



LUND UNIVERSITY
Faculty of Science

Guidelines for promotion to a professorship at the Faculty of Science in Lund

The Higher Education Ordinance (SFS 2010:1064 introductory text) and LU's appointment rules (decided 19 September 2014, text on light grey background) are applied to promotion to a professorship at the Faculty of Science. The internal guidelines of the Faculty of Science concretize the grounds for assessment (in boxes under the relevant paragraph).

These guidelines have been decided by the Faculty Dean 2013-03-13 on delegation by the Faculty Board 2013-02-05 and after discussion with the union 2013-03-05.

Revised 2014-11-04.

Assessment criteria

From the Higher Education Ordinance

Chapter 4 Teachers

Qualifications and assessment criteria for appointments

Professors
Section 3

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor except in disciplines in the fine, applied or performing arts.

The assessment criteria for appointment as a professor 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 research or artistic expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor.

From the Lund University appointment rules

4. General regulations for promotion

Promotion to professor

A senior lecturer who is employed on a permanent basis at Lund University may apply for promotion to professor if he or she has the qualifications required for the post of professor.

The employee shall also demonstrate professional development in teaching and research/artistic expertise from a general and long-term perspective.

3.2.1 Qualification requirements and assessment criteria for professors

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor except in disciplines in the fine, applied or performing arts.

A person who has demonstrated both artistic and teaching expertise shall be qualified for employment as a professor in disciplines in the fine, applied or performing arts.

The assessment criteria for appointment as a professor 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 research or artistic expertise.

Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor (see Chapter 4 Section 3 of the Higher Education Ordinance).

To be qualified for employment as a professor, an individual shall have completed at least five weeks of training in higher education teaching and learning or acquired equivalent knowledge by other means, unless there are valid reasons (see appendix).

For appointments to professor, the following shall form the assessment criteria:

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

The applicant's research qualifications have to significantly exceed the requirements for a senior lecturer/readership. The applicant needs to have clearly proven independence as a researcher and an individual research profile. The applicant has to be actively engaged in research with regular publication at a high international level and to be considered as an established scientist within his or her field of research at the national and international level. The publication of book chapters or books is considered a qualification in this context.

An independent researcher should have a substantial number of research publications with coauthors other than former supervisors. The candidate should be able to obtain research funding from external financiers especially as principal investigator from national or international research councils (such as the Swedish Research Council, FORMAS) or equivalent.

Research expertise can furthermore be demonstrated through research collaborations at the national and international levels publication with international collaborators that have led to publications, through invited lectures at conferences, organisation of symposia or international conferences and organisation of symposia or international conferences.

A good sign of an established position is also that the candidate is regularly commissioned as a reviewer of international peer-reviewed journals, as a reviewer of research applications or as a member of evaluation committees for Swedish or international research councils.

An important criterion is the candidate's potential to contribute significantly to the future development of research of very high quality at the faculty.

- A very high level of teaching skill, including a very good ability to conduct, develop and lead educational activities on different levels and using a variety of teaching methods.

The applicant has to be able to teach courses with a subject matter that is comparatively broad and extending beyond the own research field, and be aware of and have documented experience of different approaches to teaching and pedagogics in the first, second and/or third cycles of education.

Teaching skills can be gauged by significant experience of teaching, administration of courses and programs, responsibility for a course and documented experience of developing new courses, new teaching materials and new teaching modules.

Normally, this means teaching experience equivalent to one year full-time teaching. A requirement is a genuine interest for teaching and learning and further professional development in the subject and a reflective attitude to student learning and the own teaching.

An important criterion is the applicant's potential to contribute significantly to teaching of very high quality at the faculty.

- A good ability to supervise doctoral students to achieve a PhD or students on arts programmes to achieve artistic independence.

The applicant should have supervised at least two doctoral students all the way to the public defence of their thesis, and active supervision implies supervision during the past five years, and current supervision of at least one doctoral student.

An additional qualification is documented activity within third cycle education besides supervision, such as through seminars, organisation and teaching of courses for doctoral students. Regarding examination of doctoral students the candidate should have served as faculty examiner, member of thesis committees or external examiner.

- A good ability to cooperate with wider society and communicate his or her activities.

An interest and commitment to communication and cooperation with the public is required. The candidate should document such activities especially those aimed at communicating research findings to the public.

Examples include converting research findings into applications or contributing expertise to public decision-making where possible, the ability to communicate with the media, lectures and popular science articles or the supervision of school pupils.

- A good general ability to lead and develop activities.

Research leadership and the ability to lead a research team (of approx. 5-10 people) are requirements for qualifying as professor, this includes regular activities in the form of seminars, working group meetings, hosting post-docs and guest researchers and other administrative duties.

The applicant should have had commissions of trust such as appointments to boards or committees at the departmental or faculty levels, management of working groups, positions as director of studies, or other administrative responsibilities in addition to management of his or her own research team.

Exceptionally good teaching skill and good research expertise are sufficient qualifications for appointment as a professor.

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Even in cases of documented outstanding teaching ability, the applicant's research qualifications should be sufficient; the specific qualifications of having standing as an independent researcher with an individual research profile still apply.

Training in teaching and learning in higher education

A part of the requirements for appointment to positions as lecturer, senior lecturer and professor at Lund University is that the applicant has completed at least 5 weeks of training in teaching and learning in higher education and has developed the knowledge, skills and approaches required for professional teaching in higher education, in accordance with the national targets of the Association of Swedish Higher Education (SUHF). In the absence of such training, an assessment will be carried out to ascertain whether the applicant documents equivalent knowledge and skills in the application. If there are valid reasons, for example that the applicant has lacked opportunities to acquire the requisite knowledge in his or her former positions, an appointment can still be made. In such cases, the appointee is to complete the required training within the first two years of employment.

Employed teaching staff with the required qualification of 5 weeks of training in teaching and learning in higher education should be offered the opportunity to undertake further teacher training of at least 5 weeks as part of their duties.

The assessment of equivalence is used if the applicant has not undertaken at least five weeks' formal training in teaching and learning in higher education. A comprehensive assessment is made on the basis of the reported teaching qualifications in which the personal reflection on teaching methodology is of greatest importance. Interviews and sample work may also be part of the assessment.

The assessment is to be based on the recommendations for goals and scope of training in teaching and learning in higher education adopted by the Association of Swedish Higher Education (SUHF).

Overall goal:

- That the applicant shall have developed knowledge, skills and approaches as a basis for working professionally as a lecturer in higher education.

This means that the applicant is to have developed:

- Knowledge of student learning in higher education, drawing upon theory and research relevant to educational sciences or upon relevant artistic development work.
- The ability to plan, teach, examine and evaluate higher education on a scientific or artistic basis within his or her own field of knowledge and to support the learning of individuals and groups.
- A reflective approach to his or her own role as a lecturer and to issues of core values such as scientific/artistic rigour, democracy, gender equality and equal opportunities in higher education.
- Knowledge of public aims and regulations for work within higher education.
- The ability to take advantage of, analyse and communicate his or her own experience and that of others, as well as relevant research findings/artistic development work results as a basis for the development of education and of his or her own profession.
- And presented an independent work dealing with education and teaching within his or her own field of knowledge, related to relevant educational science theory and research.

The assessment is made by the person appointed as expert assessor or by another person commissioned by the academic appointments board concerned.