



LUND
UNIVERSITY
Faculty of Medicine

Senior Lecturer

GENERAL REQUIREMENTS PROFILE AND ASSESSEMENT CRITERIA FOR
EMPLOYMENT AS A SENIOR LECTURER



Faculty of medicine, general requirements for profile and assesment criteria for employment as a senior lecturer

The appointment of academic staff at higher education institutions is regulated by the Higher Education Ordinance. According to Chapter 4 Section 4 of the Ordinance, a person is qualified for appointment as a senior lecturer if he or she has, on the one hand, demonstrated teaching expertise and, on the other hand, 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. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment.

In its rules and regulations for academic appointments ¹, Lund University has decided on the qualification requirements for employment as a senior lecturer. A person is qualified for employment as a senior lecturer if he or she 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
- demonstrated teaching expertise
- completed at least five weeks' training in teaching and learning in higher education or acquired equivalent knowledge by other means.

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.

Expertise shall be understood as research ability demonstrated through the award of a PhD degree or other professional expertise that is of value in view of the subject matter of the post and the duties that it will involve. Teaching expertise shall be understood as good teaching ability.

The regulations set out the following assessment criteria:

- A good national and international standing as a researcher or artist. 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 develop and lead teaching activities at 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.

In addition, the following assessment criteria may be applied (they are to be included, along with any other assessment criteria, in the requirements profile):

- An ability to work as a leader, developing, managing and carrying out high-quality education, research or artistic or other activities.
- An ability to cooperate, innovate and renew, and other personal qualities required to perform the duties of the post well.

For rules on promotion to a senior lectureship, see the rules and regulations for academic appointments at Lund University.

The present document, which was established by the dean on 1 July 2011, specifies how Lund University's regulations are applied to the appointment of senior lecturers at the Faculty of Medicine. The assessment criteria also form the basis for the requirements profile which is to be set up for each appointment.

The guidelines are exemplified in the document. The skill of the applicant is assessed on his/her qualifications, arranged according to a merit portfolio as specified by the Faculty of Medicine.

¹. Rules and regulations for academic appointments, Reg. no LS 2010/771

GUIDELINES FOR ASSESSMENT OF SCIENTIFIC SKILLS

- A. The applicant must be a nationally recognised researcher.
- B. The applicant's scientific publications must be of high quality.
- C. The applicant must be scientifically independent.
- D. The applicant must demonstrate experience in postgraduate programmes.
- E. The applicant must demonstrate current, documented, high-quality research.

GUIDELINES FOR ASSESSMENT OF TEACHING SKILLS

- A. The applicant has higher education training.
- B. The applicant has relevant subject knowledge.
- C. The applicant shows pedagogical capacity and experience.
- D. The applicant shows pedagogical leadership and organisational capacity.
- E. The applicant shows capacity for pedagogical renewal and development.

GUIDELINES FOR ASSESSMENT OF LEADERSHIP

- A. The applicant has leadership training.
- B. The applicant has demonstrated organisational involvement.

GUIDELINES FOR ASSESSMENT OF CO-OPERATION WITH THE COMMUNITY AND ITS APPLICATION

- A. The applicant should have taken the initiative for and/or participated in externally oriented information.
- B. For a senior lecturer combined with employment in the health service a high level of clinical skill is also required.

EXEMPLIFICATION FOR ASSESSMENT OF SCIENTIFIC SKILLS

- A. The researcher's recognition in the research community is confirmed by publications in reputed, high-quality international journals, invitations to write profile articles or as a lecturer at more important international congresses and/or participation in scientific committees at congresses. Additional merits are a high degree of skill in review assignments in international journals, membership of an editorial committee, PhD examiner assignments and/or membership of a grades committee in conjunction with a PhD defence as well as the capacity to secure in competition renewed research grants from established research funding agencies, with the applicant as the principal.
- B. The applicant's scientific skill is assessed based on scientific production, where work published in established international journals with a peer review system and work that is cited regularly by other

researchers bears witness to a high degree of skill. The position in the author list is of significance in confirming that the applicant has been of crucial importance to the origin of the work. Normally, a senior lectureship requires at least the amount of scientific production required for a position as a 'docent'.

- C. The applicant's scientific independence is assessed on his/her capacity to have led and developed a research specialisation by, for example, being the principal for a current research grant from the equivalent of a government research council, obtained in national or international competition, and by the production having a clear scientific specialisation which is recognised internationally.
- D. Skill within postgraduate programmes is confirmed through the presentation of PhD supervision as main supervisor or assistant supervisor or participation in other postgraduate education (postgraduate courses, participation in seminars aimed at graduate students or involvement in PhD examination)
- E. Current research is confirmed by current research projects with development potential and current research grants and supervision.

EXEMPLIFICATION FOR ASSESSMENT OF TEACHING SKILL**Introduction**

It requires considerable care and accuracy to assess the teaching skill of the applicant. This is of vital importance when it comes to ensuring a high degree of pedagogical skill and awareness within the university. Demonstrating pedagogical skill means performing in the best possible way the teacher's pedagogical tasks.

A basic, carefully considered pedagogical view with clear objectives is a key component in assessing pedagogical skill. Important components in this context are a critically reflective analysis of one's own teaching and also the capacity in planning, implementation and evaluation of teaching to put the student's learning in focus and thus create potential for and stimulate the student's work in the area in question and for them to see the area in a broader perspective. In addition, the teacher's capacity for mutual communication with the students, a holistic view and willingness to undertake renewal are of major significance. The development of pedagogical skills over time should be seen and the teacher's capacity to consciously and systematically develop his/her pedagogical expertise and work should emerge.

Clarifying assessment grounds

- A. Documented higher education teacher training ought to be equivalent to at least 10 weeks but must not be less than five weeks. A senior lecturer who does not satisfy the qualification requirements shall, according to the Higher Education Ordinance, be employed for no more than two years. If the senior lecturer during the period employment becomes qualified the employment shall, on request, be transformed into a permanent position.
- B. Sound, up-to-date knowledge within the teaching subject in question: general expertise and a capacity to structure and organise the knowledge mass. A capacity to mediate commitment and interest in the subject.
- C. Pedagogical capacity is assessed based on a consequence analysis of pedagogical experience from different teaching situations, teaching levels, teaching forms and examination forms. This entails knowledge of the learning process and a pedagogically aware basic view founded on a scientific approach that promotes the students' learning. It should reflect a holistic view and work according to overall objectives and frameworks in co-operation with students and colleagues.
- D. Pedagogical leadership includes the capacity to lead and organise, promoting involvement and co-operation on all levels as well as clear information and effective communication. In relation to the students' learning, contribute to a good study environment and effective study skills.
- E. The term 'pedagogical development' involves striving for continuous improvement. Mediation of pedagogical know-how. The capacity to develop education material to stimulate and improve learning. Dissemination of methods and pedagogical views, which leads to pedagogical models and teaching material being used by others to learn from, develop and evaluate.

EXEMPLIFICATION FOR ASSESSMENT OF LEADERSHIP

- A. Completed leadership training could include training as a supervisor, leadership training, project management training or similar.
- B. Organisational involvement refers to assignments such as a member of boards and committees within the Department, Faculty and University, assignments as representative for the applicant's own organisation in national and international organisations and working groups, including prioritisation committees.

EXEMPLIFICATION FOR ASSESSMENT OF CO-OPERATION WITH THE COMMUNITY AND ITS APPLICATION

- A. Information and interaction with parties outside the university world refers to agencies 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 pick up on 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 co-operation 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 scientific adviser to a research company is also a significant merit. It could also mean production of information and training material directed 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 traditional material as well as ICT-based information. The assessment, however, does not refer to material which is included in a programme or independent courses and which is normally included in the pedagogical duties. This heading also covers involvement in specialist/professional associations, e.g. involvement in patient-relative associations, national and/or international specialist associations, or other involvement in a popular science association. Membership of an association does not constitute active involvement.
- B. Clinical skills are assessed based on specialist expertise acquired, the quality of the person's own clinical work and clinical supervision as well as experience of a personal area of responsibility within the health service. Clinical skills are also assessed based on management or inquiry assignments within the healthcare system, systematic development work within diagnostics and therapy as well as experience of quality work on a regional and national level. National and international work within subject or specialisation associations, national and international assignments, e.g. for the Swedish Council of Technology Assessment in Health Care, SBU, and as a scientific adviser or expert for the National Board of Health and Welfare and other national agencies, invitations to make presentations at national and international congresses/education meetings with a clinical or healthcare policy orientation or receiving national and international prizes and awards for clinical work are also significant merits.

EMPLOYMENT AS ADJUNCT LECTURER

The social partners have reached an agreement on fixed term employment for adjunct lecturers. An adjunct lecturer may be employed until further notice, albeit for a maximum of two years. Such an appointment may be renewed.

An adjunct lectureship (unlike an adjunct professorship, which is regulated by the Higher Education Ordinance) is considered to be a part-time position held by someone whose main employment is outside the University. The aim of an adjunct lectureship is to bring in the kind of expertise that is not normally available within the University and which is necessary for a study programme of high quality.

The extent of employment is to be based on the needs of the organisation and usually corresponds to approximately 20 % of full-time work. In certain cases, a higher percentage of working time may be appropriate.



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