



## GUIDELINES

Attachment

Reg. No.

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## Academic qualifications portfolio at Lund University

As a sub-project of PUPA – Personal development and professional working conditions – a project group composed of representatives of the academic appointments boards of five of the University’s faculties, together with LU Human Resources, have compiled a template for an academic qualifications portfolio at Lund University.

### Background

*The revised plan for provision of professional skills at Lund University 2010-2020* states that:

“A university-wide academic qualifications portfolio is to be drawn up and is to cover skills within research, teaching, management/administration, innovation/cooperation, and other skills where relevant, while enabling a follow-up of the employee’s need for further professional development.”

The aim of an academic qualifications portfolio at Lund University is to establish a consistent procedure for documenting and reporting research, teaching, cooperation, administration and leadership in a systematic manner. Several other higher education institutions already have templates for reporting qualifications, as is the case for Lund University’s various faculties. These templates have contributed important input to the project’s working group.

By having clear guidelines for the presentation of qualifications, we raise the quality of both applications and expert assessment procedures in recruitment as well as promotion. Both Swedish and international candidates are to be able to use the academic qualifications portfolio, which is to be viable for applications to other Swedish and international higher education institutions as well. The procedure for the academic appointments boards and the experts is

simplified as the applications are submitted in a single, consistent format, and the headings of the qualifications portfolio provide clearer scope for personal reflection within the various areas of qualification.

The opportunity for career planning presented by a clear template with instructions and definitions for how to present one's qualifications is of great importance. By providing the headings and sub-headings to be included in the portfolio, the University sends a message concerning what you should consider when planning your professional life. Systematically documenting qualifications is important for the individual from a very early stage – already during the period as a doctoral student, all qualifications should be documented and structured. It is especially important in an academic career to be able to follow developments over time. The academic qualifications portfolio is intended to function as a living document and as a support for the presentation of one's qualifications.

For the academic qualifications portfolio, separate instructions for experts should be formulated at the faculty level.

### **When is the academic qualifications portfolio to be used?**

- For all academic appointments at LU
- For all applications for academic promotions at LU

We also recommend the use of the academic qualifications portfolio as part of the documentation that forms the basis of the annual staff appraisal.

### **The structure of the academic qualifications portfolio**

The academic qualifications portfolio starts with a cover page and a summary /statement of intent, followed by a brief CV which aims to provide an overview. Thereafter follows a list of selected publications/exhibited artistic works which are particularly relevant to the position/promotion applied for. The portfolio is then divided into four main sections:

- Research/artistic qualifications portfolio
- Teaching qualifications portfolio
- Portfolio: administration and leadership

- Portfolio: Cooperation with wider society, innovation and entrepreneurship

Each portfolio is introduced with a summarising text or a personal reflection, followed by a list of qualifications and attachments.

### **The teaching qualifications portfolio**

In cases where a faculty already has an Excellent Teaching Practice portfolio or a teaching academy, the structure of the teaching qualifications portfolio should reflect that of the faculty's own portfolio. Our proposal shows a possible structure, which can be used if there is no pre-existing document.

### **Implementation**

In order for the academic qualifications portfolio to function for people within as well as outside Lund University, it is important for instructions to be clear. Each faculty should formulate instructions that complement the basic content of the LU-wide portfolio.

- Clarity also for external applicants (Swedish and international)
- Instructions for applicants
- Instructions for experts – important for the quality of assessments
- Instructions for heads of department etc. – important for information and cases of promotion

The template itself features instructions for the faculties indicating what can be changed and what needs more detail. As a rule of thumb, the main headings are set, but the content is open to clarifications that adapt the portfolio to the individual faculty's traditions and practices. An example is shown below, from section D:3, research experience and qualifications:

*Instructions for the faculty:* If further clarification or prioritising of the points above is required, this may be decided at the faculty level. The intention is that it should be possible to add, but not to remove, items at the faculty level. The faculty should clarify to what extent the information should be presented in bullet point form or in running text. The person specification for the position should include information on particularly relevant areas, such as international initiatives and networks, which can be highlighted in the list below.

Once the faculty has decided on its version of the academic qualifications portfolio, the document is sent to Human Resources for archiving. We will of course be interested in seeing the variations between the different faculties' portfolio templates and we will enable the exchange of experiences.

### System support and format

Currently, the LU-wide template consists of a Word document. There are two reasons for this. The first is to enable each faculty to go in and make changes in order to produce its own tailor-made version. The second is that we do not yet have any system support for the portfolio. This is connected to the fact that we need to review the variations that will arise between the faculties, but also that the project entrusted with producing the LU template did not have a mandate to produce a system. Other projects within Lund University are working on reviewing what system support is required for the registration and presentation of qualifications among its employees. It is important that the results of the project on introducing an academic portfolio are delivered to the project that, in the autumn of 2012, investigated the possibilities for a research database. This is to enable integration between the projects and to make a system available for the management of the qualifications portfolios.

If you have any questions, please do not hesitate to contact us:

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# **Academic qualifications portfolio for Lund University**

**For applications for teaching positions**

**For applications for promotion**

**For career development appraisals/planning appraisals/salary appraisals**

## **INSTRUCTIONS FOR THE COMPILATION OF THE PORTFOLIO**

The documents are to be compiled according to the following instructions. All headings are to be included and if you completely lack experience in any area, this should be stated. The number of attachments for each portfolio is limited and these documents should be attached after the application.

The CV is to follow a set format whose sub-headings may vary from one faculty to another.

## **THE CONTENTS OF THE ACADEMIC QUALIFICATIONS PORTFOLIO**

- A Cover page and personal letter
- B CV
- C Selected publications /Publicly exhibited artistic works
- D Research/Artistic qualifications portfolio
- E Teaching portfolio
- F Portfolio: leadership and administration
- G Portfolio: Cooperation
- H *Other relevant qualifications, such as relevant professional activity*

## **ATTACHMENTS**

- Attachments B Formal proof of degrees and similar titles
- Attachments D Selected certificates and similar documents to exemplify and support the application

Attachments E	Selected certificates and similar documents to exemplify and support the application
Attachments F	Selected certificates and similar documents to exemplify and support the application
Attachments G	Selected certificates and similar documents to exemplify and support the application
Attachments H	Selected certificates and similar documents to exemplify and support the application

## A COVER PAGE AND PERSONAL LETTER (appointment)

*This must include necessary information on the applicant and specify whether the application concerns an appointment or a promotion. A letter of application should be written, stating the reason for applying for the post and other relevant information.*

State which position you are applying for and include the reference number of the vacancy announcement. If you are applying for promotion, you are to state which teaching position you currently hold and within which subject, as well as the academic position for which you are applying for promotion.

## B CURRICULUM VITAE

All applicants regardless of position are to attach a CV compiled according to the template in Appendix B. Any certificates or other documents confirming the information in the CV are to be included in the other portfolios.

*Instructions to the faculty:* The CV should be brief; the faculty formulates exactly how long it should be and specifies any particular content that must/must not be included.

*See proposal in Appendix B.*

### **Attachments**

A total of 10 pages maximum of attachments to illustrate and confirm qualifications.

## C SELECTED PUBLICATIONS / EXHIBITED ARTISTIC WORKS

The application is to include a list of selected publications/exhibited artistic works in chronological order (preferably with the most recent at the top). The applicant's name is to be highlighted. The list should include a short commentary on the selection of articles.

*This section provides rapid information and should be adapted according to the various person specifications in appointments. It should be a part of the introduction which provides a quick overview of the applicant's qualifications.*

*Instructions to the faculty:* Each faculty can limit the number of publications and/or add further instructions, for example if the applicant is to present his or her own contribution to the publications separately.



## D:1 RESEARCH QUALIFICATIONS PORTFOLIO

*The aim of the research qualifications portfolio is to provide an overall picture of the applicant's research profile and qualifications.*

*The development of the research activity over time is exemplified through a description of previous research, current activity and future plans. Important components such as international collaborations, research objectives and research projects are to be described.*

### **1. Summary of research/research profile**

A brief summary is to illustrate the most important components of the applicant's research activity. It should not exceed half a page. If an advertised vacancy is being applied for, the summary should contain a relevant description in relation to the profile required for the appointment.

### **2. Research activity**

This personal reflection is to include an account of completed research projects, current research interests and plans for the future. The attachments that are necessary to confirm the contents of the personal reflection are to be attached respectively to the list of qualifications and the list of publications below. The reflection should not exceed 8 pages for professorships and senior lectureships and 4 pages for other teaching positions.

*Instructions for the faculty:* The number of pages can be adjusted at the faculty level. Further instructions may be added, for example that boundary-crossing and international activity should be particularly highlighted. Likewise, the faculty can determine to what extent the focus should be on pure research or whether supervision should also be included here.

- a) Previous research activity
- b) Current research
- c) Plans for the future

### 3. Research experience and qualifications

Important aspects of relevance to research and to the subject are indicated under the headings below.

*Instructions for the faculty:* If further clarification or prioritising of the points above is required, this may be decided at the faculty level. The intention is that it should be possible to add, but not to remove, items at the faculty level. The faculty should clarify to what extent the information should be presented in bullet point form or in running text. The person specification for the position should include information on particularly relevant areas, such as international initiatives and networks, which can be highlighted in the list below.

- a) Research environment and scholarly networks
- b) Supervision experience
  - a. Experience as a principal supervisor: name, year of degree, higher education institution, thesis title, assistant supervisor if applicable. Indicate the doctoral student's current work/position
  - b. Experience as an assistant supervisor: name, year of degree, higher education institution, thesis title, name of principal supervisor
  - c. Experience as a supervisor of postdoctoral researchers: name, period, research field, funding
- c) Participation in the organisation of scholarly symposia and conferences
- d) Assignments as editor of a journal or other publication
- e) Important research collaborations: state the scope of the research, key people and funding if applicable
- f) Assessment of others' work: grading committee assignments, expert assignments, referee assignments, peer review, assignments as faculty examiner, reviewer
- g) Awards and distinctions in research activity

#### ***Attachments***

A total of 20 pages maximum of attachments to illustrate and document research activities.

#### 4. List of publications – *comprehensive*

Publications are to be listed in chronological order (most recent first) and sorted under the headings below. The DOI code for each publication is to be provided where applicable.

*Instructions for the faculty:* Here it is important for each faculty to review the list of points and arrange them according to their own order of priority.

- a) Published original articles in referee-assessed international journals
- b) Manuscripts (submitted manuscripts are to be listed first, followed by works in progress)
- c) Overview articles and other invited articles in international journals
- d) Books, book chapters
- e) Other articles and reports published in international journals
- f) Scholarly articles and reports published in Swedish
- g) Popular science articles/presentations
- h) Conference papers

#### 5. Research grants

Research grants are to be listed according to the attached table. Grants that the applicant obtained as main applicant and co-applicant respectively are to be presented separately.

*Instructions for the faculty:* If the example table is not relevant to the faculty, it can be replaced by a faculty-specific template. Further requirements for supporting documents can also be requested.

**Table 1: Research grants for the past 5 years**

<b>Name of project PI (principal investigator)</b>	<b>Year</b> Total amount Personal allocation	<b>Year</b> Total amount Personal allocation	<b>Year</b> Total amount Personal allocation	<b>Year</b> Total amount Personal allocation	<b>Year</b> Total amount Personal allocation	<b>Funder</b>
<b>Total amount per year</b>						

## D:2 ARTISTIC QUALIFICATIONS PORTFOLIO

*The aim of the artistic qualifications portfolio is to provide an overview of the applicant's knowledge and experience within the artistic field. The development of the artistic activity over time is exemplified by a description of previous research and artistic development work, current activity and plans for the future. Important components such as international collaborations, important research objectives and artistic goals are to be described.*

### 1. Summary of artistic activity /artistic profile

A brief summary is to illustrate the most important components of the applicant's artistic activity. A description of and reflection on the artistic activity are to be presented.

### 2. Overview

An account of both completed, current and planned artistic activity and research. This is primarily to be written in English but can in particular cases (decided by faculty) be written in Swedish. The document should not exceed 8 pages for a professorship and senior lectureship and 4 pages for other teaching positions.

*Instructions for the faculty:* The number of pages can be adjusted at the faculty level. Further instructions may be added.

- a) Previous artistic activity and research
- b) Current artistic activity and research
- c) Planned future artistic activity and research

### 3. Experience of artistic activity and qualifications

Important aspects of relevance to artistic development and to the subject are to be indicated under the headings below.

*Instructions for the faculty:* If further clarifications or prioritising of the points are required, this can be decided at the faculty level. The intention is that it should be possible to add, but not to remove, items at the faculty level.

- a) Artistic production and research environment
- b) Artistic development work
- c) Artistic research projects and networks

- d) Important artistic collaborations with other artists and/or national and international institutions
- e) Assessment of others' work: grading committee assignments, expert assignments, referee assignments, peer review, assignments as faculty examiner, reviewer, assignments as jury member
- f) Experience of supervision
  - a. Experience as principal supervisor: name, degree year, higher education institution, degree project title, assistant supervisor, if applicable. State the doctoral student's current work/position
  - b. Experience as assistant supervisor: name, degree year, higher education institution, degree project title, name of principal supervisor
  - c. Experience as supervisor of post-doctoral researchers: name, period, research field, funding
- g) Leadership and participation in the organisation of artistic networks/scholarly symposia and conferences
- h) Assignments as editor of a journal or other publication
- i) Important research collaborations: state the scope and key people as well as funding where applicable
- j) Assessment of others' work: jury and grading committee assignments, expert assignments, referee assignments, peer review, assignments as faculty examiner and reviewer.
- k) Awards and distinctions for artistic activities

### ***Attachments***

A total of 20 pages maximum (or equivalent) of selected attachments to illustrate and document artistic activity.

### **4. List of artistic works – *comprehensive***

Artistic works are to be listed in chronological order and sorted under the following headings:

*Instructions for the faculty:* Here it is important that each faculty reviews the list of points and arranges them in order of priority.

- a) Performances/exhibitions in international contexts
- b) Performances/exhibitions in national contexts
- c) Recordings (audio, visual, etc.)
- d) Radio/TV

e) Other

### 5. Research grants/scholarships, cultural grants and awards and distinctions

Grants are to be presented according to the attached table. Grants that the applicant obtained as a main applicant and as a co-applicant respectively are to be presented separately.

*Instructions for the faculty:* If the example table is not relevant to the faculty it can be replaced by a faculty-specific template.

**Table 1: Research grants/cultural support for the past 5 years**

Name of project PI (principal investigator)	Year	Year	Year	Year	Year	Funder
	Total amount Personal allocation	Total amount Personal allocation	Total amount Personal allocation	Total amount Personal allocation	Total amount Personal allocation	
<b>Total amount per year</b>						

## E TEACHING QUALIFICATIONS PORTFOLIO

At Lund University, teaching skills are assessed and evaluated on the basis of criteria concerning the capacity of lecturers to support and facilitate student learning, their ability to reflect on their teaching practice using knowledge of teaching and learning and their efforts to develop their educational practice through cooperation and interaction with others. The overarching criteria below are used to assess teaching expertise at Lund University. In this assessment, the weight of different criteria can vary depending on the type of position, the employment profile or the promotion in question. All specific criteria are not necessarily relevant to all assessments. All criteria areas should be included, but they may be weighted differently.

- a) Focus on student learning
- b) Development over time
- c) A reflective approach
- d) The type of teaching skills

### 1. Summary of teaching activities

A brief summary is to illustrate the most important components of the applicant's teaching activities. It should not exceed half a page. If an advertised vacancy is being applied for, the summary should include a relevant description in relation to the profile for the appointment.

### 2. Personal reflection on teaching

*Instructions for the faculty:* The number of pages should be adjusted to suit faculty norms. More precise instructions for the personal reflection can be formulated by each faculty. The text below is a suggestion and a minimum standard. In cases where the faculty has previous guidelines for teaching portfolios, these should be matched.

A personal reflection on teaching is a personal document which expresses the applicant's teaching skills through a coherent and reflective description of the development of his or her teaching practice, linked to concrete examples. The personal reflection is to be a free-standing text, without any stapled attachments, but may by all means contain references. The attachments necessary to document experience, recognition of teaching performance or courses in teaching and learning in higher education, are to be attached to the list of teaching qualifications. The personal reflection is to refer to these.



The educational self-assessment is used as overall, qualitative documentation for the assessment of teaching skills against the criteria. For example, the applicant can highlight how course evaluations were used in educational development work, but the personal reflection can also build on other themes.

### **3. List of teaching qualifications**

The list of qualifications presents the applicant's teaching qualifications in bullet point form. Where proof or detailed information is required, attachments can be included (e.g. certificates, reports, teaching materials, etc.). If the list of qualifications covers a long period of time, the content should be communicated in such a way as to highlight the variation, diversity and development of the applicant's various teaching experiences.

Within each area, the qualifications are to be indicated with the year and associated information deemed to clarify and highlight the skills.

- a) Formal training in teaching and learning in higher education
- b) Educational training relevant to the subject, or other training in teaching and learning
- c) Other experience of an educational nature which the applicant considers wholly or partially relevant or complementary to the other points (point of view to be justified)
- d) Teaching experience or equivalent
- e) Supervision at the Bachelor's and Master's degree levels
- f) Educational leadership
- g) Educational development work
- h) Production of teaching materials and publications
- i) National and international educational work
- j) Internationalisation work within teaching practice
- k) Reporting assignments and evaluation assignments
- l) Symposia, conferences, workshops and collaborations
- m) Distinctions and awards for educational activities

#### ***Attachments***

A total of 20 pages maximum of attachments to illustrate and document educational activities including for example

- a) Certificates of formal courses in teaching and learning in higher education
- b) Relevant certificates of service

- c) Educational development plan if applicable
- d) Processed course evaluation material

*Instructions for the faculty:* Here examples can be added or removed by the faculties as required.

## F PORTFOLIO: LEADERSHIP AND ADMINISTRATION

*The aim of this portfolio is to illustrate and describe both administrative experience and leadership assignments above all within academia but also within other areas of activity. The first part is a personal description of the applicant's view of leadership and his or her own expertise. Qualifications that illustrate and document leadership or administration are to be described. Certificates and other documentation are attached to the portfolio.*

### **1. Summary of leadership and administration**

A brief summary is to illustrate the most important components of the applicant's leadership and administration activities. It should not exceed half a page. If an advertised position is being applied for, the summary should include a relevant description in relation to the profile for the position.

### **2. Leadership and administration – personal reflection**

The applicant is to describe his or her own skills and experiences within leadership and administration in order to provide a general picture of his or her ability to lead and develop activities and organisations and his or her capacity for cooperation.

*Instructions for the faculty:* A limit should be set here for the number of pages.

### **3. Academic leadership and administration – list of qualifications**

The basis for the expertise acquired within leadership and administration is indicated under this main heading. Within each area, the qualifications are to be indicated with the year and associated information deemed to clarify and highlight the expertise.

- a) Formal training in leadership and administration
- b) Leadership positions within academia
- c) Leadership positions outside academia
- d) Assignments on boards and committees
- e) Assignments concerning ethics, gender equality, work environment and environmental issues

- f) Management and cooperation expertise within other organisations outside the University such as scholarly or professional organisations

***Attachments***

Formal leadership courses and certificates of service.

## G PORTFOLIO: COOPERATION WITH WIDER SOCIETY, INNOVATION AND ENTREPRENEURSHIP

*The aim of this portfolio is to report initiatives and assignments within innovation, cooperation and entrepreneurship in relation to the applicant's role as a teacher within academia.*

### **1. Summary of cooperation, innovation and entrepreneurship**

A brief summary is to illustrate the most important components of the applicant's cooperation and innovation activities. It should not exceed half a page. If an advertised position is being applied for, the summary should include a relevant description in relation to the profile for the position.

### **2. Cooperation, innovation and entrepreneurship – personal reflection**

Applicants are to briefly describe their own expertise in the matter of cooperation, innovation and entrepreneurship in order to provide a general picture on the basis of the applicant's own scholarly and educational activities. Cooperation covers different ways of communicating or reaching out to wider society, but also contact with cultural organisations, public authorities, politicians or other decision-making bodies that deal with research or education. Conveying research-based information to wider society ("the third stream activities") is to be described here, along with participation in discussions and debates on the boundary between academia and society at large. Applicants are to briefly describe their experience of creating information about their area of knowledge and communicating it beyond the arena of higher education.

*Instructions for the faculty:* Here the number of pages should be limited.

### **3. Cooperation, innovation and entrepreneurship – list of qualifications**

- a) Formal training in media and communication
- b) Information to business/culture sector/associations/industry/public sector
- c) Advice to business/culture sector/associations/industry/public sector

- d) Development of information and educational material for the general public, other professional groups, etc.
- e) Participation in various media
- f) Examples showing innovation within e.g. education, research or other area
- g) Examples showing entrepreneurship
- h) List of patents

***Attachments***

A total of 10 pages maximum of carefully selected attachments may be included to illustrate and document the activities.

## H OTHER RELEVANT QUALIFICATIONS

*The aim of this portfolio is to enable the applicant to list qualifications that are not represented in the other portfolios. These could be clinical activity, cultural work, cooperation with industry or other professional experience which could be relevant to the position or the employment profile.*

*Instructions for the faculty:* Here each faculty adds further instructions as deemed suitable. This portfolio is to be considered as a faculty-specific portfolio if there are qualifications that are relevant to the field but not included in the other portfolios. This portfolio is not a requirement if it is considered superfluous, hence the italics in the list of contents on page 1. If a faculty wants to reformulate the heading, for example “H Clinical qualifications”, it may do so. The faculty can also choose to include subheadings in this portfolio.

## **APPENDIX B: CURRICULUM VITAE**

### **Contact information**

Address, telephone number (home)

Address, telephone number (work)

Email

### **Education**

Degree, subject, place, title of thesis, year

### **Employment, current position at the top**

(including proportion of research, teaching, etc.)

### **Postdoc stays**

(year, place)

### **Qualification for readership, or equivalent**

(year)

### **Important assignments**

(year, assignment)

### **Awards and distinctions**

### **International research and teaching experience**

### **Assignments as editor, referee**

### **Scholarly/academic societies**

(only appointed /elected member)

### **People who have earned a PhD degree or completed a post-doc stay under your supervision**

(name, period)

### **Training in teaching and learning in higher education**

(training, scope, year)

### **References**

### **Other relevant information of significance for the application**