



Information

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**LUND UNIVERSITY**  
School of Economics and Management

Dean's office

## **Instructions to applicants for employment as professor or senior lecturer at Lund University School of Economics and Management (LUSEM)**

When applying for a position as professor, senior lecturer or associate lecturer at the School of Economics and Management you are to compile your application according to the following instructions. The instructions are based on the Academic Qualifications Portfolio decided by Lund University. Your application is to be written in English and should be sent in by creating an account in Varbi which is the recruitment system at Lund University. The application is to be split into three different pdf's according to instructions below.

### **Contents of the Academic Qualifications Portfolio**

The academic qualifications portfolio consists of four sections (D–G). The structure is the same for all the sections of the portfolio, featuring a reflection and a quantitative list of qualifications. The ability to reflect on one's activities is important. Reflection means a critical review and analysis of one's own – but also others' – activities and results to achieve increased insight and to form the basis for change and development.

In connection with an application for an academic position and/or promotion, the portfolios are to be complemented with a cover sheet/personal letter, CV and list of selected publications (A–C). Selected publications and attachments to support the application are gathered in sections H–I. The language of all portfolios is to be English, which allows for international evaluation. Documents which are only available in Swedish or a language other than English are to be translated if necessary.

	<b>PDF # 1 (A-G):</b>	A-G: attach under Question 1/File upload Application in the digital recruitment system Varbi
A.	Cover page and personal statement	
B.	Curriculum vitae - CV	
C.	List of selected publications	
D.	Research qualifications portfolio	
E.	Teaching qualifications portfolio	
F.	Qualifications portfolio for leadership and administrative assignments	
G.	Qualifications portfolio for external engagement, innovation and entrepreneurship	
	<b>PDF # 2 (H):</b>	H: attach under Question 2/File upload Selected publications in the digital recruitment system Varbi
H.	Selected publications	
	<b>PDF # 3 (I):</b>	I: attach under Question 3/File upload Attachements in the digital recruitment system Varbi
I.	Attachments (maximum 50 pages)	

## Instructions for application

When applying for employment or promotion, the various portfolio sections are compiled together with a cover sheet/personal letter and CV in a digital file, i.e. sections A–G above. The selected research publications are collected in a separate file (H) and the selection of relevant attachments is gathered in a separate file (I). This means that the application consists of three files, all in pdf-format. In addition, see instructions in sections H and I.

### A. Cover sheet and personal letter

An application for employment or promotion is to be introduced with a cover sheet/personal letter. State the position to which you are applying (title and subject) and the registration number when applying for an advertised vacancy. You should also justify your reason for applying to that specific position. The personal letter can be up to 1–2 pages long.

### B. Curriculum vitae - CV

Your CV is to contain personal details and a brief list of relevant qualifications. A suitable length for a CV is about two pages.

**Attachments: See section I**

### C. List of selected publications (research and educational)

When applying for employment or promotion, the applicant is to select a maximum of 10 research publications and list these in reverse chronological order (the most recent at the top). Where appropriate, the selection can also include publication/s of an educational nature. The selection is to be relevant to the position applied for. In case of co-authorship, the applicant is to briefly describe his or her own contribution to the work. See section H for instructions on how the selected works are to be packaged.

### D. Research qualifications portfolio

This section is to gather the qualifications concerning research-oriented activities. Research and development work conducted in business and industry, at institutes, organisations etc. is to be presented here. Research leadership can be presented here but also in portfolio F. Supervision of doctoral students is a research qualification as well as a teaching qualification and should be presented in both portfolios.

#### 1 Reflection on research activities

Based on your own research experience (completed projects, establishment of research fields and re- search collaborations, research teams, supervision of doctoral students, and so on), you formulate a reflection including plans for the future (research plan). The reflection is understood as a critical review and analysis of your own – but also in relation to others' – activities and results, to achieve increased insight and to form a basis for change and development.

#### 2 List of research qualifications

*Examples of headings in the account:*

- *Important national and international research collaborations and projects within and outside academia: state scope and key players as well as any funding.*
- *International exchanges: your own stays at universities/equiv. abroad, reception of international researchers, etc.*
- *Participation in and cooperation within relevant networks linked to companies, organisations or other sectoral/society-related networks.*
- *Research symposia and conferences: organisation, invitations to give keynote lectures.*
- *Assignments as editor of scholarly journals or other publications.*

- *Assessment of others' work: as external reviewer, member of an examining committee, as an expert, referee/reviewer, investigations, evaluations, etc.*
- *Other expert assignments: investigations, evaluations, committee memberships, etc.*
- *Activities related to graduate schools and third cycle studies: e.g. development of research studies courses.*
- *Experience of supervision in third cycle studies (both concluded and ongoing) as*
  - *Principal supervisor for: name, period, degree level/year, higher education institution, thesis title*
  - *Assistant supervisor for: name, period, degree level/year, higher education institution, thesis title, name of principal supervisor.*
- *Scholarly awards and distinctions.*
- *Other relevant qualifications.*

### **Attachments: See section I**

#### **3 List of publications**

##### *Examples of headings*

- *Peer-reviewed published articles.*
- *Articles accepted for publication (certificates to be attached).*
- *Peer-reviewed conference papers.*
- *Other conference papers.*
- *Survey articles, book chapters, books.*
- *Popular science articles/presentations.*
- *Further publications.*

#### **4 Research grants**

##### *Account for research grants for the past five years with details of:*

- *The project title.*
- *Your role in the application and the project.*
- *The total amount for the whole project.*
- *The portion at the disposal of the applicant.*
- *Funding body.*

### **E. Teaching qualifications portfolio**

This portfolio is to gather qualifications concerning teaching activities focused on tuition and education. Supervision in the third cycle is a research qualification as well as a teaching qualification and should be accounted for here as well as in portfolio D. Qualifications of an educational nature can also be acquired outside the field of higher education and can thereby constitute a basis for educational reflection and feature in the list of qualifications.

At Lund University, teaching expertise is assessed and evaluated on the basis of criteria which concern the teacher's ability to support and facilitate student learning, the ability to reflect on your teaching practice using knowledge about teaching and learning and efforts to develop your teaching practice through cooperation and interaction with others.

#### **1 Reflection on teaching**

The reflection on teaching, i.e. the critical analysis of your own activities, also considered in relation to others' activities, is to be clearly linked to concrete examples from teaching practice. The reflection is to deal with the relationship between teaching and learning in your own subject, in order to form a personal basic teaching approach or philosophy. The reflection is to be related to knowledge about teaching and learning which can be acquired through training in teaching and learning in higher education and/or through knowledge and methodology

development in your own activities. Select *relevant* examples, which are related to teaching/education/supervision/mentoring to exemplify *important* aspects of your own basic approach to teaching. Reflection based on experience of teaching and learning in higher education can relate to all levels, i.e. even research studies. The reflection is also to include plans for the future.

## 2 List of teaching qualifications

This section is to contain a quantitative account of various teaching qualifications, under the headings proposed below. If the list of qualifications covers a long period, the content should be communicated in such a way as to highlight variation, diversity and development of the applicant's various teaching experiences. Within each area, the qualifications are to be stated with the year and additional information considered useful to clarify and highlight the expertise acquired.

*For example, the account can cover:*

- *Formal training in teaching and learning in higher education, other subject-relevant teacher training or other teacher training.*
- *Experience of teaching, education and/or other activities that developed your skills.*
- *Supervision in the first, second and third cycles.*
- *Other supervision and/or mentoring.*
- *Educational leadership.*
- *Educational development work.*
- *Production of textbooks and production of teaching resources.*
- *Publications of an educational nature.*
- *Evaluations and investigations of an educational nature.*
- *Contributions to symposia, conferences, workshops and collaborations of an educational nature.*
- *Awards and distinctions for educational activities.*
- *Other experiences of an educational nature.*

**Attachments: See section I**

## F. Qualifications portfolio for leadership and administrative assignments

This portfolio is to gather the qualifications concerning leadership and administrative assignments. These qualifications can have been acquired through activities both within and outside higher education.

### 1 Reflection on leadership and administrative assignments

Based on experience concerning leadership and administrative assignments, you are to formulate a reflection including development and ambitions/plans for the future. Reflection is understood as a critical review and analysis of your own – but also others' – activities and results, to achieve increased insight and form the basis for change and development.

### 2 List of qualifications concerning leadership and administrative assignments

This section is to contain a quantitative account of different qualifications concerning leadership and administrative assignments. Below are a number of suggested headings. The qualifications can regard leadership and development of activities and organisations as well as various types of collaborations. If possible, complete the information with the period concerned and any other information needed to clarify the nature of the assignment, training, etc.

*For example, the account can cover:*

- *Formal training in leadership and administration.*
- *Experience of leadership within academia (e.g. forming and leading research teams).*
- *Experience of leadership outside academia.*
- *Assignments on boards, committees and other elected positions.*
- *Assignments concerning ethics, gender equality, work environment, and environmental issues.*
- *Other relevant qualifications.*

## **G. Qualifications portfolio for external engagement, innovation and entrepreneurship**

Here you are to present qualifications concerning external engagement, innovation, and entrepreneurship. External engagement can cover various ways of communicating or reaching out to business and industry and wider society, but also contact with schools, public authorities, politicians, cultural organisations or other bodies in which research or education are passed on. The qualifications can also concern cooperation initiated in activities outside higher education. The transmission of research-based information to wider society (the University's "third stream activities") is discussed here, as well as participation in discussions and debates on the boundary between academia and society. Innovation means ideas, e.g. products, solutions or services which are significant to society or to industry. Entrepreneurship means participation in the foundation of a company, for example.

### **1 Reflection on external engagement, innovation and entrepreneurship**

Formulate a reflection based on your own experience concerning external engagement, innovation and entrepreneurship. The reflection is understood to be a critical review and analysis of your own – but also others' – activities and results, to achieve increased insight and to form the basis for change and development.

The reflection should also contain plans for the future.

### **2 List of qualifications concerning innovation, entrepreneurship and external engagement**

This section is to contain a quantitative account of various qualifications concerning external engagement, innovation and entrepreneurship and external engagement, listed under the headings proposed below.

- *Formal training within media and communication.*
- *Information and advice to business/culture/associations/industry/public sector.*
- *Development of information and educational material for the general public, schools, other professional groups, etc.*
- *Contributions to various media.*
- *Examples of innovation within education, research or another area.*
- *Examples of entrepreneurship.*
- *Other relevant qualifications.*

**Attachments: See section I**

## **H. Selected publications (pdf # 2)**

The selected research publications/artistic works/ educational publications listed in section C are to be attached in separate PDF files.

## I. Attachments (pdf # 3)

This section gathers attachments which illustrate and support the qualifications listed in the various sections. This could include:

- Grades, certificates, reference letters, confirming degrees, employment, assignments, etc.  
Certificates from formal training courses in teaching and learning in higher education, leadership courses and other courses.
- Processed course evaluation material.
- Professional development plan, if available.

When completing an application, select relevant attachments. Add a list of contents describing the selection. Applications for positions requiring a PhD are always to be accompanied by the relevant degree certificate. Readership (“docent”) is proven through a readership certificate. The attachments are to be collected in a single coherent PDF file with bookmarks to facilitate searching. A maximum of 50 pages may be attached to an application.