



LUND UNIVERSITY
School of Economics and Management

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Dean's office

General requirements profile and assessment for employment as senior lecturer at Lund University School of Economics and Management (LUSEM)

The appointment of academic staff at higher education institutions is regulated by the Higher Education Ordinance (HEO). According to Chapter 4, Section 4 of the HEO, a person who has demonstrated both teaching and research expertise is qualified for appointment as senior lecturer. Each higher education institution decides what further assessment criteria to apply for such appointments.

In its *Lund University Appointment rules* (Ref STYR 2014/676) has determined the qualification requirements for appointments as senior lecturer,

Those qualified for appointment as a senior lecturer are:

- A person who has been awarded a PhD or has the corresponding research competence or some other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve, and
- A person who has demonstrated teaching expertise
- A person who has completed at least five weeks of training in higher education teaching and learning or acquired equivalent knowledge by other means

The assessment criteria for appointment as a senior lecturer shall be the degree of the expertise required as a qualification for employment. As much attention shall be given to the assessment of teaching expertise as to the assessment of other qualifying criteria laid down in the first paragraph above. A person who does not have the qualifications indicated in the first paragraph, third point, shall still be considered qualified if there are valid reasons. Teaching expertise shall be understood as good teaching ability.

For appointments to senior lecturer, the following shall form the assessment criteria:

- 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.
- Good teaching ability, including a good ability to conduct, develop and lead educational activities on different levels and using a variety of teaching methods.
- An ability to supervise doctoral students to achieve a PhD or students on arts programmes to achieve artistic independence.
- An ability to cooperate with wider society and communicate his or her activities.
- A good general ability to lead and develop activities.

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.

Examples for the assessment of research expertise

- The applicant's recognition within the research community is demonstrated through publications in international journals of high quality, invitations to write overview articles or to lecture at the more significant international conferences and/or participation in program committees at conferences. Recognition is further demonstrated by peer review assignments in international journals, membership in editorial committees, assignments as faculty opponent or examiner and the ability to obtain renewed research grants from established research funders, in competitions where the applicant is the principal.
- The applicant's research expertise is to be assessed on the basis of scholarly production; works published in established international peer-reviewed journals and works that are frequently cited by other researchers indicate a high degree of expertise. Position in list of authors is of importance to demonstrate that the applicant has been of significant importance when producing the work.
- The applicant's independence as a researcher is to be assessed on the basis of his or her ability to develop and lead a research field by, for example, being the principal responsible for research grants from renowned funders obtained in national or international competition.
- Current research activity is to be demonstrated by current research projects with development potential and ongoing research grants and supervision.

Teaching Expertise

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

In order to ensure very high teaching skills and pedagogical awareness within the University, it is important that the teaching expertise of the applicant is thoroughly and carefully assessed. Showing teaching expertise means fulfilling teaching duties in the best possible way.

A well thought-out teaching philosophy with clear goals constitutes a key element in the assessment of teaching expertise. Important components in this context are a critical reflective analysis of one's own teaching and the ability to focus on the students' learning process in the planning, implementation and evaluation of teaching activities. This creates good opportunities for the students' work on the subject and stimulates their ability to view the subject in a broader perspective. The capacity for mutual communication with the students, a holistic view and a desire for renewal are also very significant. It should be possible to see a development of the applicant's teaching expertise over time, as well as his or her ability to consciously and systematically develop his or her teaching expertise and activities.

Examples for the assessment of teaching expertise

- Documented training in teaching and learning in higher education should correspond to at least five weeks. In special circumstances, equivalent knowledge may have been acquired in some other way and will in that case be assessed individually.

- Thorough and current knowledge of the relevant teaching subject: having a good overview of the subject and the ability to structure and organise the subject matter. The ability to communicate commitment to and interest in the subject.
- Teaching ability is to be assessed on the basis of the critical reflective analysis of the applicant's teaching experience from different teaching situations, levels of teaching, forms of teaching and forms of examination. This includes knowledge of the learning process and a pedagogically aware philosophy, based on a scholarly approach that promotes the learning process of the students.
- Pedagogical leadership is to include the ability to manage and to organise, in a way that promotes participation and cooperation at all levels, along with clear information and effective communication. In relation to students' learning, applicants are to contribute to a good study environment and effective study habits.
- Pedagogical development work means striving for continual improvement. This includes communicating pedagogical knowledge, having the ability to develop teaching materials to stimulate and improve learning and disseminating methods and a pedagogical approach that leads to others having the opportunity to learn from them, further developing and evaluating one's own teaching models and teaching materials.
- Applicants are to present their current teaching activities and future development potential, which will be assessed within the framework of the critical reflective analysis and related documentation that is to be consistent with the reflection.

Supervision of doctoral students

Ability to participate in supervision of doctoral students to achieve a PhD. Experience within postgraduate studies is to be documented by demonstrated supervision of doctoral students as main supervisor or assistant supervisor, or other participation in postgraduate courses, seminars aimed at research students or examinations in postgraduate studies.

Leadership

Ability to work as a leader, developing, managing and carrying out high-quality education, research or other activities.

Examples for the assessment of leadership

- Leadership training undergone by the applicant can be represented by management courses, project manager training and suchlike.
- Duties as head of department, member of boards and committees within the faculty and the university, assignments as representative for one's own organisation in national and international organisations and working groups, including prioritisation committees, are all considered examples of academic leadership. The capacity for academic leadership can also be documented by the ability to plan and adapt activities in accordance with given rules and regulations and financial frameworks, as well as the ability to show commitment to the organisation's long term strategic work.

Collaboration with industry and society, information on research and development work

Ability to cooperate, innovate and renew, and other personal qualities required to perform the duties of the post well.

Examples for the assessment of cooperation and information

- various forms of cooperation between the University, business and industry and other organisations outside the University
- information about knowledge, research findings, and activities that lead to practical applications
- activities that increase interest in economics and information systems in a broad sense among the general public
- various forms of information and teaching material. In this context, information and teaching materials mean material intended for an audience outside the University, which has an interest in the field in question. This includes, for example, popular science articles and consultancy reports. Information and teaching materials include both traditional material and ICT based information. The assessment does not, however, take account of material included in study programmes or free-standing courses, which is usually considered part of teaching duties.