualifications equivalent to a doctoral degree or who have been awarded a doctoral degree in fine, applied and performing arts,
- are prominent within their subject area and demonstrate, within that area, extensive original and innovative artistic activities of high international standard,
- have demonstrated teaching expertise⁸, and
- have completed training in higher education pedagogy equivalent to 7.5 credits or otherwise have acquired the equivalent knowledge.

5.6 Associate senior lecturer

Qualified for an appointment as associate senior lecturer are those who

- have been awarded a doctoral degree or have a foreign degree considered equivalent to a doctoral degree.

A candidate having been awarded a doctoral degree no more than five years before the application deadline should be considered first for the appointment. A candidate who has been awarded a doctoral degree or has achieved the equivalent expertise at an earlier date may however also be considered, if there are special grounds. Special grounds comprise leave of absence due to illness, parental leave and similar circumstances.

5.7 Lecturer

Qualified for an appointment as lecturer are those who

- have completed a university degree of at least 180 credits or equivalent⁹,
- have demonstrated teaching expertise¹⁰, and
- have completed training in higher education pedagogy equivalent to 7.5 credits or otherwise have acquired the equivalent knowledge.

5.8 Adjunct professor

Adjunct professors must be leading specialists in the field in which they have their principal employment. Adjunct professors must conduct high-quality activities within their subject area. When recruiting adjunct professors, especially in applied subjects, great importance is attached to advanced industrial experience or other activities outside the University. When assessing the candidates' competence, importance can be attached to skills other than scientific, artistic and teaching expertise. Such skills may comprise advanced artistic, technical or other professional skills that are important in view of the subject and the duties included in the appointment.

⁸ See *Guidelines for Teaching Expertise*.

⁹ The assessment criterion 'or equivalent (university degree)' primarily applies to foreign first-cycle academic qualifications.

¹⁰ See *Guidelines for Teaching Expertise*.

The appointment profile for an adjunct professor is normally more precisely defined than that for a professor. In cases where importance is attached to technical, artistic or other professional skills, particular attention should be paid to whether the candidates have made independent contributions to the development of their professional field and have established themselves as leading specialists in the field referred to in the subject description in the appointment profile.

5.9 Other adjunct teachers

In general, the qualification requirements and assessment criteria for appointments as adjunct senior lecturer and adjunct lecturer are the same as those applying to the relevant teacher category. However, it is in the nature of the appointment that the adjunct teachers' sphere of competence can be more practically oriented and based on advanced applied experience in the professional field.

5.10 Visiting lecturer

The qualification requirements and assessment criteria for appointments as visiting lecturer and visiting researcher are the same as those applying to the relevant teacher category. When appointing a visiting professor, an assessment may be carried out in accordance with the University's guidelines for appointments of professors unless the candidate already has acquired qualifications for this level at their own university.

5.11 Researcher

Qualified for an appointment as researcher are those who have been awarded a doctoral degree or have a foreign degree considered equivalent to a doctoral degree.

5.12 Postdoctoral employment

Qualified for an appointment as postdoctoral employment are those who

- have been awarded a doctoral degree or a doctoral degree in fine, applied and performing arts, or have a foreign degree equivalent to a doctoral degree or a doctoral degree in fine, applied and performing arts.

A candidate having been awarded a doctoral degree or a doctoral degree in fine, applied and performing arts no more than three years before the application deadline should be considered first for the appointment. If there are special grounds, a doctoral degree, or a doctoral degree in fine, applied and performing arts may have been awarded at an earlier date. Special grounds comprise leave of absence due to illness, parental leave, clinical practice, commissions of trust and similar circumstances.

5.13 Exemption

If, at the time of the recruitment, an associate professor, senior lecturer or lecturer does not meet the requirement for completed training in higher education pedagogy or equivalent, the selected candidate must complete such training not later than two years after having taken up their post. The head of the relevant department is responsible for ensuring that the training is completed within the time stated above. This exemption does not apply to assessments for promotion.

6 Assessment criteria

The starting points for the assessment of scientific, artistic and teaching expertise and for other assessment criteria are presented below. As much attention must be given to the assessment of the teaching expertise as to the assessment of scientific expertise.

6.1 Scientific expertise

The assessment criteria for scientific expertise are:

- a doctoral degree in the relevant subject area or equivalent scientific expertise,
- quality and quantity in scientific production,
- national and international dissemination of research outcomes, and
- potential to conduct and develop research in the subject.

6.2 Artistic expertise

The assessment criteria for artistic expertise are:

- quality of artistic work
- recognition from peers and society
- training within the artistic field
- potential to conduct and develop research or development work within the subject.

6.3 Teaching expertise

Teaching expertise is demonstrated through a pedagogical portfolio where the following assessment criteria apply:

- **Teaching experience** – the applicant demonstrates wide higher education experience in different roles and teaching forms.
- **Teaching skills** – the applicant has great capacity to plan, implement and evaluate teaching and assessment that support student learning.
- **Development and renewal** – the applicant has demonstrated great capacity to develop and renew their own teaching practices.
- **Pedagogical/reflective approach** – the applicant demonstrates knowledge in and capacity to formulate their educational starting points and standpoints.
- **Collaboration** – the applicant collaborates with colleagues and the wider community to improve teaching skills and educational development.
- **Knowledge development related to higher education pedagogy** – the applicant has documented and made public their practice and their reflections; the latter based on higher education pedagogy.

- **Pedagogical leadership** – the applicant has taken on a pedagogical leadership role and, in their work, achieved positive results related to the development of higher education pedagogy.

6.4 Other assessment criteria

The appointment profile of each recruitment must specify any additional assessment criteria that are to be applied and how they should be balanced against each other. The following assessment criteria may be applicable:

- the degree of such expertise that is a criterion for qualification,
- the degree of expertise in developing and managing activities and staff at the University,
- the degree of administrative expertise that is important in view of the subject and the duties included in the appointment,
- the ability to collaborate with the wider community,
- the ability to be granted external research and development funding, and
- the ability to communicate research and development work.

In addition, other objective factors must be considered, for example, the University's gender equality goals.

7 Preparation and appointment decisions

7.1 Recruitment group

A recruitment group for each teacher recruitment must be established. Its task is to head the individual recruitment. The purpose of the recruitment group's work is to find suitable candidates and to plan the process to ensure a smooth recruitment of high quality.

When recruiting professors or professors/heads of subject, the Vice-Chancellor or the person instructed by the Vice-Chancellor appoints the recruitment group. The recruitment group must consist of a Vice-Chancellor representative, department representatives (normally the head of department and one or two additional representatives) and a HR specialist. When recruiting other teachers, the head of department appoints the recruitment group. There must be gender balance in every recruitment group unless there are special grounds; these must be specified in the decision.

7.2 Academic Appointments Boards

The University involves the permanent Academic Appointments Boards for recruitments of professors, associate professors, adjunct professors, senior lecturers, associate senior lecturers and adjunct senior lecturers. In such a group, there must be gender balance unless there are exceptional reasons (the Higher Education Ordinance, chapter 4, section 5). When the board members are selected, a balanced distribution among members from different subject areas must be sought. The Vice-Chancellor appoints the members of the Academic Appointments Boards based on recommendations from the relevant faculty board.

7.3 HR specialist

An HR specialist is responsible for the preparation of matters to the Academic Appointments Boards, and gives administrative and consultative support to boards, departments and candidates during the recruitment process. During the recruitment of a professor/head of subject, the HR specialist sits on the recruitment group. The HR specialist presents the matter in connection with the appointment decision and contributes their professional skills to the recruitment.

7.4 Assessment for promotion

Upon application, an associate senior lecturer is assessed for promotion to senior lecturer if the qualification requirements for the appointment as senior lecturer are met. Prior to the assessment, the associate senior lecturer must have contributed independently, with a significant scope and high quality to the University's research, and must also have demonstrated teaching expertise during the employment period. Additional assessment criteria may have been established for the assessment in connection with the establishment of the employment profile for associate senior lecturer. After a successful assessment, the senior lecturer is to be employed for an indefinite period.

As to a recruitment of an associate senior lecturer initiated before 1 April 2018, the employer has the right to decide whether an assessment of qualifications for promotion should take place¹¹. The successful assessment of qualifications for promotion and the new title mean that the teacher is expected to carry out more advanced duties within the frames of their appointment at Luleå University of Technology. Researchers and postdoctoral employment cannot apply for an assessment of qualifications for promotion.

In general, an assessment of qualifications for promotion takes place within the subject of the appointment. If the subject of the appointment is far from the subject in the doctoral thesis, the assessment may be based on the subject in the thesis. An assessment in a related subject may be carried out if there are special grounds, for example, a change of subject structure, or if the subject is of particular value to the University activities and the employee is considered to have competence within that subject.

An employee, who has applied for an assessment of qualifications for promotion but has not been found qualified for promotion after the assessment by the Academic Appointments Board, does not have the right to be reassessed until at least 12 months after the rejection.

7.5 Assessment by external experts

For appointments to teaching positions prepared by the Academic Appointments Board, an assessment by external experts of the applicants' skills must be obtained, unless it is manifestly unnecessary for the skills assessment. An assessment by external experts is not mandatory for appointments of substitute senior lecturers with an employment period of maximum twelve months. Such employments, i.e., without an assessment by external experts, cannot be extended.

Upon assessments of scientific or artistic expertise, the external experts who carry out the assessment must have acquired scientific or artistic qualifications in the relevant field. The external experts must work outside Luleå University of Technology, unless there are special grounds.

If an assessment is obtained from two or more experts, there must be gender balance among these experts. However, this does not apply if there are exceptional reasons (the Higher Education Ordinance, chapter 4, section 6).

¹¹ Requirements for the assessment of promotion to senior lecturer, see section 5.6.

Upon appointments of professors, associate professors, adjunct professors and adjunct associate professors, at least two external experts with a level of competence of professor qualifications or equivalent will assess the applicants' expertise.

Senior lecturers and adjunct senior lecturers are assessed by two external experts. Their level of competence must be at least docent or equivalent. Upon recruitments of artistic senior lecturers, their level of competence must be at least one senior lecturer and one professor.

Upon appointments of associate senior lecturers, one external expert with a level of competence of at least docent or equivalent will assess the applicant's skills.

Appointments of researchers, postdoctoral employment and lecturers do not require an assessment by external experts.

7.6 Appointment decision

Appointments of professors, post-retirement professors, adjunct professors and associate professors are always decided by the Vice-Chancellor. The Vice-Chancellor may delegate decisions on appointments of other teaching categories to the heads of department.

7.7 Appeals

Appeals against appointment decisions at a higher education institution may be made to the Higher Education Appeals Board. The decisions that can be appealed against are specified in the Higher Education Ordinance, chapter 12, section 2. Decisions pursuant to Higher Education Ordinance, chapter 4, section 13 to reject an application for promotion from associate senior lecturer to senior lecturer may be appealed in accordance with the Higher Education Ordinance, chapter 12, section 2.