

**FACULTY  
OF LAW****GUIDELINES**Reg. No.  
J 2013/333

2013-07-01

**Academic qualifications portfolio at the  
Faculty of Law, Lund University**

(pursuant to the guidelines Reg. no PE 2013/34)

**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, for example, can follow the format set by the Faculty of Law.

**THE CONTENTS OF THE ACADEMIC QUALIFICATIONS  
PORTFOLIO**

A	Cover page and personal letter
B	Brief CV
C	Selected publications
D	Research 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, should attach a brief CV which can be structured according to the template in Appendix B. Any certificates and other documents authenticating the information provided 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/EXHIBITED ARTISTIC WORKS

This qualifications portfolio does not apply at the Faculty of Law.

## 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 the application concerns an advertised vacant position, the summary should include a relevant description relating to the grounds for assessment stated in the vacancy announcement.

### **2. Research activity including national and international qualifications**

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.

- 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.

- 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. Indicate the doctoral student's current work/position
  - ii. Experience as a supervisor: name, year of degree, higher education institution, thesis title, name of principal supervisor
  - iii. 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 list should clearly indicate the 10 publications primarily selected by the applicant for assessment. These 10 publications are to be attached to the application. The DOI code for each publication is to be provided where applicable.

- Monographs
- Book chapters
- Anthologies as editor

- Reports
- Legal commentary (e.g. Karnov, Lexino)
- Conference contributions (written)
- Manuscripts
- Other material (e.g. consultation responses, SOU/Ds, popular science material)

### **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.

**Table 1: Research grants the last 5 years**

Name	Year 1	Year 2	Year 3	Year 4	Year 5	Funder
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Total amount and personal allocation per year

**D:2            ARTISTIC QUALIFICATIONS PORTFOLIO**

Does not apply to the Faculty of Law

## 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**

A self-reflection on teaching is a personal document that provides expression for the applicant's teaching expertise through a cohesive and reflective description of the development of their teaching practice, linked to their own activities and educational goals. The personal reflection is to be a self-contained text, with no attachments, but it may contain references. The attachments necessary to prove experience,



recognition for teaching contributions 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-evaluation is used as overarching qualitative documentation for the assessment of teaching expertise against the criteria. For example, the applicant may highlight how course evaluations have been used for educational development work, but the personal reflection may also be structured around 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 specifying the scope, the year and associated information deemed to clarify and highlight the skills.

- a) Formal training in teaching and learning in higher education (In the absence of formal training in teaching and learning in higher education: an explanation of why there has not been any opportunity to obtain training in teaching and learning in higher education in the context of previous employment)
- b) Educational training relevant to the subject, or other training in teaching and learning
- c) Other experience of an educational nature (professional development, active participation in forums on teaching and learning in higher education and conferences on teacher training) that the applicant considers entirely or

partially correspond to or complement the other points  
(these views are to be justified)

- d) Teaching experience or equivalent in the first, second and third cycles of higher education
- e) Supervision in the first, second and third cycles
- 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) Research information (e.g. popular science activities)
- n) Lectures as a visiting lecturer
- o) 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
- a) Relevant certificates of service
- b) Educational development plan if applicable
- c) Course evaluations supported by a statement from the head of department or equivalent

## 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.

### **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. The scope of the activity may also be specified.

- 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.

### **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 areas
- 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.*

## APPENDIX B: BRIEF CURRICULUM VITAE

### **Contact information**

Address, telephone (home)

Address, telephone (work)

E-mail

### **Education**

Degree, subject, location, titel of the dissertation,  
year

### **Employments, current employment first**

(including proportion research, education etc)

### **References**

### **Other relevant information of importance to the application**

### **Other merits - see the other portfolios**