



LUND
UNIVERSITY
Faculty of Medicine

Professor

GENERAL REQUIREMENTS PROFILE AND ASSESSMENT CRITERIA
FOR APPOINTMENT AS PROFESSOR



Faculty of medicine, general requirements profile and assessment criteria for appointment as professor

Employment of academic staff at higher education institutions is regulated by the Higher Education Ordinance. According to Chapter 4 Section 3 of the Higher Education Ordinance, a person is qualified for employment as a professor if he or she has demonstrated both research and teaching expertise. Each higher education institution determines which additional assessment criteria are to be applied.

In its rules and regulations for academic appointments¹, Lund University has decided on the qualification requirements for employment as a professor, visiting professor or adjunct professor. A person is qualified for employment as a professor, visiting professor or adjunct professor if he or she has demonstrated:

- research/artistic expertise
- teaching expertise and
- completed at least five weeks of training in higher education teaching and learning or acquired equivalent knowledge by other means.

A person who does not have the qualifications indicated in the first paragraph, third point, shall still be considered qualified if there are valid reasons.

For professors, expertise shall be understood as a very high level of teaching and research skills.

The regulations also set out the following assessment criteria in the case of employment as a professor or as a visiting professor:

- A very high level of research expertise, including 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.
- A very high level of teaching skill, including a very good ability to lead and develop teaching activities at different levels and using a variety of teaching methods.
- A very good ability to supervise doctoral students to achieve a PhD or students on arts programmes to achieve artistic independence. The notion of a very good ability shall be understood from the tradition and circumstances of the relevant subject.

Taking into account the specialisation and duties of the position, a person who is judged to have outstanding teaching ability and good research/artistic ability or outstanding research/artistic ability and good teaching ability may be appointed as professor.

In addition, the following assessment criteria may be applied (they shall form part of the requirements profile together with any other assessment criteria):

- A very good ability to work as a leader, developing, managing and carrying out high-quality education, research or artistic or other activities.
- A very good ability to cooperate, innovate and renew, and other personal qualities required to perform the duties of the post well.

For rules on promotion to a professorship, see the regulations on academic appointments at Lund University.

The present document, which was established by the dean on 1 July 2011, specifies how Lund University's regulations are applied to the appointment of professors at the Faculty of Medicine. The assessment criteria also form the basis for the requirements profile which is to be set up for each appointment.

The guidelines are exemplified in the document. The skill of the applicant is assessed on his/her qualifications, arranged according to a merit portfolio as specified by the Faculty of Medicine. It is important that the expert makes an overall assessment of the applicant's merits.

¹ Rules and regulations for academic appointments, Reg. no LS 2010/771

GUIDELINES FOR ASSESSMENT OF A VERY HIGH LEVEL OF RESEARCH QUALIFICATION

- A. The applicant must be a leading researcher, recognised both nationally and internationally.
- B. The applicant's scientific publications must be of high quality and be substantial in scope.
- C. The applicant must be scientifically independent.
- D. The applicant must demonstrate a high degree of skill within postgraduate programmes and must have been the principal supervisor for a least two graduate students from admission through to defence.
- E. The applicant must demonstrate documented postgraduate work in addition to PhD supervision.
- F. The applicant must demonstrate current, documented, high-quality research.

GUIDELINES FOR ASSESSMENT OF A VERY HIGH LEVEL OF TEACHING SKILLS

- A. The applicant has a higher education teaching.
- B. The applicant has relevant subject knowledge.
- C. The applicant demonstrates pedagogical capacity and experience.
- D. The applicant demonstrates pedagogical leadership and organisational capacity.
- E. The applicant demonstrates capacity for pedagogical renewal and development.
- F. The applicant demonstrates pedagogical involvement, both nationally and internationally.

GUIDELINES FOR ASSESSMENT OF LEADERSHIP

- A. The applicant must have extensive leadership training.
- B. The applicant must have a good, proven capacity for academic management and leadership.

GUIDELINES FOR ASSESSMENT OF CO-OPERATION WITH THE COMMUNITY AND ITS APPLICATION

- A. The applicant should have taken the initiative for and/or participated in externally oriented information and have implemented and produced research results that are usable in practice.
- B. The applicant must demonstrate the production of information and education material.
- C. The applicant must have demonstrated active involvement in different professional organisations that work with those areas in which the teacher has his/her specialist know-how.
- D. For a professorship combined with employment in the health service a high level of clinical skill is also required.

EXEMPLIFICATION FOR ASSESSMENT OF SCIENTIFIC SKILLS

- A. The applicant's national and international position as a researcher is assessed based on the researcher's recognition in the research community. A very high degree of recognition is confirmed by publications in reputed, high-quality international journals, invitations to write profile articles or as a lecturer at more important international congresses and/or participation in scientific committees at congresses. Additional merits are a very high degree of skill in review assignments in international journals, membership of an editorial committee, PhD examiner assignments and the capacity to secure in competition renewed research grants from established research funding agencies, with the applicant as the principal.
- B. The applicant's scientific skill is assessed based on scientific production, where work published in established international journals with a peer review system and work that is quoted regularly by other researchers bears 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. Normally, a professorship requires at least twice the amount of scientific production compared with what is required for a position as a senior lecturer.
- C. The applicant's scientific independence is assessed on his/her capacity to have led and developed in the long term a research orientation by, for example, being the principal for a current research grant from the equivalent of a government research council, obtained in national or international competition, and by the production having a clear scientific specialisation which is recognised internationally.
- D. Skill within postgraduate programmes is confirmed through the presentation of current PhD supervision as main supervisor for at least two PhD students from admission through to defence, of which at least one during the past 5-6 years. Documented supervision as an assistant supervisor is also a significant merit. This skill is also confirmed by the applicant's previous PhD students continuing their own scientific work and in doing so being able to develop clear research specialisations.
- E. The capacity for postgraduate work in addition to PhD supervision is confirmed by participation in postgraduate courses, participation in seminars aimed at graduate students or involvement in PhD examination.
- F. Current research is confirmed by current research projects with development potential and current research grants and supervision.

EXEMPLIFICATION FOR ASSESSMENT OF TEACHING SKILLS

Introduction

It requires considerable care and accuracy to assess the teaching skill of the applicant. This is of vital importance when it comes to ensuring a high degree of pedagogical skill and awareness within the university. Demonstrating pedagogical skill means performing in the best possible way the teacher's pedagogical tasks.

A basic, carefully considered pedagogical view with clear objectives is a key component in assessing pedagogical skill. Important components in this context are a critically reflective analysis of one's own teaching and also the capacity in planning, implementation and evaluation of teaching to put the student's learning in focus and thus create potential for and stimulate the student's work in the area in question and for them to see the area in a broader perspective. In addition, the teacher's capacity for mutual communication with the students, a holistic view and willingness to undertake renewal are of major significance. The development of pedagogical skills over time should be seen and the teacher's capacity to consciously and systematically develop his/her pedagogical expertise and work should emerge.

Clarifying assessment grounds

- A. Documented higher education teacher training ought to be equivalent to at least 10 weeks but must not be less than five weeks. In special circumstances the skills can have been achieved in another way.
- B. Broad, sound, up-to-date knowledge within the teaching subject in question: general expertise and a capacity to structure and organise the knowledge mass. A capacity to mediate commitment and interest in the subject.
- C. Pedagogical capacity is assessed based on a consequence analysis of pedagogical experience from different teaching situations, 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. It should reflect a holistic view and overview and work according to overall objectives and frameworks in co-operation with students and colleagues.
- D. Pedagogical leadership includes the capacity to lead and organise, promoting involvement and co-operation on all levels as well as clear information and effective communication. This includes promoting pedagogical discussion and systematic quality development as well as work according to overall objectives and frameworks. In relation to the students' learning, contribute to a good study environment and effective study skills.
- E. The term 'pedagogical development' involves striving for continuous improvement. Mediation of pedagogical know-how and research. The task of being a teacher for teachers. The capacity to develop education material to stimulate and improve learning. Dissemination of methods and pedagogical views leads to pedagogical models and teaching material being used by others to learn from, develop and evaluate.
- F. The applicant's international and national position within medical education is reinforced through scientific publications and contributions to national and international conferences. The applicant must have an approach permeated by promoting learning and working according to a basic, focused pedagogical view.
- G. The applicant must demonstrate current pedagogical activity and future development potential, which is assessed within the framework of the pedagogical reflection and related documentation, which should be in harmony with that reflection.

EXEMPLIFICATION FOR ASSESSMENT OF ACADEMIC LEADERSHIP

- A. Completed leadership training could include courses in leadership, the LEKA leadership programme, Academic Traineeship, project management training or similar.
- B. The term 'academic management' refers to assignments such as head of department, membership of boards and committees within the Faculty and the University, assignments as representative for the applicant's own organisation in national and international organisations and working groups, including prioritisation committees. The capacity of academic leadership is also reinforced by the capacity to plan and adapt work according to stated rules and financial frameworks and to demonstrate involvement in the long-term strategic work of the Faculty or the University.

EXEMPLIFICATION FOR ASSESSMENT OF CO-OPERATION WITH THE COMMUNITY AND ITS APPLICATION

- A. Information and interaction with parties outside the university world refers to agencies 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 co-operation 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 scientific adviser to a research company is also a significant merit.
- B. The term 'information and training material' in this context refers to material directed 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 traditional material as well as ICT-based information. The assessment, however, does not refer to material which is included in a programme or independent courses and which is normally included in the pedagogical duties.
- C. Involvement in specialist/professional associations refers, for example, to involvement in patient-relative associations, national and/or international specialist associations, or other involvement in a popular science association. Membership of an association does not constitute active involvement.
- D. Clinical skills are assessed based on specialist expertise acquired, the quality of the person's own clinical work and clinical supervision as well as experience of a personal area of responsibility within the health service. Clinical skills are also assessed based on management or inquiry assignments within the healthcare system, systematic development work within diagnostics and therapy as well as experience of quality work on a regional and national level. National and international work within subject or specialisation associations, national and international assignments, e.g. for the Swedish Council of Technology Assessment in Health Care, SBU, and as a scientific adviser or expert for the National Board of Health and Welfare and other national agencies, invitations to make presentations at national and international congresses/ education meetings with a clinical or healthcare policy orientation or receiving national and international prizes and awards for clinical work are also significant merits.

EMPLOYMENT OF AN ADJUNCT PROFESSOR

According to the Higher Education Ordinance, an adjunct professor may be employed permanently although subject to a maximum of three years. Such a position may be extended. The total period of employment may not, however, exceed twelve years.

An adjunct professor shall meet the qualification requirement for appointment as a professor.

The individual is appointed to bring specific skills of particular importance to the area of activity or to strengthen the area's link to the business sector and the surrounding community.

An adjunct professor shall be a leading specialist in the relevant field.

In the general assessment of skills, skills other than research and teaching expertise may be taken into account.

For such a position to be possible, the primary work of the candidate proposed must be outside the university. It is thus possible to employ the person on a visiting basis for up to 50 % of a full-time position.

Employment as an adjunct professor at the Faculty of Medicine must be justified based on operating needs. Through such a procedure, the Faculty can bring in a teacher who can actively reinforce or supplement research or education. It can also be used to initiate new activities, where future development potential is uncertain. Employing professors on a visiting basis can also be a means of contributing to the development of knowledge and expertise in a specific cutting edge area.

For employment on an adjunct basis to be meaningful it must not be less than 20 %. Funding normally takes place through the person's employer although use can also be made of funds at the disposal of the Faculty.

An adjunct professor is expected to take part in teaching, both on the postgraduate and undergraduate level.

EMPLOYMENT OF A VISITING PROFESSOR

A visiting professor is appointed for a fixed term and shall meet the qualification requirements for appointment as a professor (see Chapter 3 section 8 of the Higher Education Ordinance). 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 visiting professor.



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