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Medicinska fakulteten

PROFESSOR

General person specification and assessment
criteria

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The Faculty of Medicine's general person specification and assessment criteria for appointment as a professor

The appointment of teaching staff at higher education institutions is governed by the Higher Education Act and the Higher Education Ordinance (HEO). A person who has demonstrated both research and teaching expertise shall be qualified for employment as a professor (Higher Education Ordinance, Chapter 4 Section 3).

Qualification requirements and assessment criteria for teaching staff at Lund University also follow the Lund University Appointment Rules, collective agreements and this document. The evaluation of qualifications is also referenced against the approved person specification for the role.

In accordance with the Lund University Appointment Rules, the following assessment criteria are applicable to the appointment of a professor.

- A very good national and international standing as a researcher/artist. The requirement for international experience shall be assessed with consideration to the character and traditions of the subject.
- Very good teaching skill, meaning a very good ability to conduct, develop and lead teaching and other educational activities at different levels and with a variety of teaching methods.
- A good ability to supervise PhD students to achieve a PhD or students on arts programmes to achieve artistic independence.
- A good ability to collaborate with wider society and communicate their own activities.
- A good general ability to lead and develop activities.

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This document has been approved by the Board of the Faculty of Medicine and specifies how Lund University Appointment Rules are applied to the appointment of a professor at the Faculty of Medicine.

The assessment criteria also form the basis of the person specification that exists for each appointment. The assessment criteria are exemplified in the document. The applicant's expertise is assessed based on their account of their qualifications, presented in accordance with the qualifications portfolio mandated by the Faculty of Medicine.

1. ASSESSMENT CRITERIA FOR VERY GOOD NATIONAL AND INTERNATIONAL STANDING AS A RESEARCHER

- A. The applicant demonstrates current high quality research publications of significant scope, and ongoing research activity.
- B. The applicant displays scientific independence and a good ability to lead research.
- C. The applicant displays creativity in their academic activity.
- D. The applicant demonstrates a good capacity for research supervision and has been the principal supervisor for a least two PhD students from admission through to defence. Furthermore, the applicant is to have a current supervision in progress (PhD student/postdoc).
- E. The applicant demonstrates documented postgraduate work in addition to PhD student supervision.
- F. The applicant demonstrates the ability to secure, in competition, renewed research grants from established research funding agencies, as the principal applicant.
- G. Method development and innovation are desirable.
- H. The ability to establish collaborations that clearly add value is desirable.

1.1 EXEMPLIFICATION FOR ASSESSMENT OF A VERY GOOD NATIONAL AND INTERNATIONAL STANDING AS A RESEARCHER

- A. The applicant demonstrates current high quality research publications of significant scope, and ongoing research activity
The applicant's academic expertise is assessed according to their academic output where works are published in established international journals with peer review. Works that are cited regularly by other researchers bear witness to a high degree of skill. The position in the author list is of significance in confirming that the applicant has been of crucial importance to the origin of the work. The volume will be assessed in relation to the field of research and the research method. In normal cases, at least twice the volume of research production will be required compared to the requirements for an associate professor at the Faculty of Medicine.
- B. The applicant displays scientific independence and a good ability to lead research
The applicant's academic maturity is demonstrated through their output having a clear, consistent and internationally recognised research profile. Furthermore, the applicant has demonstrated the ability to assemble and successfully lead a research team. The position in the author list is of significance in confirming the applicant's independence.
- C. The applicant displays creativity in their academic activity
A demonstrated ability for innovative thinking and output in the research field, for example through identifying gaps in knowledge, formulating relevant questions, developing and implementing new methods, or establishing new areas of collaboration.

- D. The applicant demonstrates a good capacity for research supervision and has been the principal supervisor for a least two PhD students from admission through to defence. Furthermore, the applicant is to be currently supervising a PhD student or postdoc Skill within postgraduate programmes is evidenced by the presentation of current PhD student supervision as the principal supervisor for at least two PhD students from admission through to defence, of which at least one during the past 6 years, as well as current and ongoing PhD student or postdoc supervision. It is an additional merit if the applicant's previous PhD students have continued with research activities of their own. Documented supervision as an assistant supervisor is also desirable.
- E. The applicant demonstrates documented postgraduate work in addition to PhD supervision The capacity for postgraduate work in addition to PhD supervision is confirmed by participation in postgraduate courses, participation in seminars or conferences aimed at graduate students or involvement in the examination of doctoral degrees.
- F. The applicant demonstrates the ability to secure, in competition and as the principal applicant, renewed research grants from established research funding agencies The applicant's ability is evidenced through having been the principal applicant similar for current research grants which have been awarded in national or international competition. Grants from government research councils or EU grants and equivalent national and international grants are of particular merit. For clinical researchers, for example, awards from within the ALF system are an additional merit.
- G. Development of methods and innovation is desirable Having developed new methodology or technology that is significant in the research field is also desirable. This is demonstrated through implementation of research or clinical activity, approved patents or developed products.
- H. The ability to establish collaborations that clearly add value is desirable It is desirable to have created collaborations within the discipline as well as interdisciplinary or translational research or infrastructure collaborations that give clear added value.

2. ASSESSMENT CRITERIA FOR AN EXCEPTIONALLY GOOD OF RESEARCH EXPERTISE

Exceptionally good research expertise and good teaching skill are sufficient qualifications for appointment as a professor.

To demonstrate exceptionally good research expertise, all the criteria listed under A-H are to be met and the applicant is to be particularly prominent and internationally recognised within their field.

3. ASSESSMENT CRITERIA FOR EXCEPTIONALLY GOOD TEACHING SKILL

- A. The applicant has more than five weeks' training in teaching and learning in higher education, or equivalent knowledge and skills.
- B. The applicant has relevant knowledge of the subject.
- C. The applicant is currently involved in teaching activity.
- D. The applicant demonstrates good ability to develop and pursue educational activities at different levels and using a variety of teaching methods.
- E. The applicant demonstrates leadership in teaching and organisational capacity.
- F. The applicant demonstrates capacity for pedagogical renewal and development.
- G. National and international involvement in teaching and learning is desirable.

3.1 INTRODUCTION

Great care and meticulousness are required to evaluate the teaching expertise of the applicant. This is of the utmost importance since it concerns securing very high levels of teaching expertise and awareness within the University. Displaying teaching expertise means discharging the teaching duties of teaching staff in the best way.

A considered fundamental approach to teaching with clear aims forms a key component when assessing teaching expertise. A critically reflective analysis of their own teaching and the ability, when planning, conducting and evaluating teaching, to focus on students' learning, thereby creating opportunities for and stimulating the student's work in the area and helping them to see the area in a broader perspective are important components in this context. Additionally, the lecturer's ability to ensure two-way communication with students, as well as having a holistic view and a desire for renewal are of great importance. Development of teaching expertise over time is to be demonstrated, and the lecturer's ability to deliberately and systematically advance teaching skills and the organisation is to be evident.

3.2 EXEMPLIFICATION FOR ASSESSMENT OF TEACHING SKILLS

- A. The applicant has more than five weeks' training in teaching and learning in higher education, or equivalent

Documented training in teaching and learning in higher education should equate to at least ten weeks, but must exceed five weeks. In certain circumstances, equivalent competence may have been acquired in other ways. If the applicant has not had the opportunity to undertake training in teaching and learning in higher education in previous roles, it is still possible to deem the applicant employable. In such cases, the employee is to undertake training in teaching and learning in higher education as stated above within two years.

B. The applicant has relevant knowledge of the subject

The applicant is to have broad and current knowledge of the subject, relevant to the teaching duties in the subject at hand within the framework of the appointment. This also includes the capacity to mediate commitment and interest in the subject.

The applicant demonstrates current educational activity

The applicant must demonstrate current educational activity and future development potential, which is assessed within the framework of the pedagogical reflection and related documentation. The documentation is to be in harmony with that reflection. The applicant should currently be engaged in teaching activities.

C. The applicant displays good ability to develop and pursue educational activities at different levels and using a variety of teaching methods

Pedagogical capacity is assessed based on reflections upon experience from different teaching levels, teaching forms and examination forms. This entails knowledge of the learning process and a pedagogically aware basic view founded on a scientific approach that promotes the students' learning.

D. The applicant is to show experience of leadership in teaching and organisation of education. This includes promoting scientifically-based pedagogical discussion and systematic quality development in collaboration with students and colleagues, as well as work according to overall objectives and frameworks.

E. The applicant gives an account of their own pedagogical renewal and development

The applicant demonstrates a desire for personal renewal and development in their teaching, for example by undertaking further training in teaching and learning in higher education, or participating in conferences and seminars in order to then go on and implement the newly gained knowledge in teaching.

F. National and international involvement in teaching and learning is desirable

Research and teaching within the subject of teaching and learning in higher education, for example through the teaching of teaching staff or the ability to develop course materials, is desirable. It is also desirable to have published within the subject of teaching and learning in higher education at postgraduate level.

4. **ASSESSMENT CRITERIA FOR EXCEPTIONALLY GOOD TEACHING SKILL**

Exceptionally good teaching skill and good research expertise are sufficient qualifications for appointment as a professor.

In order to demonstrate very high level of research expertise, all the criteria under A-G are to have been met and the training in teaching and learning in higher education is to be equivalent to at least ten weeks.

5. ASSESSMENT CRITERIA FOR A GOOD ABILITY TO COLLABORATE WITH WIDER SOCIETY AND COMMUNICATE THEIR OWN ACTIVITIES.

- A. The applicant is to have put research findings into practice in clinics, industry or elsewhere in society.
- B. The applicant has taken the initiative and/or participated in producing information aimed at external audiences or dialogue with wider society.
- C. The applicant demonstrates active involvement in specialist associations working in the applicant's area of expertise.

5.1 Exemplification for assessment of the ability to cooperate with wider society and communicate their activities

- A. The applicant is to have implemented and put research findings into practice in clinics, industry or elsewhere in society

Information and interaction with parties outside the university world refers to stakeholders that could/ought to have an interest in the teacher's subject area, e.g. in healthcare, county council administration, the school sector and/or industry. A capacity to pick up on and process relevant problems and issues in society is also important. To assess interaction with industry, previous employment within a biotechnology, pharmaceutical or health company, the development of structured cooperations with companies to develop a project idea, the securing of a patent for one's own research findings and/or the development of products/methods for use in prevention, diagnostics or therapy are merits that carry a great deal of weight. An assignment as a scientific advisor to a research company is also a significant merit.

- B. The applicant has taken the initiative and/or participated in producing information aimed at external audiences or dialogue with wider society

Information and education material in this context refers to such items aimed at parties outside the university world who have an interest in the area in question. This includes, for example, popular science articles, scientific brochures published by research boards and patient information. Information and education material includes both analogue and digital material and information. The assessment does not, however, refer to material which is normally included in programmes or freestanding courses normally included in teaching duties.

- C. The applicant demonstrates active involvement in specialist associations working in the applicant's area of expertise

The applicant has participated in relevant activities or provided information materials aimed at these associations.

6. ASSESSMENT CRITERIA FOR A GOOD ABILITY TO LEAD AND DEVELOP ACTIVITIES

- A. The applicant demonstrates a good capacity for management and leadership.
- B. Leadership training is desirable.

6.1 Exemplification for assessment of leading and developing the organisation

- A. The applicant demonstrates a good capacity for management and leadership

The applicant is to have shown a capacity for academic leadership beyond their own research team.

Academic leadership refers to assignments such as head of department, assistant head of department, chairing/vice-chairing review groups within research councils, boards and committees, roles as national/international coordinator of larger research projects, course leadership, examiner, as well as leadership within clinical implementation and/or innovation. It is also desirable to have held leading positions in external organisations, primarily in higher education institutions abroad or within industry.

- B. Leadership training is desirable

It is desirable for the applicant to have undertaken management and leadership training in line with the Faculty of Medicine's guidelines.

7. ASSESSMENT CRITERIA FOR CLINICAL EXPERTISE

For the position of professor combined with employment within healthcare, a high level of clinical expertise and the ability to work independently in a senior position within the relevant subject or specialisation is required. The applicant has current and ongoing clinical activities relevant to the subject.

7.1 Exemplification for assessment of clinical expertise

Clinical expertise is assessed according to the specialist expertise acquired, the quality of clinical work and clinical supervision, as well as experience of their own area of responsibility within healthcare. Additionally, clinical expertise is assessed with reference to leadership or investigative assignments within healthcare organisations, systematic development work within diagnostics and therapy, as well as experience of quality control at regional and national levels. National and international work within subject or specialist associations, national and international roles, e.g. for the Swedish Agency for Health Technology Assessment and Assessment of Social Services and as an expert or scientific advisor to the National Board of Health and Welfare or other national bodies are important merits. Similarly, invitations to presentations at national or international congresses or educational meetings with clinical or healthcare policy themes, or having received national and international prizes and awards recognising clinical work are also important merits. Being active in

interest groups such as patient/relative associations is also desirable.

8. PROFESSIONAL DEVELOPMENT CRITERIA WHEN APPLYING FOR PROMOTION TO PROFESSOR

A senior lecturer who is for an indefinite period of time at Lund University may on application be promoted to professor if they have the qualifications required for the post of professor.

As set out in the Lund University Appointment Rules, a senior lecturer can apply for promotion to professor if this is in the strategic interests of the faculty. Considerations shall include an assessment of whether or not the employee has submitted documented contributions to the organisation's development and is assessed as suitable for promotion. The employee shall also demonstrate professional development in teaching and research/artistic expertise, from a general and long-term perspective. The applicant is to be able to contribute to the faculty's long-term development. Furthermore, the applicant is to show an ethical approach to research, teaching activities, collaboration and employeeship.

As a benchmark at the Faculty of Medicine, application for promotion to professor is dealt with only after five years have passed since the individual took up the position of senior lecturer. There must be very compelling reasons of strategic importance in order for the faculty to deviate from this benchmark.

As a rule, all of the professional development criteria set out below must be met for the promotion to take place.

8.1 PROFESSIONAL DEVELOPMENT WITHIN RESEARCH

The applicant is to continue publishing a high volume and as senior author with aggregate total value that as a rule is equivalent to three times that required for associate professorship. There must be very compelling reasons to deviate from this rule.

The applicant is to currently be in receipt of grants in significant national or international competition as the principal applicant, research leader for an EU project or equivalent. For clinical researchers, grants from within the ALF system are also desirable.

The applicant is to have brought another PhD student to defence of their doctoral thesis since their appointment as a senior lecturer. Additionally, active principal supervision of PhD students and postdocs should be in progress. Current PhD students are to demonstrate good progress.

8.2 PROFESSIONAL DEVELOPMENT IN TEACHING

As a general rule, the applicant is to conduct active and regular teaching activity which includes direct interaction with students on first, second and third-cycle level or continuing professional development training in teaching and learning in higher education.

The applicant is to have undertaken training in teaching and learning in higher education for a total of at least ten weeks. The applicant is also to have contributed to pedagogical development work.

8.3 PROFESSIONAL DEVELOPMENT IN LEADERSHIP

The applicant is to have undertaken management and leadership training in line with the Faculty of Medicine's guidelines.

The applicant is to have shown a capacity for responsible academic leadership beyond their own research team.

8.4 PROFESSIONAL DEVELOPMENT IN CLINICAL ACTIVITIES

The applicant is to have been active at the skill level relevant to the clinical role, covering clinical development work and supervision. Upon being promoted to professor combined with clinical employment, the applicant is expected to have achieved a position among the leading national figures in their area of clinical specialism.

8.5 PROFESSIONAL DEVELOPMENT IN EXTERNAL ENGAGEMENT

The applicant is to have continued to engage with wider society according to the assessment criteria given in the general person specification for employment as a professor.

9. APPOINTMENT AS AN ADJUNCT PROFESSOR

An adjunct professor is appointed on a fixed-term basis and their primary activities must be outside the university. As such it is possible to appoint an adjunct professor for up to 50% of full time. The total period of employment may not exceed twelve years.

In accordance with the Lund University Appointment Rules, the person to be appointed adjunct professor is to meet the requirements for appointment as a professor. Deviations from the qualification requirements may however be made if the person has unique expertise of special importance for the organisation in question or to strengthen the organisation's connection with wider society. In the assessment of the candidate's teaching expertise, consideration shall be given to the character of the activities of which the candidate has experience.

For adjunct professors, the requirement to have completed training in teaching and learning in higher education comprising at least five weeks is not applied if the period of employment is short (maximum one year) or if its scope is limited (maximum 20% of full time). In these cases, the appointee shall instead complete adapted training in teaching and learning in higher education based on the duties associated with the appointment. In these cases, the

appointee's completion of the adapted training in teaching and learning in higher education also represents a condition for extending the appointment. At the Faculty of Medicine, when employment as an adjunct professor is renewed, the required training in teaching and learning in higher education is to comprise at least five weeks.

Employment as an adjunct professor at the Faculty of Medicine must be justified based on the organisation's requirements. Through an adjunct appointment, the Faculty can bring in a member of teaching staff who can actively reinforce or supplement research or education. An adjunct

appointment can also be used to initiate new activities, where future development potential is uncertain. Employing adjunct professors can also be a means of contributing to the development of knowledge and expertise in a specific cutting-edge area.

To make the adjunct appointment worthwhile, the scope may not be less than 20% of full time in the Faculty of Medicine. Funding is normally provided by the adjunct's employer but funding provided by the faculty is also permissible. Funding via GU-ALF is not permitted.

Adjunct professors are expected to participate in teaching in third, second and first cycle education.

10. APPOINTMENT AS A VISITING PROFESSOR

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

A person who has demonstrated both research and teaching expertise shall be qualified for employment as a visiting professor (see Chapter 4 Section 3 of the Higher Education Ordinance).