



GUIDELINES FOR ADMISSION AS
AN ASSOCIATE PROFESSOR
(DOCENT) AT THE FACULTY OF
ENGINEERING, LUND UNIVERSITY

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Guidelines for admission as an associate professor (docent) at the Faculty of Engineering, Lund University

Introduction

Becoming an associate professor (docent) at the Faculty of Engineering, Lund University (LTH), is a step in an academic career. The application for docentship is initiated and planned in the manager's/head of department's dialogue with the employee and in performance appraisals. Becoming an associate professor is a marker of higher academic competence and is not a form of employment at LTH. At LTH, being an associate professor is a prerequisite for being a principal supervisor for doctoral students; an associate professor at LTH is also expected to be able to take on assignments as a member of an examining committee, opponent and as an expert in the assessment of applicants for teaching positions or promotions. An externally active person can also be accepted as an associate professor if they are prepared to assist in such assignments and otherwise fulfil the requirements. Associate professors are normally only admitted in one of the doctoral programme subjects established by the university. This document replaces *Guidelines for admission of associate professors at the Faculty of Engineering, Lund University (STYR 2016/139)*.

The application must be prepared according to the instructions for LTH's academic merit portfolio and sent to the LTH Academic Appointments Board. If the applicant's application for a docentship has been rejected, a new application can be submitted, at the earliest, one year after the previous application was submitted.

A statement from the head of department in favour of the application must be attached to the application for docentship. The statement shall contain:

- Statement that it is the wish of the department that the staff member applies for admission as an associate professor.
- Justification as to why it is beneficial for research and doctoral education at the department that the applicant is accepted as an associate professor.
- Subject for associate professor title - Normally a recognised doctoral programme subject at LTH. If another subject is desired, this must be warranted.
- Proposals for two experts, taking into account the gender equality aspect. Proposals should include a short justification, explanation of any conflicts of interest, CV, and list of publications.

Requirements for admission as an associate professor (docent)

The following requirements must be met for a person to be admitted as an associate professor at LTH. The assessment shall take into account the nature and conditions of the subject.

1. Scientific excellence
2. Pedagogical skills
3. Good ability to assist in the supervision of doctoral students in studies towards a doctoral degree
4. Ability to collaborate with organisations outside the university
5. Ability to manage and develop the organisation

For Scientific excellence, two levels are indicated for each criterion. This should be understood as an aid in the overall assessment of the applicant's merits.

Publication: refers to all written, peer-reviewed fora for the dissemination of scientific findings, such as scientific journals, conference publications, books, report series and anthologies. It also refers to authorised patents.

1. Scientific excellence

In order for the requirement for scientific excellence to be considered fulfilled, most of the following criteria must be met at A-level and the rest at B-level:

- I. The applicant is a nationally and internationally recognised researcher.
 - a. The applicant has good international visibility in their field and interacts regularly with other researchers in the field.
 - b. The applicant has international visibility in their field and interacts with other researchers in the field.
- II. The applicant demonstrates independence as a researcher after a doctoral degree.
 - a. The applicant has developed and pursues a clear line of research and has regularly published peer-reviewed work based on this line, without the involvement of previous supervisors.
 - b. The applicant has carried out research in an independent manner resulting in published peer-reviewed work after obtaining a doctorate.
- III. The applicant has deepened and broadened their knowledge in the subject area and has contributed to the development of the research field.
 - a. The applicant has worked extensively on new research questions, theories, models, applications and/or approaches and regularly contributes to the development of the research field.
 - b. The applicant has worked on new research questions, theories, models, applications and/or approaches and contributed to the development of the research field.
- IV. The applicant demonstrates the ability to attract external research funding to the extent required by the organisation.

- a. The applicant has received external funding sufficient to maintain an independent research activity.
 - b. The applicant has received external funding.
- V. The applicant's post-doctoral scientific work is of good quality.
- a. The applicant's peer-reviewed scientific work is of good quality and has usually been published in reputable publications in the field.
 - b. The applicant's peer-reviewed scientific work is of good quality and in some cases has been published in reputable publications in the field.
- VI. The applicant can present plans for the future. A research plan must therefore be included in the application.
- a. The applicant demonstrates well-developed ideas and plans with clear objectives for their continued research activities in a national and international context.
 - b. The applicant demonstrates realistic plans for their future research activities.

Demonstrating scientific excellence means conducting independent research of good quality. Good quality research can be demonstrated by scientific publications in high quality journals and conferences, and by the citation of the applicant's published articles by other researchers, as well as by the impact of the research results on the development of the research field and the impact of the results on society. Scientific excellence also means taking an active part in the scientific community and being recognised in it, for example by being invited to various scientific activities, and by acting as a reviewer or editor of scientific journals. Scientific excellence also means having a reflective approach to one's own research activities, as well as being able to contextualise them and show how society is affected by one's research. Scientific excellence also means contributing to the development of the research environment through active participation in seminars, supervision, etc.

Clarification:

- I. The applicant's status as a researcher is assessed on the basis of the researcher's recognition in the scientific community. Recognition is demonstrated, for example, by publications in high quality scientific journals and conferences, invitations as author of review articles, as speaker at conferences and participation in scientific committees at conferences. Recognition can also be demonstrated by review assignments in journals or major conferences, membership of examination committees, or scientific awards.
- II. The applicant's scientific independence is assessed based on the demonstrated ability to develop their own line of research. Independence can also be demonstrated by having built one's own research networks and/or been a postdoc at another higher education institution where the stay has led to a clear and identifiable renewal of the applicant's research focus. The independent scientific activity must also be visible in an independent scientific production, such as publication in new and different constellations of co-authors, publication without previous supervisors and/or publication where previous supervisors have a minor role.
- III. Deepening and broadening of knowledge in the subject area means, for example, that the applicant has tackled new research questions, theories, models, applications and/or approaches. Contribution to the development of the research field may, for example, involve work in scientific committees, work in international organisations, hosting conferences/workshops, editing publications.
- IV. To have successfully and competitively obtained research funding, for example as main applicant in national contexts or as co-applicant in larger international contexts.
- V. Scientific work must have been published in accordance with current publishing traditions in the subject. This means publication in reputable journals or at peer-reviewed conferences, or otherwise in such a way that the applicant has

contributed to the development of the field through independent contributions. The documentation must clearly state which work was included in the doctoral thesis.

VI. The research plan should cover the next five years and include both short-term and long-term objectives.

2. Pedagogical skills

For the requirement for pedagogical skills to be considered fulfilled, the following criteria must be met:

- I. The applicant has teaching experience at different levels of education. This includes the supervision of degree projects.
- II. The applicant demonstrates a reflective approach to teaching and learning.
- III. The applicant has at least five weeks of higher education pedagogical training or has acquired equivalent knowledge by other means.

Demonstrating pedagogical skill means fulfilling the teacher's pedagogical task in the best possible way. A well-thought-out basic pedagogical vision with clear objectives is a key component in the assessment of pedagogical skills. An important basis is the applicant's own pedagogical reflection, i.e., a critically reflective analysis of their own teaching practice. This reveals the ability to focus on students' learning when planning, implementing, and evaluating teaching, thereby stimulating the students' work and ability to see the subject in a broader perspective. The teacher's capacity for mutual communication with students and a holistic approach is also important.

If the applicant has obtained the title ETP1 (Excellent Teaching Practitioner) or has been promoted to senior lecturer at LTH, criteria I-III are considered to be fulfilled.

Clarification:

- I. Teaching experience is assessed on the basis of the applicant's practice with regard to different teaching situations, teaching levels and teaching and examination methods. The environment in which the applicant operates may be taken into account.
- II. The applicant reflects on their pedagogical practice using knowledge of teaching and learning relevant to their subject.
- III. For assessment of equivalent knowledge, contact the Faculty Director of graduate studies at LTH. A certificate from the assessment must be attached to the application.

3. Good ability to assist in the supervision of doctoral students in studies towards a doctoral degree

In order for the requirement of good ability to supervise doctoral students to be considered fulfilled, the following criteria must be met:

- I. The applicant has completed the docent course at LTH , or an equivalent course at another faculty at Lund University or at another higher education institution. After completing the docent course, the applicant should normally have a merit period of at least one year, during which theoretical knowledge should be put into practice through active participation in the supervision of doctoral students.
- II. The applicant actively participates in doctoral student supervision and demonstrates a good ability to supervise doctoral students as an assistant supervisor. The applicant has been at least assistant supervisor for doctoral students in all stages of the doctoral programme, from admission up to and including the public defense. The total amount of supervision shall be equivalent to at least one doctoral student's doctoral education, from admission up to and including the public defense, but may be divided among several doctoral students.
- III. The applicant demonstrates a reflective approach to research supervision.

Clarification:

- I. For assessment of the equivalent course, contact the Faculty Director of Graduate Studies at LTH. A certificate from the assessment must be attached to the application.
- II. State the names of the doctoral students, the university, and periods of supervision, and describe the scope and content of the supervision in the application. All experience of doctoral supervision must be documented. Doctoral supervision at LTH must be documented in Ladok. Supervision at another higher education institution is documented with a certificate from the principal supervisor stating what the supervision consisted of.
- III. Based on their own supervising experiences, the applicant formulates a reflection including plans for the future. Reflection here means a critical review and analysis of one's own supervision practice, showing insight and the ability to change and develop. This may include an account of the general workflow applied in supervision (preferably with references to the supervision literature), as well as explicit examples of how to act as a supervisor when students encounter typical recurring problems. The applicant should also be prepared to discuss their supervising practice in an interview.

4. Ability to collaborate with organisations outside the university

In order for the requirement for the ability to collaborate with organisations outside the university to be considered fulfilled, the following criteria must be met:

- I. The applicant has actively participated in various types of collaborations between the university, industry and/or the surrounding society.
- II. The applicant has contributed to the dissemination and understanding of research and development.

If the applicant has been promoted to senior lecturer at LTH, criteria I-II are considered to be fulfilled.

Clarification:

- I. Information to and interaction with actors outside the university world refers to things that concern the applicant's subject area. The applicant has been involved in making research results practically useful or has actively collaborated with external organisations in joint projects with common issues and objectives. Experience of innovation processes and entrepreneurship as well as the ability to identify and address relevant problems and issues in society are taken into account. Interactions with the business community may involve obtaining patents and/or developing products/processes or starting companies with activities related to their own research. Interaction with the surrounding society may involve participation in various types of scientific societies, interest groups, industry organisations, etc.
- II. The applicant has communicated research results, for example by participating in popular science contexts, public lectures, or debate articles relevant to the research topic. The applicant has participated in activities that increase interest in technology and science at various levels in primary and secondary schools and among the general public.

5. Ability to manage and develop the organisation

In order to fulfil the requirement for the ability to manage and develop the organisation, the following criteria must be met.

- I. The applicant demonstrates organisational commitment.
- II. The applicant demonstrates a capacity for academic leadership.

Clarification

- I. Organisational commitment means active participation in the development and administration of one's own organization. This can be demonstrated, for example, through participation in boards, committees and working groups within one's own organisation.
- II. Academic leadership can be demonstrated by leading and developing research teams and by holding academic directorships. It also includes being a member of boards and committees within a department, faculty, or university, or holding assignments as a representative of one's own organisation in national and international organisations and working groups. Leadership is demonstrated by the ability to plan and adapt the organisation according to given regulations and financial frameworks, and to show commitment to the organisation's long-term strategic work. Training in management and administration is an advantage.

Externally active applicants

An externally active person can also be admitted as associate professor at LTH. In these cases, the statement from the head of department must also include an account of the extent of the applicant's collaboration with LTH. The purpose of an externally active associate professor is to add expertise that is not available within the regular organisation. For external applicants, other merits may be considered and replace certain parts of the above criteria as follows:

1. Scientific excellence
 - I. Assessed as above.
 - II. Assessed as above.
 - III. Assessed as above.
 - IV. For external applicants it is possible to waive this requirement.
 - V. Assessed as above.
 - VI. Assessed as above.

2. Pedagogical skills
 - I. Teaching experience can be from an academic, community or industrial setting. This can be demonstrated through supervision of degree projects and different types of leadership, training, communication, and knowledge transfer, directed towards different stakeholders and target groups in industry, organisations and society.
 - II. Assessed as above.
 - III. The requirement of five weeks of higher education pedagogical training can be waived. Note, however, that a completed docent course is a requirement.
3. Good ability to supervise doctoral students in studies leading towards a doctoral degree.
 - I. Assessed as above.
 - II. Assessed as above, although other types of supervision may also be considered, such as mentoring.
 - III. Assessed as above.
4. Ability to collaborate with organisations outside the university.
 - I. The criterion is replaced by a requirement that the external applicant has ongoing and planned research collaboration with LTH.
 - II. Assessed as above.
5. Ability to manage and develop the organisation.
 - I. Assessed as above based on the environment in which the applicant operates.
 - II. Assessed as above.