**Professional development plan from PhD to permanently
employed senior lecturer**

A professional development plan shall be drawn up in connection with the appointment. The professional development plan is particularly important for career development positions as associate senior lecturer or postdoc. The qualifying period from a doctoral degree to becoming an independent lecturer and researcher and being permanently employed as a senior lecturer are generally not more than six years at the Faculty of Engineering (LTH). **All** fixed-term positions at LTH after a doctoral degree should be counted as part of the qualifying period, regardless of the form of employment.

The professional development plan is individual and established in a dialogue between the manager and the employee in connection with the appointment. The aim is to review and discuss the plan and clarify in which areas the employee needs to acquire qualifications in order to be eligible for employment as a lecturer at LTH or at another higher education institution. Based on the individual’s qualifications at the time of employment, the areas that require development during the qualifying period shall be planned. The template below provides support and examples of areas that can be developed. Reviews and updates of the professional development plan should take place at least once a year in conjunction with the staff appraisal.

The employee is responsible for his or her professional development plan, whereas both the employee and the manager share the responsibility for ensuring that the planning takes place. At the latest three years after the start of the qualifying period, information on a future career at LTH, funding and the future needs of the department should be communicated by the department.

At LTH, qualifications concerning research/artistic activities, education, external engagement and leadership, including other relevant professional activities should be documented in a systematic manner in the academic qualifications portfolio. Systematic documentation of qualifications should start early on in the individual’s academic career and be continuously updated. The academic qualifications portfolio should be used in applications for employment or promotion for teaching staff but can also be used as documentation for staff appraisals, for example. The instructions on how to compile an academic qualifications portfolio are intended for both potential applicants, regardless of where they are working, and for existing employees at LTH. Read more about the academic qualifications portfolio and find templates on LTH’s Staff Pages.

**Application for promotion from associate senior lecturer to permanently employed senior lecturer**

An associate senior lecturer can apply for promotion to senior lecturer and can be promoted to an appointment until further notice if he or she is eligible for such a position and is considered suitable after review by the Careers Board. The final decision will be made by the Dean of LTH. The review should be conducted according to the qualification requirements and assessment criteria stated in the person specification. An associate senior lecturer can only apply for promotion once. The application should be submitted at the latest 6 six months before the end of the period of employment (other deadlines may apply during the summer break; consult the relevant human resources coordinator).

**Criteria for the assessment of qualification for appointment and promotion to senior lecturer**

The document *Guidelines for appointment and promotion to senior lecturer at the Lund University Faculty of Engineering (LTH)* clarifies the criteria that form the basis for the assessment of qualifications and includes clarifying examples.

When the professional development plan is drawn up, the employee and manager/mentor should use the template below as support in determining which areas the employee needs to develop in order to fulfil the requirements set by LU/LTH for appointment and promotion to senior lecturer. The template’s assessment criteria, sub-criteria and clarifying examples can be found in the document *Guidelines for appointment and promotion to senior lecturer at the Lund University Faculty of Engineering (LTH) – based on scientific expertise.*

There is also a document that presents guidelines for how the qualification requirements and assessment criteria stated in Lund University’s Appointment Rules are to be interpreted and applied at LTH based on artistic expertise.

Both guideline documents can be found on LTH’s Staff Pages.

**Information on a continued career within LTH**

There are opportunities for further career progression within LTH:

* Associate professor – a recognition of higher academic competence (not a form of employment )
* Excellent Teaching Practitioner (ETP) – an opportunity to have your educational qualifications assessed and be admitted to LTH’s Pedagogical Academy
* Promotion to professor

Information of procedures for applying for academic positions, promotion and how to become an associate professor (reader) can be found on the LTH website.

Information about LTH’s Pedagogical Academy can be found on LTH’s Staff Pages in the section for Academic Development and training.

**Assessment criterion 1 – Research expertise**

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

***Criteria***

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| ***1. The applicant is active within the field of research, both nationally and internationally.****Clarifying examples:**The assessment of the applicant’s national and international standing as a researcher is based on the recognition they have received in the research community. Proof of such recognition could include publications in high-quality research journals, invitations to write overview articles or to give lectures and/or participate in research committees at conferences. Other proof of recognition could consist of peer review assignments in journals or important conferences, participation in examining committees, received research awards.* |
| ***Area*** | ***What?*** | ***When?*** |
| Recognition in the research community  |  |  |
| Research publications |  |  |
| Research conferences  |  |  |
| Peer review assignments |  |  |
| Member of examining committees, external reviewer at thesis defences |  |  |
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| ***2. The applicant’s research publications are of good quality*** *Clarifying examples:**The assessment of the quality of the applicant’s publications is based on, for example, articles published in established research journals and/or at conferences involving peer review, published books and book chapters, as well as approved patents. The extent to which the applicant’s publications have been cited by other researchers is taken into account.*  |
| ***Area*** | ***What?*** | ***When?*** |
| Research publications |  |  |
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| ***3. The applicant shows scientific independence*** *Clarifying examples:**The assessment of the applicant’s scientific independence can be based on their proven ability to develop their own line of research. This can be demonstrated, for example, by the applicant’s ability to acquire research funding as the principal investigator, or as a co-applicant in national/international applications; the successful completion of a postdoc; or the ability to establish their own networks.* |
| ***Area*** | ***What?*** | ***When?*** |
| Development of their own line of research  |  |  |
| Applications for research funding  |  |  |
| Completion of a postdoc |  |  |
| Establish own networks |  |  |
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**Assessment criterion 2 – Teaching expertise**

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

***Criteria***

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| **1. *The applicant has undergone at least five weeks of training in teaching and learning in higher education****Clarifying examples:**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.*** |
| ***Area*** | ***What?*** | ***When?*** |
| Training in teaching and learning in higher education, minimum 5 weeks |  |  |
| Other teacher training courses |  |  |
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| **2. *The applicant has relevant subject knowledge and the ability to convert this knowledge into educational practice****Clarifying examples:**Relevant subject knowledge entails broad, sound and current knowledge within the relevant teaching subject.* |
| ***Area*** | ***What?*** | ***When?*** |
| Relevant subject knowledge |  |  |
| Ability to convert relevant knowledge into educational practice |  |  |
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| **3. *The applicant shows good educational ability and teaching experience****Clarifying examples:**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 practice 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.* |
| ***Area*** | ***What?*** | ***When?*** |
| Practical experience  |  |  |
| Different teaching levels  |  |  |
| Different teaching and assessment methods |  |  |
| Ability to reflect |  |  |
| Ability to structure and organise a body of knowledge  |  |  |
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| ***4. The applicant shows ability for educational renewal and development****Clarifying examples:*In educational practice, 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 study resources. The applicant has credible ideas and concrete plans for the continued development of their educational work. |
| ***Area*** | ***What?*** | ***When?*** |
| Collegial exchange of experiences  |  |  |
| Teaching conferences |  |  |
| Teaching reports |  |  |
| Course development work |  |  |
| Development of new study resources |  |  |
| Plans for continued development of their educational work |  |  |
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| **5*. The applicant shows a reflective approach to teaching and learning****Clarifying examples:**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 reflections on teaching should demonstrate competence, maturity and the assumption of responsibility in the applicant’s educational practice.* |
| ***Area*** | ***What?*** | ***When?*** |
| Reflection on educational practice  |  |  |
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**Assessment criterion 3 – Supervision**

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

***Criteria***

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| **1. *The applicant has experience in supervising doctoral students*** *Clarifying examples:**The applicant participates in the supervision of doctoral students. The applicant’s experience in supervising degree projects may be considered. If the applicant is from a non-academic environment, other experience may be taken into account, such as mentoring, coaching of new employees, etc.* |
| ***Area*** | ***What?*** | ***When?*** |
| Supervision of doctoral students |  |  |
| Supervision of degree projects  |  |  |
| Mentoring, coaching new employees |  |  |
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| **2. *The applicant demonstrates a reflective approach to doctoral student supervision*** *Clarifying examples:**Through self-reflection, the applicant demonstrates awareness in their approach to supervision, and ability to analyse their supervision practices based on knowledge about supervision and learning, as well as on their own practical experiences.*  |
| ***Area*** | ***What?*** | ***When?*** |
| An ability to reflect on supervision  |  |  |
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**Assessment criterion 4 – External engagement**

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

***Criteria***

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| ***1.The applicant has participated actively in various forms of collaboration between academia, business/industry and/or wider society*** *Clarifying examples:**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 results practically applicable. Experience in innovation processes 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 could entail the award of a patent and/or the development of products/processes. Participation in various types of research associations, interest groups, trade associations, etc. is taken into account.* |
| ***Area*** | ***What?*** | ***When?*** |
| Information and interaction outside the University |  |  |
| Participation in making research results practically applicable |  |  |
| Innovation processes, entrepreneurship |  |  |
| Interaction with business/industry |  |  |
| Patents |  |  |
| Communication of research results beyond academia  |  |  |
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**Assessment criterion 5 – Lead and develop activities**

A good general ability to lead and develop activities.

***Criteria***

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| ***1.The applicant shows organisational commitment and leadership skills*** *Clarifying examples:**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. Another example is to lead and develop research groups. Training in leadership, project management, supervision, finance and work environment is taken into account.* |
| ***Areas*** | ***What?*** | ***When?*** |
| Organisational commitment |  |  |
| Leadership skills  |  |  |
| Administrative assignments: boards, committees and working groups within and outside LU |  |  |
| Active participation in the organisation’s development and administration |  |  |
| Management assignments /representation of the organisation in national and international contexts |  |  |
| Assignments to lead and develop research teams |  |  |
| Training in leadership, project management , finance and/or work environment |  |  |
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**Languages**

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|  | ***What?*** | ***When?*** |
| Swedish |  |  |
| English |  |  |
| Other languages |  |  |

**Further qualifications**

Feedback on further qualifications should be given at the staff appraisal

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| --- | --- |
| ***Area*** | ***Feedback*** |
| Ability to cooperate |  |
| IndependenceDrive |  |
| Leadership |  |
| Other skills |  |

**Other requirements**
For other requirements according to the person specification for appointment as associate senior lecturer, see the person specification presented in connection with the vacancy notice for the relevant associate senior lecturer position.

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| ***Area*** | ***What?*** | ***When ?*** |
| An ability to actively, independently and successfully apply for external funding. |  |  |
| Documented good ability to… |  |  |
| Documented experience of… |  |  |

**Future at LTH – review before further employment within LTH**

A dialogue about the employee’s possible future at LTH based on the organisation’s needs and the employee’s future plans should be carried out at the midway point of the employment period. For associate senior lecturer positions, an evaluation should be carried out in connection with this.

***Planned date for dialogue Notification/date***

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**Application for promotion from associate senior lecturer to permanently employed senior lecturer**

An associate senior lecturer can apply for promotion to senior lecturer and is to be promoted to a position until further notice if he or she is eligible for such a position and is considered suitable after review by the LTH Careers Board.

The decision is made by the dean of LTH.

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| ***What?*** | ***When?*** |
| Compilation of the academic qualifications portfolio according to instructions |  |
| Application for promotion (to be submitted at the latest 6 months before the end of the period of employment) |  |
| Notification of promotion |  |

**Planned date for review meetings between employee and manager**

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|  | ***Date*** |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |

**Approval and follow-up**

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| --- | --- | --- |
| ***Date*** | ***Employee’s signature*** | ***Manager’s signature*** |
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