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# **GUIDELINES FOR EMPLOYMENT AS, AND PROMOTION TO, PROFESSOR AT THE FACULTY OF ENGINEERING, LUND UNIVERSITY - artistic basis**

## **Introduction**

Employment of teachers at colleges and universities is regulated by the Higher Education Ordinance (SFS 2010:1064). Those who have demonstrated both scientific/artistic and pedagogical skills are eligible for appointment as a professor in accordance with Chapter 4, Section 3 of the Higher Education Ordinance. Each higher education institution otherwise decides for itself which grounds of assessment are to be applied. In its employment regulations (STYR 2022/1843) for employment as professor, promotion to professor and employment as adjunct professor and visiting professor, Lund University has decided on the eligibility requirements and grounds of assessment that shall apply to employment as professor.

This document, Guidelines for employment as, and promotion to, professor at the Faculty of Engineering, Lund University, specifies how the eligibility requirements and grounds of assessment specified in Lund University's employment regulations are to be interpreted and applied at LTH. The criteria that must be fulfilled are listed together with clarifying examples for the interpretation of the various criteria. Some of the criteria specify different levels for recruitment and promotion.

## **Eligibility requirements**

According to Lund University's employment regulations, the following eligibility requirements apply for employment as a professor:

- Demonstrated scientific/artistic excellence.

- Demonstrated pedagogical skills, which also includes having completed higher education pedagogical training or otherwise acquired equivalent knowledge of at least five weeks, unless there are special reasons.

According to Lund University's employment regulations, the completed pedagogical training must relate to SUHF's national goals.

## Grounds of assessment

According to Lund University's employment regulations, the following grounds of assessment must be met for employment as a professor. The grounds of assessment specify what must be considered and what level must be achieved for the qualification requirements to be considered fulfilled.

1. Very good national and international level as a researcher or as an artistic practitioner/researcher, where the requirement for international merit shall be assessed taking into account the nature and tradition of the subject specialisation.
2. Very good pedagogical ability, which means very good ability to conduct, develop and lead teaching and other pedagogical activities at different levels and with varying teaching methods.
3. Good ability to supervise doctoral students towards a doctoral degree and/or students in artistic programmes towards artistic independence.
4. Good ability to interact with the surrounding community and to communicate about one's activities.
5. Good ability to otherwise manage and develop the organisation.

The meaning of very good ability is to be understood based on tradition and conditions of the subject in question. Regarding the focus and content of the position, a person who is deemed to have outstanding pedagogical ability and good scientific/artistic ability or

the reverse, outstanding scientific/artistic ability, and good pedagogical ability, may be employed as a professor.

## Criteria

Through these guidelines, LTH has decided how the grounds of assessment should be understood and applied within the faculty.

The assessment should take into account the nature and conditions of the subject.

For Grounds of assessment 1 and 2, three levels are indicated for each criterion. This should be understood as an aid to the overall assessment of the applicant's merits. In order for Grounds of assessment 1 and 2 to be considered fulfilled, the applicant must, after a weighted assessment, achieve predominantly at least B-level and not below C-level on any individual criterion. If the applicant's proficiency for either of these grounds of assessment is judged to be predominantly at an A-level and not below a B-level on any criterion, the proficiency is considered to be exceptionally good. It is then sufficient to achieve a C-level on all criteria under the second of these two grounds of assessment for both to be considered fulfilled.

For other grounds of assessment, it is an overall assessment of all the criteria for each ground of assessment that determines whether the ground of assessment is to be considered fulfilled.

Each criterion is accompanied by a clarification.

In the case of recruitment from a non-academic environment, other merits may be taken into account in the assessment of teaching and research skills, such as professional experience and specialised knowledge.

## Personal suitability

For both recruitment and promotion, the applicant must have personal suitability for the position. The personal qualities to be considered,

e.g., ability to co-operate, independence, organizational skills, initiative, are stated in the requirement profile. In the case of promotion, assessment of personal suitability is included in the strategic assessment from the head of department.

## Potential

The applicant must be able to demonstrate potential for the future by describing how they can contribute to the development of the organisation.

## **Grounds of assessment, criteria and clarifying examples for artistic professor**

Below is the interpretation LTH has decided should apply for the grounds of assessment according to Lund University's employment regulations to be considered fulfilled.

### Grounds of assessment 1

Very good national and international level as a researcher or as an artistic practitioner/researcher, where the requirement for international merit shall be assessed taking into account the nature and tradition of the subject specialisation.

### Criteria

- I. The applicant is a nationally leading and internationally recognised researcher/artistic practitioner who has demonstrated the ability to successfully apply for external funding.
  - a. The applicant is an international leader in their field and regularly initiates and leads international collaborations in artistic activities and/or research.

- b. The applicant has very good international visibility, is a national leader in their field and regularly interacts with others in the world of artistic practice and/or research.
  - c. The applicant has good international visibility and regularly interacts with others in the world of artistic practice and/or research.
- II. The applicant's artistic production is of high quality and significant scale.
  - a. The applicant's artistic production is of extraordinary quality and very significant scope. It has been convincingly published, exhibited, displayed (or equivalent) in leading contexts in the field.
  - b. The applicant's artistic production is of high quality and has been published, exhibited, displayed (or equivalent) in internationally leading contexts.
  - c. The applicant's artistic production is of very good quality and has been published, exhibited, shown (or equivalent) in internationally established and recognised contexts.
- III. The applicant is artistically independent.
  - a. The applicant has developed and maintains an internationally leading practice, and has regularly and extensively published, exhibited, displayed (or equivalent) works of outstanding quality in leading contexts in the field.
  - b. The applicant can demonstrate a very high degree of artistic independence and personal artistic development and has also developed their own activities in an international arena with exhibited/published works of very high quality.
  - c. The applicant can demonstrate a high degree of artistic independence and personal artistic development.
- IV. The applicant conducts documented current artistic development work of high quality.
  - a. The applicant works to a very large extent to renew their own artistic activity/research, both in terms of content and/or methodology, and contributes to a very large extent

- to the discourse and development of their own artistic field.
- b. The applicant works to a very large extent to renew their own artistic activity/research, both in terms of content and/or methodology, and contributes to a large extent to the discourse and development of their own artistic field.
  - c. The applicant works extensively to renew their own artistic activity/research, both in terms of content and/or methodology, and contributes to the discourse and development of their own artistic field.
- V. The applicant can present plans for the future. A research plan must therefore be included in the application.
- a. The applicant demonstrates very well developed ideas and concrete plans with clear objectives and funding basis for their continued artistic activities and/or research in a national and international context.
  - b. The applicant demonstrates well-developed ideas and plans with clear objectives for their continued artistic activities and/or research in a national and international context.
  - c. The applicant demonstrates realistic plans for their continued artistic activity and/or research in a national and international context.

Demonstrating artistic excellence means carrying out artistic activities of good quality. Artistic activity of good quality can be demonstrated by commissions, exhibitions, and publications in reputable fora, partly by the fact that the applicant's work is mentioned and reviewed in the artistic world and partly by the importance of the artistic activity in the artistic field. Artistic excellence also means taking an active part in the artistic field and being recognised in it, for example by being invited to commissions, exhibitions and being invited to participate in jury work or exhibition committees. Artistic excellence also means having a reflective approach to one's own artistic activity, being able to place this activity in a relevant context and showing how it relates to societal or existential issues. Artistic excellence also means contributing to the development of an artistic and creative



environment through active participation in studio work, supervision, dissemination, or in other ways with one's artistic experience in contexts beyond the production of one's own work.

### **Clarifying examples**

- I. The applicant's national and international standing as a researcher/artistic practitioner is assessed on the basis of the applicant's recognition in the world of artistic practice. A very high degree of recognition is demonstrated, for example, by publications in high quality, reputable artistically reflective journals, invitations as author/artistic practitioner to review articles or as lecturer at more significant international conferences and/or participation in artistic exhibition committees at relevant institutions or conferences. A very high degree of recognition may also be demonstrated by review assignments in reputable journals or major conferences, membership of editorial boards or artistic exhibition committees, refereeing assignments, artistic prizes/awards in recognised contexts, mentions in artistically reflective journals of high quality, and the ability to obtain renewed research grants from established research funders in competition, where the applicant is the main applicant.
- II. That the applicant's artistic production is of a high qualitative and quantitative level is judged, for example, on the basis of works published in, or mentions (e.g. reviews) made in, established international artistic commission or exhibition contexts and/or at more significant conferences with a review process, or by invitation as a keynote speaker, exhibited works and completed commissions in recognised artistic contexts, possibly in combination with approved patents, design protection or equivalent. The extent to which the work is cited by other researchers/artists will be taken into account. A degree of independence in artistic practice is important in order to prove that the applicant has played a decisive role in the creation of the work. Employment as a professor requires an artistic production that is

considerably more extensive than that required for an artistic senior lecturer.

- III. The applicant's artistic independence is assessed on the basis of a demonstrated ability to lead and develop internationally recognised artistic creations in the long term. This can be demonstrated, for example, by the applicant being the principal of a current research grant corresponding to the Swedish Research Council, which was obtained in national or international competition, or having a prominent leadership role in major national or international research programmes. Another example of demonstrated artistic independence is that the applicant has over time built up a circle of independent artistic practitioners around a clear research/development area.
- IV. Current artistic activity is demonstrated by current artistically advanced activities with development potential, ongoing funding and demonstrated influence in their own artistic field.
- V. The plan for artistic activities/research should clearly show ideas, the development of content and expected goals, and how this is communicated. The plan should cover the next five years and include both short-term and long-term goals.

## Grounds of assessment 2

Very good pedagogical ability, which means very good ability to conduct, develop and lead teaching and other pedagogical activities at different levels and with varying teaching methods.

### Criteria

- I. The applicant has higher education pedagogical training, at least 5 weeks for recruitment and 10 weeks for promotion.
- II. The applicant has relevant subject knowledge and the ability to translate this into pedagogical practice.
  - a. The applicant uses very well-thought-out strategies and working methods to support students' work with the subject in relation to the objectives of the programme.

- b. The applicant uses well-considered strategies and working methods to support students' work with the subject in relation to the course objectives.
  - c. The applicant relates subject content and working methods in their pedagogical activities to the objectives of the course.
- III. The applicant demonstrates excellent pedagogical skills and has extensive teaching experience.
- a. The applicant has broad teaching experience from all levels of education and can problematise it, show a very clear learning perspective and work very well in their relationship with students.
  - b. The applicant has broad teaching experience from different levels of education, demonstrates a clear learning perspective and works well in their relationship with students.
  - c. The applicant has teaching experience, demonstrates a learning perspective and works well with students.
- IV. The applicant demonstrates educational leadership and organisational skills.
- a. The applicant demonstrates very good pedagogical leadership both in their own teaching practice and in wider contexts. The applicant regularly organises and leads external peer-to-peer exchanges of knowledge about teaching and learning.
  - b. The applicant demonstrates good pedagogical leadership both in their teaching practice and in the wider context and regularly participates in collegial exchanges of experience on their pedagogical practice and their knowledge of teaching and learning.
  - c. The applicant demonstrates good pedagogical leadership in their teaching practice. The applicant participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning.

- V. The applicant demonstrates a good capacity for pedagogical innovation and development.
  - a. The applicant develops both their own and their organisation's pedagogical activities to consciously and systematically support and develop students' learning.
  - b. The applicant develops their pedagogical activities to consciously and systematically support and develop students' learning.
  - c. The applicant continuously develops their pedagogical activities with a focus on student learning.
- VI. The applicant demonstrates a reflective approach to teaching and learning.
  - a. The applicant is internationally recognised in their role as educator and has internationally published peer-reviewed work in educational publications of very high quality.
  - b. The applicant examines, reflects, and creates knowledge about their pedagogical activities with the support of relevant theory.
  - c. The applicant reflects on their pedagogical activities with the support of relevant theory.
- VII. The applicant can present plans for the future.
  - a. The applicant demonstrates very well-developed ideas and concrete plans with clear objectives for their own and the organisation's future educational activities.
  - b. The applicant demonstrates well-developed ideas and concrete plans with clear objectives for their future pedagogical activities.
  - c. The applicant demonstrates realistic plans for their future pedagogical activities.

Demonstrating pedagogical skill means fulfilling the teacher's pedagogical task in the best possible way. A well-thought-out basic pedagogical vision with clear goals is a key component in the assessment of pedagogical skills. An important basis is the applicant's own pedagogical reflection, i.e., a critically reflective analysis of their own teaching practice. This reveals the ability to focus on students'

learning when planning, implementing, and evaluating teaching, thereby stimulating the students' work and ability to see the subject in a broader perspective. The teacher's capacity for mutual communication with students, a holistic approach and a willingness to innovate are also of great importance. The development of pedagogical skills over time should be visible and the teacher's ability to consciously and systematically develop their own pedagogical competence as well as that of the organisation should be apparent.

If, upon promotion, the candidate has obtained the ETP<sup>1</sup> (Excellent Teaching Practitioner) competency level[1], the criteria for very good performance are considered to be met. However, the achievement of ETP is not sufficient to be considered to have achieved outstanding excellence.

### **Clarifying examples**

- I. For recruitment, the requirement is at least five weeks of higher education pedagogical training (related to SUHF's national goals), unless there are special reasons or if equivalent knowledge has been acquired in another way. If there are special reasons, such as when the applicant in their previous employment, e.g., in the business sector, has not had the conditions to acquire such knowledge, employment can still take place. The employee must then undergo higher education pedagogical training during the first two years of employment. Equivalent knowledge may have been acquired in another way. In this case, an assessment of equivalency must be made. For promotion to professor, at least ten weeks of higher education pedagogical training are required.
- II. Relevant subject knowledge means a broad, solid, and up-to-date knowledge of the subject being taught and strategies to support

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<sup>1</sup> LTH invites its teachers (not doctoral students) to apply to have their pedagogical merits assessed and be admitted to LTH's Pedagogical Academy. All admitted teachers receive the pedagogical competence grade Excellent Teaching Practitioner (ETP).

students' mastery of the subject as they move towards increasingly complex and useful knowledge.

- III. Pedagogical ability and experience are assessed on the basis of the applicant's own practice and experience from different teaching situations, teaching levels, teaching and examination forms and their ability to reflect on this. The applicant's pedagogical practice is based on the students' learning and uses their knowledge of teaching and learning to develop pedagogically and function well in their pedagogical work in relation to the students. Furthermore, the applicant's ability to structure and organise a body of knowledge and to convey commitment and interest in the subject is important.
- IV. Educational leadership can be formal, e.g., in the form of an assignment as director of studies or programme director, or informal. Crucial to its importance for pedagogical competence is the extent to which leadership leads to an impact on the pedagogical development of individuals as well as the whole or parts of the organisation. Educational leadership includes promoting educational discussion and systematic quality development as well as working on the basis of overall goals and frameworks.
- V. The applicant demonstrates in their pedagogical practice over time, conscious and systematic development of their way of supporting student learning. The applicant participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning through co-operation and interaction with others. This is demonstrated, for example, through the sharing of pedagogical knowledge, research and methods or the ability to develop educational materials to stimulate and enhance learning. The applicant has credible ideas and concrete plans for the further development of their pedagogical work.
- VI. The applicant reflects on their pedagogical practice using knowledge of teaching and learning relevant to their subject. The applicant reflects on the students' learning in their own subject. The pedagogical reflection should demonstrate competence, maturity, and responsibility in their own pedagogical practice. The

applicant participates in collegial exchanges of experience regarding their pedagogical practice and their knowledge of teaching and learning, e.g., by participating in pedagogical conferences or writing pedagogical reports.

- VII. The applicant has credible ideas and concrete plans for the further development of their pedagogical work.

### Grounds of assessment 3

Good ability to supervise doctoral students towards a doctoral degree and/or students in artistic programmes towards artistic independence.

#### Criteria

- I. The applicant must have extensive experience of supervising students to a high degree of artistic independence. In this context, "student" refers to students at least at the master's level. Supervision experience within or outside the academy involves a longer-term commitment to the development of individual students/adepts and must constitute a total of several years' experience.
- II. The applicant demonstrates a well-documented reflective approach to the supervision of students in artistic programmes.
- III. The applicant has documented experience of training towards artistic independence and/or doctoral programme activities in addition to supervision.

#### Clarifying example

- I. In the assessment of experience, endurance in supervision is assessed, i.e., that the applicant has supervised for a significant period of time and has to an extensive degree followed students to maturity in terms of the student's artistic independence. This means assessment of the ability to critically test, develop and evaluate artistic work while supervising, to reflect and relate to the outside world and the development of the field, and to communicate and evaluate the methods and results used and how

these contribute to the development of the field. If the applicant comes from outside academia, equivalent ability in other types of supervision experience may be considered, such as mentoring, assistant supervision, supervision of new employees, etc.

- II. In their reflection, the applicant demonstrates a conscious and systematic approach to supervising doctoral/artistic students towards research/artistic independence. The applicant reflects on his/her supervision practice with the help of established knowledge about supervision and learning as well as examples of situations and results taken from the applicant's own supervision practice.
- III. Activities in addition to supervision are demonstrated, for example, by the applicant having developed and implemented doctoral education courses, artistic continuing education courses, organised graduate schools or art schools, participated in activities aimed at teaching professional artists or doctoral students, participated in examinations within the doctoral education programme, or equivalent.

## Grounds of assessment 4

Good ability to interact with the surrounding community and to communicate about one's activities.

### Criteria

- I. The applicant has actively participated in various types of collaborations between universities, industry, and society.
- II. The applicant has actively disseminated and created an understanding of artistic activity and development.

### Clarifying examples

- I. Information to and interaction with actors outside academia refers to matters related to the applicant's subject area. The applicant has taken the initiative and/or been involved in making research/artistic results practically useful and relevant in society.



Experience of artistic processes, innovation processes and entrepreneurship, as well as the ability to identify and address relevant problems and issues in society are taken into account. Interaction with industry and/or public institutions of relevance is taken into account, and may involve having carried out/curated exhibitions, developed a structured collaboration with clients/companies and/or developed products/processes. Participation in different types of interest groups, professional organisations, etc. will also be considered. For artistic practitioners, participation in the professional development of artistic expressions, media or methods may apply.

- II. The applicant has communicated research results/artistic development, for example by participating in popular science contexts, giving public lectures, or creating debate relevant to the research topic. The applicant has participated in activities that increase interest in the artistic field among the general public and within the education system, such as primary and secondary schools.

## Grounds of assessment 5

Good ability to otherwise manage and develop the organisation.

Definitions in this context:

Management: Management requires a formal appointment, budgetary responsibility, and direct supervisory responsibility. Management always includes leadership. Academic management refers, for example, to assignments as head of department/director.

Leadership: This refers to a leadership role such as coordinating, communicating, and addressing issues. A good leader is sensitive to the needs of the organisation and shows skill in adapting leadership to the situation and environment.

### Criteria

- I. The applicant demonstrates organisational skills.

- II. The applicant demonstrates good leadership skills.
- III. For promotion, the applicant must have undergone management training or have equivalent knowledge.

### **Clarifying examples**

- I. Organisational capacity implies an active and leading role in the development and administration of one's own organisation. This can be demonstrated, for example, by taking a leading role in boards, committees and working groups within one's organisation, as well as contributing by regularly organising and leading departmental activities and seminars.
- II. Leadership is demonstrated by the ability to plan and adapt activities according to given regulations and financial frameworks, and to show commitment to the long-term strategic work of the organisation. Leading and developing research groups and mentoring younger colleagues (e.g., in supervision) are additional ways of demonstrating leadership. Academic leadership can be demonstrated through academic directorship, but also includes being a member of faculty and university boards and committees or holding positions representing one's organisation in national and international organisations and working groups. Administrative training in areas such as finance and health and safety will be considered.
- III. Completed management training should be a course in management. Equivalent knowledge can be considered as acquired after several years of documented experience as a manager.

## **Adjunct Artistic Professor position**

The purpose of an adjunct professor is to provide unique expertise that is not available within the regular organisation. The applicant is expected to be a leading artistic practitioner/researcher who can actively reinforce or complement existing research and/or artistic activities and educational activities.

According to the Higher Education Ordinance, an adjunct professor shall be employed until further notice, but not indefinitely. An appointment as an adjunct professor may be renewed, but the total period of employment may not exceed twelve years. For an adjunct professorship to be possible, the applicant must have their main activity outside academia. This means that a person can be co-opted up to 50% of a full-time position.

## Eligibility and assessment

In accordance with Lund University's employment regulations, an adjunct professor must fulfil the eligibility requirements and grounds of assessment for employment as a professor. However, deviations from the eligibility requirements may be made if the applicant has a unique competence of particular importance for the activity in question, or to strengthen the activity's connection to the surrounding society. Skills other than pedagogical and artistic skills may be given special weight in the assessment of overall skills, such as work experience and specialist knowledge. The requirement for pedagogical skill must be seen in the context of the organisation from which the applicant comes.

### Additional examples for the assessment of adjunct professors

It is important that all qualifications, including those outside of academia, are presented in a way that allows them to be assessed by recruitment boards and experts.

When assessing expertise, it is also important to have access to documentation that shows the applicant's ability to reflect on their activities and how the possible adjunct professorship can contribute to a stronger exchange between the university and industry/society. It should be stated how the applicant has developed their artistic expertise in the subject area in question over time.

In addition to the grounds of assessment, criteria and clarifying examples provided earlier in this document, the following examples are specifically designed for adjunct professors:

**Artistic excellence, see Grounds of assessment 1**

Artistic excellence can be demonstrated through success in artistic work and where the applicant has played a decisive role. Experiences from artistic contexts that complement academic activities and that have made documented contributions to artistic development may be taken into account. In addition to the applicant's own artistic production, the documentation may consist of exhibition catalogues, reports, books, evaluations, or investigations where the applicant's artistic competence has been a prerequisite.

**Pedagogical skills, see Grounds of assessment 2**

Pedagogical skills may be demonstrated in an academic environment or in society and industry. Pedagogical skills can be demonstrated through different types of leadership, guidance/mentoring, training, communication, and knowledge transfer aimed at different stakeholders and target groups in business, organisations and society.

Employment as an adjunct professor requires at least five weeks of higher education pedagogical training or the equivalent. If there are special reasons, e.g., when the applicant has not had the conditions to acquire such knowledge in their previous employment, employment can still take place. The applicant must then undergo higher education pedagogical training during the first two years of employment. If the period of employment is no more than one year or if the scope does not exceed 20%, the requirement of five weeks of higher education pedagogical training need not be applied. In these cases, the employee must undergo a customised higher education pedagogical training course based on the tasks included in the employment.

### **Supervision of students in artistic programmes, see Grounds of assessment 3**

Experience of supervision other than supervision of students in artistic education may be taken into account, such as mentoring, supervision in other contexts, etc.

Collaboration and information, see Grounds of assessment 4

As with the recruitment of professors, the applicant must be active nationally and/or internationally, e.g., through participation in professional networks.

### **Leadership, see Grounds of assessment 5**

The applicant is expected to have a leadership role in their organisation and should provide evidence of this in the application.

## **Employment as a visiting professor**

According to the Higher Education Ordinance, a visiting professor shall be employed until further notice, but not indefinitely. An appointment as a visiting professor may be renewed, but the total period of employment may not exceed five years. Normally, a visiting professor's main employment is in higher education.

### **Eligibility and assessment**

A visiting professor must fulfil the eligibility requirements for employment as a professor. The person must also have specific expertise of value for the activity in question.