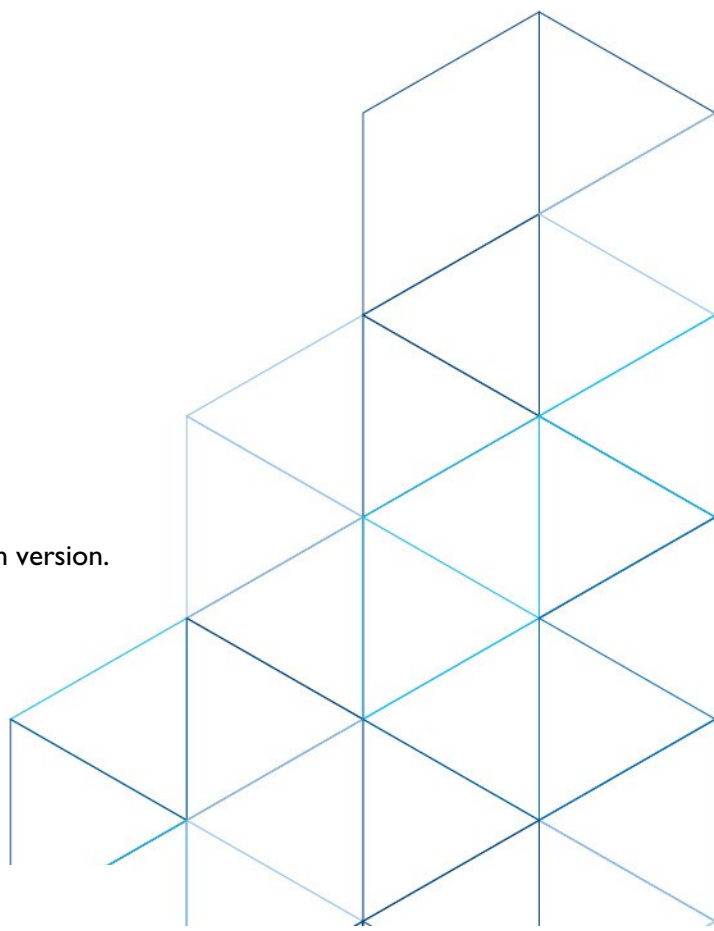


Rules for admission of docents

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Purpose

This document governs the admission of docents (readers) at Halmstad University. The purpose is to explain the requirements and conditions for applying for and being admitted as a docent. The rules describe the assessment criteria that ensure decisions are made in a consistent manner. This document is aimed at applicants for docentships, the University's Recruitment Committee, external experts and school management.

For further clarification and details, please refer to the University's document "Guidelines for admission of docents".

Background

Docent is an academic title and a personal distinction confirming that, overall, the holder possesses research expertise significantly exceeding that required for a doctorate, coupled with teaching expertise and other relevant competencies. A docent also demonstrates independence and expertise in their field. Docent is not a type of employment, and being conferred the title of docent therefore does not change a person's employment status.

Employees who have been admitted as docents at another institution are also registered as a qualified docent at the University. When determining the salary of a new employee, the docent qualification should be taken into account.

Expectations

The University expects employed docents to lead, conduct and disseminate cutting-edge research. This is achieved by the docent conducting research, actively seeking research funding, and participating in teaching at first-, second- and third-cycle level, where possible. In addition, the docent is expected to undertake assignments such as supervising graduate students, serving as a member of the examining committee, performing expert assignments, and serving as a member or leader of working groups, councils or committees related to research and education, as well as collaborating with the surrounding community.

Requirements for application and admission as a docent

To be admitted as a docent at Halmstad University, the appointment must benefit research and education at the University, as well as academia and the scientific community at large – both nationally and internationally – and the surrounding community.

Although the University views academic qualifications positively, there is no obligation to assess and admit docents. Assessment of the need for specialised expertise is conducted through consultation within the relevant academic school and is subsequently decided by that school's Dean in accordance with the document "Guidelines for admission of docents".

A docentship is a personal qualification. Applicants who have already been admitted as a docent at another institution will not be subject to a new expert assessment of their qualifications for the title.

Both individuals employed by the University and those working externally may be appointed as docents if it is in the University's best interest and if the applicant meets the requirements for

admission as a docent. To be admitted as a docent, a person who is not employed by Halmstad University must have an ongoing research collaboration with researchers at Halmstad University in a research field relevant to the University. In these cases, the application must be initiated and supported by the academic school at which the subject and research environment are located. The title of docent thus provides individuals who do not hold a teaching position at Halmstad University with a clear academic connection to the University.

Assessment criteria

A docent must be established as an independent researcher and teacher in their field and possess the ability to evaluate the research and teaching expertise of others.

Assessment of the application will be based on a comprehensive review of the applicant's contributions and competence, in accordance with the assessment criteria, and will take into account the traditions and norms of the relevant field.

The qualifications for the position of docent are primarily based on research expertise and the ability to lead, conduct and disseminate research. A docent is also expected to possess strong teaching expertise in order to effectively teach and share their knowledge both within and outside the University. The assessment will also take into account skills and achievements in related areas such as collaboration, innovation, external assignments, leadership and "academic citizenship" (see the section on "Other competencies").

The description of qualifications must be supplemented with relevant documentation substantiating both the scope and quality of the work performed. (See the document "Guidelines for admission of docents".) With regard to discussions on assessment criteria and related matters, the University also refers to the Association of Swedish Higher Education Institutions' "Framework for merit assessment".

Criteria for assessing research expertise

Academic progression

A docent must demonstrate academic progression and high-quality scholarly output following the completion of a doctorate. This applies regardless of whether the dissertation is a monograph, a monograph that has been presented in article form following the defence, or a compilation in which chapters and articles have been reworked into a book. The work must be in accordance with established tradition within the relevant field of research or subject area and, as a rule, be equivalent to at least one additional doctoral dissertation.

A docent must also demonstrate a well-developed level of independence, as well as a significant deepening or broadening of the scope of the dissertation in one or more respects, such as theory, research questions, data or methodology. The research may build upon the themes of the dissertation, but must be independently designed and conducted.

Contributions to the scientific community

The applicant must have contributed to the national and/or international scientific community by publishing articles in reputable peer-reviewed scientific journals and/or books published by reputable publishers. Other types of publications, such as reports and conference papers, may also be considered of some significance. The assessment should take into account the varying publication traditions of different disciplines. Contributions to open science – that is, publications that make research data, research results and source code openly available – are viewed favourably in the assessment.

Evaluations conducted by the research community, such as awards and prizes, should be given some weight.

If the applicant cites material that has not yet been published, it must have been accepted for publication and accompanied by verification from the editor or publisher.

Originality and contribution to development of the field

A docent must demonstrate originality and the ability to innovate, be at the forefront of research in their field, and contribute to the development of the discipline. Originality in research also entails greater independence over time in scholarly work.

Roles within the scientific community

The applicant must demonstrate involvement in the scientific community through, for example, review assignments, service as a peer reviewer or editorial work. Where appropriate, and taking into account subject-specific traditions, assignments as an expert, external examiner, or member of an examining committee for doctoral examinations may also be considered significant.

Ability to apply for external research grants

The applicant must demonstrate the ability to apply for and potentially obtain external research grants in a competitive environment, taking into account the unique characteristics and traditions of the field. Being the principal applicant for a research grant is considered more important than being a co-applicant.

Ability to collaborate and apply research findings

The applicant must demonstrate the ability to engage in national and international research collaboration and/or networking, as well as the ability to communicate research both within and outside the scientific community. Experience in applying research findings and personal collaboration skills are desirable, as is the ability to conduct participant-based research and high-quality development work in collaboration with the surrounding community.

The dissemination of research and research findings – for example, through collaborations with the business sector and civil society organisations, the writing of popular science works, co-production, applied research and participation in public debate – is considered a merit.

Assessment criteria for teaching expertise

Educational philosophy

The applicant must describe his or her fundamental educational philosophy in a written reflection. This fundamental educational approach must be grounded in higher education pedagogical theory.

Teaching experience and the ability to support student learning

The applicant must have extensive teaching experience and be deemed capable of planning, conducting, developing and evaluating high-quality teaching at the first- and second-cycle levels. The applicant must also be deemed capable of creating a conducive learning environment and ensuring that teaching is accessible and relevant.

Educational development and curriculum planning

The applicant must be able to contribute to the development or revision of courses and/or educational programmes, forms of assessment and teaching methods.

Supervisory skills/experience

The applicant must be deemed capable of serving as the principle supervisor for doctoral students. This can be demonstrated through successful supervision of students at the Master's level, as well as any experience as a co-supervisor for doctoral students

The applicant must have completed a training programme for research supervisors.

Ability to integrate research into education

The applicant must demonstrate the ability to integrate research into education, for example by incorporating current research into teaching, developing course content with a clear connection to their own and/or others' research, or involving students in research-oriented approaches.

Training in teaching and learning in higher education

The applicant must have completed a qualifying course in teaching and learning in higher education (equivalent to 10 weeks of full-time study), or have completed training in teaching and learning in higher education in combination with prior learning that has been assessed and approved. Such an assessment may have been administered at the University or another educational institution. Information is available on the University's intranet.

Other competencies

Collegial work – known as “academic citizenship” – both within internal academic activities and through external assignments where such work is carried out, should be given due consideration. This refers, for example, to various leadership and coordination roles, taking responsibility in collegial processes, contributing to the professional development of colleagues, reviewing research, and promoting visibility and societal impact through expert participation in public discourse.

Application

Information regarding applications for the position of docent can be found in the document “Guidelines for admission of docents”.

Assessment and decision

Applications for admission as a docent are assessed by the University's Recruitment Committee. Applications that the committee deems complete and for which the school confirms that there is a need for docent expertise are forwarded to external experts for assessment.

The decision to approve or reject an application for the position of docent is made by the Dean of the school in question in accordance with the document “The Vice-Chancellor’s decision-making procedure and delegation of authority”. The decision cannot be appealed. Anyone whose application for admission as a docent has been rejected will be provided with a statement explaining the reasons for the rejection. Applicants may not reapply until at least one year after the decision to reject their application.

More information about the assessment and decision-making process can be found in the document “Guidelines for admission of docents”.