

Reg. No.: MIUN 2019/1139

*In case of any discrepancy between the English and Swedish versions, the Swedish version shall prevail*

# Rules of Procedure for the Faculty of Science, Technology and Media

**Published:** Date

**Decision-maker:** Faculty of Science, Technology and Media

**Administering unit:** Faculty of Science, Technology and Media

**Administrator:** Head of the Faculty Office

**Decision date:** 2024-03-14

**Period of validity:** From 01/01/2023 until further notice

**Latest revision:** 2024-03-14

**Summary:** The Rules of Procedure describe the bodies and roles within the Faculty of Science, Technology and Media, and their overall responsibility.

**Previous versions:** MIUN 2019/1139, 12/06/2019, 29/12/2022, 09/06/2023, 13/12/2023, 31/01/2024

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# Rules of Procedure for the Faculty of Science, Technology and Media

## 1 Introduction

These Rules of Procedure are based on the Rules of Procedure for Mid Sweden University laid down by the Mid Sweden University Board, Reg. No. MIUN 2019/580. The Rules of Procedure describe the bodies and roles within the Faculty of Science, Technology and Media, as well as their overall responsibility. Together with the faculty's decision-making and delegation scheme, the Rules of Procedure describe how the faculty is organised, the areas of responsibility of different levels and functions, and how decisions in the faculty are made.

The Rules of Procedure describe the faculty's linear organisational structure and the collegial academic organisation, their respective responsibilities, decision-making mandate and work methods. They describe central concepts and processes aimed at clarifying the role division and boundaries between the two organisations.

### 1.1 Teachers with scientific and artistic competence

The Rules of Procedure for Mid Sweden University state that:

“Various regulations use the terms ‘research competence’ and ‘artistic competence’. A person meets the requirement of research competence if he or she is

- a professor or
- another kind of teacher, if he or she is in employment that requires a Degree of Doctor or an equivalent level of research competence.

“A person meets the requirement of artistic competence if he or she is

- a professor or

- another kind of teacher, if he or she is in employment that requires a Doctorate of Arts or an equivalent level of artistic competence.

“The persons referred to above are considered teachers within a Faculty Board’s area of responsibility if they are employed by the university and at least 40% of their work is carried out in the same board’s area of responsibility.”

## 1.2 Student representation

The Rules of Procedure for Mid Sweden University state that:

“Students have the right to influence their university education, and the university shall encourage students to take an active part in further developing the education in accordance with Chapter 1, Section 4a of the Swedish Higher Education Act (*Högskolelagen* – 1992:1434).

Students have the right to be represented when decisions are made or preparatory work is under way that will affect the education or the students’ situation, according to Chapter 2, Section 7 of the Swedish Higher Education Act.

“If decisions are going to be made or preparatory work done by a single person, information must be provided to, and consultation take place with, a student representative in good time before the decision is made or the preparatory work completed. If a decision is to be made by a group of persons, according to Chapter 2, Section 6, second paragraph of the Swedish Higher Education Act, students have a right to be represented by at least three members. However, the number of student representatives in such a group may be lower if there are special reasons, considering the total number of members in the group; Chapter 2, Section 14 of the Higher Education Ordinance (*Högskoleförordningen* – 1993:100).

“The student unions are responsible for appointing and dismissing student representatives within their respective fields of activity. For bodies that cover the fields of activity of both student unions, or for decisions or

preparatory work that otherwise affects both student unions, the student unions jointly appoint student representatives; Section 7 of the Ordinance on Students' Unions (*Studentkårsförordningen* – 2009:769).

“In cases in which it is determined that opinions on a matter need to be obtained by referring to one or more other bodies and the matter relates to activities of importance to the education or the students' situation, the student unions shall constitute the referral body.”

Student participation is an important part of developing the education at the Faculty of Science, Technology and Media. The students' feedback from course evaluations and participation in subject faculties, councils and boards is an important contribution to developing the quality of the education. A continuous dialogue with students is a condition of effective quality work.

After completing their education the students become alumni and, in this role, are able to continue to take part in the work to develop the education and to be ambassadors for it.

## 1.3 Faculty governance and work methods

The Faculty of Science, Technology and Media has both collegial governance and line management. The two forms of governance work side by side, with shared responsibility for the whole operation but different perspectives, work methods and expectations. The two forms of governance meet with the dean, who chairs the Faculty Board, the highest collegial body, and the faculty's highest line manager.

### 1.3.1 The collegial academic organisation and its work methods

Within the faculty there is a number of different commissions of trust, all of which require broad support from the academic collegial environment. The Faculty Board is the highest body in the collegial organisation. Under the Faculty Board, there are a number of councils whose preparatory work is

led by a chair. The departments have subject faculties to which everyone who conducts research and teaches in the respective subject belongs on equal terms. The work in the subject faculties is led by heads of subjects, who also chair the subject faculties' meetings. If a subject faculty consists of more than one subject, the chair is appointed among the heads of subject of the subjects included. Every department has a director of studies for third-cycle education with a clear function, together with the heads of subjects and supervisors, to encourage high quality of third-cycle education and serve as support for doctoral students and supervisors at the department.

The main perspective of the collegial organisation is the quality of the operation run at the faculty. Collegial decision-making is based on discussions in which different matters are investigated and discussed critically based on research knowledge and evidence and are all covered by the conclusions.

Decisions are made by acclamation unless someone requests a vote. Voting is done openly and in accordance with section 29 of the Administrative Procedure Act. The outcome is determined by a simple majority. In case of a tie, the chairman has the casting vote.

The collegial organisation is responsible for monitoring trends in the subject or area and for creating a self-image and insight into which context the subject or group is active in. This applies internally at the faculty and university to the way the subject, group or area can contribute to Mid Sweden University's strategy as well as in relation to national and international groupings that are active in the same area.

### **1.3.2 The linear organisational structure and its working methods**

The linear organisational structure is led by the dean and the line managers, heads of department and head of the faculty office appointed by the dean. The main linear perspective is staff matters, work environment, finance, and the content and orientation of the operation.

The head of department is responsible for the department's staff and operation. The head of department can appoint one or more deputy heads of department, one of which is the head of department's deputy. The duties of the deputy head of department are decided by the head of department after a dialog with the dean. The director of studies is responsible for implementing staff planning at the department under the management of the head of department. Around the education, there are programme councils, programme co-ordinators and course co-ordinators. The programme co-ordinator has overall and planning responsibility for degree programmes and is the contact for the programme. Correspondingly, the course co-ordinator is responsible for planning and implementing the course. Within the research, there are heads of research who lead the work in research teams.

The head of the faculty office is responsible for the operational support to the faculty management and operation.

### **1.3.3 Allocation of responsibilities between the linear and the collegial organisation**

The Rules of Procedure for Mid Sweden University state that:

“The linear organisational structure has a clear function to ensure that the tasks of the employer and public authorities can be fulfilled in a legally secure way, that governance and management work as they should and that decisions are implemented as intended.”

The collegial organisation's function is to deliver solutions to questions concerning the operation. These expected collegial provisions concern the subject content of courses, the subject's progression in courses and degree programmes, supervision and progression in third-cycle education, strategies for financing research, publication and matters concerning competence development and earning a living, to name a few.

Around the education, the Subject Faculty and councils work together with the course co-ordinator and the programme co-ordinator, as well as the



director of studies, deputy head of department and head of department. There is also a director of studies for third-cycle education.

The function of the line is to manage and ensure that the faculty's decisions on the content of the education, progression and quality are safeguarded when conducting the courses and degree programmes and that the operation maintains high quality.

In the research, the heads of department, centres and research interact on strategic future matters concerning the content and orientation of the research. The management team is responsible for taking into account both the linear and the collegial perspective.

The focus of the collegial perspective is to develop and change the research to increase the scientific impact within the area and to increase the external funding to achieve this. The focus is often on a long-term future perspective. Central matters for the planner are research funding, internationalisation and research connections for education.

The linear perspective is one of quality for the operations and staff. Central matters for the line are to ensure continuity and security, and to safeguard education and research and the connections between them.

The intention is not for the interface between the linear and the collegial perspective to always be sharp: there is some overlapping responsibility. To manage and make these situations visible, the faculty has defined different processes to help confirm the existence and relevance of the arguments for both perspectives. Examples include the faculty's policy documents for allocating<sup>1</sup> and managing<sup>2</sup> research funds, quality support

1. Process for allocating research funds at the Faculty of Science, Technology and Media, Reg. No. MIUN 2018/841
2. Instructions for managing research funds at the Faculty of Science, Technology and Media, Reg. No. MIUN 018/840

for research applications<sup>3</sup>, follow-up of degree programmes<sup>4</sup>, quality criteria for appointments<sup>5</sup> and the faculty's regulations for postgraduate education<sup>6</sup>. The faculty's work on activities connected to Mid Sweden University's strategy is another example. The head of department is responsible for leading the department's planning work and for the implementation, taking into account the department's competence with a relevant perspective.

### **1.3.4 Faculty decision meeting**

At the faculty's decision meeting, decisions are taken by the dean, head of department, head of the faculty, chair of one of the faculty's three administrations (see Section 4). Decision meetings shall be held regularly and the decisions documented.

If the dean so decides, the dean and pro-dean take part. For decision by other functions, the respective decision-maker takes part. The students have a right to be present at a decision meeting as per above with a representative from each students' union. Other participants can be co-opted if required. Each case is presented by a rapporteur. The meetings are administered by the Faculty Office.

## **2 Faculty Board**

The Rules of Procedure for Mid Sweden University state that:

“The Faculty Board's area of responsibility consists of the subjects/main fields of education for the first and second cycles, subjects at postgraduate level and the research conducted at the faculty.

3. Process for quality support for and quality audits of applications to the EU Regional Structural Funds at NMT, Reg. No. MIUN 2016/3

4. Evaluation of the education, Reg. No. MIUN 2017/2045

5. <https://www.miun.se/medarbetare/universitetet/nmt/Strategiska-dokument/>

6. <https://www.miun.se/medarbetare/universitetet/nmt/utbildning-pa-forskarniva/RiktlinjerRegelverk-/>

“The Faculty Board is collectively responsible for education, research, innovation and cooperation, quality and development work, organisation, finances, and communication within the faculty concerned.

“The overall responsibility of the Faculty Boards is to:

- assume general responsibility for the quality and quality development of the faculty’s operations.
- ensure and facilitate collaboration across subject and faculty boundaries in research and education
- submit proposals regarding establishing or closing down centres of excellence.”

## 2.1 Members of the Faculty Board

The Rules of Procedure for Mid Sweden University state that:

“The Faculty Board consists of 11 members, including the chair. At least six of these members should have scientific or artistic competence, of which one should be the chair. There should also be two external members who have scientific or artistic competence or are otherwise suitable for the assignment, and three student representatives appointed by the students’ unions. The vice-chancellor issues detailed instructions for selecting members for the Faculty Board prior to each term of office.

“The term of office for members of the Faculty Board is three years. The dean serves as chair of the Faculty Board. In the dean’s absence the deputy dean takes his or her place.”

The Faculty of Science, Technology and Media has two appointed deputies who are entitled to attend and speak at Faculty Board meetings and can step in as members in the absence of ordinary members.

## 2.2 Faculty Board meetings

The Faculty Board usually meets four times per semester. Extra meetings are decided upon by the dean. The Faculty Boards shall fit their meeting days around the University Board’s meetings.

The chair of the Academic Appointments Council, the chair of the Council for Third-Cycle Education, and the chair of the Council for First- and Second-Cycle Education can be co-opted to the board meetings.

The head of the Faculty Office, the board's secretary and administrators, council administrators, and a representative of each of the employee organisations with which the university has collective agreements are also entitled to attend and speak at the board meetings.

### **2.2.1 Notice, documents and disqualification**

Meeting notices and agendas are sent to members no later than seven days before an ordinary meeting. Documents and proposals for decisions should normally be sent at the same time as the notices.

It is up to the members to report situations that may constitute a conflict of interest to the dean before the meeting, in accordance with the provisions of Section 16 of the Administrative Procedure Act (*Förvaltningslagen* – 2017:900).

### **2.2.2 Preparatory work for cases**

Preparatory work for cases is done within the Faculty Office under the management of the head of the Faculty Office.

### **2.2.3 Decisions**

The quorum for the Faculty Board is more than half of the members being present, the chair being among them, provided that the majority of the members who are present have scientific or artistic competence.

Decisions are made by acclamation unless voting is requested. Voting is open and carried out in accordance with Section 29 of the Administrative Procedure Act (*Förvaltningslagen*). The result is decided by a simple majority. If there is a tie, the chair has the casting vote.

According to Section 30 of the Administrative Procedure Act, a member who has participated in a decision being made is entitled to have reservations regarding the decision and to have dissenting opinions recorded in the minutes. The rapporteur and other officials who are present

at the meeting during the final consideration but do not participate in making the decision are also entitled to have their dissenting opinions recorded.

Urgent matters for which the Faculty Board does not have time to arrange a meeting may be decided by messages sent between the dean and at least as many members as are needed to achieve quorum. If this is not deemed appropriate, the dean may make the decision him- or herself. Decisions that are made through special arrangements as above must be reported at the next meeting.

The rapporteur for a particular matter is responsible for administering the board's decision.

#### **2.2.4 Other**

The work methods are otherwise determined by the Faculty Board.

## **3 Dean, Pro-dean and Deputy Dean**

### **3.1 Dean**

The Rules of Procedure for Mid Sweden University state that:

"The dean works directly under the vice-chancellor and is the faculty's highest manager, chairs the Faculty Board and leads the faculty's operations.

"The dean is appointed by the vice-chancellor for a period of four years, with the possibility of an extension of a total that ought not exceed a maximum period of eight years. A person who meets the requirements for employment as a university lecturer or professor is eligible to serve as dean. The nomination committee that puts forward the members of the Faculty Board should also nominate persons who are suitable to serve as dean and who have the confidence of the staff. The committee's nominees for dean are submitted to the vice-chancellor for approval.

“The nomination committee’s suggestions for dean should be preceded by consultation and dialogue with the vice-chancellor.

“The overall responsibility of the dean is to:

- lead the work of the Faculty Board
- lead the activities at the faculty, with responsibility for the operations and staff
- manage the heads of the faculty’s departments, as well as the head of the Faculty Office
- encourage high-quality research and education to be carried out within the faculty’s field of activity
- promote collaboration by the faculty with the surrounding community.
- represent the faculty within and outside of the university
- be responsible for ensuring that operations at the faculty are carried out in accordance with applicable regulations and satisfactory internal governance and control”

The dean’s decision is taken at the faculty’s decision meeting; see Section 1.3.4.

### **3.1.1 Dean’s management team**

The dean’s management team discusses matters concerning the linear organisation at the Faculty.

The dean’s management team comprises the dean, pro-dean, deputy dean, heads of departments, deputy heads of departments, head of the Faculty Office and head of education administration or coordinator. Others may participate if the dean so decides.

## **3.2 Pro-dean**

The Rules of Procedure for Mid Sweden University state that:

“The pro-dean is nominated by the dean and appointed by the vice-chancellor for a period of four years, with the possibility of an extension of a total that ought not exceed a maximum period of eight years. A person who meets the requirements for employment as a university lecturer or professor is eligible to serve as pro-dean. The pro-dean serves as the dean’s deputy, which also includes serving as chair of the Faculty Board. The pro-dean is entitled to attend and speak at faculty board meetings in the event that the pro-dean is not amongst the elected members of the board. The pro-dean’s authority and duties are otherwise determined by the dean.”

### **3.3 Deputy Dean**

The Rules of Procedure for Mid Sweden University state that:

“Deputy deans are appointed by the dean for a maximum period of four years at a time. The deputy dean is responsible for the operation and development of a designated area. The deputy dean provides support primarily at faculty level and acts on behalf of the dean.”

## **4 Faculty administration**

The Rules of Procedure for Mid Sweden University state that:

“There shall be a council for education at first and second cycle for each faculty, a council for third-cycle education, and an academic appointments council. The councils undertake preparatory work for the Faculty Board, in particular on quality and development matters. The councils can be delegated authority to make decisions. The work of these councils is led by the chair of the council.

“The Faculty of Science, Technology and Media also has programme councils. This is an important platform for quality and development work on the programmes and cooperation between similar programmes. The programme councils are organised under the Council for First- and Second-Cycle Education.

“The councils’ most important assignment is to develop the quality of the operation. The councils cooperate in this work with the structures concerned, such as the subject faculty, departments and research centres, to create a basis for the line in terms of planning efforts and strategic resource allocation.

“The Faculty Office has collective operational support within the faculty. The main task of the office is to assist the faculty’s management and operation with decision and planning documents as well as administrative support.”

## 4.1 Academic Appointments Council

The Academic Appointments Council conducts preparatory work for the Faculty Board on matters concerning recruitment and competence development.

The overall responsibility of the council is to:

- serve as support for the line of work on strategic competence supply by creating supporting documents for planning recruitment and competence development efforts,
- be a referral body on employment matters,
- follow up the results of the processes for which the Academic Appointments Council is responsible.
- develop the collegial discussion within the framework of its field of activity

The overall responsibility of the chair of the Academic Appointments Council is to:

- lead and participate in the work to develop the collegial discussion within the framework of its field of activity
- together with the heads of subject, department management teams and managers of research centres work on strategic recruitment



- report on the council's matters in the dean's management team

The Academic Appointments Council consists of the chair, vice chair and four teachers appointed by the Faculty Board. One representative for the postgraduate students and one student are appointed by the student unions. If necessary, the Academic Appointments Council can co-opt members. The dean shall be co-opted to the council when professors are appointed.

The chair of the council makes its decisions at the faculty's decision meeting; see Section 1.3.4.

## 4.2 Council for Third-Cycle Education

The Council for Third-Cycle Education conducts preparatory work for the Faculty Board on matters concerning third-cycle education.

The overall responsibility of the council is to:

- monitor and promote the faculty's third-cycle education
- be a referral body in matters concerning third-cycle education
- follow up the results of the processes for which the Council for Third-Cycle Education is responsible
- develop the collegial discussion within the framework of its field of activity

The overall responsibility of the chair of the Council for Third-Cycle Education is to:

- lead and participate in the work to develop the collegial discussion within the framework of its field of activity
- together with the heads of subject, department management team and managers of research centres work on the development of third-cycle education
- lead the work on quality evaluations concerning third-cycle education

- Report on the council's matters in the dean's management team

The Council for Third-Cycle Education consists of the chair, vice chair and four teachers appointed by the Faculty Board. Two representatives of the doctoral students are appointed by the student unions. If necessary, the Academic Appointments Council can co-opt members.

The chair of the council makes its decisions at the faculty's decision meeting; see Section 1.3.4.

### 4.3 Council for First- and Second-Cycle Education

The Council for First- and Second-Cycle Education does preparatory work for the Faculty Board on matters concerning first- and second-cycle education.

The council's overall responsibility is to

- act to develop and ensure the quality of all first- and second-cycle education at the faculty
- be a referral body in matters concerning first- and second-cycle education
- follow up the results of the processes for which the Council for First- and Second-Cycle Education is responsible
- lead and participate in quality evaluations and quality follow-up concerning first- and second-cycle education
- develop the collegial discussion within the framework of its field of activity

The overall responsibility of the chair of the Council for First- and Second-Cycle Education is to:

- lead and participate in the work to develop the collegial discussion within the frame of its field of activity

- together with the heads of subject, department management team and chairs of the programme councils and planners work on the development of first- and second-cycle education
- lead the work on quality evaluations concerning first- and second-cycle education
- report on the council's matters in the dean's management team

The Council for First- and Second-Cycle Education consists of the chair, vice chair and four teachers appointed by the Faculty Board. Two representatives of the students are appointed by the student unions. If necessary, the Academic Appointments Council can co-opt members.

The chair of the council makes its decisions at the faculty's decision meeting; see Section 1.3.4.

### **4.3.1 Programme Councils**

The programme councils are organised under the Council for First- and Second-Cycle Education. Guidelines for the programme councils are laid down by the council. A programme council can be formed either on a directive from the faculty or on the initiative of a department, subject faculty or a group of programmes. Decisions on setting up a programme council are taken by the Council for First- and Second Education after a hearing by the dean, and the heads of department and head of subject concerned.

The overall responsibility of the programme councils is to:

- achieve systematic quality and development work and stimulate exchanges of experience between the programmes and subjects concerned
- actively safeguard the students' views and ideas on the programmes concerned
- improve efficiency and take the initiative for increased joint studies and other joint activities for the programmes concerned

- promote the concerned programmes' cooperation with the local community
- work on shared core values and recruitment efforts for concerned programmes
- work to implement the university's strategy
- prepare supporting documents for the Council for First- and Second-Cycle Education
- conduct a dialog with the concerned subject faculties regarding the courses that are part of the programme

The overall responsibility of the chair of a programme council is to:

- be convenor of the programme council
- conduct a dialog with the chair of the Council for First- and Second-Cycle Education
- ensure that the matters that are raised in the programme council's meetings are forwarded to the right bodies

The councils consist of the chair and programme co-ordinators of the education concerned. For well-established programme councils, the chair can be appointed from the programme co-ordinators. The students have the right to be present with two representatives from the degree programme concerned.

The chair is appointed by the Council for First- and Second-Cycle Education for a fixed term.

### **4.3.2 Organisation teacher training**

Teacher training organisation is laid down and described in 'Arbetsordning för fakulteten för humanvetenskap' (Rules and Procedures for the Faculty of Human Sciences), Reg. No. MIUN 2019/658.

## **4.4 Faculty Office**

The Rules of Procedure for Mid Sweden University state that:

“There is a Faculty Office for each faculty. This office is responsible for general administration of education and research, and supports the faculty’s constituent parts, such as the Faculty Board, the Faculty Board Council, research centres and departments. The Faculty Office is led by the head of the Faculty Office.”

#### **4.4.1 Head of the Faculty Office**

The head of the Faculty Office is appointed by the dean and is responsible for the staff, planning, quality work, coordination, and development of the office’s operations. The head of the Faculty Office’s areas of responsibility also cover coordination with the Faculty Office at the other faculty and administration. Together with the head of the Faculty Office, the faculty management shall draw up a cost ceiling for each financial year and in operational dialogues with the dean follow up and comment on deviations from it.

The head of the Faculty Office has overall responsibility for the Faculty Office. The head of the Faculty Office has direct responsibility for the staff within management support, board support and research administration, as well as for the head of education administration. Education administrative staff are organised under a head of education administration or coordinator.

The head of the Faculty Office is responsible for ensuring staff influence in the work with the office. The head of the Faculty Office also serves as a link between the faculty management and the staff. An important part of this assignment is to keep the staff informed of what is happening at faculty and university level.

The overall responsibility of the head of the Faculty Office is to:

- work on visions, strategies and cost ceilings for the office
- work on planning, allocation and coordination of resources for the office
- be responsible for the quality work in the office

- distribute information to staff at the office
- be responsible for creating archives within its field of activity
- be responsible for the work on equal opportunities being conducted in accordance with the university's action plan for equal opportunities

The head of the Faculty Office makes its decisions at the faculty's decision meeting; see Section 1.3.4.

#### **4.4.2 Education administration coordinator or manager**

The education administrative staff coordinator or manager is appointed by the head of the Faculty Office and is responsible for education planning, follow up and service for the education activities. The education administrative coordinator or manager is also responsible for the operational education administration and the staff who primarily work with it.

The overall responsibility of the education administrative coordinator/manager is to:

- be a supervisor for the education administrative staff
- be responsible for staff development within the area of responsibility
- initiate staff changes
- be responsible for creating archives within the field of activity
- be responsible for competence supply for staff within the area of responsibility– a long-term competence supply plan and a plan for staff development to meet the needs of the faculty
- participate in setting salaries
- exercise employer's liability on work environment matters and be responsible for the work environment for staff within the area of responsibility in accordance with the laws, regulations and agreements in force

- within its area of responsibility, meet Mid Sweden University's undertakings according to the cooperation agreement with the trade unions
- be responsible for the work on equal opportunities being carried out in accordance with the university's action plan for equal opportunities
- distribute information to staff

## **5 Subject faculties, head of subject and examiner**

Education and research are organised within the framework of subjects. Each subject at the Faculty of Science, Technology and Media belongs to a subject faculty in which the subject content and terms of reference are discussed, described and developed. Each subject faculty is led by the head of subject.

The subject faculty and head of subject's assignment includes cooperating with representatives of the linear organisational structure and with the faculty's councils with the aim of creating the best possible conditions for education and research within the subject. To facilitate the work, the faculty has defined different processes that make visible the different actors' responsibilities, work methods and expected provisions. Work methods for the collegial bodies and the allocation of responsibilities between the collegial organisation and linear organisational structure are described in more detail in Section 1.3.

### **5.1 Subject faculties**

The subject faculty is set up by the Faculty Board. A subject faculty can consist of one or more related subjects. The work at the subject faculty is led by the head of subject, or heads, if the faculty consists of two or more subjects. The subject faculty includes everyone who teaches and conducts

research in the subject. Students have the right to be present with two representatives from the education concerned.

The subject faculties have overall responsibility for follow-up, quality and development within their own subject area. The subject faculty's role is to discuss, reflect on, and where appropriate, initiate and handle matters concerning education at first and second cycle and postgraduate level, as well as research within the subject in an open and inclusive way. The collegial work is expected to lead to the best arguments to provide a basis for strategic decisions in terms of content and orientation of the research and education within the subject.

The main assignment of the subject faculty is to:

- exercise quality responsibility for the subject
- actively participate in a collegial discussion on important development matters within research as well as first, second-, and third-cycle education
- be responsible for the subjects and main fields covered by the subject faculty
- be responsible for quality and development of courses within its area of responsibility
- work to coordinate the range of courses offered within its area of responsibility
- be responsible for the development of monitoring trends within its area of responsibility
- develop and revise course syllabuses
- quality assure courses
- prepare for course evaluations
- be a referral body in matters concerning the subject



## 5.2 Head of subject

The head of subject is appointed by the Faculty Board after consultation with the subject faculty and line managers concerned. The head of subject is preferably appointed from among the professors in the subject for a fixed term of a maximum of three years at a time. If there are special reasons, another teacher who has successfully defended his or her doctoral thesis can be appointed as head of subject.

In the event that the head of subject is only responsible for first cycle education, an exception can be made for the requirement that the head of subject has successfully defended his or her doctoral thesis. For subjects with an artistic character, a university lecturer is treated in the same way as a teacher who has successfully defended his or her doctoral thesis.

The head of subject's assignment is to exercise academic leadership within a specified subject, which means working towards a scientific approach that permeates first-, second-, and third-cycle education, as well as research in the subject. This entails overall responsibility for the processes aimed at ensuring scientific quality and quality development in all the parts of the subject.

The assignment of the head of subject is to:

- lead the work in the subject faculty and the development of the subject
- represent the subject internally and externally, which includes a responsibility to report relevant information to the subject faculty from internal and external contexts
- actively contribute to a collegial discussion on important development matters
- be a referral body in matters concerning the subject
- serve as recipient of referrals directed at the subject faculty

- represent the subject at the university and to national and international contacts in terms of research and first-, second-, and third-cycle education
- be the chair of the Subject Faculty – in the event of there being subject faculties with several subjects, the chair is appointed from among the heads of subjects.

The Faculty Office is responsible for drawing up a list of the heads of subject that are appointed and keeping it updated.

## 5.3 Examiner

According to Chapter 6, Section 18 of the Higher Education Ordinance, grades shall be set for a completed course and decided by a teacher (examiner) appointed by the university.

### 5.3.1 Examiner at first and second cycle

The examiner is appointed by the Council for First- and Second-Cycle Education following nomination by the Subject Faculty.

The examiner has overall responsibility for examination of the course and is responsible for:

- examination taking place in accordance with the syllabus
- determining grades after completion of the course.

### 5.3.2 Examiner at postgraduate level

The examiner for third-cycle courses are appointed by the Council for Third-Cycle Education. For each individual licentiate seminar, the examiner is appointed by the dean after nomination by the department.

The responsibility of the examiner for third-cycle courses is to:

- ensure that the examination takes place in accordance with the syllabus
- determine grades after completion of the course.

The responsibility of the examiner after a completed licentiate seminar is to:

- determine the grade of the licentiate thesis.

## 6 Departments

The Rules of Procedure for Mid Sweden University state that:

“Each department is managed by a head of department. The head of department can appoint one or more assistants in consultation with the dean, of which one is appointed as deputy. The assistant to the head of department is responsible for the operation and development of a designated area.”

If the department has staff at both campuses, at least one deputy head of department shall work at the campus at which the head of department is not resident. The deputy head of department may be assigned health and safety duties for a staff group by the head of department.

The head of department and the deputy head(s) of department(s) together make up the department’s management team. The head of department can decide that further persons or roles should be part of the management group.

One or more directors of studies are linked to the management team.

### 6.1 Head of department

The Rules of Procedure for Mid Sweden University state that:

“Heads of department are appointed by the dean following consultation with the vice-chancellor. They serve for a period of four years, with the possibility of an extension of a total that ought not exceed a maximum period of eight years. A person who is scientifically competent is eligible to serve as head of department. If there are special grounds, a head of department can be appointed without meeting the eligibility requirements. If a person is appointed as head of department without meeting the eligibility requirements, the dean must ensure that procedures are in place

for handling decisions that require research competence in accordance with Chapter 2, Section 6 of the Higher Education Act.

“Heads of department are suggested by a working group appointed by the dean. All employees at the department are entitled to make nominations and provide comments to the working group when selecting a new head of department.

“The overall responsibility of the head of department is to

- lead activities at the department, with responsibility for budget, operations and staff
- encourage high-quality research and education to be carried out within the department’s field of activity
- promote collaboration by the department with the surrounding community.
- represent the department within and outside of the university
- be responsible for ensuring that operations at the department are carried out in accordance with applicable regulations and with satisfactory internal governance and control.”

The head of department may delegate responsibilities for a group of employees to the deputy head of department following discussion with the dean.

## 6.2 Deputy head of department

The deputy head of department is appointed by the head of department after consulting with the dean.

The head of department can appoint one or more deputy heads of departments, one of which is appointed deputy. If the department has staff at both campuses, at least one deputy head of department shall work at the campus at which the head of department is not resident.

The deputy head of department shall be permanently employed and normally have scientific or artistic competence.

The deputy head of department works under and reports to the head of department. In the absence of the head of department, the person with the role of deputy head of department has the same delegation responsibility as the head of department and then reports to the dean.

The deputy head of department is responsible for the operation and development of a designated area. The deputy head of department may also be responsible for employees within the area. The deputy head of department's duties are decided by the head of department after consultation with the dean.

The duties may include health and safety duties linked to a staff group and/or campus. The deputy head of department's responsibilities and duties shall be laid down and described in the head of department decision and communicated to the department staff.

### 6.3 Director of studies

The director of studies is appointed by the head of department, following consultation with the subject faculties concerned.

The director of studies shall be permanently employed and normally have scientific or artistic competence.

The director of studies is responsible for conducting staff planning at the department under the guidance of the head of department. Staffing matters shall be handled in consultation with all staff.

The main areas of responsibility of the director(s) of studies are to:

- plan and submit proposals for the distribution of work within the unit: the distribution of work shall be based on an overall weighing up of the needs of the operations, the competence of the staff, the wishes of the person and the unit's aims and resources
- follow up the appointment planning for the department staff

- plan and submit proposals for loaning of staff
- submit proposals for appointments of teachers on a temporary or hourly basis to the head of department
- participate in producing adverts for teacher appointments
- participate in overall staff planning at the faculty
- participate in the overall development of staff planning processes
- submit proposals for the courses and programmes offered and admission and planning numbers to the head of department
- plan and produce forecasts for student numbers and student performance in accordance with Mid Sweden University's routines
- coordinate agreements for teaching consultants

## 6.4 Director of studies for third-cycle education

At each department there is a director of studies for third-cycle education. The overall responsibility of the director of studies for third-cycle education, together with subject representatives and supervisors, is to work for a high quality third-cycle education at the department, serve as a representative for the third-cycle students and support for doctoral students and supervisors at the department in consultation with the third-cycle subjects.

The director of studies for third-cycle education is appointed by the head of department after consulting with relevant subject faculties and the Council for Third-Cycle Education.

A director of studies for third-cycle education should be a long-term employee at the department, have experience in supervising doctoral students and have successfully completed supervisor training.

The main responsibilities of the director of studies for third-cycle education are the following:

- together with department management, subject representatives and supervisors work for a high quality third-cycle education at the department
- serve as a representative for the third-cycle students at the department and act on any issues connected to the third-cycle education or work situation,
- follow up and when needed ensure that there are regular research seminars benefitting the third-cycle students
- ensure that third-cycle course evaluations are carried out and followed up,
- ensure that new third-cycle students at the department receive introduction to the third-cycle education and the employment,
- serve as mentor in the faculty's mentor program for third-cycle students at another department.

## 6.5 Programme co-ordinator

Every degree programme has a programme co-ordinator. The programme co-ordinator has overall responsibility for planning and is the programme contact for students as well as staff and external interested parties. The assignment comprises overall responsibility for quality, coordination and monitoring trends.

The programme co-ordinator is appointed by the dean on the proposal of the head of department concerned.

The main tasks of the programme co-ordinator is to:

- conduct a dialog with the subject faculties concerned about the courses that are part of the programme
- be the students' contact for the programme
- be the programme contact for internal functions and external interested parties

- systematically work on the development of the programme and its quality in cooperation with internal and external interested parties
- be involved in the programme council (where appropriate)
- be part of producing documentation for the programme course instances; this should be in dialogue with the departments, subjects and programmes concerned
- work on the marketing and communication of the programme in consultation with the communications officer
- lead the work on programme evaluations

## 6.6 Course co-ordinator

First-, second-, and third-cycle courses have a course co-ordinator. The course co-ordinator is appointed by the head of department in dialogue with the subject. The course co-ordinator's assignment is to lead the work to plan and implement the course according to the syllabus. The assignment includes responsibility for producing course material and being the course contact for the students, colleagues and where appropriate the programme co-ordinator.

## 7 Centres and forums

The rules for the centres and forums are laid down and described in 'Regler för centrum och forum vid Mittuniversitetet' (Rules for the Centre and Forum at Mid Sweden University), Reg. No. MIUN 2019/2272.