



MALMÖ HÖGSKOLA

Qualification portfolio for teachers/researchers at Malmö University

- Guidelines for documentation and appraisal of qualifications -

INTRODUCTION

The Malmö University employment regulations state which rules are applicable to the employment of teachers, in addition to rules laid down in the university regulations. This document is a supplement to the employment regulations and is intended for applicants to positions such as professor, university lecturer/research assistant, assistant lecturer and in cases of promotion at the university. The document is also aimed at members of employment committees, members of the faculties and study area boards, experts, managers and other employees. Teachers/ researchers are encouraged to construct and systematize their qualifications in accordance with the instructions for the qualification portfolio.

The purpose of the qualification portfolio is to provide a basis on which to evaluate quality and activities in research, teaching, leadership/administration, and cooperation with the community at large and the perspectives of Malmö University, i.e. environment, gender and ethnicity. The qualification portfolio has three areas of use:

- Ranking of applicants for new employment. The qualification portfolio is a support for ranking applicants from an established employment profile.
- Promotion cases
- Appraisal interviews and competence supplements for individuals.

The qualification portfolio consists of four different sections into which qualifications are to be documented, appraised and internally prioritized when a teacher is to be employed. These four sections are:

1. Scientific skills
2. Pedagogical skills
3. Leadership and administrative skills
4. Skills in cooperation with the community at large.

There is also an **appendix** to these: "Appraisal of qualifications".

DOCUMENTATION OF QUALIFICATIONS

1 Scientific skills

The following aspects are fundamental to scientific skills and should be viewed as guiding principles for the documentation and evaluation of quality and quantity:

1.1 Academic qualifications, date and subject area

- Professorate
- Doctorate
- Licentiate
- Masters degree
- Swedish "Magister" degree

1.2 Scientific productivity

- Production and publication of original results in, for example, scientific journals, contributions to conferences with scientific examinations
- Production and publication of other large works, such as specialist books, monographs, summary articles
- Scope of research supervision, e.g. number of research students that have gained a doctorate or licentiate, divided into main and supporting supervision
- Research or development work e.g. patents, international standards, computer programs, design, analysis and interpretation methods or theory construction.

1.3 Scientific leadership

- Leadership duties in conjunction with research, for example at national and international levels, university or college level, faculty/department or institution level, investigation work
- External research funds as main applicant, e.g. funds from research council, EU, industry
- External research funds as fellow applicant
- Participation in major national and international framework programs and networks, e.g. in "centres of excellence"
- Diversified and/or focused research work, e.g. cooperation with other research areas, work in different areas, different approaches in the same area
- Research education, e.g. designing postgraduate study programs
- Membership of scientific academies etc.

1.4 Extramural scientific activities and awards

- National and international commissions, e.g. work in research councils, scientific journals, program committees for international conferences and summer schools
- Commissions as guest researcher or guest professor abroad
- Opponent appointed by the faculty
- Expert's commission

- Member of grades council
- Scientific prizes and awards
- Evaluation or investigation commissions within research and postgraduate study

3 (5)

1.5 Description of and reflections on own scientific activities and future research plans

Description of and reflections on:

- Which research results are subjectively judged to be most valuable and motivation for the selection
- How scientific skills have been expressed in leadership work and how they have developed.
- How scientific skills have been expressed in cooperation with the community at large and how they have developed
- The perspectives of Malmö University: environment, gender and ethnicity
- future research plans

2 Pedagogical skills

The following aspects are fundamental to the pedagogical skills and should be viewed as guiding principles for the documentation and evaluation of quality and quantity:

2.1 Pedagogical education and experience

2.1.1 Courses

- University education and other pedagogical education

2.1.2 Teaching

- Teaching in different areas and at different levels, e.g. foundation courses, supplementary courses, graduate study courses, examination essays , external courses, internal courses for the university staff
- Different forms of teaching, e.g. lectures, seminars, laboratory work, Internet-based teaching, tutoring in PBL, project work, guidance of both teaching staff and postgraduate students
- Alternative forms of examination/assessment of students' performance
- Management, development, planning, examination and evaluation of courses, and feedback of evaluation to students
- Other teaching experiences, e.g. general education

2.1.3 Production of teaching materials

- Teaching books, compendia, examples or self-study materials
- Teaching aids, e.g. images, video films, computer simulation programs

2.2 Fulfillment of the pedagogical role

- Course evaluations in which the applicant's work can be identified
- Opinions of managers and directors of studies

- Trial lectures, e.g. opinions from earlier trial lectures, assessments of any relevant lectures
- Invitations as guest lecturer at other universities, lecturing at international conferences etc.
- Pedagogical awards

4 (5)

2.3 Research and development work in forms of teaching and examination

- Research and development work in forms of teaching and examination
- Didactic research and development work
- National or international teacher exchanges

2.4 Pedagogical leadership

- Managerial duties in connection with teaching at the academy, e.g. director of studies, course manager outside the academy, e.g. course manager for external commissioner
- Investigative duties in issues related to teaching
- Committee work etc. related to teaching

2.5 Extramural pedagogical activities and commissions

- Expert commissions in investigations related to educational issues
- Participation in evaluations of other seats of learning
- Pedagogical cooperation with other seats of learning
- Commissions as external examiner

2.6 Description of and reflections on own pedagogical activities

Description of and reflections on:

- own view of knowledge, learning, teaching and how this has developed
- how own pedagogical activities have been affected by internal and external quality assessment, course evaluations and through consultation with students
- how own pedagogical skills have been expressed in management work and how they have developed
- how own pedagogical skills have been expressed in cooperation with the community at large and how they have developed
- the perspectives of Malmö University: environment, gender and ethnicity
- views on pedagogy in the future and personal future plans for pedagogical work

References, service certificates, certificates and other types of written assessment may be enclosed as supporting evidence for pedagogical skills.

3 Leadership and administrative skills

The following aspects are fundamental to leadership and administrative skills and should be viewed as guiding principles for the documentation and evaluation of quality and quantity:

3.1 Formal education and courses

- Internal or external courses in e.g. leadership, economics, working environment, equality, personnel administration, environmental and ethical issues

5 (5)

3.2 Experience of leadership and administration

- Experience of overall development of activities, management of activities and personnel
- Overall management duties inside and outside of the academy
 - Leadership commissions at the academy, e.g. head of unit, director of studies, head of department, head of faculty, pro-vice chancellor, vice-chancellor etc.
 - Leadership commissions outside the academy, e.g. manager in trade and industry, authorities etc.
 - Chairmanship of academic boards/committees/equivalent, investigations etc.
 - Member of board for area or faculty, drafting committee, employment board, committee etc.
 - Positions of trust in trade union organizations
 - Congress organizer
 - External positions of trust in academic organizations or trade and industry, public authorities and national or international organizations, e.g. board duties
 - Other commissions

3.3 Mentor

- Mentorship (number and type)

3.4 Description of and reflections on own leadership and administrative skills

Description and reflections on:

- own role as leader and any leadership commissions, experience of running activity development and personnel leadership and how this has developed
- The perspectives of Malmö University: environment, gender and ethnicity

References, service certificates, certificates and other types of written assessment may be enclosed as supporting evidence for leadership and administration skills.

4 Skills in cooperation with the community at large

4.1 Cooperation with the community at large

- Communication of research and development results and popular science information, e.g. popular science articles, public lectures, public debates, media, talks, articles, study days, reviews and participation in open house events
- Participation in qualified and innovative development work in public or private sectors, e.g. projects of cooperation
- Ability to connect experience of cooperation projects to basic education and research
- Ability to carry out education by commission
- Other items

4.2 Description of and reflections on own extramural activities with the community at large

Description and reflections on:

- the sum of own extramural activities and how these have developed
 - the perspectives of Malmö University: environment, gender and ethnicity

ASSESSMENT OF QUALIFICATIONS

1 Employment of professor, assistant professor, assistant lecturer, junior research fellow and cases of promotion

In addition to the qualification requirements listed below, the degree of leadership and administrative skills, as well as skills in cooperating with the community at large and cooperation skills in general will be assessed.

In those cases where the faculty board/area board establish an employment profile for professors, lecturers and assistant lecturers, the profile may stipulate further qualification requirements than those stated by HF. These must be objectively motivated by the duties involved in the position and the needs of the activities. Examples of such requirements are the capacity to manage activities and staff, the ability to teach in a certain language and so on.

1.1 Guidelines for assessment of qualifications for employment of a professor

Scientific skills must be demonstrated by independent research to a significantly greater extent than that required for senior lecturer, both in quality and quantity. Significance will also be attached to planning and leadership of research.

Pedagogical skills may be demonstrated through teaching in undergraduate courses and postgraduate studies. The level of pedagogical skills will relate to planning, execution and evaluation of teaching. The pedagogical skills must be documented in such a way that their quality can be assessed.

1.2 Guidelines for assessment of qualifications for employment of a senior lecturer

Postgraduate studies abroad, a licentiate degree or other scientific merits may be accepted after examination as scientific competence equivalent to a doctorate.

Applicants for the post of senior lecturer must be able to demonstrate the scientific and pedagogical skills required for the post in question, in addition to the completion of a university level pedagogical course. Documentation of pedagogical skills will relate to planning, execution and assessment of teaching. The pedagogical skills must be documented in such a way that their quality can be assessed.

1.3 Guidelines for assessment of qualifications for employment of an assistant lecturer

Those qualified to be employed as assistant lecturer will hold a doctorate or a foreign degree that is judged as being the equivalent of a doctorate. Those applicants having a doctorate awarded within a maximum of five years of the last date for applications will be given highest consideration. Those who were awarded the degree earlier will also be given highest consideration if there are special reasons for this, such as leave due to sickness, work in the total

defence service, commissions of trust in union or student organizations, parental leave or other similar circumstances.

1.4 Guidelines for assessment of qualifications for employment of assistant lecturer

Those qualified to be employed as assistant lecturer will:

1. hold a graduate degree from a university or equivalent competence,
2. have completed university education or in other ways will have acquired equivalent knowledge, and
3. be able to prove their pedagogical skills.

1.5 Guidelines for assessment of qualifications for employment of research assistant

Those qualified to be employed as research assistant will hold a doctorate or a foreign degree that is judged as being the equivalent of a doctorate. Those applicants having a doctorate awarded within a maximum of five years of the last date for applications will be given highest consideration. Those who were awarded the degree earlier will also be given highest consideration if there are special reasons for this.

Those who have been employed as research assistant for an accumulated period of more than three years may not be offered another position as research assistant in the same or similar subject area at the same or any other university.

1.6 Promotion

In addition to the traditional procedure for employment through advertising and examination in competition with other applicants, permanently employed teachers may apply for promotion to senior lecturer or professor. The subject area for employment as professor must be the same as for senior lecturer. An applicant who is offered a permanent position as senior lecturer will be permanently employed as professor, should he/she request this and be qualified for such a position. Examination of an application for promotion will only be relevant if the applicant fulfils the qualifications requirements as laid down in the university regulations for employment as senior lecturer or professor.

A permanently employed assistant lecturer may in some circumstances be promoted to senior lecturer even though the formal qualifications requirements are not fulfilled. This is only the case if the assistant lecturer has demonstrated special pedagogical skills or has special skills in development and leadership of personnel at the university, or has shown a special ability in cooperation with the community at large. The vice-chancellor will decide on this type of promotion when proposed by the dean of a faculty or by head of department.