**Template - teacher and researcher**

**Assessment of employee’s duties**

**Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summarize the year’s results based on the goals set**

**Assessment of employee’s performance (salary criteria)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Performance** |  **1 Unsatisfactory** |  **2** |  **3 Good** |  **4** |  **5 Excellent** |
| **Results and skills based on the requirements of the organization** |
| Work skills |  |  |  |  |  |
| Achieve agreed work results within the scheduled time |  |  |  |  |  |
| Prioritize and delimit work based on set goals |  |  |  |  |  |
| Work efficiently while also achieving sufficient quality |  |  |  |  |  |
|  |
| **Proven ability to cooperate** |
| Cooperate with people at different levels within and outside KI |  |  |  |  |  |
| Share their own knowledge and experience |  |  |  |  |  |
| Contribute to an open and good atmosphere in the workplace |  |  |  |  |  |
| Treat colleagues and managers in a positive, respectful and equal manner on equal terms. |  |  |  |  |  |
|  |
| **Proven ability to contribute to the organization’s development** |
| Find new solutions/working methods |  |  |  |  |  |
| Be solution-focused |  |  |  |  |  |
| Adapt to changing conditions |  |  |  |  |  |
| Ability/willingness to take on new tasks |  |  |  |  |  |
| Develop their own competence based on the needs of the organization |  |  |  |  |  |
| Actively contribute to the development of KI at the group, department and university level |  |  |  |  |  |
| Keep their skills up to date |  |  |  |  |  |
|  |
| **Pedagogical skills** |
| Impart, develop and lead high-quality education |  |  |  |  |  |
| Create engagement and interest in the subject |  |  |  |  |  |
| Pedagogical development work and teaching material preparation |  |  |  |  |  |
| Contribute to the internationalization of the education |  |  |  |  |  |
| Employ a gender equality and inclusion perspective in teaching |  |  |  |  |  |
|  |
| **Scientific skills** |
| Achieve high-quality scientific results based on a gender equality and equal treatment perspective |  |  |  |  |  |
| The degree of national and international publication, qualitative and quantitative standards |  |  |  |  |  |
| Number of citations in national and international articles/publications, qualitative and quantitative standards |  |  |  |  |  |
| Ability to apply for and obtain external research funding |  |  |  |  |  |
| Ability to supervise doctoral students and postdoctoral students |  |  |  |  |  |
| The scope of assignments in external research organizations |  |  |  |  |  |
| The scope of guest research at other universities nationally and internationally |  |  |  |  |  |
| **Administrative work and collaboration with surrounding society (globally)** |
| The scope of management assignments or assignments within bodies at the university |  |  |  |  |  |
| The ability to disseminate research information, popular science lectures and appearances in mass media |  |  |  |  |  |
| The scope of assignments as an expert, external reviewer or as a member of an examining committee in a public thesis defense |  |  |  |  |  |
| The extent of efforts to develop contacts with the business sector and public sector |  |  |  |  |  |
| The extent of collaboration with external partners |  |  |  |  |  |

**Summary**

Summarize the salary-setting based on the following factors that affect pay.

 The salary is set on the basis of responsibility and degree of difficulty, and results and skill in their work. In some cases, the market may affect salary-setting. Education, age and experience do not directly affect salary-setting, but can have an indirect impact through increased responsibility and degree of difficulty as well as better results and skill in their work. Experience that contributes positively to the individual's performance and skills in relation to the business objectives shall be recognized in the context of salary setting.

 