



Information

July 1, 2015

Reg no STYR 2015/865

LUND UNIVERSITY
School of Economics and Management

Dean's office

General requirements profile and assessment criteria for appointments as professor, visiting professor and adjunct professor at Lund University School of Economics and Management

The appointment of academic staff at higher education institutions is regulated by the Higher Education Ordinance (HEO). According to Chapter 4 Section 3 of the HEO, a person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor. Each higher education institution decides what further assessment criteria to apply to such appointments.

In its *Lund University Appointment rules* (Ref STYR 2014/676) has determined the qualification requirements for appointments as professor, visiting professor or adjunct professor.

Professor

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor.

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 expertise.

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

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

- A very good national and international standing as a researcher. The requirement for international experience shall be assessed with consideration to the character and traditions of the subject.
- A very high level of teaching skill, including a very good ability to conduct, develop and lead educational activities on different levels and using a variety of teaching methods.
- A good ability to supervise doctoral students to achieve a PhD.
- A good ability to cooperate with wider society and communicate his or her activities.
- A good general ability to lead and develop activities.

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Adjunct professor

An adjunct professor is appointed for a fixed term and has his or her main professional activities outside academia. The individual shall meet the qualification requirements for appointment as professor (as stated above). Exceptions can be made to the qualification requirements if the individual is able to bring unique skills of particular importance to the area of activity or to strengthen the area's links to wider society.

The requirement for teaching expertise may be viewed in the light of the individual's professional background.

For short-term appointments (not more than a year) or appointments of limited scope (not more than 20 per cent), there is no need to apply the requirement of five weeks of training in teaching and learning in higher education. In these cases, the appointee is to undertake teacher training adapted to the requirements of the duties of the post.

Visiting professor

A visiting professor is appointed for a fixed term and shall meet the qualification requirements for appointment as a professor at the time of application (see Chapter 3 Section 3 of the Higher Education Act (HEA)). The individual shall have specific skills of value to the area of activity.

Below the assessment criteria for employment as professor are presented:

Research expertise

A very high level of research expertise, including a very good national and international standing as a researcher. The requirement for international experience shall be assessed with consideration to the character and traditions of the subject.

Examples for the assessment of research expertise

- The applicant's national and international position as a researcher is to be assessed on the basis of the applicant's recognition within the research community. A very high degree of recognition is to be demonstrated through publications in international journals of high quality, invitations to write overview articles or to lecture at the more significant international conferences and/or participation in program committees at conferences.

A very high degree of expertise is to be further demonstrated by peer review assignments in international journals, membership in editorial committees, assignments as faculty examiner and the ability to obtain renewed research grants from established research funders, in competitions where the applicant is the principal.

- The applicant's research expertise is to be assessed on the basis of scholarly production; works published in established international peer-reviewed journals and works that are frequently cited by other researchers indicate a very high degree of expertise. Normally, a professorship requires at least twice the volume of scholarly production compared to what is expected for an associate professorship.
- The applicant's independence as a researcher is to be assessed on the basis of his or her ability to develop and lead a research field by being the principal responsible for research grants from renowned funders obtained in national or international competition, for example, and by demonstrating a scholarly production with a clear research orientation which is internationally recognized.

- Experience of postgraduate studies work besides the supervision of doctoral students is to be demonstrated by participation in postgraduate courses, seminars aimed at research students or examinations in postgraduate studies.
- Current research activity is to be demonstrated by current research projects with development potential and ongoing research grants and supervision.

Teaching expertise

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

In order to ensure very high teaching skills and pedagogical awareness within the University, it is important that the teaching expertise of the applicant is thoroughly and carefully assessed. Showing teaching expertise means fulfilling teaching duties in the best possible way.

A well thought-out teaching philosophy with clear goals constitutes a key element in the assessment of teaching expertise. Important components in this context are a critical reflective analysis of one's own teaching and the ability to focus on the students' learning process in the planning, implementation and evaluation of teaching activities. This creates good opportunities for the students' work on the subject and stimulates their ability to view the subject in a broader perspective. The capacity for mutual communication with the students, a holistic view and a desire for renewal are also very significant. It should be possible to see a development of the applicant's teaching expertise over time, as well as his or her ability to consciously and systematically develop his or her teaching expertise and activities.

Examples for the assessment of teaching expertise

- Documented training in teaching and learning in higher education should correspond to at least five weeks. In special circumstances, equivalent knowledge may have been acquired in some other way.
- Broad, thorough and current knowledge of the relevant teaching subject: having a good overview of the subject and the ability to structure and organize the subject matter. The ability to communicate commitment to and interest in the subject.
- The ability to teach is to be assessed on the basis of the critical reflective analysis of the applicant's teaching experience from different teaching situations, levels of teaching, forms of teaching and forms of examination. This includes knowledge of the learning process and a pedagogically aware philosophy, based on a scholarly approach that promotes the learning process of the students.
- Pedagogical leadership is to include the ability to manage and to organize, in a way that promotes participation and cooperation at all levels, along with clear information and effective communication. This includes stimulating discussions of teaching methods and systematic quality development as well as working in accordance with overarching goals and frameworks. In relation to students' learning, applicants are to contribute to a good study environment and effective study habits.
- Pedagogical development work means striving for continual improvement. This includes communicating knowledge of and research in education, functioning as a teacher of teachers, having the ability to develop teaching materials to stimulate and improve learning and disseminating methods and a teaching approach that leads to others having the opportunity to learn from

them, further developing and evaluating one's own teaching models and teaching materials.

- Applicants are to present their current teaching activities and future development potential, which will be assessed within the framework of the critical reflective analysis and related documentation that is to be consistent with the reflection.

Supervision of doctoral students

A very good ability to supervise doctoral students to achieve a PhD. The notion of very good ability shall be understood from the traditions and circumstances of the relevant subject.

- Expertise in postgraduate studies is to be documented by demonstrated current supervision of doctoral students as main supervisor of at least two doctoral students from admission to public defense of their thesis, of which at least one within the last 5-6 years. Documented supervision as assistant supervisor also weighs heavily in this context. Expertise can also be documented by the applicant's previous doctoral students continuing with their own scholarly activity and being able in turn to develop distinct lines of research.

Leadership

A very good ability to work as a leader, developing, managing and carrying out high-quality education, research or other activities.

Examples for the assessment of leadership

- Leadership training undergone by the applicant can be represented by management courses, project manager training and suchlike.
- Duties as head of department, member of boards and committees within the faculty and the University, assignments as representative for one's own organization in national and international organizations and working groups, including prioritisation committees, are all considered examples of academic leadership. The capacity for academic leadership can also be documented by the ability to plan and adapt activities in accordance with given rules and regulations and financial frameworks, as well as the ability to show commitment to the organization's long term strategic work.

Collaboration with industry and society, information on research and development work

A very good ability to cooperate, innovate and renew, and other personal qualities required to perform the duties of the post well.

Examples for the assessment of cooperation and information

- various forms of cooperation between the University, business and industry and other organizations outside the University
- information about knowledge, research findings, and activities that lead to practical applications
- activities that increase interest in economics and information systems in a broad sense among the general public
- various forms of information and teaching materials

In this context, information and teaching materials mean material intended for an audience outside the University which has an interest in the field in question. This

includes, for example, popular science articles and consultancy reports. Information and teaching materials include both traditional material and ICT based information. The assessment does not, however, take account of material included in study programmes or free-standing courses, which is usually considered part of teaching duties.