



LTH
FACULTY OF
ENGINEERING

GUIDELINES FOR APPOINTMENT
AND PROMOTION TO SENIOR
LECTURER

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**GUIDELINES FOR APPOINTMENT AND
PROMOTION TO SENIOR LECTURER
AT THE LUND UNIVERSITY FACULTY
OF ENGINEERING (LTH) – based on
artistic expertise**

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Introduction

The appointment of academic staff at higher education institutions in Sweden is regulated in the Higher Education Ordinance, HEO (SFS 2010:1064). Pursuant to HEO, Chapter 4, Section 4, a person is qualified for appointment as a senior lecturer within the fine, applied and performing arts if he or she has demonstrated teaching expertise and been awarded a doctorate in fine, applied or performing arts, has demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties it will involve. Each higher education institution determines itself what assessment criteria are otherwise to apply. The Lund University Appointment Rules (STYR 2014/676) lay down the qualification requirements and assessment criteria that apply for appointment, and promotion, to senior lecturer.

The present Guidelines for appointment and promotion to senior lecturer at the Lund University Faculty of Engineering (LTH) specify how the qualification requirements and assessment criteria laid down in Lund University's Appointment Rules are to be interpreted and applied at LTH. The criteria are listed together with examples that provide clarification for the interpretation of the various criteria.

Qualification requirements

In accordance with the Lund University Appointment Rules, those qualified for appointment as senior lecturer in the fine, applied or performing arts have

- been awarded a doctorate in fine, applied or performing arts, have demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties it will involve,
- demonstrated teaching expertise, and

- completed at least five weeks of training in teaching and learning in higher education or acquired equivalent knowledge by other means, unless there are valid reasons.

Pursuant to LU's Appointment Rules, the training in teaching and learning in higher education shall relate to the national targets of the Association of Swedish Higher Education (SUHF).

Assessment criteria

In accordance with the Lund University Appointment Rules, the following assessment criteria must be fulfilled for appointment to senior lecturer. The assessment criteria specify the aspects to be taken into account, and the level to be achieved, in order for the assessment criteria to be deemed fulfilled.

1. A good national and international standing as a researcher or artistic practitioner/researcher. The requirement for international experience shall be assessed with consideration to the character and traditions of the subject.
2. Good teaching ability, including a good ability to conduct, develop and lead educational activities on different levels and using a variety of teaching methods.
3. An ability to supervise doctoral students to achieve a PhD and/or students on arts programmes to achieve artistic independence.
4. An ability to cooperate with wider society and communicate his or her activities.
5. A good general ability to lead and develop activities.

Sub-criteria

Through the present guidelines, LTH has determined how the assessment criteria are to be interpreted and applied within the faculty. For every assessment criterion there are sub-criteria which must be met in order for the assessment criterion to be deemed fulfilled. Examples that provide clarification for the different criteria have been included.

Personal suitability

Whether it be a promotion or a new appointment, the applicant must be suitable for the position. In case of a new appointment, the personal traits to be taken into account are to be stated in the relevant job specification, e.g. ability to cooperate, independence, structure, capacity for initiative, etc. In case of promotion, an assessment of the applicant's personal suitability is to be included in a statement from the relevant head of department.

Potential

Applicants are to demonstrate their future potential by describing in what way they intend to contribute to the development of the organisation.

Assessment criteria, sub-criteria and examples

LTH has decided that the following interpretation of the assessment criteria listed in the Lund University Appointment Rules is to apply in order for these criteria to be deemed fulfilled.

Assessment criterion 1

A good national and international standing as a researcher or artistic practitioner/researcher. The requirement for international experience shall be assessed with consideration to the character and traditions of the subject.

Sub-criteria

- A. The applicant is an active researcher/artistic practitioner, both nationally and internationally.
- B. The applicant's artistic production is of good quality.
- C. The applicant shows artistic independence.

If the applicant is an associate professor (“docent”) in the fine, applied or performing arts, these sub-criteria are to be deemed fulfilled.

Examples

- A. The assessment of the applicant’s national and international standing as a researcher/artistic practitioner is based on the recognition they have received in the relevant sphere of artistic practice. In addition to the applicant’s documented artistic practice, proof of such recognition could include publications, or references to the applicant, in high-quality artistic journals, invitations to be the author/arts practitioner of overview articles or to give lectures and/or participate in art exhibition committees at conferences. Other proof of recognition could consist of peer review assignments in journals or at conferences, participation in editorial committees or art exhibition committees, received art awards in well-known contexts.
- B. The assessment of the qualitative and quantitative quality of the applicant’s artistic production is based on, for example, publications, or references to the applicant (e.g. reviews) in connection with established artistic assignments or exhibitions, and/or at conferences involving peer review, or invitations to be a key-note speaker, exhibited works, and performed assignments in recognised artistic contexts, as well as approved patents, industrial design right or the equivalent. The extent to which the applicant’s works have been cited by other researchers/artists is taken into account.
- C. The assessment of the applicant’s artistic independence is based on their proven ability to develop their own artistic creation. In addition to the documentation of their own artistic work, this can be demonstrated by descriptions of the applicant’s artistic development made by external reviewers or professional critics. The applicant’s independence can also be assessed based on their ability to acquire funding as the main applicant, or as a co-applicant in national/international applications.

Assessment criterion 2

Good teaching ability, including a good ability to conduct, develop and lead educational activities on different levels and using a variety of teaching methods.

Sub-criteria

- A. The applicant has undergone at least five weeks of training in teaching and learning in higher education.
- B. The applicant has relevant subject knowledge and the ability to convert this knowledge into educational practice.
- C. The applicant shows good educational ability and teaching experience.
- D. The applicant shows ability for educational renewal and development.
- E. The applicant shows a reflective approach to teaching and learning.

To demonstrate teaching expertise entails being able to carry out the educational task in the best possible way. A carefully considered educational philosophy with clear goals is a key component in the assessment of teaching expertise. An essential component is the applicant's own educational reflection, i.e. their ability to critically analyse their own teaching practise. This highlights the ability of focusing on students' learning in the planning, implementation and evaluation of teaching activities, and thereby stimulating their work and ability to see the subject in a broader perspective. The lecturer's ability for mutual communication with the students, a holistic approach and aspiration for renewal are also of major significance.

If the applicant has obtained the title of ETP¹ (*Excellent Teaching Practitioner*) all the criteria as specified above will be considered met.

¹ LTH invites its lecturers (not including doctoral students) to apply to have their teaching qualifications assessed, for admission to LTH's Pedagogiska Akademi (Teaching Academy). Those admitted are given the title Excellent Teaching Practitioner (ETP).

Examples

- A. For appointments to senior lecturer, the minimum requirement is five weeks training in teaching and learning in higher education (related to the national goals of the Association of Swedish Higher Education, SUHF), unless there are special reasons to the contrary, or if the equivalent knowledge has been acquired by other means. If there are special reasons, e.g. if the applicant, in their previous employment, was not given the opportunity to acquire such knowledge, an exception can be made, in which case the appointed applicant must undergo training in teaching and learning in higher education within the first two years of employment. Equivalent knowledge may also be acquired by other means, in which case an equivalency assessment is to be made. In case of a promotion to senior lecturer, at least five weeks of training in teaching and learning in higher education is required.
- B. Relevant subject knowledge entails broad, sound and current knowledge within the relevant teaching subject.
- C. The assessment of the applicant's educational ability and teaching experience is based on their previous practice and experience from various teaching situations, on different levels, and using different forms of teaching and examination, as well as their ability to reflect on these. The applicant bases their educational practise on students' learning and uses their knowledge of teaching and learning to develop teaching expertise and to function well in their educational capacity in relation to the students. In addition, the applicant's ability to structure and organise a body of knowledge, and to communicate engagement and interest in the subject is of importance.
- D. In the educational practise, the applicant shows progress in supporting student learning. The applicant participates in collegial exchange of experiences regarding their teaching practice and knowledge of teaching and learning, e.g. through participation in teaching conferences or by having written reports on the subject of teaching. The applicant participates in course development work and/or in the production of new educational materials. The applicant has credible ideas and

concrete plans for the continued development of their educational work.

- E. The applicant reflects on their own educational practice, with the help of knowledge about teaching and learning of relevance to their subject. The applicant reflects on student learning within their subject. The pedagogical reflection should prove competence, maturity and responsibility in the applicant's educational practice.

Assessment criterion 3

An ability to supervise doctoral students to achieve a PhD and/or students on arts programmes to achieve artistic independence.

Sub-criteria

- A. The applicant has experience in supervising students to achieve artistic independence. Student, in this context, refers to students on a second-cycle level or higher.
- B. The applicant demonstrates a reflective approach to supervision of students on arts programmes.

If the applicant is an associate professor ("docent") in fine, applied or performing arts, these sub-criteria are to be deemed fulfilled.

Examples

- A. In the assessment of the applicant's experience, the method and scope of their supervision and assistance in helping students achieve artistic independence, is taken into account. The assessment also includes the applicant's ability, through supervision, to critically examine, develop and evaluate artistic work, reflect on and relate to wider society and the development of the field, and communicate and evaluate the methods and results used and how these contribute to the development of the field. If the applicant is from a non-academic environment, other supervisory experiences may be taken into account, e.g. as a mentor, supervision of assistants, supervision of new employees, etc.

- B. Through self-reflection, the applicant demonstrates awareness and a systematic approach to supervision of doctoral students/students on arts programmes, to achieve scientific/artistic independence. The applicant reflects on their supervision practices, based on established knowledge about supervision and learning, as well as on examples of situations and results from their own supervisory experiences.

Assessment criterion 4

An ability to cooperate with wider society and communicate his or her activities.

Sub-criteria

- A. The applicant has participated actively in various forms of collaboration between academia, business/industry and/or the wider society.
- B. The applicant has helped disseminate knowledge and create understanding of artistic practice and development.

Examples

- A. Information to and interaction with those outside the university applies to activities which concern the subject area of the applicant. The applicant has been involved in making research/artistic results practically applicable and relevant to society. Experience in artistic processes, innovation and entrepreneurship, as well as the ability to pick up on and deal with relevant problems and issues in society, is taken into account. Interactions with business/industry and/or public institutions of relevance are taken into account, and could entail carrying out/curating exhibitions, developing structured collaboration with clients/companies and/or developing products/processes. Participation in various types of interest groups, trade associations, etc. is also taken into account. In case of an arts practitioner, this criterion could also entail participation in the professional development of artistic expressions, media or methods.

- B. The applicant has communicated research results/artistic development by, for example, participating in popular science contexts, giving public lectures or initiating a debate of relevance to the research subject. The applicant has participated in activities that increase interest in the arts among the general public and within the educational system, e.g. in primary, secondary, and upper secondary school.

Assessment criterion 5

A good general ability to lead and develop activities.

Sub-criterion

- A. The applicant shows organisational commitment and leadership skills.

Example

- A. The applicant's organisational commitment and leadership skills can be demonstrated through participation on boards, committees and in working groups within their organisation. It can also be demonstrated through active participation in the organisation's development and administration, and as a representative of the organisation in national and international contexts. Other examples are to lead and develop research groups, and to curate exhibitions. Training in leadership, project management, supervision, finance and work environment is taken into account.

Appointment to adjunct senior lecturer in the fine, applied or performing arts

The purpose of an adjunct senior lecturer is to add expertise of the type that usually does not exist within the organisation, and which is necessary for a high quality education. The applicant is expected to work actively to strengthen or complement existing research and education activities.

In accordance with the collective agreement from 14 December 2011², adjunct lecturers can be appointed until further notice, but for not more than two years, with the possibility of renewal. Adjunct positions require applicants to have their primary employment outside academia. An adjunct position can amount to no more than 50% of a full-time post.

Qualifications and assessment

In accordance with the Lund University Appointment Rules, a person who meets the qualification requirements for employment as a senior lecturer is qualified to be appointed as an adjunct senior lecturer. In the general assessment of skills, those other than research and teaching expertise may be taken into account, such as professional qualifications and expert knowledge. The teaching expertise requirement shall be assessed in view of the applicant's primary place of employment.

Additional examples for assessment of adjunct senior lecturers

It is important that all qualifications, including those outside the traditionally academic, are reported in a manner that allows them to be assessed by the Academic Appointments Board and by the experts.

In the assessment of expertise, it is also important to have access to documentation that demonstrates the applicant's ability to reflect on their own activities and on how an appointment to adjunct senior lecturer could contribute to a stronger exchange between academia and business/industry/wider society. The documentation is to demonstrate how the applicant has developed their skills within the field over time.

² Agreement on fixed-term employment as adjunct lecturer. Collective agreement between the Swedish Agency for Government Employers and OFR/S, Saco-S and SEKO, 14 December 2011

In addition to the assessment criteria, sub-criteria and examples above, the following are examples which are specifically intended for adjunct senior lecturers:

Artistic expertise, see Assessment criterion 1

Artistic expertise can be demonstrated through accomplishments in artistic work, in which the applicant has played a crucial role. Experiences from artistic contexts that complement academic activities and that have made documented contributions to the development of the arts, can 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 in which the applicant's artistic expertise has been a pre-requisite.

Teaching expertise, see Assessment criterion 2

The applicant can have demonstrated their teaching expertise in an academic, public or industrial environment, through different types of leadership, coaching/mentoring, education, communication and knowledge transfer aimed at different stakeholders and target groups in businesses, organisations, society. The first time an applicant is appointed to adjunct senior lecturer at LTH, an exception can be made from the requirement of five weeks of training in teaching and learning in higher education. However, such training must be completed within the first two years of employment. An appointment as adjunct senior lecturer cannot be extended if this requirement has not been fulfilled.

Supervision of doctoral students, see Assessment criterion 3

Supervisory experience of people other than students on arts programmes can be taken into account, such as mentoring, supervision in other contexts, etc.