



LUNDS UNIVERSITET

POLICY ON EMPLOYMENT AND GOOD AND CLEAR CAREER PATHS FOR TEACHING STAFF AND RESEARCHERS AT LUND UNIVERSITY

Approved by the University Board on 18 June 2019, Item 6b

This is an English translation of the Swedish original, which will prevail in cases of discrepancy.

Introduction and aim

Lund University is a full-scale, research-intensive, multifaceted and decentralised university. Promoting good and clear career paths in all parts of the organisation is of utmost importance. Furthermore, it is essential that the work in this area be governed by common principles and rules. The Higher Education Act (1992:1434) and the Higher Education Ordinance (1993:100) contain rules on teaching appointments. Lund University's Appointment Rules¹ specify the rules for appointment and promotion applied at Lund University.

The present policy complements the Appointment Rules and is intended to function as a long-term tool for guidance in the strategic and operational work on appointments, good and clear career paths and talent management concerning teaching staff and researchers at Lund University.²

¹ Reg. no STYR 2019/1077.

² See also M. Rönmar, *Good and clear career paths at Lund University. Report* (Lund University, Lund 2018) (with investigative support from Carina Wickberg at the Office of the Vice-Chancellor) (Reg. no STYR 2017/1545). The policy is based on the analysis and recommendations presented in the report. The report also contains a presentation and analysis of the applicable regulations at Lund University concerning career paths, recruitment, the initiation and termination of employment, forms of employment and promotion.

Strategic starting points

Lund University's strategic plan for 2017–2026³ is based on fundamental academic values such as autonomy and academic freedom. The plan states that education and research are to strive for the highest quality and to be intertwined. Students and staff are to be offered attractive environments. Clear career paths are to be ensured and the University is to work strategically on recruitment. The organisation is to be characterised by a good work environment, gender equality and an ability to ensure equal treatment for both students and staff. Education, research and external engagement are to be characterised by internationalisation, with clear opportunities for international mobility for students and staff. Education and research are to be intertwined in learning environments in which both teaching and research take place and where qualifications in education and research are equally valued.⁴

Good and clear career paths are closely linked with issues of talent management, recruitment and various forms of employment. Talent management at the University is primarily determined by the needs of education and research. Good and clear career paths are a matter of both the needs, development and quality of the organisation, and of the career development and employment situation of the individual. One important aspect of the work to promote good and clear career paths concerns clarifying and opening up the careers system through vacancy announcements in open competition. Another important aspect is to invest in professional development, and to create opportunities to promote academic staff at different stages of their academic careers.

This enables career development within the framework of an appointment initially obtained in open competition. Given the different traditions and conditions at the faculties within Lund University, it is not a question of *one* good and clear career path, but of *several* different career paths, as well as career paths *within* and *outside* academia. For several years, the Swedish debate has focused on the career paths of early career researchers and teaching staff and the great number of researcher positions. Researcher positions are often financed by external research funding and are relatively insecure; they comprise limited scope for teaching and obtaining educational qualifications while not offering any opportunity to be reviewed for promotion to senior lecturer or professor.

Professors, senior lecturers and lecturers are primarily to be employed for an indefinite term. The fixed-term career development positions of postdocs and associate senior lecturers, as well as the fixed-term positions of adjunct lecturers, visiting professors and lecturers in an artistic discipline, all fulfil particular functions within the organisation.

There is a fundamental tension which must be managed between the meritocratic system, constitutional rules on merit and skill and the announcement of teaching vacancies in open competition on the one hand and, on the other, the employment protection legislation on the automatic conversion of fixed-term positions into employment for an indefinite term, rules on reassignment and the right of priority to re-employment.

Good and clear career paths promote gender equality, equal treatment and diversity, as well as internationalisation and mobility. Career development positions, such as postdoctoral positions and associate senior lecturer positions, occupy a particular place in this context. Good and clear career paths make Lund University into an attractive, competitive and positive employer, which is able to recruit and retain the most competent staff. This in turn promotes the highest quality in education, research and external engagement with wider society.

³ Reg. no STYR 2015/812.

⁴ See also European Commission, *The Code of Conduct for the Recruitment of Researchers*, Directorate-General for Research (Office for Official Publications of the European Communities, Luxembourg 2005) and European Commission, *The European Charter for Researchers*, Directorate-General for Research (Office for Official Publications of the European Communities, Luxembourg 2005).

Principles and measures

The following principles are to guide the work on employment and good and clear career paths for teaching staff and researchers at Lund University.

Principle 1:

To develop the strategic, long-term and proactive work on good and clear career paths, recruitment and talent management at all levels of the organisation.

Examples of measures:

- to design talent management plans on various levels in the organisation as a support in this work, and to use continuous discussions and recurrent status updates, for example in connection with annual budgeting and activities dialogues, as a way of developing the work.
- to actively use the collaboration with other higher education institutions within the framework of various networks (such as LERU and U21) for inspiration, support and benchmarking in this work.
- to connect everyday and operational decisions in the organisation in this area closely to the strategic and long-term targets.
- to ensure that managers and leaders at various levels of the organisation are offered support and undergo training that equips them to develop this strategic work, to prioritise and take correct decisions as employers and managers with regard to issues such as recruitment, appointment and staffing in connection with applications for external research funding.

Principle 2:

To develop the work on recruitment, and to ensure that all recruitment processes carefully take account of principles and rules on equal treatment, objectivity and transparency.

Examples of measures:

- to develop the work on recruitment and all parts of the recruitment process, e.g. with regard to training members in academic appointments boards, setting up clear and broad person specifications, instructions to external experts, assessment of teaching expertise, international vacancy announcements and proactive work to ensure a broad recruitment base and gender mainstreaming.
- to ensure that vacancies are announced openly, broadly and internationally, that only objective criteria are taken into account and that preparatory bodies and expert assessments are used in compliance with the Appointment Rules. Senior lecturers and lecturers are primarily to be offered employment for an indefinite term. Long and repeated fixed-term appointments (in the form of general fixed-term employment and temporary substitute employment in compliance with the Employment Protection Act (1982:80)) are to be avoided, along with the automatic transition to employment for an indefinite term of senior lecturers and lecturers. In this context, the strategic work on recruitment and talent management, advance planning, active direction and allocation of work, professional HR work and a well-developed careers support system are of great significance.
- to ensure that vacancies are announced with a broad subject specialisation and to prevent subject specialisations and person specifications designed to match a particular applicant. Such practices risk leading to internal recruitment and limited gender equality and mobility, and in the long term, also to a serious undermining of trust in the recruitment processes at Lund University.

- to develop university-wide support as well as collaboration and exchange of experiences between the faculties in the field of recruitment.

Principle 3:

To use career development positions – in particular associate senior lecturer positions, but also postdoctoral positions – to a large extent, and as a clear step in a coherent academic careers system.

Examples of measures:

- to analyse the challenges and obstacles within each faculty and department to increasing the use of career development positions, and identify ways of overcoming these obstacles.
- to set aside special resources for investments in career development positions, and to give the faculties and departments incentives and instructions for the use of career development appointments.
- to ensure that the regulation and strategic use of associate senior lecturer positions – as well as the practical conditions for the associate senior lecturer's work and acquisition of qualifications – fulfil the statutory purpose of the associate senior lecturer position, i.e. to offer the employee the opportunity to develop their independence as a researcher and to acquire the qualifications in both research and teaching to meet the requirements for appointment as a senior lecturer (see Chapter 4 Section 12 a of the Higher Education Ordinance).
- to announce vacancies for associate senior lecturers openly, broadly and internationally. Mobility and international experience of various kinds should be considered an additional qualification for employment; one aim of associate senior lecturer positions is to attract the best qualified candidates and to promote mobility and gender equality. The same should apply for postdoctoral positions.
- to develop clear support for continuing professional development and career development for associate senior lecturers, for example through professional development plans that are documented and regularly updated.
- to involve staff appointed to career development positions in education, research and external engagement and utilise their ideas in organisational development, management and administration.
- to conduct an active dialogue with research councils, research funders and other stakeholders to enable investments in career development positions.

Principle 4:

To reduce the use of researcher positions significantly with the aim of avoiding them as far as possible, in particular researcher positions for an indefinite term and part-time researcher positions with a low number of working hours.

Examples of measures:

- to analyse the challenges and obstacles within each faculty and department to reduce the use of researcher positions, and identify ways of overcoming these obstacles.
- to investigate more closely the group of researchers and other research and teaching staff to develop appropriate measures.
- to work both on measures to avoid new researcher appointments as far as possible and on measures to find solutions and promote good and clear career paths for already appointed researchers, both within and outside academia.
- to work to broaden both disciplinary and teaching expertise to facilitate the use of career development positions and other teaching positions instead of researcher positions.
- to ensure that managers and leaders at various levels of the organisation are offered and undergo training and obtain support enabling them to take an active role and take correct decisions as employers and managers with regard to issues such as recruitment, appointment and staffing in connection with applications for external research funding.

Principle 5:

To develop the support for academic qualifications, continuing professional development and career development.

Examples of measures:

- to develop the support for academic qualifications, continuing professional development and career development – for work within and outside academia – for individual teaching staff members and researchers at various stages of their career, beginning with doctoral education.
- to combine faculty-wide initiatives at the University level with faculty- and department-specific initiatives, and ensure that they are also offered in English for international staff. To combine support offered broadly and including digital elements, with special, more developed, university-wide programmes including elements of networking and mentorship. To actively use the annual staff appraisals and professional development plans that are documented and regularly updated in the work on career development.
- to develop the induction of new employees, in particular international employees.
- to actively use the collaboration with other higher education institutions within the framework of various networks (e.g. LERU and U21) for inspiration, support and benchmarking in this work.

Principle 6:

To develop the active preventive and systematic management of gender equality and equal treatment issues.

Examples of measures:

- to ensure that recruitment, appointment and promotion is free from discrimination.
- to work actively with prevention and systematic management on gender equality and equal treatment issues in all parts of the organisation (e.g. in relation to recruitment, direction and allocation of work and terms and conditions of employment (including in the case of nominations, appointments of representatives to various bodies, etc.)).
- to develop the university-wide support, collaboration and exchange of experiences between the faculties on matters pertaining to gender equality and equal treatment.
- to actively use the collaboration with other higher education institutions within the framework of various networks (e.g. LERU and U21) for inspiration, support and benchmarking in this work.
- alongside continued focus on the unequal gender distribution among professors, it is equally urgent to conduct active gender equality efforts in the recruitment of other teaching staff, in particular with regard to the career development positions of postdocs and associate senior lecturers.
- to base efforts on existing research on gender equality and equal treatment work, and to involve teaching staff and researchers at Lund University with specialist expertise in this work.

Principle 7:

To develop Lund University as an international higher education institution, and ensure that there is an international perspective in all activities and that the University is attractive to and inclusive of international employees.

Examples of measures:

- to ensure that vacancies are advertised openly, broadly and internationally. Also provide information on the advantages of working at Lund University, and of residing and living in Sweden, such as the particularly good conditions for combining working life with raising a family.
- to develop the induction of international employees as well as the continued support during employment for academic qualifications, professional development and career development.
- to ensure that international staff are offered Swedish language training, as well as practical opportunities to benefit from it. Swedish is the official language of Lund University as a public authority, and many of its study programmes and courses are offered in Swedish. Against this background, studies in Swedish (and access, time and support for such studies) play a particularly important role in enabling the integration of international staff in education, in the work environment and in the collegial collaboration and leadership at the department and the faculty.
- to ensure that requirements for Swedish language skills are not set earlier than necessary in the academic career, in order to promote international mobility and a broad recruitment base, in particular for career development positions.
- to ensure that important information at all levels of the organisation, e.g. concerning regulations and recruitment processes, is available in English, and that education, research and external engagement can be developed through communication in English at Lund University so that the University is able to maintain and reinforce its position in today's global research and education landscape.