

Guidelines with instructions for Employment as Senior Lecturer at the Faculty to Law

(Guidelines adopted by the Faculty Board on 2018-06-05)

In addition to the eligibility requirements for the employment of university lecturers as stated in the *Higher Education Ordinance* (1993: 100) and which can be found in the employment description, several assessment criteria apply. These criteria may partly refer to how well an applicant fulfils a necessary eligibility requirement, such as research expertise and partly to merits that are not necessary for the employment but which may prove decisive when considering several eligible applicants.

For employment as Senior Lecturer at the Faculty of Law, the following shall be considered in assessing **scientific ability**:

Research expertise shall have been demonstrated through scientific activities conducted at high level. Publications shall be of high quality. It is also a qualifying factor if the applicant has taken part as a speaker at national or international symposia or congresses, held appointments as reviewer for journals, as opponent and the like.

When assessing the quality of the applicant's scientific publications, the following shall be taken into consideration:

- the level of difficulty of the research,
- the degree of analytical ability and independence,
- the capacity for innovative thinking,
- the range of the research results, and
- the significance for society from the viewpoint of the university's "third task" (Translator's note: "third task" refers here to the duty to interact with society)

For employment as Senior Lecturer at the Faculty of Law, the assessment of the applicant's pedagogical ability shall relate to the planning, implementation and evaluation of teaching as well as student research supervision and examination. For employment as Senior Lecturer at the Faculty of Law, the following shall be considered in assessing pedagogical ability:

- the degree of pedagogical breadth, quality and current knowledge in the area of expertise,
- the ability to structure and organise knowledge of the area of expertise in courses and in one's own teaching,
- the ability to convey commitment and interest in the area of expertise,
- the ability to motivate students to pursue their own independent learning,

- the ability to communicate with students,
- the ability to have a comprehensive and innovative approach,
- the extent to which the applicant has produced teaching material,
- documented efforts to develop didactic theory within the applicant's area of expertise.

The basis for assessing the points above lies primarily in pedagogical self-reflection, but also in other documented educational qualifications.

The applicant ought to have conducted teaching on a scale corresponding to at least one year's full-time employment.

As stated in the Rules of Employment for the Recruitment and Promotion of Teachers at Stockholm University (AOSU), an applicant who has not completed at least 15 higher education credits of teaching and learning in higher education, and is not considered to have otherwise acquired the equivalent knowledge, should undergo such training within the first two years of employment.

In assessing **administrative ability**, the applicant's capacity to carry out overall planning of operations, skilfulness in leading and developing operations and staff, and ability to coordinate research projects and experience acquired through membership on various boards shall be considered.

In assessing **the ability to interact with society**, the applicant's efforts to develop contacts with the private sector, public sector, cultural sector, as well as organisations and the media shall be considered.

In assessing **the ability to spread information on one's research**, the following shall be considered: the nature and scale of popular scientific activities, e.g. publishing of popular scientific publications and participation in public debate on educational and research issues.

In making the overall assessment, the applicants' **developmental potential and social competence** shall also be considered.