



LTH
FACULTY OF
ENGINEERING

GUIDELINES FOR APPOINTMENT
AS DOCENT

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**Guidelines for Appointment as Docent
at Faculty of Engineering, Lund
University (LTH)**

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Introduction

The appointment as Docent is a career stage at Lund University's Faculty of Engineering (LTH). Applications for appointment as Docent shall be initiated and planned in during discussions and staff appraisals between the Head of Department or Division and the academic staff. Appointment as Docent substantiates a higher academic expertise and is not a form of employment at LTH. A Docent at LTH is expected to qualify for assignments as principal supervisor for doctoral students, examination committee member or opponent in doctoral defences, as well as external expert in the assessment of candidates for academic appointments or promotion matters. Externally employed candidates may also be appointed as Docent at LTH if they are going to engage in such assignments and otherwise fulfill the requirements. Docents are normally appointed to one of LTH's established third-cycle research disciplines. This document replaces *Guidelines for Applications to be Appointed a Reader at the Faculty of Engineering at Lund University – LTH (STYR 2016/139)*.

Applications shall be written in accordance with the instructions for LTH's Academic Qualifications Portfolio and submitted to the LTH's Appointment Committee. In case an application for Docent appointment is rejected, a new application may be submitted at the earliest one year after the date of submission for the previous application.

The application shall include a statement of support by the Head of Department that contains:

- a statement confirming that the department supports the employee's application
- a justification as to how the appointment will benefit research and third-cycle studies at the department
- the subject discipline for the title of Docent – usually an established third-cycle subject discipline at LTH. If another subject discipline is preferred, this is to be justified.

- proposal of two external experts, in which the gender balance aspect is taken into account. The proposal shall contain a brief justification, a note on conflicts of interest, their CV and list of publications.

Requirements for appointment as Docent

The following requirements must be fulfilled for a person to be appointed as a Docent at LTH, taking the nature and conditions of the relevant subject into account:

1. Research expertise
2. Teaching expertise
3. Good ability to supervise doctoral students towards a doctoral degree
4. Ability to collaborate externally outside academia

1. Research expertise

To meet the requirements for research expertise, the following criteria shall be fulfilled:

- A. The applicant has good international standing as a researcher
- B. The applicant has demonstrated independence as a researcher after the completion of his/her PhD
- C. The applicant has deepened and broadened his/her knowledge in the subject area and has contributed to the development of the field of research
- D. The applicant has demonstrated the ability to attract external research funding
- E. The applicant's research production after completing his/her PhD corresponds to at least one additional doctoral thesis.
- F. The applicant can show plans for future research. A research plan is therefore to be included in the application

Clarification:

- A. The applicant's standing as a researcher is assessed based on the recognition of the researcher in the research community. Recognition is confirmed, for example, by publications in research journals and conference proceedings of high quality, invitations to review articles, as a speaker to present at conferences and participation in research committees at conferences. Recognition may also be confirmed by peer review assignments for scientific journals or conferences, being a member of examination committees and achieved research awards.
- B. The applicant's research independence is assessed based on the proven ability to develop his/her own line of research. Independence may also be demonstrated by having developed one's own research network and/or postdoc experiences at another higher education institution – preferably abroad. Independent research activities shall also be evident through independent research production, for example, publications with co-authors from new and different peer groups, or publications in which previous supervisors play no or a marginal role.
- C. Deepening and broadening of knowledge in the subject area entails, for example, that the applicant has tackled new research questions, theories, models, applications and/or approaches. Contributions to the development of the field of research can mean, for example, work in research committee and international organisations, hosting conferences/workshops and editorship of publications.
- D. The ability to attract external research funding meaning research funding acquired in competition, for example, as principal applicant in a national context or as a co-applicant in a major international context.
- E. The research output shall be published in accordance with the publishing traditions, applicable of the subject discipline. This means publication in well-reputed scientific journals or peer-reviewed conference proceedings or in such a way that the applicant has contributed to the development of the subject

discipline through independent scientific work. The documentation shall clearly indicate work that was included in the doctoral thesis.

- F. The research plan shall cover the next five years and include both short-term and long-term goals.

2. Teaching expertise

To meet the requirements for teaching expertise, the following criteria shall be fulfilled:

- A. The applicant has teaching experience at different levels of academic education, including supervision of degree projects at Master's level.
- B. The applicant demonstrates a reflective approach to teaching and learning.
- C. The applicant has completed at least five weeks of training in teaching and learning in higher education, or acquired equivalent knowledge in other ways.

If an applicant has gained the title ETP (Excellent Teaching Practitioner)¹ or has been promoted to senior lecturer at LTH, the criteria A–C are considered fulfilled.

Clarification:

- A. Teaching experience is assessed based on the applicant's teaching practices, with regard to different teaching situations and educational levels, as well as forms of teaching and examination. The teaching environment in which the applicant performs his/her educational activities may be taken into consideration.
- B. The applicant reflects on his/her teaching practices using knowledge of teaching and learning that is relevant to their subject discipline.

¹ LTH invites all member of the teaching staff (not doctoral students) to apply to have their teaching qualifications assessed and be admitted to LTH's Pedagogical Academy. All admitted teaching staff receive the teaching expertise grade Excellent Teaching Practitioner (ETP).

- C. For the assessment of equivalent knowledge, contact the faculty's director of third-cycle studies at LTH. Documented confirmation of the assessment is to be included with the application.

3. Good ability to supervise doctoral students

To meet the requirements for good ability to supervise doctoral students, the following criteria are to be fulfilled:

- A. The applicant has completed the course for prospective docents at LTH² (Docent course at LTH), or an equivalent course at another faculty or higher education institution. After completing the course, the applicant normally has a qualifying period of at least one year³, during which theoretical knowledge is to be applied in practical activities through participation in the supervision of doctoral students.
- B. The applicant has acted as a co-supervisor for doctoral students in all stages of third-cycle studies, from admission until graduation, including public defence of a doctoral thesis. The total extent of supervision experience shall correspond to at least one doctoral student's third-cycle studies from admission until graduation. However, it can be divided among several doctoral students.
- C. The applicant demonstrates a reflective approach to supervision of doctoral students.

Clarification:

- A. For the assessment of an equivalent course, contact the faculty's director of third-cycle studies at LTH. Documented confirmation of the assessment is to be included with the application.

² This may be included in the five weeks of training in teaching and learning in higher education in 2.C

³ If the applicant has extensive supervision experience at the doctoral student level, it is possible to disregard the requirement for a qualifying period after completing the course for prospective associate professors.

- B. State the names of supervised doctoral students, higher education institution and periods of supervision as well as an account for the supervision's extent and content in the application. All experience of doctoral student supervision shall be documented, verified by either Ladok transcripts or a confirmation from the principal supervisor, which states what the supervision entailed.
- C. A reflection, which is based on the applicant's own supervision experience and contains plans for the future, shall be included as part of the application. Here, reflection refers to a critical review and analysis of one's own supervision practices, in order to demonstrate insight and ability to change and develop. This may include accounts for adopted general workflow of supervision (preferably with references to supervision literature), along with explicit examples of how to respond as supervisor when students face typical recurring problems. The applicant shall expect to discuss his/her supervision practices in an interview.

4. Ability to collaborate externally outside academia

To meet the requirements for external collaborations, the following criteria are to be fulfilled:

- A. The applicant has actively participated in various forms of external collaborations between the University and the business sector and/or wider society.
- B. The applicant has contributed to the promotion of public understanding of research and development.

Clarification:

- A. Interaction with actors outside the higher education sector should be related to the applicant's research subject specialist area. The applicant may have been involved in the applicability of research outcomes. Experience of innovation, entrepreneurship and the ability to identify and address relevant problems and issues in society are taken into account. Interactions with the business sector may entail patents and/or

developed products/processes. Interaction with the wider society may involve participation in scientific societies, interest groups, trade organisations etc.

- B. The applicant has communicated research results, for example through outreach activities, public lectures or opinion pieces relevant to the research subject. The applicant has participated in activities that increase interest in engineering and science at different educational levels within primary and secondary schools and among the general public.

Externally employed applicants

An externally employed person may be appointed as an associate professor at LTH. In this case, the Head of Department's statement should also account for the applicant's collaboration and affiliation with LTH. The aim of having an externally employed Docent is to provide expertise that is not available within the regular organisation. In the case of external applicants, other qualifications may be factored in and replace parts of the criteria above as follows:

1. Research expertise
 - A. Assessed as above.
 - B. Assessed as above.
 - C. Assessed as above.
 - D. For externally employed applicants, it is possible to disregard this requirement.
 - E. Assessed as above.
 - F. Assessed as above.
2. Teaching expertise
 - A. Teaching experience may be obtained in academia, society or industry. It may be demonstrated through a range of instructional activities including supervision of degree projects, leadership development and professional training. It may also include communication and

knowledge transfer, intended for different stakeholders and target groups in the business sector, organisations and society.

B. Assessed above.

C. The requirement for five weeks of training in teaching and learning in higher education may be disregarded.

Note, however, that completion of the course for prospective associate professors is a requirement.

3. Good ability to supervise doctoral students in studies leading to a PhD

A. Assessed as above.

B. Assessed as above, however other types of supervision may be taken into account, e.g. mentorship.

C. Assessed as above.

4. Ability to collaborate in external engagement activities

A. This criterion is replaced by a requirement that the external applicant has ongoing and planned research collaboration with LTH.

B. Assessed as above.