



LUNDS
UNIVERSITET
Medicinska fakulteten

SENIOR LECTURER

General person specification and assessment
criteria

The Faculty of Medicine's general person specification and assessment criteria for appointment as a senior lecturer

The appointment of teaching staff at higher education institutions is governed by the Higher Education Act and the Higher Education Ordinance (HEO). In accordance with the Higher Education Ordinance, Chapter 4 Section 4, a person is eligible to be appointed as senior lecturer if they have demonstrated teaching expertise and been awarded a PhD or have the corresponding research competence or some other professional expertise that is of value in view of the subject matter of the position and the duties that it will involve.

Qualification requirements and assessment criteria for teaching staff at Lund University also follow the Lund University Appointment Rules, collective agreements and this document. The evaluation of qualifications is also referenced against the approved person specification for the role.

In accordance with the Lund University Appointment Rules, the following assessment criteria are applicable to the appointment of a senior lecturer:

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

This document has been approved by the Board of the Faculty of Medicine and specifies how Lund University Appointment Rules are applied to the appointment of a senior lecturer at the Faculty of Medicine.

The assessment criteria also form the basis of the person specification that exists for each appointment. The assessment criteria are exemplified in the document. The applicant's expertise is assessed based on their account of their qualifications, presented in accordance with the qualifications portfolio mandated by the Faculty of Medicine.

1. ASSESSMENT CRITERIA FOR GOOD NATIONAL AND INTERNATIONAL STANDING AS A RESEARCHER

- A. The applicant presents scholarly publications of high quality and current research activity
- B. The applicant demonstrates academic maturity and a good ability to conduct research
- C. The applicant displays experience of teaching in research studies
- D. Ability to secure research funding from established research funding sources in competition as principal or co-applicant is an additional merit
- E. Evidence of creativity in academic activity is an additional merit
- F. Method development and innovation are an additional merit
- G. The ability to establish collaborations is an additional merit

1.1 EXEMPLIFICATION FOR ASSESSMENT OF GOOD NATIONAL AND INTERNATIONAL STANDING AS A RESEARCHER

- A. The applicant presents scholarly publications of high quality and current research activity
The applicant's academic expertise is assessed according to their academic output where works are published in established international journals with peer review. The applicant's position in the author list is of significance in confirming that the applicant has been of crucial importance to the origin of the work. The volume will be assessed in relation to the field of research and the research method. In normal cases, the same volume of research production will be required for a senior lecturer as for an associate professor at the Faculty of Medicine.
- B. The applicant demonstrates academic maturity and a good ability to conduct research
The applicant's academic maturity is demonstrated through their output having a clear and consistent research profile. The applicant's position in the author list is of significance in confirming the applicant's academic maturity. If the publications in question are largely shared with a previous supervisor, the applicant's independence in regard to that person should be elucidated in the application.
- C. The applicant displays experience of in research studies
Experience of research teaching is evidenced by having supervised PhD students, as principal or assistant supervisor, or participation in other research studies activity (research study courses, participation in seminar activities aimed at research students or participation in examination of research studies).
- D. Ability to secure research funding from established research funding sources in competition as the principal or co-applicant is an additional merit
Having applied for and obtained nationally or internationally competitive research funding is an additional merit. For clinical researchers, a funding award from ALF is an additional merit.

- E. Evidence of creativity in academic activity is an additional merit
A demonstrated ability for innovative thinking and output in the research field, for example through identifying gaps in knowledge, formulating relevant questions, developing and implementing new methods, or establishing new areas of collaboration.
- F. Method development and innovation are an additional merit
Having developed new methodology or technology that is significant in the research area is also an additional merit. This is demonstrated through implementation of research or clinical activity, approved patents or developed products.
- G. The ability to establish collaborations is an additional merit
It is an additional merit to have created collaborations within the discipline as well as interdisciplinary or translational research or infrastructure collaborations.

2. ASSESSMENT CRITERIA FOR GOOD TEACHING EXPERTISE

- A. The applicant has five weeks' training in teaching and learning in higher education, or equivalent knowledge and skills
- B. The applicant has relevant knowledge of the subject
- C. The applicant has documented experience of successful teaching activity
- D. The applicant has experience of individual supervision
- E. Ability to provide leadership in teaching is an additional merit
- F. The capacity for pedagogical renewal and development is an additional merit

2.1 INTRODUCTION

Great care and meticulousness are required to evaluate the teaching expertise of the applicant. This is of the utmost importance in securing very high levels of teaching expertise and awareness within the University. Displaying teaching expertise means discharging the teaching duties of teaching staff in the best way.

A considered fundamental approach to teaching, with clear aims, forms a key component when assessing teaching expertise. Important components in this context are a critically reflective analysis of their own teaching and the ability, when planning, conducting and evaluating teaching, to focus on students' learning, thereby creating opportunities for and stimulating the student's work in the area and helping them to see the area in a broader perspective. Additionally, the lecturer's ability to ensure two-way communication with students, a holistic view as well as a desire for renewal are of great importance. Development of teaching expertise is to be demonstrated and the lecturer's ability to deliberately and systematically advance teaching skills and the organisation evident.

2.2 EXEMPLIFICATION FOR ASSESSMENT OF TEACHING SKILLS

- A. The applicant has five weeks' training in teaching and learning in higher education, or equivalent knowledge and skills
Documented training in teaching and learning should equate to at least ten weeks, but must amount to at least five weeks. In certain circumstances, equivalent competence may have been acquired in other ways. If the applicant has not had the opportunity to undertake training in teaching and learning in higher education in previous roles, it is still possible to deem the applicant employable. In such cases, the employee is to undertake training in teaching and

learning in higher education as stated above within two years.

B. The applicant has relevant knowledge of the subject

The applicant is to have broad and current knowledge of the subject, relevant to the teaching duties in the subject at hand; an overview of the field and the ability to structure and organise the body of knowledge.

C. The applicant has documented experience of successful teaching activity

This means good ability to develop and pursue educational activities at different levels and using a variety of teaching methods. Applicants are to show current educational activity and potential for future development as a teaching staff member. This is assessed within the framework of the teaching reflections and related documentation.

D. The applicant has experience of individual supervision

The applicant has experience of carrying out individual supervision at first and second-cycle levels. Individual supervision could, for example, cover degree projects, project work and specialisation work.

E. The applicant is capable of leadership in teaching

Leadership in teaching includes the capacity to lead and organise, promoting involvement and cooperation at all levels as well as clear information and effective communication; in relation to the students' learning, contributing to a good study environment.

F. The applicant demonstrates capacity for pedagogical renewal and development

The applicant is to demonstrate a desire for personal renewal and development in their teaching, for example by undertaking further training in teaching and learning in higher education, or participating in conferences and seminars.

3. ASSESSMENT CRITERIA FOR COOPERATION WITH WIDER SOCIETY AND COMMUNICATING THEIR ACTIVITIES

A. The applicant has taken the initiative and/or participated in producing information aimed at external audiences or dialogue with wider society.

B. The applicant demonstrates active involvement in specialist associations working in the applicant's area of expertise.

C. Having developed ideas and research findings into innovations is an additional merit.

3.1 EXEMPLIFICATION OF AN ABILITY TO COOPERATE WITH WIDER SOCIETY AND COMMUNICATE THEIR ACTIVITIES

A. The applicant has taken the initiative and/or participated in producing information aimed at external audiences or dialogue with wider society

Information and interaction with parties outside the university world refers to stakeholders that could/ought to have an interest in the teacher's subject area, e.g. in healthcare, county council administration, the school sector and/or industry. A capacity to notice and process relevant problems and issues in society is also important. To assess interaction with industry, previous employment within a biotechnology, pharmaceutical or health company, the development of structured cooperations with companies to develop a project idea, the securing of a patent for

one's own research findings and/or the development of products/methods for use in prevention, diagnostics or therapy are merits that carry a great deal of weight. An assignment as a scientific advisor to a research company is also a significant merit.

- B. The applicant demonstrates active involvement in specialist associations working in the applicant's area of expertise

The applicant has participated in relevant activities or provided information materials aimed at these associations. Information and education material in this context refers to items aimed at parties outside the university world who have an interest in the area in question. This includes, for example, popular science articles, scientific brochures published by research boards and patient information. Information and education material includes both analogue and digital material and information. The assessment does not, however, refer to material which is usually included in programmes or freestanding courses normally included in teaching duties.

- C. It is an additional merit for the applicant to have implemented and made research findings practically useful in research, clinics, industry or wider society.

4. ASSESSMENT CRITERIA FOR LEADING AND DEVELOPING OPERATIONS

- A. The applicant demonstrates involvement in leadership and organisational work
B. Leadership training, management training or similar is an additional merit

4.1 Exemplification for assessment of leading and developing the organisation

- A. The applicant demonstrates involvement in leadership and organisational work
Organisational involvement refers to positions such as membership of boards and committees within a department, faculty or university, as well as assignments as a representative for the applicant's own organisation in national and international organisations, including prioritisation committees.
- B. Leadership training, management training or similar is an additional merit
Completed leadership training could include supervisor training, management training, project management courses, training in group dynamics or similar.

5. ASSESSMENT OF CLINICAL EXPERTISE

For the position of senior lecturer combined with employment within healthcare, a high level of clinical expertise and experience of working independently within healthcare are required. The applicant has current and ongoing clinical activities relevant to the subject.

5.1 Exemplification for assessment of clinical expertise

Clinical expertise is assessed according to the specialist expertise acquired, the quality of clinical work and clinical supervision, as well as the applicant's experience of their own area of

responsibility within healthcare. Additionally, clinical expertise is assessed with reference to leadership or investigative assignments within healthcare organisations, systematic development work within diagnostics and therapy, as well as experience of quality control at regional and national levels. National and international work within subject or specialist associations, national and international roles, e.g. for the Swedish Agency for Health Technology Assessment and Assessment of Social Services and as an expert or scientific advisor to the National Board of Health and Welfare or other national bodies are important merits. Similarly, invitations to presentations at national or international congresses or educational meetings with clinical or healthcare policy themes, or having received national and international prizes and awards recognising clinical work are also important merits. Being active in interest groups such as patient/relative associations is an additional merit.

6. CRITERIA FOR PROFESSIONAL DEVELOPMENT WHEN APPLYING FOR PROMOTION TO SENIOR LECTURER

As set out in the Lund University Appointment Rules, a lecturer or associate senior lecturer can apply for promotion to senior lecturer. The applicant shall then demonstrate professional development in scholarly and teaching expertise and is to have undergone compulsory management training in accordance with the faculty's guidelines. Additionally, the following is applied during the assessment:

6.1 Promotion from lecturer to senior lecturer

The applicant is to fulfil the Faculty of Medicine's general person specification and assessment criteria for appointment as a senior lecturer.

The applicant shall show scholarly activity and professional development in teaching, and is to have achieved the qualifications for associate professorship equivalent to the requirements at the Faculty of Medicine in Lund.

The employee is to show professional development in terms of teaching and research/artistic expertise since their appointment. Furthermore, the applicant is to show an ethical approach to research, educational activities, collaboration and employeeship.

The applicant is to have undertaken management training in line with the Faculty of Medicine's guidelines. The applicant is to have shown a capacity for responsible academic leadership for their own research/teaching environment.

6.2 Promotion from associate senior lecturer to senior lecturer

The applicant is to fulfil the Faculty of Medicine's general person specification for the position of senior lecturer and have achieved the qualifications of an associate professor equivalent to the requirements at Faculty of Medicine.

Following their employment as an associate senior lecturer, the employee is to have shown professional development within teaching and research/artistic expertise. Furthermore, the applicant is to show an ethical approach to research, educational activities, collaboration and employeeship.

6.2.1 PROFESSIONAL DEVELOPMENT WITHIN RESEARCH

The applicant is to have published as an independent senior author since their appointment as assistant senior lecturer. The applicant is to possess the qualifications of an associate professor and as the principal applicant be in receipt of current funding secured in national or international competition.

6.2.2 PROFESSIONAL DEVELOPMENT IN TEACHING

The applicant is to have achieved a position in which they conduct active and regular educational activity which includes direct interaction with students on first, second and third-cycle courses, professional development or training in teaching and learning in higher education.

6.2.3 PROFESSIONAL DEVELOPMENT IN LEADERSHIP

The applicant is to have undertaken management training in line with the Faculty of Medicine's guidelines. The applicant is to have shown a capacity for responsible academic leadership for their own research/teaching environment.

7. APPOINTMENT AS ADJUNCT SENIOR LECTURER

The relevant employer organisations and trade unions – known as social partners – have reached agreement on fixed-term appointments of adjunct teaching staff (although it is not applicable to adjunct professor, a position regulated by the Higher Education Ordinance). Adjunct lecturers may be employed for an indefinite period of time, but for a maximum of two years. Such an appointment may be renewed.

Adjunct teaching staff refers to the part-time appointment of employees whose main employment is outside the higher education sector. The purpose of an adjunct appointment is to provide expertise that is not normally present in the regular organisation and that is necessary for high-quality education. The scope of the employment is to be based on the needs of the organisation and is normally equivalent to around 20% of a full-time position. In some cases, the scope of employment may be higher.

A person who meets the qualification requirements for employment as an adjunct senior lecturer is qualified to be appointed as a senior lecturer. For appointments as adjunct senior lecturer the assessment criteria may vary depending on the type of expertise required. The assessment criteria are to be clearly stated in the person specification. Expertise other than teaching and research expertise may have special importance in the assessment of overall expertise.