

Required documentation

- when applying for positions at Copenhagen Business School (CBS)

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Introduction

This guide elaborates on the requirements to the material that is requested as documentation in the vacancy announcement at CBS. The guide concerns both administrative and academic vacancy announcements.

Regarding TAP positions (technical-administrative staff)

The recruitment procedure is based on the following set of rules:

- Applicable agreements within the specific area of the individual vacancy.
- Act on fixed-term contracts.
- The vacancy announcement in question.

Application

The application should begin with a brief introduction in which the applicant sums up his or her reasons for applying for the vacancy, his or her qualifications (in relation to the content of the vacancy announcement) as well as intentions and visions for the fulfilment of the position.

It is expected that the complete application contains the following documentation:

- Updated curriculum vitae.

- Copy of diploma, exams, degrees or similar.

Application including appendices must be sent online by using the “apply online” button at the bottom of the vacancy announcement.

Please observe that all mandatory boxes (marked *) in the application form must be filled in.

CV

- Name, date of birth, home address, phone number (work and/or private) and e-mail address.
- Former place of employment etc.
- Education.
- Other qualifications relevant for the fulfilment of the vacancy.

Regarding VIP positions (academic staff)

The recruitment procedure is based on the following set of rules:

- Ministerial Order no. 284 of 25 April 2008 on the Appointment of Academic Staff at Universities.
- Ministry of Finance Circular of June 13, 2007 on the employment structure at Danish Universities.
- Ministry of Finance Circular of January 11, 2006 on the Collective Agreement for Academics in Denmark.
- Act on fixed-term contracts.
- The vacancy announcement in question.

The application in general

The application material consists of two parts. One is the actual application; the second is the documentation for the applicant’s qualifications in the areas of research, teaching and communication as well as other relevant qualifications.

The application should begin with a brief introduction in which the applicant sums up his or her reasons for applying for the vacancy, his or her qualifications (in relation to the content of the vacancy announcement) as well as intensions and visions for the fulfilment of the position.

It is expected that the complete application contains the following documentation:

- Updated curriculum vitae.
- Copy of diploma, exams, degrees or similar.
- Research agenda for the next couple of years.
- An account of the research-related qualifications in relation to the vacancy announcement and possible documentation hereof.
- A complete, numbered list of publications, indicating titles, name of journal, place of printing, year of publication and page numbers.
- A copy of the publications to be considered during the review. A maximum of 10 publications for review are allowed.

- An account of the applicant's contribution to research management, such as the organisation of research seminars, symposiums and conferences.
- An account of other qualifications relevant for the fulfilment of the vacant position and documentation hereof.
- An account of the applicant's teaching/ pedagogical qualifications in relation to the vacancy announcement and documentation hereof (teaching portfolio, more information below).

Application including appendices and publications must be sent before the expiration of the application deadline by using the "apply online" button at the bottom of the vacancy announcement in question.

Please observe that all mandatory boxes (marked *) in the application form must be filled in.

CV

- Name, date of birth, home address, phone number (work and/or private) and e-mail address.
- Former place of employment etc.
- Education.
- Relevant teaching qualifications.
- Communicative qualifications, such as participation in committees, boards, associations etc. This may include lecture activities and communication of popular science.
- Other qualifications relevant for the fulfilment of the vacancy.

Application for professorships and associate professorships

Applications for vacant positions as professor and associate professor must include the following documentation (applications for vacant positions as assistant professor should also, if relevant, include documentation for the following):

- Management and administrative duties.
- Research education.
- Evaluations.
- Research communication.
- Research financing.
- Other documentation relevant for the assessment of the applicant's qualifications.
- All items should be listed according to this disposition.

Applicants for positions as professor/professor with special responsibilities or associate professor must not submit more than 10 academic works (published, in the process of being published, manuscript). In case the applicant's production of scientific works consists solely or mainly of smaller works (articles or similar), he or she may exceptionally include a larger number of publications. The applicant should only include works that are relevant to the vacancy. A complete list of included appendices must be attached and each of these must be numbered and marked with the applicant's name.

Application for positions as assistant professors

In case the applicant's production of scientific works consists solely or mainly of smaller works (articles or similar), he or she may exceptionally include a larger number of publications. A complete list of included appendices must be attached and each of these must be numbered and marked with the applicant's name.

Assistant professorships are training positions and consequently the requirements for teaching qualifications are limited. Pedagogical qualifications include the planning, implementation and assessment of teaching. These qualifications are expressed through the teacher's own instruction, but also when working with the organisation of learning potential, as well as through support to colleagues in their teaching. The qualifications can also be expressed through research and development work insofar as it relates to education and teaching as well as communication and information activities. Teaching and research cannot be assessed solely as technical competences. It is also a qualification to be able to substantiate and reflect on one's teaching practice in the light of relevant pedagogical theory and systematised experience.

Teaching portfolio

A teaching portfolio is a description of the applicant's teaching experience, education and evaluations. The teaching portfolio is meant to give the assessment committee the tools to make an objective and qualitative assessment of the applicant's teaching abilities. It is the responsibility of the applicant to properly document his or her skills in a way that provides the assessment committee with the best possible opportunity to make an objective and qualitative assessment. The assessment is carried out in relation to the specific circumstances that apply for each vacancy category; an assistant professorship is a training position for instance, which is why the requirements for teaching/pedagogical qualifications are limited. The assessment is furthermore carried out in relation to the individual vacancy announcement. The portfolio should only include material that is relevant to the vacancy in question; however it should simultaneously provide the assessment committee with an overall impression of the applicant's experience/qualifications in the fields of teaching and pedagogy. It is thus a portfolio where the applicant through selected example material presents his or her qualifications. The teaching portfolio must contain the following components in the form of description and documentation respectively via e.g. selected example material.

- Completed courses in university pedagogy or other pedagogical course programmes. Certificate hereof; for instance pedagogical supervision assessment.
- Completed teaching, i.e. courses, seminars, etc. The nature of the teaching and level (bachelor, master, PhD level). For instance teaching plans, teaching assessments, web pages and videos.
- Completed supervision (projects, master's theses, PhD dissertations, other). For instance plans for supervision, supervision contracts.
- Experience with programme management, coordination of teaching and exam activities, career guidance. For instance teaching schemes, guidelines for teachers or students.
- Development of studies on all levels, including continuing education and further training. For instance contribution to study programme proposals, course descriptions, education and teaching assessment.

- Experience with teacher units, collegial supervision and similar. For instance plans, follow-up on courses.
- Contribution to the development of academic areas, subjects or disciplines. For instance participation in networks (national/international), contribution to arrangements concerning (further) development of teaching and supervision, participation in coordination and development groups.
- Contribution to textbooks or teaching resources.
- Other experience in the fields of teaching and university pedagogy.
- Commented examples of teaching plans, applied teaching material and guidance. Submitted examples can among others clarify the correlations between teaching and examination form, didactic relations and the connection to the competence goals of the study programme.
- Other areas that can form part of the foundation for the assessment could be pilot- and development projects, teaching-related development projects in cooperation with other institutions, work with new working methods or types of examination, interdisciplinary cooperation, IT, internationalisation, traineeships, courses in further training and general institutional development. Assessment or statement from programme director, head of department or course managers in connection with pedagogical development.

Evaluation of the applicant's teaching should be kept within a systematic frame that is relevant to the vacancy and it should be in the form of regular teaching assessment, statements in connection with course participation or teamwork or statements from pedagogical management. Potential evaluations from students must then be from at least two different classes.