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**Guidelines for appointment of teachers and appointment to docent at Blekinge
Institute of Technology**

These guidelines supplement *Appointment procedure for teachers at Blekinge Institute of Technology (BTH)*. The guidelines include the following teacher categories at BTH:

- professor
- adjunct professor
- guest professor
- associate professor
- senior lecturer
- associate senior lecturer
- postdoctor
- first lecturer
- lecturer
- adjunct senior lecturer/lecturer
- guest senior lecturer/ guest lecturer
- teacher in fine, applied and performing arts

The guidelines also comprise the appointment to

- docent.

Subject of appointment and promotion

Appointment and promotion (including appointment to unsalaried docent) should, in the first place, be done in subjects where BTH either has a main field of study (first- and second cycle) or an active third-cycle subject area. If this is not applicable, appointment and promotion should, in the second place, be done in established subjects within the higher education sector in Sweden, e.g., in subjects where BTH only provides courses. In the case of exceptional reasons, another subject may be considered, e.g., at the build-up of a new subject field at the University.

Change of subject

A change of subject at a promotion (including appointment to unsalaried docent) is to take place on reasoned grounds. The applicant should be able to motivate the change of subject from a perspective that is important to BTH. Further, the applicant should be able to show that the change of direction has also taken place in practice. The latter can, e.g., be done through extensive teaching in the new subject, or by demonstration of essential and extensive research and publication in the new subject. The publications should be in forums of high quality in the new subject, i.e., it should be clear that the applicant has changed her/his focus to the new subject.

For a change of subject without promotion, exceptional reasons are required.

I. Qualification and assessment criteria for appointment as professor

Qualification

The Higher Education Ordinance (Ordinance): Qualified to be appointed as professor except in disciplines in the fine, applied or performing arts, is a person who has demonstrated both scientific and pedagogical expertise. Qualified to be appointed as professor in the fine, applied or performing arts is a person who has demonstrated both artistic and pedagogical expertise.

The assessment grounds for appointment of a professor shall be the degree of the expertise required as a qualification for the appointment. As much attention shall be given to the assessment of the pedagogical expertise as to the assessment of the scientific expertise. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a professor (Ordinance Chap. 4 § 3).

At an appointment of a professor at BTH, the following assessment

criteria apply:

Criteria for scientific expertise

- ☐ The applicant demonstrates skills in independently presenting research results and leading and developing research of high international quality.
- ☐ The applicant is well established nationally and internationally recognized in the area of the appointment presented, e.g., through invitations to lectures, examination- and opponent assignments, etc., of no small extent.
- ☐ The applicant's publications are of high quality and have to a significant extent been published in renowned international journals or other recognized publications within the subject field in questions.
- ☐ The applicant has obtained research funding in national or international competition from research councils, foundations, the business world, etc., and has been the leader for one of these projects.
- ☐ The applicant presents documented current research activities and the potential for continued development.
- ☐ The applicant has completed the doctoral supervision training programme.
- ☐ The applicant has been the principal supervisor¹ for minimum one doctoral student from recruitment to degree, i.e., she/he has had both the formal and the real responsibility for a doctoral student's progress from recruitment to the public defence of the doctoral thesis. Exceptions can be made in the case of exceptional reasons, e.g., that the possibility to act as the principal supervisor has not existed as the right to award third-cycle qualifications in a doctoral student's subject has not existed at the higher education institution in question or that circumstances have made it impossible for the applicant to supervise a doctoral student from recruitment to the public defence of the

¹ BTH requires docent competence (or the equivalent internationally) to be principal supervisor.

doctoral thesis, but meets the requirement of supervision of several doctoral students.

Weakness in any of the matters above can to a certain extent be compensated by excellence in other matters. For persons active outside the university community (e.g., the industry, the business life and research institutions) the qualification requirements are set as high; they can, however, have been attained in a different way.

Criteria for pedagogical expertise

Teaching expertise.

- ☐ The applicant demonstrated broad, solid and current knowledge of her/his subject field.
- ☐ The applicant demonstrates skills in structuring and organizing a body of knowledge in courses and in her/his own teaching.
- ☐ The applicant demonstrates skills in transmitting engagement and interest in her/his subject field.
- ☐ The applicant promotes a critical and scientific approach in her/his students.

Pedagogical and subject-didactic knowledge.

- ☐ The applicant has completed courses in teaching and learning in higher education (15 credits).²
- ☐ The applicant demonstrates theoretical knowledge in learning and uses pedagogical concepts, principles and theories in an adequate way, i.e., conducts scientifically grounded teaching.

Collaboration and communication with students.

- ☐ The applicant actively seeks students' viewpoints on the teaching and their learning and reflects upon and considers the students' viewpoints at the development of the teaching.
- ☐ The applicant works to clarify objectives, goals and assessment grounds for the students and conveys high expectations on the students' achievements and gives constructive feedback.

Reflection and pedagogical awareness based on scientific results and well-tried experience.

- ☐ The applicant's reflections are based on scientific results and well-tried experience of her/his teaching and subject-didactic development and demonstrates conscious standpoints and choice showing clear results.

² If the applicant in her/his earlier employment has not had the conditions to complete courses in teaching and learning in higher education, an appointment can still take place. The appointed individual should then complete courses in teaching and learning in higher education during the first two years of the appointment so that the requirements are met. The requirement of 15 higher education credits is in line with the recommendations issued by The Association of Swedish Higher Education (SUHF) of basic qualifications equivalent to 10 weeks of courses in teaching and learning in higher education for all staff employed as teachers in higher education.

Contributions to pedagogical work.

- ☐ The applicant demonstrates extensive contributions of high quality in pedagogical work, e.g., course development, supervision and leadership assignments.

Weakness in any of the matters above can to a certain extent be compensated by excellence in other matters. For persons active outside the university community (e.g., the industry, the business life and research institutions) the qualification requirements are set as high; they can, however, have been attained in a different way.

The applicant is to demonstrate both significant research activities and significant pedagogical activities during the last five-year period in her/his subject field. Certain consideration can be given to special reasons as, e.g., assignments as head of department or dean.

Other assessment grounds

As collaboration is an important factor at BTH, the skills in collaborating with the surrounding community and informing about research and development work should apply as another assessment ground at an appointment. Collaboration skills, together with other possible assessment grounds, should be described in the profile of the position.

Adjunct professor

The Higher Education Ordinance (Ordinance): An adjunct professor shall be employed for an indefinite period, but for no longer than until a specified date. Such an appointment may be extended. The total period of employment may not, however, exceed twelve years (Ordinance Chap. 4 § 11).

An adjunct professor at BTH is to carry out work of high quality in her/his subject field in accordance with qualifications for professor in the Higher Education Ordinance, Chap. 4 § 3, and have competence and experiences that can be placed on a level with the BTH criteria for scientific and pedagogical expertise for a professor. Special consideration shall in the assessment be given to other well-tried experience.

Guest professor

The Higher Education Ordinance (Ordinance): A guest professor shall be employed for an indefinite period, but for no longer than until a specified date. Such an appointment may be extended. The total period of employment may not, however, exceed five years (Ordinance Chap. 4 § 12).

A guest professor at BTH is to carry out work of high quality within her/his subject field in accordance with qualifications for professor in the Higher Education Ordinance, Chap. 4 § 3, and have competence and experiences that can be placed on a level with the BTH criteria for scientific and pedagogical expertise for a professor.

A guest professor is not to have had any career-based connection to BTH during the last five-year period. Exceptions can be made if special circumstances exist.

Referee procedure

The Higher Education Ordinance (Ordinance): For the appointment of a professor (including an adjunct professor) opinions on the expertise of the applicants shall be obtained, provided that this is not manifestly unnecessary for appraisal of their expertise.

When the opinions of two or more persons are obtained, both men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary (Ordinance Chap. 4 § 6).

Referee assessments are to be obtained from minimum three referees, of which at least one should focus on assessing the pedagogical expertise, i.e., carry out a pedagogical expert assessment of, in the first hand, the pedagogical portfolio. Other external experts are to carry out an evaluation of the scientific expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment. If the pedagogical expertise for the appointment as senior lecturer or associate professor has been assessed in accordance with these guidelines (date of decision: 2017-04-04 and 2018-01-01), the pedagogical expertise does not need to be assessed by a referee of pedagogical expertise at a promotion.

For the appointment to guest professor, a referee assessment is also to be conducted unless the person in question does not already have a professor's appointment at another higher education institution. Also at the appointment of an adjunct professor, an expert assessment is to take place. For an adjunct professor no special pedagogical expert assessment is required.

2. Qualification and assessment criteria for appointment as associate professor – acquisition of qualifications based on scientific expertise

Qualification

At the appointment of an associate professor at BTH who is qualified with a special focus on scientific expertise, the following assessment grounds apply:

Criteria for scientific expertise

- ☐ The applicant has taken a doctorate (alternatively has a Degree of Doctor in fine, applied and performing arts).
- ☐ The applicant is qualified to an extent equivalent to minimum two doctoral dissertations.
- ☐ The applicant demonstrates skills in independently presenting research results at a high international level. Independence, in this case, refers to the fact that the applicant should be the most experienced researcher for a not insignificant share of the presented publications.

- ☐ The applicant has completed the doctoral supervision training programme.
- ☐ The applicant has been supervisor to minimum one doctoral student from recruitment to degree, i.e., she/he has had both the formal and the real responsibility for a doctoral student's progress from recruitment to the Degree of Licentiate (or the equivalent). The applicant demonstrates skills in being able to take responsibility as the principal supervisor.

Weakness in any of the matters above can to a certain extent be compensated by excellence in other matters. For persons active outside the university community (e.g., the industry, the business life and research institutions) the qualification requirements are set as high; they can, however, have been attained in a different way

Criteria for pedagogical expertise

Teaching expertise.

- ☐ The applicant demonstrated broad, solid and current knowledge of her/his subject field.
- ☐ The applicant demonstrates skills in structuring and organizing a body of knowledge in courses and in her/his own teaching.
- ☐ The applicant demonstrates skills in transmitting engagement and interest in her/his subject field.
- ☐ The applicant promotes a critical and scientific approach in her/his students.

Pedagogical and subject-didactic knowledge.

- ☐ The applicant has completed courses in teaching and learning in higher education (15 credits).³
- ☐ The applicant demonstrates theoretical knowledge in learning and uses pedagogical concepts, principles and theories in an adequate way, i.e., conducts scientifically grounded teaching.

Collaboration and communication with students.

- ☐ The applicant actively seeks students' viewpoints on the teaching and their learning and reflects upon and considers the students' viewpoints at the development of the teaching.
- ☐ The applicant works to clarify objectives, goals and assessment grounds for the students and conveys high expectations on the students' achievements and gives constructive feedback.

Reflection and pedagogical awareness based on scientific results and well-tried experience.

- ☐ The applicant's reflections are based on scientific results and well-tried

³ If the applicant in her/his earlier employment has not had the conditions to complete courses in teaching and learning in higher education, an appointment can still take place. The appointed individual should then complete courses in teaching and learning in higher education during the first two years of the appointment so that the requirements are met. The requirement of 15 higher education credits is in line with the recommendations issued by The Association of Swedish Higher Education (SUHF) of basic qualifications equivalent to 10 weeks of courses in teaching and learning in higher education for all staff employed as teachers in higher education.

experience of her/his teaching and subject-didactic development and demonstrates conscious standpoints and choice showing clear results.

Contributions to pedagogical work.

- ☐ The applicant demonstrates extensive contributions of high quality in pedagogical work, e.g., course development, supervision and leadership assignments.

Weakness in any of the matters above can to a certain extent be compensated by excellence in other matters. For persons active outside the university community (e.g., the industry, the business life and research institutions) the qualification requirements are set as high; they can, however, have been attained in a different way

The applicant is to demonstrate both significant research activities and significant pedagogical activities during the last five-year period in her/his subject field. Certain consideration can be given to special reasons as, e.g., assignments as head of department or dean.

Other assessment grounds

As collaboration is an important factor at BTH, the skills in collaborating the with surrounding community and informing about research and development work should apply as another assessment ground at an appointment. Collaboration skills, together with other possible assessment grounds, should be described in the profile of the position.

Referee procedure

Referee assessments are to be obtained from minimum two referees, of which at least one should focus on assessing the pedagogical expertise, provided that this is not manifestly unnecessary for appraisal of their expertise. If the pedagogical expertise for the appointment as senior lecturer has been assessed in accordance with these guidelines (date of decision: 2017-04-04), the pedagogical expertise does not need to be assessed by a referee of pedagogical expertise at a promotion.

Referee assessments are to be obtained from minimum three referees, of which at least one should focus on assessing the pedagogical expertise, i.e., carry out a pedagogical expert evaluation of, in the first hand, the pedagogical portfolio. Other external experts are to carry out an evaluation of the scientific expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment. If the pedagogical expertise for the appointment as senior lecturer already has been assessed in accordance with these guidelines (date of decision: 2017-04-04 and 2018-01-01) this does not need to be assessed again by a pedagogical external expert at the promotion to associate professor – acquisition of qualifications based on scientific expertise.

When the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

3. Qualification and assessment criteria for appointment to docent

Qualification

The person who has taken a doctorate and is of the opinion that she/he fulfils the criteria of BTH for docent can apply for an appointment as unsalaried docent in a specific subject.⁴ On condition that the unsalaried docent is assessed as being of service to research and education at BTH, the applicant can be appointed upon examination.

At the appointment of docent at BTH the following assessment grounds apply:

Criteria for scientific expertise

- ☐ The applicant is qualified to an extent equivalent to minimum two doctoral dissertations.
- ☐ The applicant demonstrates skills in independently presenting research results at a high international level. Independence, in this case, refers to the fact that the applicant should be the most experienced researcher for a not insignificant share of the presented publications.
- ☐ The applicant demonstrates pedagogical expertise.
- ☐ The applicant has completed the doctoral supervision training programme.
- ☐ The applicant has been supervisor to minimum one doctoral student from recruitment to degree, i.e., she/he has had both the formal and the real responsibility for a doctoral student's progress from recruitment to the Degree of Licentiate (or the equivalent). The applicant demonstrates skills in being able to take responsibility as the principal supervisor.

The applicant is to demonstrate very good research activities during the last five-year period in her/his subject field. Certain consideration can be given to special reasons as, e.g., assignments as head of department or dean.

Referee procedure

Referee assessments are to be obtained from minimum two referees. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

4. Qualification and assessment criteria for appointment as associate professor – qualification based on pedagogical expertise

⁴ See "Subject for appointment and promotion" and "Change of subject" on p. 2.

Qualification

At the appointment of associate professor at BTH who is qualified with a special focus on pedagogical expertise, the following assessment grounds apply:

Criteria for scientific expertise

- ☐ The applicant has taken a doctorate (alternatively has a Degree of Doctor in fine, applied and performing arts.
- ☐ The applicant demonstrates skills in independently presenting research results at a high international level. Independence, in this case, refers to the fact that the applicant should be the most experienced researcher for a not insignificant share of the presented publications.
- ☐ The applicant has completed the doctoral supervision training programme.

Criteria for pedagogical expertise

Teaching expertise.

- ☐ The applicant demonstrated broad, solid and current knowledge of her/his subject field.
- ☐ The applicant demonstrates skills in structuring and organizing a body of knowledge in courses and in her/his own teaching.
- ☐ The applicant demonstrates skills in transmitting engagement and interest in her/his subject field.
- ☐ The applicant promotes a critical and scientific approach in her/his.

Pedagogical and subject-didactic knowledge.

- ☐ The applicant has completed courses in teaching and learning in higher education (15 credits).⁵
- ☐ The applicant demonstrates theoretical knowledge in learning and uses pedagogical concepts, principles and theories in an adequate way, i.e., conducts scientifically grounded teaching.

Collaboration and communication with students.

- ☐ The applicant actively seeks students' viewpoints on the teaching and their learning and reflects upon and considers the students' viewpoints at the development of the teaching.
- ☐ The applicant works to clarify objectives, goals and assessment grounds for the students and conveys high expectations on the students' achievements

⁵ If the applicant in her/his earlier employment has not had the conditions to complete courses in teaching and learning in higher education, an appointment can still take place. The appointed individual should then complete courses in teaching and learning in higher education during the first two years of the appointment so that the requirements are met. The requirement of 15 higher education credits is in line with the recommendations issued by The Association of Swedish Higher Education (SUHF) of basic qualifications equivalent to 10 weeks of courses in teaching and learning in higher education for all staff employed as teachers in higher education.

and gives constructive feedback.

Reflection and pedagogical awareness based on scientific results and well-tried experience.

- ☐ The applicant's reflections are based on scientific results and well-tried experience of her/his teaching and subject-didactic development and demonstrates conscious standpoints and choice showing clear results.

Development work in teaching and learning in higher education and/or subject-didactic development work.

- ☐ The applicant demonstrates development of programmes, courses and course components.
- ☐ The applicant demonstrates development of learning methods.
- ☐ The applicant demonstrates development of her/his own teaching material.
- ☐ The applicant demonstrates continuous development of her/his pedagogical knowledge and uses this to investigate her/his teaching/education. It should be shown how knowledge of teaching and learning is used to further the students' learning of the subject
- ☐ Collaboration and pedagogical leadership.
- ☐ The applicant discusses and collaborates actively with colleagues in pedagogical/didactic matters and has an investigatory approach to her/his teaching.
- ☐ The applicant has published and presented at pedagogical/subject-didactic conferences.
- ☐ The applicant has engaged in pedagogical development and the promotion of a good learning environment.

Research in teaching and learning in higher education and/or subject didactics.

- ☐ The applicant has actively participated in the Scholarship of Teaching and Learning, nationally and internationally, and has published articles in good international forums (journal or conference). The publishing of literature and/or study material provides a useful qualification.

The applicant is to demonstrate both significant research activities and significant pedagogical activities during the last five-year period in her/his subject field. Certain consideration can be given to special reasons as, e.g., assignments as head of department or dean.

Other assessment grounds

As collaboration is an important factor at BTH, the skills in collaborating with the surrounding community and informing about research and development work should apply as another assessment ground at an appointment. Collaboration skills, together with other possible assessment grounds, should be described in the profile of the position.

Referee procedure

Referee assessments are to be obtained from minimum two referees, of which at least one should assess the pedagogical expertise, i.e., carry out a pedagogical

expert assessment of, in the first hand, the pedagogical portfolio. Other external experts are to carry out an evaluation of the scientific expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment.

If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

5. Qualification and assessment criteria for appointment as senior lecturer

Qualification

The Higher Education Ordinance (Ordinance): Those qualified for appointment as a senior lecturer are

1. except in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and 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

2. in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a doctorate in fine, applied or performing arts, has demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties it will involve.

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. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer (Ordinance Chap. 4 § 4).

At the appointment of senior lecturer at BTH the following assessment grounds apply:

Criteria for scientific expertise

- ☐ The applicant has taken a doctorate (alternatively has a Degree of Doctor in fine, applied and performing arts) or has the equivalent scientific competence or other expertise of significance to the subject content of the appointment and the work tasks that will be included in the employment.
- ☐ The applicant conducts and develops research of high international quality.
- ☐ The applicant's publications are of high quality and have been published in renowned international journals or other recognized publications in the subject field of interest.

Criteria for pedagogical expertise

Teaching expertise.

- ☐ The applicant demonstrated broad, solid and current knowledge of her/his subject field.
- ☐ The applicant demonstrates skills in structuring and organizing a body of knowledge in courses and in her/his own teaching.
- ☐ The applicant demonstrates skills in transmitting engagement and interest in her/his subject field.
- ☐ The applicant promotes a critical and scientific approach in her/his students.

Pedagogical and subject-didactic knowledge.

- ☐ The applicant has completed courses in teaching and learning in higher education (15 credits).⁶
- ☐ The applicant demonstrates theoretical knowledge in learning and uses pedagogical concepts, principles and theories in an adequate way, i.e., conducts scientifically grounded teaching.

Collaboration and communication with students.

- ☐ The applicant actively seeks students' viewpoints on the teaching and their learning and reflects upon and considers the students' viewpoints at the development of the teaching.
- ☐ The applicant works to clarify objectives, goals and assessment grounds for the students and conveys high expectations on the students' achievements and gives constructive feedback.

Reflection and pedagogical awareness based on scientific results and well-tried experience.

- ☐ The applicant's reflections are based on scientific results and well-tried experience of her/his teaching and subject-didactic development and demonstrates conscious standpoints and choice showing clear results.

Contributions to pedagogical work.

- ☐ The applicant demonstrates good contributions in pedagogical work, e.g., course development, supervision and leadership assignments.

Weakness in any of the matters above can to a certain extent be compensated by excellence in other matters. For persons active outside the university community (e.g., the industry, the business life and research institutions) the qualification requirements are set as high; they can, however, have been attained in a different

⁶ If the applicant in her/his earlier employment has not had the conditions to complete courses in teaching and learning in higher education, an appointment can still take place. The appointed individual should then complete courses in teaching and learning in higher education during the first two years of the appointment so that the requirements are met. The requirement of 15 higher education credits is in line with the recommendations issued by The Association of Swedish Higher Education (SUHF) of basic qualifications equivalent to 10 weeks of courses in teaching and learning in higher education for all staff employed as teachers in higher education.

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The applicant is to demonstrate both good research activities and good pedagogical activities during the last five-year period in her/his subject field.

Other assessment grounds

As collaboration is an important factor at BTH, the skills in collaborating with the surrounding community and informing about research and development work should apply as another assessment ground at an appointment. Collaboration skills, together with other possible assessment grounds, should be described in the profile of the position.

Referee procedure

Referee assessments are to be obtained from minimum two referees, of which at least one should assess the pedagogical expertise, i.e., carry out a pedagogical expert assessment of, in the first hand, the pedagogical portfolio. Other external experts are to carry out an evaluation of the scientific expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment. If the pedagogical expertise for the appointment as first lecturer has been assessed in accordance with these guidelines (date of decision: 2017-04-04 and 2018-01-01) the pedagogical expertise does not need to be assessed by pedagogical expert at a promotion to senior lecturer.

If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

6. Qualification and assessment criteria for appointment as associate senior lecturer

The Higher Education Ordinance (Ordinance): A teacher may be employed for an indefinite period but for no longer than four years; the total period of employment may not, however, exceed six years which will be determined by the higher education institution before the appointment. The purpose of the appointment is to give the teacher the possibility to develop research autonomy and acquire both scientific and pedagogical qualifications required for eligibility for appointment to lecturer.

An appointment in accordance with the first paragraph may be extended, however for a maximum of two years in total, if because of the associate senior lecturer's illness, parental leave or other special grounds additional time is needed to attain the purpose of the appointment. (Ordinance Chap. 4 § 12a).

Qualification

Those qualified for appointment as associate senior lecturer are individuals who have been awarded a PhD or have attained equivalent research competence.

Preference should be given to those who were awarded a PhD or attained equivalent research competence no more than five years prior to the expiry of the application for appointment as associate senior lecturer. Also she/he who has been awarded a PhD or attained equivalent competence earlier can be considered for the appointment if special reasons occur. Special reasons refer to leave due to illness, parental leave or other similar circumstances (Ordinance Chap. 4 § 12a).

Referee procedure

Referee assessments are to be obtained from minimum one referee. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

7. Qualification and bases of assessment for appointment as postdoctor

The appointment as postdoctor aims to give new doctors the possibility to strengthen and further develop in the first hand their scientific capacities. She/he who is appointed postdoctor should principally conduct research. Teaching can also be included in the work tasks, however not more than to one fifth of the working house. A decision on appointment as postdoctor is taken with the support of the *Agreement on fixed-term employment of postdoctor*.⁷ A postdoctor is to be employed until further notice, however not more than two years. The employment can be renewed if there are particular grounds. Particular grounds refer to leave due to sickness, parental leave, clinic service, commissions of trust in trade unions or other similar circumstances. A condition of the application of this agreement is that the employee has not earlier been employed as postdoctor in accordance with the agreement during more than one year in the same or proximate subject field BTH.

Qualification

Qualified to be appointed as postdoctor is the person who has:

- taken a doctorate, a doctorate in fine, applied and performing arts or who has a foreign degree assessed to be equivalent to a doctor's degree. The person who has taken the degree maximum three years before the expiration of the application period should come into question in the first hand. Also, she/he who has taken the degree earlier should come into question in the first hand, if there are particular grounds. Particular grounds refer to leave due to sickness, parental leave, clinic service, commissions of trust in trade unions or other similar circumstances.

Referee procedure

A referee procedure is not applied.

⁷ According to the collective agreement concluded between the Swedish Agency for Government Employers and the trade unions OFR/S, Saco-S and SEKO 2008-09-04, *Agreement on fixed-term employment as postdoctor*.

8. Qualification and assessment criteria for appointment as first lecturer

Qualification

Qualified to be appointed as first lecturer is the person who has an employment as lecturer at BTH of minimum 50 %. The applicant is to have current and several years' experience (corresponding to minimum three years' full-time job) of teaching in higher education.

At BTH, the following bases of assessment apply:

Criteria for scientific expertise

- a. The applicant has a second-cycle degree.
- b. The applicant demonstrates skills in tying current research to her/his own subject field.

Criteria for pedagogical expertise

Teaching expertise.

- c. The applicant demonstrates broad, solid and current knowledge of her/his subject field.
- d. The applicant demonstrates skills in structuring and organizing a body of knowledge in courses and in her/his own teaching.
- e. The applicant demonstrates skills in transmitting engagement and interest in her/his subject field.
- f. The applicant promotes a critical and scientific approach in her/his students.

Pedagogical and subject-didactic knowledge.

- g. The applicant has completed courses in teaching and learning in higher education (15 credits).⁸
- h. The applicant demonstrates theoretical knowledge in learning and uses pedagogical concepts, principles and theories in an adequate way, i.e., conducts scientifically grounded teaching.

Collaboration and communication with students.

- i. The applicant actively seeks students' viewpoints on the teaching and their learning and reflects upon and considers the students' viewpoints at the development of the teaching.
- j. The applicant works to clarify objectives, goals and assessment grounds for the students and conveys high expectations on the students' achievements

⁸ If the applicant in her/his earlier employment has not had the conditions to complete courses in teaching and learning in higher education, an appointment can still take place. The appointed individual should then complete courses in teaching and learning in higher education during the first two years of the appointment so that the requirements are met. The requirement of 15 higher education credits is in line with the recommendations issued by The Association of Swedish Higher Education (SUHF) of basic qualifications equivalent to 10 weeks of courses in teaching and learning in higher education for all staff employed as teachers in higher education.

and gives constructive feedback.

Reflection and pedagogical awareness based on scientific results and well-tried experience.

- The applicant's reflections are based on scientific results and well-tried experience of her/his teaching and subject-didactic development and demonstrates conscious standpoints and choice showing clear results

Development work in teaching and learning in higher education and/or subject-didactic development work.

- k. The applicant demonstrates development of programmes, courses and course components.
- l. The applicant demonstrates development of learning methods.
- m. The applicant demonstrates development of her/his own teaching material.
 - i. The applicant demonstrates continuous development of her/his pedagogical knowledge and uses this to investigate her/his teaching/education. It should be shown how knowledge of teaching and learning is used to further the students' learning of the subject

Collaboration and pedagogical leadership.

- n. The applicant discusses and collaborates actively with colleagues in pedagogical/didactic matters and has an investigatory approach to her/his teaching.
- o. The applicant has published and presented at pedagogical/subject-didactic conferences.
- p. The applicant has engaged in pedagogical development and the promotion of a good learning environment

The applicant should present considerable pedagogical work during the last three-year period in her/his subject field.

Other assessment grounds

As collaboration is an important factor at BTH, the skills in collaborating the with surrounding community and informing about research and development work should apply as another assessment ground at an appointment. Collaboration skills, together with other possible assessment grounds, should be described in the profile of the position.

Referee procedure

Referee assessments are to be obtained from minimum one referee who is to carry out an evaluation of the pedagogical expertise and experience and other relevant criteria departing from a subject-based perspective for the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

9. Qualification and assessment criteria for appointment as lecturer

Qualification

At the appointment of lecturer at BTH the following bases of assessment apply:

Criteria for scientific expertise

- a. The applicant has a second-cycle degree or the equivalent competence which is of importance considering the subject contents of the employment and the work tasks that will be included in the employment.

Criteria for pedagogical expertise

Teaching expertise.

- b. The applicant demonstrates broad, solid and current knowledge of her/his subject field.
- c. The applicant demonstrates skills in structuring and organizing a body of knowledge in courses and in her/his own teaching.
- d. The applicant demonstrates skills in transmitting engagement and interest in her/his subject field.
- e. The applicant promotes a critical and scientific approach in her/his students.

Pedagogical and subject-didactic knowledge.

- f. The applicant has completed courses in teaching and learning in higher education (15 credits).⁹
- g. The applicant demonstrates theoretical knowledge in learning and uses pedagogical concepts, principles and theories in an adequate way, i.e., conducts scientifically grounded teaching.

Collaboration and communication with students.

- h. The applicant actively seeks students' viewpoints on the teaching and their learning and reflects upon and considers the students' viewpoints at the development of the teaching.
- i. The applicant works to clarify objectives, goals and assessment grounds for the students and conveys high expectations on the students' achievements and gives constructive feedback

Weakness in any of the matters above can to a certain extent be compensated by excellence in other matters. For persons active outside the university community

⁹ If the applicant in her/his earlier employment has not had the conditions to complete courses in teaching and learning in higher education, an appointment can still take place. The appointed individual should then complete courses in teaching and learning in higher education during the first two years of the appointment so that the requirements are met. The requirement of 15 higher education credits is in line with the recommendations issued by The Association of Swedish Higher Education (SUHF) of basic qualifications equivalent to 10 weeks of courses in teaching and learning in higher education for all staff employed as teachers in higher education.

(e.g., the industry, the business life and research institutions) the qualification requirements are set as high; they can, however, have been attained in a different way.

Other assessment grounds

As collaboration is an important factor at BTH, the skills in collaborating the with surrounding community and informing about research and development work should apply as another assessment ground at an appointment. Collaboration skills, together with other possible assessment grounds, should be described in the profile of the position.

Referee procedure

Referee assessments are to be obtained from minimum one referee who is to carry out an evaluation of the pedagogical expertise and experience and other relevant criteria departing from a subject-based perspective for the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

10. Qualification and assessment criteria for appointment as adjunct senior lecturer and adjunct lecturer

Adjunct senior lecturer

An adjunct senior lecturer at BTH is to carry out work of high quality in her/his subject field and have competence and experience which can be placed on a level with the BTH criteria for scientific and pedagogical expertise for senior lecturers.

Referee procedure

For an adjunct senior lecturer, referee assessments are to be obtained from minimum one external expert, who is to carry out an evaluation of the scientific expertise and the pedagogical expertise and other relevant criteria departing from the subject-based perspective of the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

Adjunct lecturer

An adjunct lecturer at BTH is to carry out work of high quality in her/his subject field and have competence and experience which can be placed on a level with the BTH criteria for scientific and pedagogical expertise for lecturers.

Referee procedure

For an adjunct lecturer, referee assessments are to be obtained from minimum one external expert, who is to carry out an evaluation of the scientific expertise and the

pedagogical expertise and other relevant criteria departing from the subject-based perspective of the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

11. Qualification and assessment criteria for appointment as guest senior lecturer and guest lecturer.

A guest senior lecturer/guest lecturer at BTH is to carry out work of high quality in her/his subject field and in accordance with the BTH criteria for senior lecturers and lecturers.

A guest senior lecturer/guest lecturer is not to have had any career-based connection to BTH during the last five-year period. Exceptions can be made if special circumstances exist

Referee procedure

At the appointment of guest senior lecturer/guest lecturer a referee procedure is to be carried out unless the person concerned does not already have the equivalent appointment at another higher education institution.

For guest senior lecturer, external expert evaluations should be obtained from minimum two external experts, of which minimum one should assess the pedagogical expertise, i.e., carry out an evaluation of the pedagogical expertise of, in the first hand, the pedagogical portfolio. Other external experts are to carry out an evaluation of the scientific expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment. If the pedagogical expertise for the appointment as first lecturer has been assessed in accordance with these guidelines (date of decision: 2017-04-04 and 2018-01-01) the pedagogical expertise does not need to be assessed by pedagogical expert at a promotion to senior lecturer.

For a guest lecturer, referee assessments are to be obtained from minimum one external expert, who is to carry out an evaluation of the scientific expertise and the pedagogical expertise and other relevant criteria departing from the subject-based perspective of the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary

12. Teacher in the fine, applied and performing arts.

A teacher in fine, applied and performing arts can be employed until further notice, however to a maximum of five years. Such an employment may be renewed. The total period of employment may, however, not exceed ten years (Ordinance, Chap. 4 § 10).

The teacher categories that can be appointed on artistic basis are professor, senior lecturer and lecturer. The possibility to be promoted does not exist for teachers who have been appointed on artistic basis.

Professor on artistic basis

The Higher Education Ordinance (Ordinance): Those qualified for appointment as professor in other than the fine, applied and performing arts is a person who has demonstrated both scientific and pedagogical expertise. Those qualified for appointment as professor in the fine, applied and performing arts is the person who has demonstrated both artistic and pedagogical expertise.

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. (Ordinance Chapt. 4 § 3)

At the appointment of a professor on artistic basis at BTH, the following assessment grounds apply:

A professor on artistic basis should be leading in her/his field of the fine, applied and performing arts. The quality of the work should be at the highest international level and, furthermore, the person needs to possess both broad and deep knowledge in her/his artistic field. Artistic expertise also involves good skills in building, leading and developing the artistic field in question and good skills in communication of knowledge within this field.

Pedagogical expertise for a professor on artistic basis means that the person has demonstrated pedagogical skills in artistic context within or outside the higher education institution and skills in developing, leading and conducting education of high quality at all levels. Pedagogical expertise also includes experience of research basis of the first-cycle and second-cycle education, or corresponding expertise demonstrated in artistic contexts outside the higher education institution. The concept of pedagogical expertise also includes a pedagogical engagement and a pedagogical basic outlook that is well developed and presented in writing.

At the evaluation of artistic expertise and pedagogical expertise, an assessment is carried out corresponding to the criteria which are applied in regard to scientific expertise and pedagogical expertise for a professor.

Referee procedure

The Higher Education Ordinance (Ordinance): For the appointment of a professor (including an adjunct professor) opinions on the expertise of the applicants shall be obtained, provided that this is not manifestly unnecessary for appraisal of their expertise.

If the opinions of two or more persons are obtained, men and women should be

represented equally. This does not apply, however, if there are extraordinary reasons to the contrary (Ordinance Chap. 4 § 6).

Referee assessments are to be obtained from minimum three referees, of which minimum one is to focus on the evaluation of the pedagogical expertise, i.e., carry out a pedagogical expert evaluation of, in the first hand, the pedagogical portfolio. Other referees are to carry out an evaluation of the artistic expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment.

Senior lecturer on artistic basis

The Higher Education Ordinance: Those qualified for appointment as a senior lecturer are

1. *except in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and 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*
2. *in disciplines in the fine, applied or performing arts, a person who has demonstrated teaching expertise and been awarded a doctorate in fine, applied or performing arts, has demonstrated artistic expertise or has some other professional expertise that is of value in view of the subject matter of the post and the duties it will involve.*

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. Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer (Ordinance Chap. 4 § 4).

At the appointment of a senior lecturer at BTH, the following assessment grounds apply:

A senior lecturer on artistic basis should have both broad and deep knowledge within her/his artistic field. Artistic expertise means good skills in developing and conducting research and/or development work of good quality and good skills in communication of knowledge about this field.

Those qualified for appointment as a senior in the fine, applied and performing arts are:

- a person who has been awarded a doctorate in the fine, applied and performing Arts,
- demonstrated artistic expertise or some other professional expertise which is of significance with regard to the subject content of the appointment and the tasks which will be included in the appointment,
- demonstrated pedagogical expertise.

At the examination of artistic expertise and pedagogical expertise, an assessment is carried out corresponding to the criteria which are applied regarding scientific expertise and pedagogical expertise for a senior lecturer.

Referee procedure

Referee assessments are to be obtained from minimum two external experts, of which minimum one is to focus on the evaluation of the pedagogical expertise, i.e., carry out a pedagogical expert evaluation of, in the first hand, the pedagogical portfolio. Other referees are to carry out an evaluation of the artistic expertise and the pedagogical experience and other relevant criteria departing from a subject-based perspective for the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary

Lecturer on artistic basis

Those appointed to lecturers on artistic basis shall primarily devote themselves to teaching.

Those qualified for appointment as a lecturer on artistic basis are:

- a person who has a second-cycle higher education diploma or the equivalent competence or some other expertise which is of importance in consideration of the subject content of the appointment and the tasks that will be included in the appointment,
- demonstrated pedagogical expertise.

At the examination of artistic expertise and pedagogical expertise, an assessment corresponding to the criteria which are applied regarding scientific expertise and pedagogical expertise for universitetsadjunkt. At the examination of artistic expertise and pedagogical expertise, an assessment is carried out corresponding to the criteria which are applied regarding scientific expertise and pedagogical expertise for a lecturer.

Referee procedure

Referee assessments are to be obtained from minimum one referee who is to carry out the assessment of pedagogical expertise and experience together with other relevant criteria for the appointment. If the opinions of two or more persons are obtained, men and women should be represented equally. This does not apply, however, if there are extraordinary reasons to the contrary.

