

# **AALTO LECTURER CAREER SYSTEM**

**December 2020**

**AALTO UNIVERSITY**

**POLICIES AND PROCEDURES DOCUMENT – REVISED VERSION 10.12.2020 –**

**version updated 28.10.2021**

## **TERMS AND CONDITIONS OF THIS DOCUMENT**

*This document is a description of the Aalto University lecturer career system and associated processes. Aalto University reviews and updates these rules and procedures regularly. The current version at the start of the candidate's review process is applied throughout the process. The version history is available at the end of this document.*

*Please note that these guidelines apply to teachers and lecturers in Aalto schools, they do not apply to Aalto University Language Centre.*

## **THE ORIGINAL REVISED VERSION, DATED 10.12.2020, HAS BEEN UPDATED ON 28.10.2021**

Subtitle 'Application and Advancement Documents' in Appendix 2: a statement that a motivation letter is required in principal university lecture advancements has been added to the document list.

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# 1 CAREER AT THE AALTO LECTURER CAREER SYSTEM

Aalto lecturer career system is a standard career advancement path, providing a transparent and consistent process with common rules throughout the university, its schools, and departments. Aalto lecturer career system follows the general guidelines and principles set at the university, such as the Code of Conduct and HR policies.

## 1.1 POSITIONS IN AALTO LECTURER CAREER SYSTEM

The Aalto lecturer career system includes positions with main emphasis on teaching. Research and/or artistic activities as a member of a research and/or artistic group are also expected. Responsibilities in the development of curriculum and pedagogical leadership increase with seniority.

**Please note that these guidelines apply to teachers and lecturers in Aalto schools, they do not apply to Aalto University Language Centre.**

The Aalto lecturer career system consists of four levels: university teacher, university lecturer, senior university lecturer, and principal university lecturer (see Figure 1.).



Figure 1. Overview of the lecturer career system.

### UNIVERSITY TEACHER

University teacher positions are normally fixed-term positions. However, to satisfy specific strategic needs of a department or school, some university teacher positions may be filled as permanent positions. University teachers are normally appointed for a term of three to four years.

The minimum criteria for an appointment to university teacher are a master's degree, potential to reach an excellent level in pedagogical competence, and pedagogical interest. More detailed criteria are described in appendix 2.

### UNIVERSITY LECTURER

University lecturer positions are normally permanent positions. However, to satisfy specific, strategic needs of a department or school, some university lecturer positions may be filled as fixed-term positions.

Further, individuals recruited directly at the university lecturer level will typically first have a fixed-term contract. Typically, new recruits as university lecturers are appointed for a term of three to four years. After the fixed-term employment is coming to the end, an evaluation process to grant a permanent employment is initiated. The assessment is done based on the process described in Section 3.2. The candidate's achievements and merits determine whether the appointment to a permanent employment will be at the university lecturer or senior university lecturer level.

The minimum criteria for an appointment to university lecturer are a doctoral degree or comparable significant artistic qualifications, and an ability to reach an excellent level in

pedagogical competence. Practical and/or professional experience in the field related to teaching tasks is also appreciated. More detailed criteria are described in appendix 2.

If a person otherwise has sufficient merits, but no doctoral degree or comparable significant artistic qualifications, the title of **lecturer** is used.

### SENIOR UNIVERSITY LECTURER

Senior university lecturer positions are normally permanent positions. However, to satisfy specific strategic needs of a department or school, some senior university lecturer positions may be filled as fixed-term positions.

The minimum criteria for an appointment to senior university lecturer are a doctoral degree or comparable significant artistic qualifications, significant teaching experience, and merits in service. The candidate to be appointed to senior university lecturer must demonstrate ability and potential for continued contributions to the field of study, to pedagogical development and leadership, and to Aalto University. More detailed criteria are described in appendix 2.

### PRINCIPAL UNIVERSITY LECTURER

Principal university lecturer positions are always permanent positions.

There is no direct recruitment to principal university lecturer level. When appointed to a principal university lecturer, emphasis is on teaching merits. The candidate to be appointed to principal university lecturer has shown particularly exceptional teaching merits both through concrete achievements and a passionate attitude towards teaching and its development. Evidence of continued excellence in educational activities and long-term commitment to Aalto and the development of its teaching is expected.

## 1.2 RECRUITMENT AND ADVANCEMENT

The Aalto lecturer career system is a transparent and standardized process for recruitment and advancement. The processes are described at Figure 2.

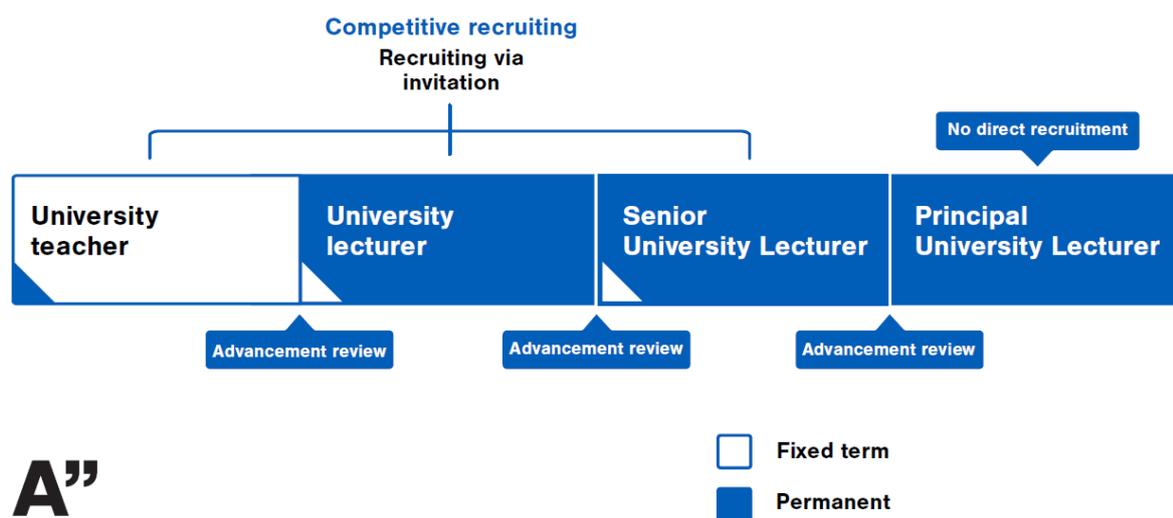


Figure 2. Overview of lecturer career system processes.

The lecturer career system makes it possible for Aalto University's teachers and lecturers to advance within the career system, from the university teacher level to the university lecturer level, and further to the position of a senior university lecturer and principal university lecturer.

Departments may recruit employees to the lecturer career system through a competitive recruitment process or only in exceptional cases by invitation. Recruitment is possible at university teacher, university lecturer and senior university lecturer levels. There is no direct recruitment to principal university lecturer positions.

The possible advancement of an individual within the career system is not automatic but based on the careful evaluation of the individual's teaching competence and other merits. Merits and achievements are discussed in annual My Dialogue discussions. If a person's merits and achievements are at a level that meets the criteria for the next level in the lecturer career system, a timetable for an advancement review may be agreed.

If a person is concerned about having a fair opportunity for advancement, the candidate should contact the school's HR Manager.

### **1.3 DIVERSITY**

Aalto University is committed to promoting diversity, equality and non-discrimination in all its activities. The general equality principles are defined in the Equality Plan. According to the Equality plan, all members of the Aalto community have rights for personal development and career advancements on the basis of their academic and/or professional qualifications.

Diversity is to be considered in all recruitments. Every applicant is to be treated equally in recruitment and advancement processes. Special care should be given to diversity in invitational recruitments.

Equality principles should be actively promoted throughout the processes, for example, when selecting expert reviewers and members for committees.

Aalto has flexible family leave related policies and practices aiming to support personnel, irrespective of gender.

### **1.4 CODE OF CONDUCT**

The Aalto Code of Conduct summarizes the principles of fair play and integrity that govern our activities and sets out guidelines for the kind of behavior we expect of each other. It is based on Aalto's values and establishes a common operational culture. We expect everyone to be familiar with the Code of Conduct and to commit to its principles.

## **2 KEY LECTURER CAREER SYSTEM BODIES AND DECISION MAKERS**

There are several successive independent bodies and decision makers at the lecturer career system processes. Each body gives an independent opinion in accordance with the agreed criteria, and in its independent role each body is entitled to request further information or documentation if needed in decision making.

### **THE PRESIDENT OF AALTO UNIVERSITY**

The president makes a final decision for an appointment to principal university lecturer, after hearing the Aalto Lecturers Advancement Committee.

The president nominates members to the Aalto Lecturers Advancement Committee on the proposal of the provost. The president nominates members to each school tenure track committee on the proposal of the dean.

When nominating committees, the president always considers the adequate diversity of members.

### **THE DEAN**

The dean is responsible for the implementation of the lecturer career system policies and procedures in the school. The dean may specify and supplement the general principles outlined in this document. The dean also ensures that the applications and interpretations of the policies and procedures are in line with Aalto's overall policy.

The dean allocates lecturer positions to departments and approves the field of the position. Decisions of whether it is appropriate to recruit by invitation are made by the dean. The dean makes the final decisions on lecturer's recruitments and advancements, except for principal university lecturer advancements, where the final decision is made by the president based on the dean's proposal.

The dean nominates the departmental committees on a proposal by the head of department, and external reviewers (when needed) on a proposal by the departmental committee. The dean nominates the members of the school teaching competence assessment committee.

When nominating each of the committees, the dean always considers the adequate diversity of members.

### **THE HEAD OF DEPARTMENT**

The head of department initiates the recruitment and advancement processes by contacting the dean of the school. The head also makes a recommendation to the dean for the members of the departmental committee and external reviewers (when needed) in recruitments and advancements.

### **HUMAN RESOURCE SERVICES**

Human Resource Services (HRS) provides an HR expert for each departmental committee, to act as a secretary and provide support for the committee work, for example to ensure an objective assessment of the candidates. HR serves as the primary contact point for the recruitment or advancement candidates, including instructing candidates during the process and keeping them updated about the status of the process.

## **EXTERNAL REVIEWERS**

External peer reviewers are used to assess the candidate in recruitments and advancements. When recruiting/nominating to university lecturer or senior university lecturer, at least one external reviewer is used; and when nominating to principal university lecturer, at least two external reviewers are used. Reviews are not necessary when recruiting at the university teacher level.

The departmental committee proposes external reviewer(s) to the dean, who makes the final decision on their nomination. Before the nomination of the experts by the dean, the candidates are given an opportunity to present objections regarding disqualification and potential insufficient impartiality of the proposed external reviewers (see Aalto Tenure Track Policies and Procedures, Matters for Disqualification, appendix 1).

The reviewers have to come from outside Aalto University, and should be well-known experts in the field of the position and impartial to the candidates. If more than one reviewer is used, their diversity must always be taken into account in the selection.

## **THE DEPARTMENTAL COMMITTEE**

When a position becomes available or an advancement review is required, the head of department contacts the dean and proposes the members for a departmental committee, including naming a chair.

The departmental committee typically consists of the following members, at the minimum: the head of department or a representative of the head of department; a tenure track or tenured professor, or senior university lecturer; a professor of practice from the department concerned; a student representative familiar with the field; and one supporting HR expert. The HR expert acts as the secretary of the committee and does not have a vote. Members from other departments can also be part of the committee. When selecting the members, the diversity of the committee members must always be taken into account.

The committee is responsible for preparing the proposal for recruitment or advancement. The committee follows the Aalto criteria and possible school level criteria. If a department has several lecturer positions open at the same time, the same committee may manage and prepare the processes for all positions.

The proposal of the committee is collegial, either unanimous or a majority decision. The chair is responsible for the full management of the process and the resulting statement, including avoiding unnecessary delays.

## **THE SCHOOL TEACHING COMPETENCE ASSESSMENT COMMITTEES**

The school teaching competence assessment committee acts as an independent internal evaluator and gives a statement on the candidate's teaching competence (following a separate guidelines) in recruitment and advancement processes.

The composition and appointment of the teaching competence assessment committees are set out in more detail in the Aalto Tenure Track Policies and Procedures -document.

## **THE SCHOOL TENURE TRACK COMMITTEES**

The school tenure track committee gives a recommendation to the dean on principal university lecturer advancements.

The composition and appointment of the school tenure track committees are set out in more detail in the Aalto Tenure Track Policies and Procedures -document.

## **THE AALTO LECTURERS ADVANCEMENT COMMITTEE**

The Aalto Lecturers Advancement Committee monitors the advancement processes to principal university lecturer level and the quality of the candidates' merits to ensure that the process is transparent, and the principles of equality and impartiality are met appropriately throughout Aalto. The committee gives its recommendation based on the proposal by dean and other documentation gathered in the process.

The Aalto Lecturers Advancement Committee consists of provost, vice president of education and the schools' vice deans of education. The HR representative of the Academic Careers Task Force acts as a secretary of the committee, and do not have a vote. Each members' term of office is related to the role the member represents.

The composition may be changed later by president's decision.

## **THE ACADEMIC CAREER WORKING GROUP**

The role of the Academic Career Working Group is to support the development of academic career systems and contribute to the preparation and alignment of development actions. The group is chaired by the provost and consists of chairs of the schools' tenure track committees, chairs of the schools' teaching competence assessment committees, schools' HR managers, and representatives of tenured professors, assistant professors, lecturers, and pedagogical specialists. Representatives of professors, assistant professors, lecturers and pedagogical specialists are selected by the respective groups for a period of three years, others work in the group for the duration of their term of office.

## **3 THE LECTURER CAREER SYSTEM RECRUITMENT AND ADVANCEMENT PROCESSES**

### **3.1 RECRUITMENT ON LECTURER CAREER SYSTEM**

Recruitment of lecturers is made either through a competitive recruiting process or, in exceptional cases, through an invitational recruiting process. Invitational recruiting may only be used in exceptional cases. The dean makes the decision of the recruitment process on the proposal by the head of department.

Recruitment is possible at university teacher, university lecturer and senior university lecturer levels. There is no direct recruitment to principal university lecturer level.

Each appointment to the lecturer career system is based on the careful judgment of the appointee being an outstanding candidate among peers in teaching-related tasks. In addition, each nominee is expected to show good prospects for reaching the university lecturer or senior university lecturer levels. Individuals to be nominated to the lecturer career system must have at least a master's degree, the potential to reach an excellent level in pedagogical competence, and a pedagogical interest appropriate for the university lecturer position. The assessment is based on the criteria outlined in appendix 2 of this document and possible school specific criteria.

All new nominees and promoted candidates in the Aalto lecturer career system are expected to complete pedagogical studies that corresponds to at least 25 ECTS credits within the first three years in the Aalto lecturer career system. Aalto University offers pedagogical support and pedagogical training services. In these studies, participants have the opportunity to receive feedback on their teaching and develop their teaching skills and teaching portfolios.

Teaching at Aalto University is based on high-quality research. Accordingly, a doctoral degree or comparable significant artistic qualifications are appreciated at the university teacher level, are expected at the university lecturer level, and are required at the senior university lecturer level. Practical and/or professional experience in the field related to teaching tasks is also appreciated.

Diversity is to be considered in all recruitments. Recommended techniques for enabling diversity include (i) diversification of candidate pool through wide-ranging open marketing of positions, (ii) making position descriptions welcoming to all with inclusive job ads, (iii) sharing knowledge on equality and diversity within the committees involved in lecturer career path issues for increased awareness, as well as (iv) implementing fair evaluation practices, i.e. using standard set of interview questions and systematically evaluating candidates in regard to pre-defined criteria. Special care should be given to diversity in invitational recruitments, taking into account talent potential in underrepresented candidate segments.

#### **COMPETITIVE RECRUITING PROCESS**

The process for competitive recruitment of lecturers follows the steps listed below.

##### **Step 1**

When there is a need for a recruitment, the head of department contacts the dean. If the dean considers recruitment possible, the dean requests a proposal from the head of the department for members and the chair of the departmental committee. The dean appoints the departmental committee and names the chair.

##### **Step 2**

The departmental committee prepares a proposal of the field and, when appropriate, the level of the position (university teacher, university lecturer or senior university lecturer) for the dean.

The dean confirms the position, its field and possible level on the basis of the head of department's proposal.

### **Step 3**

The departmental committee initiates a search for potential candidates. The search follows the principles of open competitive recruiting and Aalto's diversity and inclusiveness principles. Positions should be open for application for a minimum of 30 days.

### **Step 4**

The departmental committee prepares a shortlist with justifications of the most promising candidates from all the applications submitted. The shortlist includes a minimum of two candidates. The departmental committee will provide department's professoriate and permanent lecturers (see Tenure Track Policies and Procedures, Matters for Disqualification, appendix 1) with an opportunity to express their opinions on the candidates' competence for the position and takes these views into consideration while the shortlist is being drawn up.

### **Step 5**

If the recruitment is for university lecturer or senior university lecturer levels, the departmental committee request at least one impartial external peer review of shortlisted candidates.

If the recruitment is for university teacher position, reviews are not necessary.

### **Step 6**

The departmental committee invites the shortlisted candidates to visit Aalto University. The departmental committee interviews candidates. During the visit, candidates are also invited to give a demonstration of teaching skills.

The teaching competence assessment is a comprehensive evaluation, consisting of a teaching portfolio, teaching demonstration and an interview concerning teaching competence. The review is conducted by the teaching competence assessment committee, which writes a statement for the departmental committee.

### **Step 7**

The departmental committee proposes to the head of department the candidate(s) to be recruited based on the material gathered during the process. The head states an opinion and recommends a decision to the dean. The dean makes the final recruitment decision.

If the departmental committee cannot find a candidate fulfilling the criteria of the position, a new call for potential candidates is initiated.

If the dean does not approve the candidate, the process returns to the head of department, who may present another candidate to the dean or choose to initiate a new search for potential candidates.

## **INVITATIONAL RECRUITING PROCESS**

Invitational recruiting is possible in exceptional cases, such as when the proposed candidate is unquestionably able to fulfill the requirements of the lecturer career system position.

The process for invitational recruiting is similar to the competitive process, except there is only one candidate to be assessed.

Initiation of invitational recruitment always requires the deans' s decision based on the head of department proposal.

## **3.2 ADVANCEMENTS ON LECTURER CAREER SYSTEM**

The head of department is responsible for initiating and managing all the lecturers' review processes.

### **ADVANCEMENT TO UNIVERSITY LECTURER**

Advancement review to a university lecturer level is usually initiated one year before the candidate's fixed-term contract as a university teacher expires. The aim is that the result of the review is available six months before the end of the current contract. In cases of exceptional performance, the head of department may start an early advancement review process.

The advancement is based on the criteria outlined in appendix 2 of this document and carried out by both internal and external experts.

The process for advancement to university lecturer follows the steps listed below.

#### **Step 1**

The review process is initiated by the head of department. The head makes a proposal to the dean on the members and the chair of the departmental committee. The dean appoints the committee and names the chair.

#### **Step 2**

The departmental committee starts the review process by requesting the candidate to provide the material (specified in appendix 2); by asking the school teaching competence assessment committee to evaluate the candidate's teaching competence; and by inviting at least one external reviewer to conduct an evaluation of the candidate's merits. The departmental committee also consults the views of all eligible professors and lecturers in permanent positions within the department.

#### **Step 3**

The departmental committee makes a proposal to the head of department based on the external review(s) and other gathered material.

#### **Step 4**

Based on the proposal and review of the departmental committee, the head of department makes a proposal to the dean. The dean makes the final decision.

### **ADVANCEMENT TO SENIOR UNIVERSITY LECTURER**

There is no timeline for specifying when a review for advancement from university lecturer to senior university lecturer should take place. Merits and other achievements are reviewed along with an employee's annual My Dialogue discussion, and if the criteria for senior university lecturer are met, the advancement review can be initiated.

The advancement is based on the criteria outlined in appendix 2 of this document and carried out by both internal and external experts.

Advancement to senior university lecturer position follows the same procedure as advancement to the university lecturer level.

### **ADVANCEMENT TO PRINCIPAL UNIVERSITY LECTURER**

Advancement to principal university lecturer can take place after a minimum of four years as a senior university lecturer. Merits and other achievements are reviewed along with an employee's annual My Dialogue discussion, and if the criteria for principal university lecturer are met, an advancement review can be initiated.

The advancement is based on the criteria outlined in appendix 2 of this document and carried out by both internal and external experts.

The process for principal university lecturer review follow the steps listed below:

### **Step 1**

The review process is initiated by the head of department. The head makes a proposal to the dean on the members and the chair of the departmental committee. The dean appoints the departmental committee.

### **Step 2**

The departmental committee starts the review process by requesting the candidate to provide the material (specified in appendix 2); by asking the school teaching competence assessment committee to evaluate the candidate's teaching competence; and by inviting at least two external reviewers to conduct an evaluation of the candidate's merits. The departmental committee also consults the views of all eligible professors and Lecturers in permanent position within the department.

### **Step 3**

The departmental committee makes a proposal to the dean based on the external reviews and other gathered material.

### **Step 4**

The school tenure track committee reviews the case and makes a recommendation to the dean. The school tenure track committee may also return the proposal for re-preparation to the departmental committee.

### **Step 5**

After hearing the school's tenure track committee, the dean prepares a proposal to the president. The president makes the final advancement decision after hearing the views of the Aalto Lecturer Advancement Committee.

A waiting period of at least two years is required after an unsuccessful advancement review.

## **WITHDRAWAL FROM A REVIEW**

A candidate may withdraw in writing from an advancement review at any point of the process. Then the review process will be stopped, and any fixed-term employment will end upon expiration of the contract.

## **3.3 PRINCIPLES OF REQUIREMENTS**

All proposals, evaluations, and decisions regarding recruitment and advancement on the Aalto lecturer career system are made through a careful consideration of each candidate's abilities and future potential. The candidate's performance is evaluated in two perspectives: 1) educational activities, and 2) research and/or artistic and professional work. In addition, the importance of the impact and service in the scientific community, at Aalto University, and in the society grows as the candidate advances in career. The criteria followed in recruitment and advancement reviews are described in more detail in appendix 2.

## **3.4 PROCESSING FEEDBACK**

The Academic Career Management team, consisting of the provost, the chief human resources officer, and two experts on academic career systems, deals with process-related feedback and proposes improvements after discussing with relevant stakeholders. Issues can

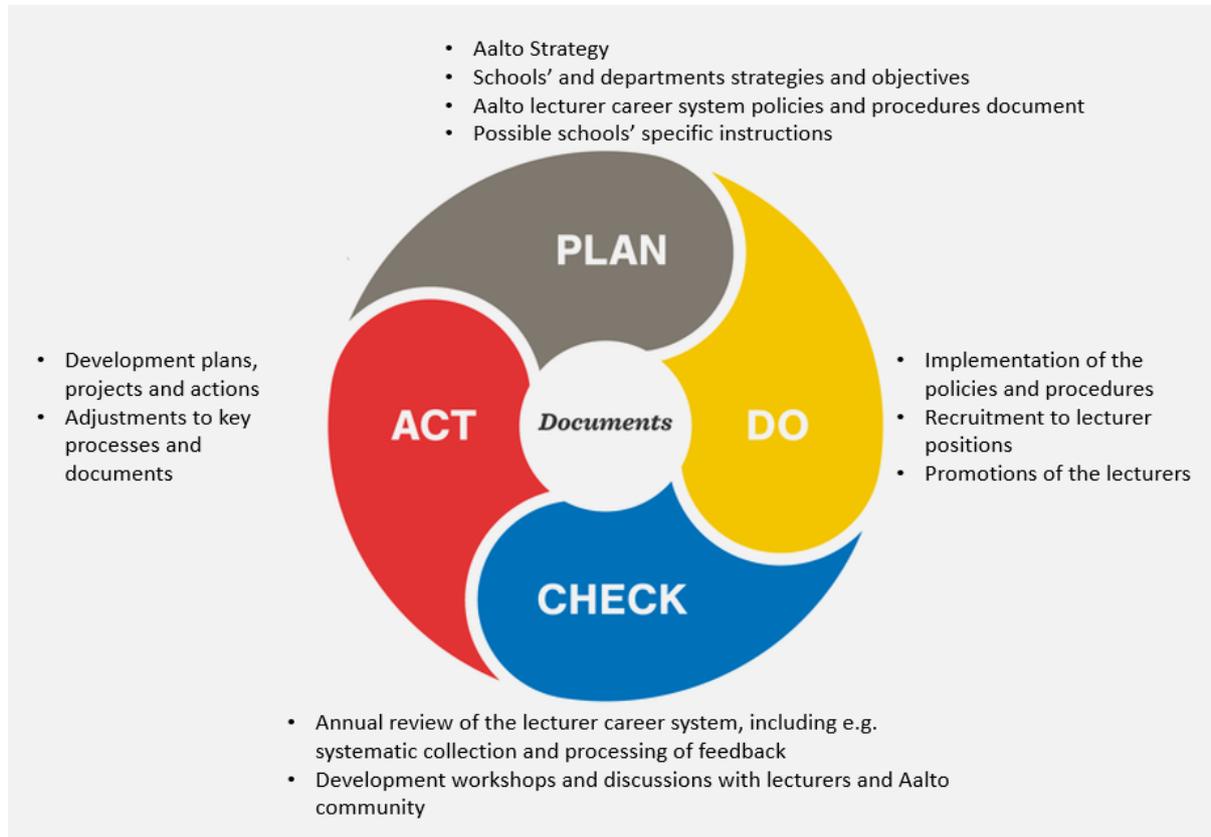
also be taken to the Aalto Lecturer Advancement Committee and/or Academic Careers Working Group for discussion, when needed. Any potential feedback can be sent by e-mail to [tenuretrack-feedback@aalto.fi](mailto:tenuretrack-feedback@aalto.fi).

Potential biases, especially regarding advancements, are discussed and solved with the head of HR and dean of each school. Vice president of education will participate the discussions, if required.

Issues concerning a specified person, liaisons between specified persons, or inappropriate behavior, will be dealt according to the Aalto Code of Conduct procedures.

## 4 DEVELOPMENT OF THE LECTURER CAREER SYSTEM

A good implementation requires regular monitoring and continuing development of the process. The quality management and development of the Aalto lecturer career system is part of Aalto University's overall quality system, and based on the principle of continuous development, i.e. the Plan, Do, Check, Act/Adjust cycle (PDCA cycle, see Figure 3).



**Figure 3.** Plan, Do, Check and Act/Adjust (PDCA) cycle of the lecturer career system at Aalto University.

Lecturer career system development is reviewed regularly in line with the university's annual clock and management actions and by the Academic Careers Working Group.

## APPENDIX 1. GENERIC TIME ALLOCATION FOR LECTURER CAREER SYSTEM

<input type="checkbox"/> Fixed term <input checked="" type="checkbox"/> Permanent	University teacher	University lecturer	Senior University Lecturer	Principal University Lecturer
Teaching	70-80%	60-70%	50-60%	50-60%
Research and/or artistic work	10-30%	20-30%	20-30%	20-30%
Impact, service and pedagogical leadership	0-10%	10-20%	10-20%	10-20%

### Key principles

- Emphasis on teaching throughout the career path.
- Research and/or artistic work only part of the work profile (e.g. postdoctoral research and/or development of artistic qualifications).
- Responsibilities in development of curriculum and pedagogical leadership increases with seniority.

**Figure 4.** Generic time allocation between teaching, and research/artistic and professional work, and impact, service, and pedagogical leadership.

## **APPENDIX 2: PRACTICAL GUIDELINES FOR EVALUATION IN THE AALTO LECTURER CAREER SYSTEM**

Appendix 2 describes the key criteria that are used in lecturers' recruitments and advancements.

Recruitment and advancement reviews are always based on holistic peer-evaluation, in which the evaluation criteria include the merits and achievements in educational activities and the quality of research/artistic and practice-based work.

### **UNIVERSITY TEACHER**

#### **Educational activities**

##### Requirements:

- Shows potential to provide research-based teaching.
- Preferably some teaching and/or supervising/instructing experience in higher education institutions and/or vocational and executive education.
- No pedagogical studies required at the start of the position. However, at least 25 ECTS in higher education pedagogical studies are expected to be completed within the first 2-4 years.

##### Merits:

- Pedagogical studies.

#### **Research and/or artistic/practice-based work**

##### Requirements:

- Generally, master's degree; doctoral degree in some fields.
- Research or artistic/practice-based work shows potential.

##### Merits:

- Doctoral degree or significant other artistic/practice-based merits.
- Aalto-external (university, teaching, industry or practical) experience.
- Service to the scientific/artistic community.

### **UNIVERSITY LECTURER**

#### **Educational activities**

##### Requirements:

- Teaching competence evaluated at least at good level.
- Evidence on teaching and supervision experience for different target audiences, including bachelor, master and doctoral level education, life-wide learning, vocational and executive education.
- Ability to develop teaching and learning.
- Minimum 5 ECTS in pedagogical studies or equivalent knowledge with issues concerning teaching and learning. At least 25 ECTS in higher education pedagogical studies are expected to be completed within the first 2-4 years.

##### Merits:

- Teacher's pedagogical qualification (60 ECTS) or other advanced pedagogical studies.
- Teaching awards/rewards/honors.
- Participation in curriculum development and/or educational leadership at unit/department or school level.

## **Research and/or artistic/practice-based work**

### Requirements:

- Doctoral degree or significant other artistic/practice-based merits in own field.
- Scientific / artistic publishing or equivalent artistic work in the fields/topics of teaching or pedagogy/education.

### Merits:

- Aalto-external (university, teaching, industry or practical) experience.
- Active participation in services to the scientific/artistic community.

## **SENIOR UNIVERSITY LECTURER**

### **Educational activities**

#### Requirements:

- Teaching competence evaluated at least as high quality.
- Extensive teaching and supervision experience for different target audiences, including bachelor, master and doctoral level education (incl. supervising/instructing), life-wide learning, vocational and executive education.
- Evidence on developing teaching and learning (e.g. utilizing student/participant/peer feedback and self-reflection, developing teaching and learning materials with the support of new pedagogical and technological opportunities)
- Participation and involvement in curriculum development and/or educational leadership at unit/department or school level.
- Minimum 25 ECTS in higher education pedagogical studies.

#### Merits:

- Teacher's pedagogical qualification (60 ECTS) or other advanced pedagogical studies.
- Significant teaching awards/rewards/honors.
- Broader contribution to educational development nationally or internationally.

## **Research and/or artistic/practice-based work**

### Requirements:

- Doctoral degree or significant other artistic/practice-based merits in own field.
- Active and strong scientific / artistic publishing or equivalent artistic work in the fields/topics of teaching or pedagogy/education.
- Active participation in services to the scientific/artistic community.
- Aalto-external (university, teaching, industry or practical) experience (e.g. committees, networks etc., does not have to be an employment relationship).

### Merits:

- International scientific or artistic collaboration.
- Awards related to research/artistic activities.

## **PRINCIPAL UNIVERSITY LECTURER**

### **Educational activities**

#### Requirements:

- Has succeeded excellently as a senior university Lecturer at Aalto University (for at least four years.)
- Has shown continued excellence in teaching / development of teaching and learning / educational leadership, **for example:**

- » by having extensive teaching and supervising/instructing experience at Aalto University, with significant merits such as teaching awards/rewards/honors.
- » by having showed courage and ability to take risks in developing new border crossing courses, teaching methods and ways to facilitate learning.
- » by having actively participated in developing Aalto University's education beyond the standard curriculum work.
- » by having actively and willingly participated in large-scale educational leadership or development activities (e.g. future-led teaching, digitalization, life wide learning etc.).
- » by having actively participated in international educational/pedagogical, scientific or artistic collaboration.

Merits:

- Teacher's pedagogical qualification (60 ECTS) or other advanced pedagogical studies.
- Broader contribution to educational development nationally or internationally.

**Research and/or artistic/practice-based work**

Requirements:

- Same as senior university level.

Merits:

- Same as senior university level.

**APPLICATION AND ADVANCEMENT DOCUMENTS**

All candidates are expected to follow good scientific practice in the application or evaluation process, for more information see <https://www.tenk.fi/en/tenk-guidelines>.

In recruitments and advancements candidates are asked to submit at least the following documents:

- curriculum vitae
- teaching portfolio
- motivation letter in principal university lecturer advancements

Also, research and/or artistic portfolio, references and other materials may be required depending on the position. In recruitments, detailed instructions are given in the job call, and in advancements, by local HR.

**Curriculum Vitae**

A curriculum vitae (CV) provides an overview of the candidate's degrees and professional career, and academic merits or achievements including list of publications.

A recommended template is available on the page of The Finnish Advisory Board on Research Integrity (TENK), <https://www.tenk.fi/en/template-researchers-curriculum-vitae>.

**Teaching Portfolio**

The teaching portfolio describes the candidate's experience and vision of teaching. The portfolio summarizes the candidate's teaching competence, experience and education, as well as a self-assessment of teaching development during one's career. The portfolio is a narrative text, usually 4 to 7 pages in length, and supported by carefully selected evidence included in its appendices (maximum of 10 pages). The aim of the teaching portfolio is also to support the individual's continuous development of pedagogical competence.

More detailed guidelines for the teaching portfolio are available at the Aalto University career path website ([www.aalto.fi/node/30471](http://www.aalto.fi/node/30471)).

### **APPENDIX 3. OTHER IMPORTANT POLICIES**

On matters regarding disqualification, please see Aalto Tenure Track Policies and Procedures -document, appendix 1.

On matters regarding public access to documents and secrecy obligation in review, please see Aalto Tenure Track Policies and Procedures -document, appendix 1.

#### **Version history of this document:**

- 29.11.2010
- 24.9.2012
- 28.11.2016