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# **GUIDELINES FOR EMPLOYMENT AS, AND PROMOTION TO SENIOR LECTURER AT THE FACULTY OF ENGINEERING, LUND UNIVERSITY - Artistic basis**

## **Introduction**

Employment of teachers at colleges and universities is regulated by the Higher Education Ordinance (SFS 2010:1064). Those who are qualified to be employed as a senior lecturers in accordance with Chapter 4, Section 4 of the Higher Education Ordinance are, within artistic activities, those who have demonstrated pedagogical skills, have achieved a doctoral degree in fine arts, demonstrated artistic skills or have some other professional skill that is of significance with regard to the subject content of the employment and the tasks to be included in the employment. Each higher education institution otherwise decides for itself which grounds of assessment are to be applied. In its employment regulations, Lund University has decided on the eligibility requirements and grounds of assessment that shall apply to employment as, and promotion to, senior lecturer.

This document, Guidelines for employment as, and promotion to, senior lecturer at the Faculty of Engineering, Lund University, states how the eligibility requirements and grounds of assessment specified in Lund University's employment regulations are to be interpreted and applied at LTH. The criteria that must be fulfilled are listed together with clarifying examples for the interpretation of the various criteria.

## **Eligibility requirements**

According to Lund University's employment regulations, the following eligibility requirements apply for employment as a senior lecturer in artistic activities:

- A doctoral degree in fine arts, demonstrated artistic skills or other professional skills of importance with regard to the subject content of the employment and the tasks to be included in the employment.
- Demonstrated pedagogical skills, which also includes having completed higher education pedagogical training or otherwise acquired equivalent knowledge of at least five weeks, unless there are special reasons.

According to Lund University's employment regulations, completed higher education pedagogical training must relate to SUHF's national goals.

## Grounds of assessment

According to Lund University's employment regulations, the following assessment criteria must be met for employment as a senior lecturer. The grounds of assessment specify what must be considered and what level must be achieved in order for the qualification requirements to be considered fulfilled.

1. Good national and international level as a researcher or as an artistic practitioner/researcher, where the requirement for international merit shall be assessed taking into account the nature and tradition of the subject specialisation.
2. Good pedagogical skills, which means good ability to conduct, develop and lead teaching and other pedagogical activities at different levels and with varying teaching methods.
3. Ability to participate in the supervision of doctoral students towards doctoral degrees and/or students in artistic programmes towards artistic independence.
4. Ability to interact with the surrounding community and to communicate about one's activities.
5. Ability to manage and develop the organisation.

## Criteria

Through these guidelines, LTH has decided how the grounds of assessment are to be understood and applied within the faculty. The assessment must take into account the nature and conditions of the subject.

For Grounds of assessment 1 and 2, two levels are indicated for each criterion. This should be understood as an aid in the overall assessment of the applicant's merits. For promotion from associate senior lecturer, greater emphasis should normally be placed on artistic/scientific expertise. The applicant must then achieve predominantly an A-level on the criteria under Grounds of assessment 1 and at least a B-level on all criteria under Grounds of assessment 2. For promotion from lecturer, greater emphasis shall normally be placed on pedagogical skills. In this case, the applicant must achieve at least a B-level on all criteria under Grounds of assessment 1 and predominantly an A-level on criteria under Grounds of assessment 2. In both cases, the applicant must not be below a B-level on any criterion.

For other grounds of assessment, it is an overall assessment of all the criteria for each ground of assessment that determines whether the ground of assessment is to be considered achieved.

Each criterion is accompanied by a clarification.

In the case of recruitment from a non-academic environment, other equivalent qualifications may be taken into account in the assessment of teaching and research skills, e.g., work experience and specialist knowledge.

## Personal suitability

For both recruitment and promotion, applicants must have personal suitability for the position. The personal qualities to be taken into account, e.g., ability to co-operate, independence, organisational skills, initiative, are stated in the requirement profile during

recruitment. In the case of promotion, the assessment of personal suitability is included in the strategic assessment from the head of department.

## Potential

Applicants should be able to demonstrate potential for the future by describing how they can contribute to the organisation and its development. In case of promotion, the candidate is expected to be able to take on administrative and pedagogical tasks that require an understanding of Swedish.

## Grounds of assessment, criteria and clarifying examples

Below is the interpretation LTH has decided should apply in order for the grounds of assessment according to Lund University's employment regulations to be considered fulfilled.

### Grounds of assessment 1

Good national and international level as an artistic practitioner/researcher, where the requirement for international merit shall be assessed with regard to the nature and tradition of the subject specialisation.

### Criteria

- I. The applicant is an active artistic practitioner/researcher both nationally and internationally.
  - a. The applicant has good international visibility and regularly interacts with others in the world of artistic practice and/or research.
  - b. The applicant has international visibility and interacts with others in the world of artistic practice and/or research.

- II. The applicant's artistic production is of good quality.
  - a. The applicant's artistic production is of very high quality and has been published, exhibited, shown (or equivalent) in internationally established and recognised contexts.
  - b. The applicant's artistic production is of good quality and has been published, exhibited, shown (or equivalent) in established and recognised contexts.
- III. The applicant is artistically independent.
  - a. The applicant can demonstrate a high degree of artistic independence and personal artistic development.
  - b. The applicant can demonstrate artistic independence and has contributed to artistic development.
- IV. The applicant has deepened and broadened their artistic activity/research over time and contributed to the development of their artistic field.
  - a. The applicant has to a large extent renewed their own artistic activity/research, either after achieving their doctorate in fine arts, or after their first five years of artistic activity since their master's degree. The artistic activity has both broadened and deepened (in terms of content and/or methodology) and contributed to the discourse and development of their own artistic field.
  - b. The applicant has renewed their own artistic activity/research, either after achieving their doctorate in fine arts, or after their first five years of artistic activity since their master's degree. The artistic activity has both broadened and deepened (in terms of content and/or methodology) and contributed to the discourse and development of their own artistic field.
- V. The applicant can present plans for the future. A plan for future artistic activities/research must therefore be included in the application.
  - a. The applicant demonstrates well-developed ideas and concrete plans with clear objectives for their continued artistic activity/research in a national and international context.

- b. The applicant demonstrates realistic plans for their continued artistic activity/research.

If the applicant is an associate professor (docent) on an artistic basis, the grounds of assessment for this criterion are considered to be fulfilled.

Demonstrating artistic excellence means carrying out artistic activities of good quality. Artistic activity of good quality can be demonstrated through commissions, exhibitions, and publications in reputable fora, through the mention and review of the applicant's work in the artistic world and through the importance of the artistic activity in the artistic field. Artistic excellence also means taking an active part in the artistic field and being recognised in it, for example by being invited to commissions, exhibitions and being invited to participate in jury work or exhibition committees. Artistic excellence also means having a reflective approach to one's own artistic activity, being able to place this activity in a relevant context and showing how it relates to societal or existential issues. Artistic competence also means that contributing to the development of an artistic and creative environment through active participation in studio work, supervision, dissemination, or in other ways with one's artistic experience in contexts beyond the production of one's own work.

### **Clarifications**

- I. The applicant's national and international standing as a researcher/artistic practitioner is assessed on the basis of the applicant's recognition in the world of artistic practice. Recognition is demonstrated, in addition to documented practice as an artistic practitioner, by, for example, publications or mentions in artistically reflective journals of good quality, invitations as author/artistic practitioner to review articles or as lecturer at conferences and/or participation in artistic exhibition committees at conferences. Recognition can also be demonstrated by jury assignments, peer review assignments in journals or conferences, membership of editorial boards or artistic exhibition



committees, grants received and artistic prizes/awards in recognised contexts.

- II. That the applicant's artistic production maintains a high qualitative and quantitative level is assessed by e.g., on the basis of works realised in, published in, mentioned in, or reviewed in established international artistic commission or exhibition contexts and/or at conferences with a peer review procedure, or by invitation as a keynote speaker, exhibited works and completed commissions in recognised artistic contexts as well as approved patents, design protection or equivalent. The extent to which the work has been referenced by other researchers/artists will be taken into account.
- III. The applicant's artistic independence is assessed on the basis of demonstrated ability to develop artistic creativity. This can, in addition to the succession in the documentation of one's own artistic work, be demonstrated by external assessors or professional reviewers describing the artistic development. Furthermore, independence can be assessed based on the applicant's demonstrated ability to successfully apply for funding as principal or co-applicant in national/international applications.
- IV. Deepening and broadening of artistic activity/research may, for example, involve working on new artistic issues, theories, models, applications and/or approaches. Contributions to the development of the artistic field may be demonstrated, for example, through placements in competitions, jury work, major exhibitions, committee work, international organisations and editing of publications, as well as contributions to the development of a particular artistic group or activity.
- V. The plan for artistic activities/research should clearly show ideas, the development of content and expected goals, and how this is communicated. The plan should cover the next five years and include both short-term and long-term goals.

## Grounds of assessment 2

Good pedagogical skills, which means good ability to conduct, develop and lead teaching and other pedagogical activities at different levels and with varying teaching methods.

### Criteria

- I. The applicant has at least five weeks of higher education pedagogical training.
- II. The applicant has relevant subject knowledge and the ability to translate this into pedagogical practice.
  - a. The applicant uses well-considered strategies and working methods to support students' work with the subject in relation to the course objectives.
  - b. The applicant relates subject content and working methods in their pedagogical activities to the objectives of the course.
- III. The applicant demonstrates teaching experience and good pedagogical skills.
  - a. The applicant has broad teaching experience from different levels of education, demonstrates a clear learning perspective and works well in their relationship with students.
  - b. The applicant has teaching experience, demonstrates a learning perspective, and works well with students.
- IV. The applicant demonstrates capacity for educational innovation, leadership, and development.
  - a. The applicant develops their pedagogical activities to consciously and systematically support and develop students' learning. The applicant demonstrates good pedagogical leadership both in their teaching practice and in the wider context. The applicant regularly participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning.

- b. The applicant continuously develops their pedagogical activities with a focus on student learning. The applicant demonstrates good pedagogical leadership in their teaching practice. The applicant participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning.
- V. The applicant demonstrates a reflective approach to teaching and learning.
  - a. The applicant investigates, reflects on and creates knowledge about their pedagogical activities with the support of relevant theory.
  - b. The applicant reflects on their pedagogical activities with the support of relevant theory.
- VI. The applicant can present plans for the future.
  - a. The applicant demonstrates well-developed ideas and concrete plans with clear objectives for their future pedagogical activities.
  - b. The applicant demonstrates realistic plans for their future pedagogical activities.

Demonstrating pedagogical skill means fulfilling the teacher's pedagogical task in the best possible way. A well-thought-out basic pedagogical vision with clear goals 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 one's 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 upon promotion the candidate has been awarded the title of ETP<sup>1</sup> (Excellent Teaching Practitioner), the criteria for this ground of assessment are considered to be fulfilled.

### **Clarifications**

- I. For employment as a senior lecturer, the requirement is at least five weeks of higher education pedagogical training (related to SUHF's national objectives), unless there are special reasons or if equivalent knowledge has been acquired in another way. If there are special reasons, such as when the applicant in their previous employment, e.g., in the business sector, has not had the conditions to acquire such knowledge, employment can still take place. The employee must then undergo higher education pedagogical training during the first two years of employment. Corresponding knowledge may have been acquired in another way. In these cases, an assessment of equivalency must be made. For promotion to senior lecturer, at least five weeks of higher education pedagogical training is required.
- II. Relevant subject knowledge means broad, solid, and up-to-date knowledge in the relevant teaching subject. The applicant demonstrates good knowledge of both learning and barriers to learning in the subject.
- III. Pedagogical ability and experience are assessed on the basis of the applicant's own practice and experience from different teaching situations, teaching levels, teaching and examination forms and the applicant's ability to reflect on this. The applicant's pedagogical practice is based on the students' learning, and the applicant uses their knowledge of teaching and learning to develop pedagogically and function well in their pedagogical work in relation to the students. Furthermore, the applicant's ability to

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<sup>1</sup> LTH invites its teachers (not doctoral students) to apply to have their pedagogical merits assessed and be admitted to LTH's Pedagogical Academy. All admitted teachers receive the pedagogical competence grade Excellent Teaching Practitioner (ETP).

structure and organise a body of knowledge and to convey commitment and interest in the subject is important.

- IV. The applicant demonstrates in their pedagogical practice a development of their way of supporting students' learning. The applicant participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning, e.g., through active work in teaching teams or other teaching activities at the departmental level, participation in pedagogical conferences or the writing of pedagogical reports. The applicant participates in course development work and/or production of new educational material. Pedagogical leadership can be formal, e.g., in the form of an assignment as course coordinator or director of studies, or informal. Crucial to its importance for pedagogical competence is the extent to which leadership leads to an impact on the pedagogical development of individuals as well as the whole or parts of the organisation. Pedagogical leadership includes systematic quality development and work based on overall goals and frameworks as well as promoting pedagogical discussion.
- V. The applicant reflects on their pedagogical practice using knowledge of teaching and learning relevant to their subject. The applicant reflects on the students' learning in their own subject. The pedagogical reflection should demonstrate competence, maturity, and responsibility in their own pedagogical practice. The applicant participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning, e.g., by participating in pedagogical conferences or writing pedagogical reports.
- VI. The applicant has credible ideas and concrete plans for the further development of their pedagogical work.

### Grounds of assessment 3

Ability to participate in the supervision of doctoral students towards a doctoral degree and/or students in artistic education towards artistic independence.

## **Criteria**

- I. The applicant has experience in supervising students towards artistic independence. In this context, "student" refers to students at least at the master's level.
- II. The applicant demonstrates a well-documented reflective approach to the supervision of students in artistic programmes.

If the applicant is an associate professor (docent) on an artistic basis, the criteria for this ground of assessment are considered to be fulfilled.

## **Clarifying examples**

- I. When assessing experience, the extent to which the applicant has supervised and followed students to maturity in terms of artistic independence is assessed. In this context, the ability to critically test, develop and evaluate the artistic work in supervision, to reflect and relate to the outside world and the development of the field, and to communicate and evaluate the methods and results used and how these contribute to the development of the field are assessed. If the applicant comes from activities outside academia, equivalent ability in other types of supervisory experience may be considered, such as mentoring, assistant supervision, supervision of new employees, etc. Supervisory experience within or outside academia implies a long-term commitment to the development of individual students/adepts.
- II. In their reflection, the applicant demonstrates a conscious and systematic approach to supervising doctoral/artistic students towards research/artistic independence. The applicant reflects on their supervision practice with the help of established knowledge about supervision and learning as well as examples of situations and results taken from the applicant's own supervision practice.

## **Grounds of assessment 4**

Ability to interact with the surrounding community and to communicate about one's activities.

## **Criteria**

- I. The applicant has actively participated in different types of collaborations between universities, industry and/or society.
- II. The applicant has contributed to the dissemination and understanding of artistic activity and development.

If the applicant is an associate professor (docent) on an artistic basis, the criteria for this ground of assessment are considered to be fulfilled.

## **Clarifying examples**

- I. Information to and interaction with actors outside the academic world refers to matters related to the applicant's field of expertise. The applicant has been involved in making research/artistic results practically useful and relevant in society. Experience of artistic processes, innovation processes and entrepreneurship, as well as the ability to identify and address relevant problems and issues in society are taken into account. Interaction with industry and/or public institutions of relevance is taken into account, and may involve having organised/curated exhibitions, developed a structured collaboration with clients/companies and/or developed products/processes. Participation in different types of interest groups, professional organisations, etc. will also be considered. For artistic practitioners, participation in the professional development of artistic expressions, media or methods may apply.
- II. The applicant has communicated research results/artistic development, for example by participating in popular science contexts, giving public lectures, or creating debate relevant to the artistic subject. The applicant has participated in activities that increase interest in the artistic field among the general public and within the education system, such as primary and secondary schools.

## **Grounds of assessment 5**

Ability to manage and develop the organisation.

## **Criteria**

- I. The applicant demonstrates organisational commitment.
- II. The applicant demonstrates leadership skills.

## **Clarifying examples**

- I. Organisational commitment means active participation in the development and administration of one's own organisation. This can be demonstrated, for example, through participation in boards, committees and working groups within one's own organisation, e.g., at the departmental level, as well as contributing to activities through involvement in departmental activities, e.g., by initiating/organising seminar series.
- II. Leadership skills can be demonstrated through participation in boards, committees within and outside the organisation, and assignments representing the organisation in national and international contexts. Leading and developing artistic or research groups, curating exhibitions, or creating media contexts with relevant subject-oriented content are further examples. Training in leadership, project management, supervision, finance and health and safety are considered.

## **Transitional provisions**

For associate senior lecturers employed before 1 January 2021, the "Guidelines for employment as, and promotion to, senior lecturer at Lund University of Technology" STYR 2017/798 apply when assessing applications for promotion to senior lecturer.



## **Adjunct Artistic Senior Lecturer position**

The purpose of an adjunct senior lecturer is to provide expertise that is not normally available within the regular organisation, and which is necessary for a high-quality education. The applicant is expected to actively reinforce or complement existing research and education activities.

According to the collective agreement from 14 December 2011<sup>2</sup>, an adjunct teacher may be employed until further notice, but for a maximum of two years. Such an employment may be renewed. For an adjunct to be possible, the applicant must have their main activity outside academia. This means that a person can be co-opted up to 50% of a full-time position.

### **Eligibility and assessment**

In accordance with Lund University's employment regulations, an adjunct senior lecturer must fulfil the eligibility requirements and grounds of assessment for employment as a senior lecturer. Skills other than pedagogical and scientific skills may be given special weight in the assessment of overall skills, such as work experience and specialist knowledge. The requirement for pedagogical expertise must be seen in the context of the organisation from which the applicant comes.

### **Supplementary examples for the assessment of adjunct senior lecturers**

It is important that all qualifications, including those outside traditional academia, are presented in a way that allows them to be assessed by recruitment boards and experts.

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<sup>2</sup> Agreement on fixed-term employment as an adjunct teacher. Collective agreement concluded between Arbetsgivarverket and OFR/S, Saco-S and SEKO 2011-12-14.

When assessing expertise, it is also important to have access to documentation that shows the applicant's ability to reflect on their activities and how the potential adjunct position can contribute to a stronger exchange between the university and industry/society. It should be apparent how the applicant has developed their expertise in the subject area in question over time.

In addition to the grounds of assessment, criteria and clarifying examples provided earlier in this document, the following examples are specifically designed for adjunct senior lecturers:

**Artistic excellence, see Grounds of assessment 1**

Artistic excellence can be demonstrated through success in artistic work and where the applicant has played a decisive role. Experiences from artistic contexts that complement academic activities and that have made documented contributions to artistic development may be taken into account. In addition to the applicant's own artistic production, the documentation may consist of exhibition catalogues, reports, books, evaluations, or investigations where the applicant's artistic competence has been a prerequisite.

**Pedagogical skills, see Grounds of assessment 2**

Pedagogical skills can be demonstrated in an academic environment or in society and industry. Pedagogical skills can be demonstrated through various types of leadership, supervision/mentoring, training, communication, and knowledge transfer aimed at various stakeholders and target groups in business, organisations and society. For the first employment as an adjunct senior lecturer at LTH, the requirement for completed higher education pedagogical training corresponding to five weeks may be waived. Such training must be completed during the first two years of employment. An appointment as an adjunct senior lecturer cannot be extended if this requirement is not met.

**Supervision of students in artistic education, see Grounds of assessment 3**

Experience of supervision other than supervision of students in artistic education may be taken into account, such as mentoring, supervision in other contexts, etc. Supervision refers to a long-term commitment, i.e., not just a single occasion. See also Grounds of assessment 3 above.