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GUIDELINES FOR EMPLOYMENT AS, SENIOR LECTURER AT THE FACULTY OF ENGINEERING, UNIVERSITY - scientific basis.

Introduction

Employment of teachers at colleges and universities is regulated by the Higher Education Ordinance (SFS 2010:1064). Those who are qualified for employment as a senior lecturer in accordance with Chapter 4, Section 4 of the Higher Education Ordinance are those who have demonstrated pedagogical skills, have a doctoral degree or equivalent scientific competence or some other professional skill that is significant with regard to the subject focus 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 entry 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:

- A doctoral degree or equivalent scientific competence or other professional expertise that is significant with regard to the

subject matter of the post and the tasks to be included in the post.

- 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 grounds of assessment 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 a doctoral degree and/or students in artistic programmes to 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 assessment criteria 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 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, the applicant must have personal suitability for the position. The personal qualities to be considered, e.g., ability to co-operate, independence, organizational skills, initiative, are stated in the requirement profile at recruitment. In the case of promotion, the assessment of personal suitability is included in the strategic assessment from the head of department.

Potential

The applicant 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.

Definitions

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.

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 a researcher, where the requirement for international merit shall be assessed taking into account the nature and tradition of the subject specialisation.

Criteria

- 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's scientific work is of good quality and has some significance for the development of the research field.
 - 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.
- III. The applicant demonstrates independence as a researcher after a doctoral degree.
 - a. The applicant has developed and pursues their own 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 doctoral degree.
- IV. The applicant has deepened and broadened their knowledge in the subject area after their doctoral degree and has contributed to the development of the research field.
 - a. The applicant has extensively renewed their own research activities after their doctoral degree, in terms of research questions, theories, models, applications and/or approaches, and regularly contributes to the development of the research field.
 - b. The applicant has renewed their own post-doctoral research activities, in terms of research questions, theories, models, applications and/or approaches, and has contributed to the development of the research field.
- V. The applicant demonstrates the ability to attract external research funding.
 - a. The applicant has regularly applied for external funding in competition as a main applicant in national contexts or as a co-applicant in major international contexts and received a positive evaluation of the applications, to an extent that

shows that the applicant can attract the funding required by the organisation.

- b. The applicant has applied for external funding in competition as co-applicant and received a positive evaluation of the applications.

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 concrete 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, and by the impact of the research results on the development of the research field. Scientific excellence also means taking an active part in the scientific community and being recognised within it, for example by being invited to participate in various scientific activities and acting as a reviewer or editor of scientific journals. Scientific excellence also means having a reflective approach to one's own research activities, and 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.

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

Clarification

- I. The applicant's status as a researcher is assessed on the basis of his/her 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 or as lecturer at conferences, and participation in scientific committees at conferences based on one's own merits.

Recognition can also be demonstrated by obtaining, on one's own merit, review assignments in journals or major conferences, membership of review panels, scientific awards or completed assignments in recognised scientific contexts.

- II. The quality of the applicant's publications will be assessed, for example, on the basis of work published in established scientific journals and/or at peer-reviewed conferences, published books and book chapters, approved patents and exhibited artistic work or research results. The extent to which the work is cited by other researchers will be taken into account. The documentation should clearly indicate which works were included in the doctoral thesis.
- III. 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.
- IV. Deepening and broadening knowledge in the subject area means, for example, that the applicant has worked on 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, and contributions to the scientific development of the research environment.
- V. The applicant must have actively applied for, and received positive evaluation of, external funding in competition, either independently or in collaboration with other researchers, to an

extent that shows that the applicant can obtain the funding required for the activity.

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

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 the 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 examines, reflects, 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 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 upon promotion the candidate has been awarded the title of ETP¹ (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 skill 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 their ability to reflect on this. The applicant's pedagogical practice is based on the students' learning and 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 structure and organise a body of

¹ 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).

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 further development of their pedagogical work.

Grounds of assessment 3

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

Criteria

- I. The applicant has experience and demonstrates the ability to supervise doctoral students as assistant supervisor.
- II. The applicant demonstrates a reflective approach to doctoral supervision.

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

Clarifying examples

- I. The applicant actively participates in the supervision of doctoral students. When recruiting, supervision of students working on a degree project may also be considered. If the applicant is from outside academia, other experience may be considered, e.g., mentoring, managerial experience, supervision of new employees, etc.
- II. In their reflection, the applicant demonstrates a conscious approach to supervision and reflects on their supervising practice using knowledge of supervising and learning and their own practical experience.

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 research and development.

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

Clarification

- I. Information to and interaction with actors outside the university world refers to that which concerns 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 having obtained patents and/or developed products/processes or started companies with activities related to their own research. Participation in various types of scientific societies, interest groups, industry organisations, etc. is also considered.
- 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.

Grounds of assessment 5

Ability to otherwise manage and develop the organisation.

Criteria

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

Clarification

- 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 one's organisation in national and international contexts. Leading and developing research teams is another example. Training in leadership, project management, supervision, finance, and work environment 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 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 2011², 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 of academia. This means that a person can be co-opted up to 50% of a full-time position.

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

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 teaching and research skills may be given special weight in the assessment of overall skills, e.g., work experience and specialist knowledge. The requirement for pedagogical skill 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 beyond the traditional academic, are presented in a way that allows them to be assessed by recruitment boards and experts.

When assessing expertise, it is also important to have access to documentation that demonstrates 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:

Scientific excellence, see Grounds of assessment 1

Scientific excellence can be demonstrated by success in research and development projects in which the applicant has played an active role. Experience from industrial contexts that complement academic activities and that have made documented contributions to the development of technology may be taken into account. In addition to traditionally documented scientific production, the documentation may consist of reports, patents, internally developed research and development contributions or standards, as well as various types of

evaluations or investigations where the applicant's competence has been important.

Pedagogical skills, see Grounds of assessment 2

Pedagogical skills may be demonstrated in an academic environment or in society and industry. Pedagogical skills may be demonstrated through various types of leadership, supervision/mentoring, training, communication, and knowledge transfer aimed at various stakeholders and target groups in business and industry, organisations, etc. For the first employment as adjunct senior lecturer at LTH, the requirement of having 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 doctoral students, see Grounds of assessment 3

Experience of supervision other than supervision of doctoral students or students working on a degree project may be taken into account, such as mentoring, supervision of new employees, etc.