



LUNDS
UNIVERSITET

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Academic qualifications portfolio for the Faculty of Social Sciences at Lund University.

For applications for teaching positions

For applications for promotion

For career development appraisals

INSTRUCTIONS FOR COMPILING THE PORTFOLIO

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

THE CONTENTS OF THE ACADEMIC QUALIFICATIONS PORTFOLIO

- A Cover page and personal letter
- B CV
- C Selected publications
- D Research qualifications portfolio
- E Teaching portfolio
- F Portfolio: leadership and administration
- G Portfolio: Collaboration and innovation
- 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 about 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 is being applied for and include the reference number of the vacancy announcement. If applying for promotion, state the teaching position currently held and within which subject, as well as which promotion (academic position) you are applying for.

B CV

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.

Attachments

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

C SELECTED PUBLICATIONS

The application is to include a list of selected publications 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. The number of selected publications should not exceed five for an application for the position of lecturer, and is not to exceed ten for applications for the position of professor. Applications for other teaching positions may cite a maximum of three publications. For co-authored publications, a co-authorship statement is to be attached, in which the authors contributions are specifically accounted for.

This section provides general information and should be adapted according to the specific person specification for the appointment in question. It should be a part of the introduction which provides a quick overview of the applicant's qualifications.

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 applicant's research activities over time is exemplified through a description of previous research, current activities and future plans. Important components such as international collaborations, research objectives and research projects are to be described.

1. Summary of research/research profile

The brief summary is to illustrate the most important components of the applicant's research activities. 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 activities

The 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 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.

- a) Previous research activities
- 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. The reflection should not exceed 4 pages for professorships and senior lectureships and 2 pages for other teaching positions.

- a) Research environment and scholarly networks
- b) Supervision experience
 - i. Experience as a principal supervisor: name, year of degree, higher education institution, thesis title, assistant supervisor if applicable.
 - ii. Experience as an assistant supervisor: name, year of degree, higher education institution, thesis title, principal supervisor if applicable.
- 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.

- a) books
- b) published and accepted original articles in peer-reviewed international journals
- c) book chapters
- d) reports
- e) conference papers
- f) popular science articles/presentations

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 are to be presented separately.

Table 1: Research grants for the last 10 years

Name of project Principal investigator (main applicant)	<i>Year</i>	<i>Year</i>	<i>Year</i>	<i>Year</i>	<i>Year</i>	<i>Funder</i>
	Total amount	Total amount	Total amount	Total amount	Total amount	
	Amount own department	Amount own department	Amount own department	Amount own department	Amount own department	
Total amount per year						
Amount own department						

Name of project Principal investigator (co-applicant)	<i>Year</i>	<i>Year</i>	<i>Year</i>	<i>Year</i>	<i>Year</i>	<i>Funder</i>
	Total amount	Total amount	Total amount	Total amount	Total amount	
	Amount own department	Amount own department	Amount own department	Amount own department	Amount own department	
Total amount per year						
Amount own department						

E TEACHING QUALIFICATION PORTFOLIO

1. The teaching qualification portfolio

A teaching qualification is a personal document which provides a concrete and all-round picture of teaching development and aptitude in teaching and educational development work.

The purpose of the portfolio, along with the CV, is to show that the applicant fulfils the criteria for teaching expertise specified by the faculty. In the portfolio text, the applicant reflects upon their outlook on students' learning and the relationship between teaching and learning in their own subject on the basis of experience and knowledge building about teaching and learning. In the encounter between proven experience and ideas about learning, the portfolio helps to shape and express what can be said to be the teacher's teaching philosophy.

The portfolio is also to include concrete examples gathered from teaching practice and in so doing express a systematically reflected experience. The candidate provides selected examples according to some relevant themes related to the educational philosophy. The candidate should justify their choice of themes and clearly demonstrate how they are illustrated through examples from their own practice.

Such a thematization, with accompanying examples, may be expressed in various ways:

- It may lead back to the different roles of the teaching profession
- it may be problem-orientated with regard to some fundamental challenges in teaching in general, or specific to the subject
- it may be case based and work reflectively with regard to some concrete case descriptions
- it may be chronological, examining the candidate's own development over time
- it may bring into focus a few central theoretical ideas about students' learning.

The portfolio may also combine these and a number of other thematic principles. The key is that the portfolio highlights in a systematic, reflective and credible way how the candidate continuously works to create favourable conditions for student learning.

The teaching qualifications portfolio is produced as a well-structured text of no more than 7,000 words (excluding references and appendices). The information in the portfolio that refers to teaching experience is to be supported by reference to the CV. Documents that verify named examples of teaching practice are to be attached. The purpose of the attachments is to be clearly explained.

2. 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) Training in teaching and learning in higher education
- b) Formal training in teaching and learning in higher education
- 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 teaching e.g. guest lectures at other higher education institutions
- j) Internationalisation work within teaching practice
- k) Reporting and evaluation assignments
- l) Symposia, conferences, workshops and collaborations
- m) Distinctions and awards for educational activities
- n) Other teaching qualifications and experience over and above those within higher education.

Attachments

A total of 20 pages maximum of attachments to illustrate and confirm qualifications such as

- a) Certificates of formal courses in teaching and learning in higher education
- b) Relevant certificates of employment from employers other than Lund University
- c) Processed course evaluation material
- d) Certificate from director of studies confirming the scope and type of teaching

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 specified for the appointment.

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. It should not exceed three 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 skills.

- 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: COLLABORATION WITH WIDER SOCIETY AND INNOVATION

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.

Collaboration includes activities and initiatives that involve the dissemination, exchange or joint creation of knowledge between the university and the surrounding community. This may involve activities aimed at the wider public or contacts with groups and organisations in the private and public sectors as well as civil society. Cooperation with other higher education institutions is not included in this context.

Research projects and educational initiatives that have been undertaken in cooperation with external stakeholders are presented here. The communication of research-based information to wider society is also presented, along with participation in the media and debates. Innovations may be new or improved methods, processes and products with their origin in the applicant's research that have achieved broad distribution and impact in society.

- a. *Research collaboration* – such as research applications or joint publications that involve stakeholders outside academia, contract research, reference groups for research projects with external participants.
- b. *Educational collaboration* – such as contract education, school collaborations, cooperation in teaching (collaboration with practitioners such as guest lecturers, work on placement courses, cooperation pertaining to theses etc.).
- c. *Advice, exchange of knowledge and popular education* – such as work on consultation statements, external boards or councils, public lectures, books or other publications that are aimed at a non-academic audience, participation in media or debates at the interface of academia and wider society.
- d. *Management duties related to cooperation* – such as leading the External Engagement Council with external representatives, leading contract education, developing cooperation within a department.
- e. *Innovations* – research-based methods, processes or products that have a lasting impact on society, e.g. through the establishment of companies or licensing.

Collaboration and innovation are sometimes interpreted in different ways within different academic disciplines and traditions. To avoid misunderstanding, the headings suggested below should be followed as far as possible. Collaboration includes activities along with external stakeholders in wider society, but not with other universities.

- a. Research collaboration
 - i. Examples of research collaboration: research application along with external stakeholders; joint publications with external stakeholders, contract research, reference groups for research projects with external participants, shared research infrastructure with external stakeholders etc.
- b. Education cooperation

- i. Examples of education cooperation: supervision of thesis project along with external stakeholder, responsibility for internship or work placement courses,

1.1 Summary of cooperation and innovation

Use the categories above. Provide a short summary that highlights the most important components in 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. Collaboration and innovation – personal reflection

The applicant's own expertise in collaboration and innovation are to be briefly described in order to summarise the applicant's scholarly and educational activities.

Here, a brief description not exceeding three pages, the applicants experience of collaboration within research and education as well as innovation in their own academic field. Please exemplify with two to five collaboration initiatives efforts felt to characterise the candidate's efforts in external engagement. **The applicant describes their role in various activities and reflects on the impact of the collaboration on the development of their own research and education as well as the activities of external actors.** It is a good idea to illustrate this impact with concrete examples. If the examples are extensive, this part should be focused on the most extensive or significant initiatives within collaboration and innovation.

3. Collaboration and innovation – personal reflection

The list of qualifications presents the applicant's teaching qualifications in bullet point form in relation to the categories above within collaboration and innovation. Within each area, the qualifications are to be indicated with the year and associated concise information that clarifies and highlights expertise.

Attachments

A total of 10 pages maximum of carefully selected attachments to illustrate and document activity.

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, creative work, collaboration with industry or other professional experience which could be relevant to the position or the employment profile.

APPENDIX B: CV**Contact**

Address, telephone (private)

Address, telephone (work)

Email

Education

Degree, subject, location, thesis title, year

Employment, current position at the top

(including proportion of research, teaching, etc)

Postdocs

(year, place)

Qualifications of an associate professor or equivalent

(year)

Important assignments of particular relevance to the appointment/promotion

(year, place)

Prizes and awards**International research or teaching experience****Assignments as editor, peer review****Scholarly/academic societies**

(only appointed/elected member)

People who have earned a PhD degree or completed a post-doc under the applicant's supervision

(name, time)

Training in teaching and learning in higher education

(training, scope, year)

References

Other relevant information of significance for the application