

Guidelines for assessing applicants for professorships and professorial promotions

Adopted by UHR-Humanities on 12.05.2023, with effect from 01.01.2024.

1. Premises for the expert assessment

The following documents form the basis for the committee's work and are incorporated into these guidelines:

- [Regulations concerning appointment and promotion to teaching and research posts](#), last amended by the Ministry of Education, 01.09.2019¹
- Universities Norway's (UHR) [guiding principles for assessing educational competence for appointment to professorships or promotion to professor](#), March 2022
- Advertisement text and job description

The committee's chair/administrator is responsible for ensuring that the committee's assessment is based on the requirements set out in the regulations.

2. General principles

The members of UHR-Humanities place great emphasis on striving for equal quality requirements for professorship advertisements and promotions. Humanities research is diverse and should remain so. Therefore, the national quality requirements must not be perceived as too rigid.

3. Competence requirements

The regulation specifies that the competence requirements for employment in a professorial position should be at a scientific level in accordance with established international or national standards. Alternatively, the requirement is artistic activity at the highest level according to international standards and relevant breadth and depth in the subject or discipline at the highest level. In addition, there are educational requirements as outlined in 3.2 below.

Universities Norway (UHR) has developed a toolbox, NOR-CAM, for the assessment of academic results, competence, and experience. The University of Oslo (UiO) has developed a customized matrix for assessment based on the institution's needs. This is included as an appendix to this guide, and UHR-Humanities stand behind the matrix.

The assessment matrix contains three columns with examples of results/competence, documentation, and reflection. In this way, the matrix highlights what may be meritorious. However, it is flexible and can be adapted to various purposes, activities, and positions.

Results/competence, documentation, and reflection should demonstrate what has been done and achieved in the various areas, as well as the quality, development, and breadth of activity and

¹ It is emphasized that the guide is based on the current regulations regarding employment and promotion, and that some adjustments may be necessary when new regulations are available.

results. The appendix provides a more detailed description of results/competence, documentation, and reflection.

NOR-CAM's competence profile operates with the following five areas:

1. Scientific qualifications	<ul style="list-style-type: none">• <i>Scientific works and contributions in various parts of the research process, or artistic qualifications</i>
2. Educational qualifications	<ul style="list-style-type: none">• <i>Educational qualifications anchored in the respective institution's requirements for basic competence in university pedagogy</i>
3. Knowledge in use	<ul style="list-style-type: none">• <i>Dissemination, innovation, and interaction with society</i>
4. Qualifications in academic leadership and administration	<ul style="list-style-type: none">• <i>Research and educational leadership, relevant experience/education for leadership/administration, participation in councils, boards, positions, etc.</i>
5. Personal qualities (only for job advertisements)	<ul style="list-style-type: none">• <i>Personal qualities relevant to the position (e.g., good teamwork skills, communication skills, positive contributions to the work environment)</i>

The assessment of scientific qualifications should be based on the quality and originality of the scientific work. Bibliometric indicators should be used with caution and supplemented with other information.

Upon appointment, the expert committee conducts a comprehensive assessment of the scientific qualifications and an initial assessment of the qualification requirements. Qualifications in points 2-4 may also be subject to additional assessment and elaboration through a trial lecture, interviews, and reference interviews. Personal qualities are assessed only after the expert committee has completed its evaluation.

For promotion, the assessment is primarily based on scientific and educational qualifications. Qualifications in knowledge in use and qualifications in academic leadership and administration should count positively. The expert committee conducts a comprehensive assessment of the qualification requirements.

3.1. Scientific Qualifications

The applicant must document both depth and scientific breadth in their production. Quantitatively, submission of 5-6 major scientific articles or 1-2 scientific monographs beyond the doctoral thesis are normally expected. International participation and publishing should be given significant weight in the assessment. Scientific breadth can also be documented in the part of the applicant's production that falls outside the works (up to 15 when applying for promotion to professorship) submitted for evaluation.

When evaluating joint works, i.e., publications with more than one author, the division of work and the applicant's role in the publication should be explained. With many joint works, a somewhat larger quantity of production may be expected.

Project management and other research collaborations should be viewed positively. The same applies to efforts to promote open science.

It is the applicant's responsibility to provide documentation that allows for a qualitative assessment of the applicant's scientific competence. Along with the application, a complete list of the applicant's scientific works should be included. The applicant should highlight the works they consider most important in their production. These works are submitted for evaluation.

Submitted works should normally be peer-reviewed and published in approved channels. Unpublished works may exceptionally be submitted, but a separate justification for this should be provided.

3.1.2 Artistic Competence

To achieve competence in the field for which the position is advertised or the field in which the applicant is employed when applying for promotion (specified in the advertisement and job description), the applicant must meet the general requirements for depth as mentioned above in this regard. When applying for promotion, it is reasonable to interpret the provisions so that promotion can be sought within the field(s) the individual has worked in during their position in recent years.

For some positions, a combination of scientific and artistic competence may be relevant. In accordance with the regulations, the applicant must choose whether the application for promotion should be based on scientific or artistic grounds.

The regulations require that an associate professor be appointed based on either scientific or artistic competence, cf. section 1-4 of the regulations. If the applicant was appointed in the field based on scientific competence (Ph.D. or equivalent), they will have to apply for promotion based on scientific competence. If the applicant was appointed based on artistic competence (completed doctoral program, Ph.D. in artistic development work, or equivalent), they will have to apply for promotion based on artistic competence.

In assessing the overall artistic production, emphasis should be placed on whether the applicant's professional activity in recent times has shown improvement, stagnation, or decline.

Along with the application, a complete list of the applicant's artistic works should be included; primarily based on published works and, if applicable, their own written works. The applicant should highlight the works (up to 15) considered most important in their production in their application. Documentation of these works has to be submitted for evaluation. The committee should provide a particularly thorough assessment of these selected works. The committee may request the submission of additional works if necessary. The documentation must indicate whether the works have been published in academically recognized contexts, and the committee should take this into account in its evaluation. The applicant may also include reviews and/or critiques of the submitted works published in relevant publications.

Documentation of other professional or technical competence related to the submitted works or as a separate item in the list of 15 works can be included.

If unpublished works are submitted for evaluation, a separate justification must be provided in the application. The committee must specifically discuss and justify the weight they assign to such works in their assessment of each applicant.

If works where the applicant is one of several contributors are submitted for evaluation, the application must include a description of the applicant's contribution to the work.

3.2. Educational Qualifications

Different institutions have defined pedagogical basic competence. This includes, among other things, completing a dedicated educational program (minimum 200 hours).

In addition to the requirements for minimum scientific qualifications and university pedagogical basic competence as specified in sections 11-12 of the regulation, some additional educational qualifications are required for employment and promotion to professorship. These skills must be documented at the time of employment, and they must be fulfilled when applying for promotion.

For employment or promotion to professor, *in addition* to university pedagogical basic competence as described above, the following must be documented:

- A wide range of skills in planning, implementing, and evaluating teaching
- Extensive experience in supervision, typically including master's/PhD level
- A wide range of skills in systematic development work related to teaching and supervision
- Efforts, leadership, and collaboration within one's academic community related to work on educational quality

3.3. Knowledge in Use

Dissemination, innovation, and interaction with society should be viewed positively in an overall assessment. See examples in the matrix in Appendix A for areas that may be included.

3.4. Qualifications in Academic Leadership and Administration

Academic leadership and administration should be viewed positively in an overall assessment. See examples in the matrix in Appendix A for areas that may be included.

3.5. Personal Qualities

Personal qualities are assessed solely after the expert committee has completed its evaluation.

4. The Committee's Work

For *promotions*, the committee chair must be external. The appointing body or the authorized person appoints the committee chair from among the members of the committee when the committee is appointed. An internal coordinator may be used to ensure familiarity with local regulations and to manage the committee's work. The coordinator is not part of the committee.

The experts should normally work as a panel and provide a collective assessment. If there is dissent within the committee, the reasons for the different positions should be outlined in the statement. The statement should:

- Explain the formal basis for the assessment, i.e., the regulations, recommendations, guidelines, job descriptions, etc., that form the basis of the committee's work.
- Describe the formal qualifications of the applicants, including their education and professional experience.
- Explain the committee's assessment of the documentation submitted by the applicants.

- Describe any audition/other artistic activities conducted and explain the committee's assessment of the applicants' artistic performances in these.
- Explain the committee's assessment of the applicants' overall competence based on documentation and, if applicable, artistic samples.
- State whether the statement is unanimous (for applications for professorial promotion).

Initially, the committee should highlight and possibly substantiate the aspects from the job description that it finds particularly important to emphasize.

The different parts of the competence profile (excluding personal suitability for promotion) should be discussed in separate sections with conclusions regarding any competence for each applicant.

When applying for promotion, it must be thoroughly justified if a committee finds that an applicant is not qualified for professorship. In the case of dissent, both the majority and minority must thoroughly justify their positions. When an applicant is assessed as qualified for professorship, it must be clearly stated that the assessment is unanimous and unequivocal.

The committee chair is responsible for ensuring that the committee's statement is drafted in accordance with these guidelines.

The application should be finally decided upon by the institution no later than one year after the applicant's documentation is submitted to the institution responsible for assessment in the field. This deadline can only be deviated from if there are special reasons.

A proposed outline for the expert assessment for professor promotion is attached in Appendix B.

5. Institutional Procedure

The assessment committee's evaluation is sent to the applicant as soon as it is available. There is no opportunity to appeal the expert opinions, but the applicant may raise objections to the handling of the case or provide comments to the experts within two weeks after the statement is sent to the applicant. Comments on the expert opinions are presented to the assessment committee for any additional statements before a decision is made.

Based on the assessment committee's evaluation and any objections and additional comments, the institution's authority responsible for professor appointments makes a decision regarding the approval of the evaluation and grants promotion based on it.

Appendix A: NOR-CAM Toolbox for Assessment of Academic Results, Competence, and Experience

Universities Norway (UHR) has developed a toolbox, NOR-CAM, for assessing academic results, competence, and experience. The University of Oslo (UiO) has developed a customized matrix for evaluation based on the institution's needs. The following is extracted from their matrix.

For each area in UiO's competence profile, the evaluation matrix consists of three columns with examples of results/competence, documentation, and reflection. This highlights what may be considered meritorious. The list is not exhaustive. What is included in the various dimensions must be adapted to the context in which it is to be used. Units may have local matrices tailored to their field.

Results/competence, documentation, and reflection should demonstrate what has been done and achieved in the various areas, as well as the quality, development, and breadth of activity and results. It would be beneficial if an applicant relates their qualifications to UiO's commitments in the relevant areas.

Results and Competencies: The matrix is developed particularly with professor and associate professor positions in mind. However, it is flexible and can be adapted for various purposes, activities, and positions. What counts, and how much, may vary depending on the type of position to be filled and the profile advertised for the position. This column contains examples of what may be relevant.

Documentation: The assessment of the various qualification areas should be based on documentation that enables an assessment of their quality. The matrix contains a detailed description with examples of relevant documentation for the various qualification areas. Emphasis is placed on formulating the examples in terms of activities and results of such qualifications, not "abilities" or "presumptions."

Reflection: This column pertains to the applicant's own reflection on the various points. The idea is that this column represents the applicant's subjective assessment of their own results and competencies. The goal is to achieve a good interaction between the documentable and/or measurable aspects and one's own qualitative assessment of these. The reflection can show whether the applicant engages with the various competency areas in a manner characterized by systematic investigation and reflection linked to conscious use of scientific and experience-based knowledge.

The matrix exemplifies results/competencies, documentation, and reflection for all areas in the competence profile. It is emphasized that the matrix has many bullet points because it is meant to exemplify possibilities for various elements that can be included, not because each individual point must be covered. Units may have established local matrices with examples tailored to their field. Results/competencies, documentation, and reflection should demonstrate what has been done and achieved in the various areas, as well as the quality, development, and breadth of activity and results.

Competence area	Results/Competence	Documentation	Reflection
Academic qualifications (research results and research process)	<ul style="list-style-type: none"> • Publications • Management/ participation in research projects or research groups • External funding • Open publication • Contributions to making publications available • Datasets, software • Sharing research tools and methods • Specialist textbooks • Research reports • Contributions to innovation based on research and academic development work • Appraisal work for appointments, promotions, doctorates • Peer reviews • Academic presentations • Interdisciplinarity 	<ul style="list-style-type: none"> • Publications submitted • Inventions, patents, software, models, etc. • Christin registrations • Certificates, confirmation of participation • Diplomas • Letter of allocation • Prizes, other awards 	<ul style="list-style-type: none"> • Quality and relevance of results • Own role in research and research cooperation • Contributions to open research • Own development over time • Contributions to interdisciplinary cooperation
Educational qualifications	<ul style="list-style-type: none"> • Teaching • Planning, assessment and development of teaching programmes • Teacher training • Examination and assessment work • Research supervision at various levels • Educational leadership, development/renewal of study programmes/courses • Active use of digital competence in teaching and assessment • Innovative use of digital learning 	<ul style="list-style-type: none"> • Educational portfolio • Diplomas, course certificates • Testimonial • Examples of syllabi, course descriptions, examination question papers • Examples of the use of student evaluation • Reports • Appointments • Textbooks • Collections of tasks • Link to online resources 	<ul style="list-style-type: none"> • <i>Focus on student learning</i> • How learning processes are linked to own practices • Links between teaching design and learning • Use of student evaluations • <i>Clear development over time</i> • What principles, reflections and experiences have been key to own development

	<p>environments and resources</p> <ul style="list-style-type: none"> • Preparation of new forms of teaching, learning and assessment • Preparation of textbooks, digital learning materials, and other learning resources • Participation in the analysis and evaluation of education and quality of education • Collegial cooperation linked with work on educational quality • Mentoring 	<p>(MOOCs etc.) developed by the applicant</p> <ul style="list-style-type: none"> • Videos • Prizes or other rewards 	<ul style="list-style-type: none"> • Reasons for choosing own teaching practice • <i>A researching approach</i> • How teaching/study programmes work • Why it works like that • How to use research-based knowledge to create better learning opportunities • <i>A collegial attitude and practice</i> • Own contribution to a broader academic environment • Making use of colleagues' experience • Own role in formal and informal processes in the field of education
<p>Applied knowledge</p>	<ul style="list-style-type: none"> • Relevant education/courses • <i>Dissemination activities</i> • Communication to the general public or specific user groups • Lectures/courses • Participation in public debate • Popular science dissemination • Exhibitions • Translations • <i>Innovation</i> • Commercial use • Patents • Licenses • New services • Practice development in trade and industry, 	<ul style="list-style-type: none"> • Diplomas/certificates • Academic publications • Reports • Catalogues • Databases • Patents • Models • Examples of/links to participation in public debate • Examples of/links to online resources documenting contributions in the voluntary sector • Examples of/links to online 	<ul style="list-style-type: none"> • Quality and relevance of results • Interaction between research and the use of knowledge in practice • Own development over time • Contribution to interdisciplinary cooperation • Own practice in the light of knowledge in the field • What principles, reflections, and experiences that

	<p>the public sector or organizations</p> <ul style="list-style-type: none"> • <i>Interaction with the community</i> • Work on public enquiries • Academic contributions in the voluntary sector • Contribution to community development 	<p>resources documenting contributions in practice development of new services</p>	<p>have been key to own development</p> <ul style="list-style-type: none"> • Reasons for choosing own dissemination practice
<p>Qualifications in academic management and administration</p>	<ul style="list-style-type: none"> • Research management • Educational management • Management of research projects/networks • Management appointments in academia • Committee work • Participation on boards and councils • Other relevant experience/education for management/administration 	<ul style="list-style-type: none"> • Certificates and diplomas • Testimonials • CVs • References to websites documenting experience 	<ul style="list-style-type: none"> • Own contribution in formal and informal leadership roles • Own practice in the light of knowledge in the field • Own development over time • What the applicant has wanted to achieve, how they have attempted to achieve this • Management as a contribution to attainment of results • How to prepare for future management duties • Contributions to strategy work • How experiences in the field of management and administration are helping to reinforce skills in the other qualification areas
<p>Personal qualifications</p>	<ul style="list-style-type: none"> • Personal qualities specified in the call for applications • How personal qualities have helped to bring about specific results of relevance to the position 	<ul style="list-style-type: none"> • Interviews • Reference interviews • Testimonials 	<ul style="list-style-type: none"> • A collegial attitude and practice • Own role in research and education cooperation • Contribution to the working environment

			<ul style="list-style-type: none">• How personal qualities are helping to reinforce skills in other qualification areas
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Attachment B: Proposed Structure for the Report

Guidance text for the committee and institution responsible for evaluation is written in italics. Text that should normally form part of the recommendation is written in regular font.

Expert Assessment

Application for Promotion to Professor (SKO 1013) in (Field) at Department ...

NN has submitted an application for promotion to professor within the application deadline of September 15, 20...

X scientific works have been submitted for evaluation (*maximum 15 scientific works*), as well as a complete list of all publications claimed as the basis for the evaluation. (*The list may be commented on*). An overview of the applicant's other qualifications has also been submitted. The applicant has not been assessed for Norwegian professor competence in the past two years from the application deadline.

(It is not permitted to submit works after the application deadline, but the committee may request that additional works be submitted.)

Regulations

Regulations concerning appointment and promotion to teaching and research posts, established by the Ministry of Education and Research on September 1, 2019:

<https://lovdata.no/dokument/SFE/forskrift/2006-02-09-129>

Common national guidelines:

Guidance for assessing applicants for professorships and professor promotions in the humanities, UHR-Humanities: <https://www.uhr.no/temasider/karrierepolitikk-og-merittering/opprykk-sordninger/>

Local rules for promotion for the University of

To be completed by the institution.

1. Field of Study

NN is permanently employed (or on fixed-term appointment) as in (field)..... at the Department The applicant requests to be evaluated within the field of study The stated field of study falls within the field in which the applicant is employed.

(The field of study is defined in the advertisement, or job description. In applications for promotion to professor, the assessment should be based on the advertisement or job description that applies to the applicant's position, or in an updated job description.)

2. Committee Members

The expert committee consists of the following members:

1. NN, position in field, from university/college
2. NN, position in field, from university/college
3. NN, position in field, from university/college/country

NN has been appointed as the committee's chair.

All members have professor competence or equivalent competence in the applicant's field of study. The committee members are considered impartial to assess the applicant, cf. the Public Administration Act § 6. (*Each committee consists of at least three persons with professor competence or equivalent competence in the applicants' field of study. The chair should not be from the applicant's institution. As far as possible, and in the fields where it is natural, the committee should have a member from another country. Only one member of the assessment committee can be from the applicant's own institution. Both genders should, if possible, be represented on the committee.*)

3. Competence Profile

3.1. Scientific Qualifications Description of the applicant's scientific/artistic qualifications:

Description of the applicant's scientific/artistic qualifications:

Assessment of the applicant's scientific/artistic qualifications:

3.2. Educational Qualifications Description of the applicant's qualifications:

Description of the applicant's qualifications:

Assessment of the applicant's qualifications:

3.3. Knowledge in Use Description of the applicant's qualifications:

Description of the applicant's qualifications:

Assessment of the applicant's qualifications:

3.4. Qualifications in Academic Leadership and Administration Description of the applicant's qualifications:

Description of the applicant's qualifications:

Assessment of the applicant's qualifications:

4. Conclusion

Summary of qualifications:

The committee unanimously and unequivocally believes that NN should be granted promotion to professor within the field of x. NN meets the requirement for pedagogical basic competence.

Alternatively, NN does not yet meet the requirement for pedagogical basic competence, and it is assumed that he/she will acquire this within two years.

Alternatively, the committee believes that NN should not be granted promotion to professor within the field of X.

Place, Date

Member

Member

Member