

## Advisory guidelines for assessment of applicants for appointment or promotion to the positions of Associate professor (førstelektor) or Associate professor (førsteamanuensis)

### Basis for assessment work

In addition to these guidelines, the following documents provide the basis for the committee's work:

- *Regulation concerning appointment and promotion to teaching and research posts laid down by the Ministry of Education and Research, 09 February 2006*
- *Regulation concerning amendments to the regulation concerning appointment and promotion to teaching and research posts of 23 July 2010*
- *Advisory guidelines for assessment of applications for promotion to Associate professor (førstelektor) based on competence, set by UHR 15 December 2006.*
- The advertisement for the post and any detailed description

USN's guidelines should be regarded as a specification of the general guidelines in the Ministry of Education and Research's regulation.

The committee's chairperson is responsible for ensuring that the committee's statement is formulated in compliance with these guidelines.

### 1. Assessment committee

Applicants for posts or academic promotion must be assessed by an assessment committee.

The expert committee assessing applicants for vacant positions as Associate professor (førstelektor) or Associate professor (førsteamanuensis) or competence-warranted promotion to Associate professor (førstelektor) or Associate professor (førsteamanuensis) will consist of 3 persons of whom at least one must have skills above professorial level. The others must at least have Associate professor (førsteamanuensis) competence when an application is submitted for promotion to Associate professor (førsteamanuensis), and at least professorial competence when assessing an application for promotion to Associate professor (førstelektor). When applying for promotion to Associate professor (førsteamanuensis), at least one of the members of the committee must be employed in a relevant specialist environment and have been assigned responsibility for doctoral education.

A chairperson for the assessment committee must be appointed from among the committee's members. Only one member of the assessment committee can be from the applicant's own institution and they cannot serve as the committee's chairperson. If possible, both genders should be represented on the committee. If this is not possible, the reasons for this must be specified.

In addition to the ordinary experts – and at their suggestion – one or more special experts may be appointed in special cases to express an opinion on parts of the material the applicant has submitted. Any special experts must submit individual assessments that are to be forwarded to the ordinary experts.

An expert assessment must normally be made available within three months of the committee receiving all of the documents.

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## 2. Assessment criteria

### Academic competence.

The regulation stipulates the same minimum standard for accrediting Associate professor (førsteamanuensis) competence as described in Section 1-4 *Criteria for appointment to the position of Associate professor (førsteamanuensis)*.

The regulation stipulates the same minimum standard for accrediting Associate professor (førstelektor) competence as described in Section 1-5 *Criteria for appointment to the position of Associate professor (førstelektor)*.

Promotion to Associate professor (førstelektor) is a career path for employees with extensive research and development work aimed at the professional and vocational fields, and extensive educational development work.

It is important that promotion to Associate professor (førstelektor) be recognized as equal with, but different from promotion to Associate professor (førsteamanuensis).

For both appointment and promotion, the assessment committee shall base their assessment on Section 1-4 or 1-5 of the regulation, *Criteria for appointment as Associate professor (førsteamanuensis) or Associate professor (førstelektor)* and Section 2-4 of the regulation, *Procedure and criteria for promotion to positions as Associate professor (førsteamanuensis) and Associate professor (førstelektor)*.

Both the competence and job levels meet NOKUTs requirements for a professorial position.

**Practical teaching competence.** Documented relevant practical teaching competence based on relevant education (corresponding to 20 study credits) and teaching/supervision experience are also required for appointments/promotions.

## 3. Research and development competence

### 3.1 Qualification requirements for the position of or academic promotion to Associate professor (førsteamanuensis)

According to regulation, the following shall be applied as a partial basis for assessment of applicants for the post of Associate professor (førsteamanuensis):

- *Norwegian PhD in the academic field in question or the corresponding foreign doctoral degree approved as the equivalent of the Norwegian doctoral degree, or*
- *equivalent competence documented in scientific work of the same scope and quality, or*
- *completed and approved scholarship program for artistic development work in the subject field in question, or documented artistic or development work at a high international level and with a particular specialization that is relevant to the subject field or discipline, and*
- *documented relevant practical teaching competence based on education or teaching and supervision.*

The position announcement, any mention of the requirements for the position and the desired qualifications for the individual position, will indicate the specific requirements that are applicable as well as how they should be weighted. Examples include the ability to initiate and manage research, experience from international activities, dissemination and popularization, collection work, and academic policy and administrative work.

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Personal aptitude is not to be assessed by the expert committee, but is given due weight for appointment.

### 3.1.1 The scope and level of the position or promotion to Associate professor (førsteamanuensis)

Promotion to Associate professor (førsteamanuensis) is a career path primarily linked to a formalized PhD programme. The formal doctorate will be primarily linked to scientific research expertise in the discipline and professional field.

The level requirement for the doctorate is documentation through an approved doctoral thesis. This must be an independent, scientific work within the academic international standards of the relevant discipline or profession. The work must bring about new academic knowledge. The applicant has an opportunity to submit several smaller works, but there should be a clear cohesiveness between the parts.

The applicant must also submit a complete list of all publications or other documentable production that are cited as items for assessment. The list may be annotated.

### 3.2 The scope and level of the position or promotion to Associate professor (førstelektor)

The Associate professor (førstelektor) post is a research and teaching position at the same level as Associate professor (førsteamanuensis), but with a different academic basis than promotion to Associate professor (førsteamanuensis). The fundamental requirement to be accredited with Associate professor (førstelektor) competence is extensive research and development work at a high level aimed at the vocational field and of a quality and scope equivalent to the workload and level of a PhD. Extensive developmental pedagogical work and other high-quality pedagogical activities are required. Qualifications in teaching or other pedagogical activities are assigned great weight in the assessment.

Developmental activities linked to research will often be associated with academic, institutional and administrative change processes and thereby confront challenges other than in academic work for a doctoral degree work. This competence, to a greater extent than the doctoral degree, will be aimed at practitioner knowledge and executant skills.

A developmental work can be academically linked to both the vocational and professional fields; it may be linked to educational development efforts within the university and college sector, or to links between the professional field outside the educational institution and education. A level corresponding to the doctoral degree must entail that the development work and the change processes that the applicant has contributed to are documented in a highly analytical and reflected manner.

This also means that qualifications in teaching or other pedagogical activities must meet particularly high requirements to documentation and reflection in order to warrant being given special weight in the assessment.

According to provisions of the regulation, the following shall be applied in the assessment for the post of Associate professor (førstelektor):

- *Documented extensive research and development work that in quality and scope equals the workload and level of a doctoral thesis, or*
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- *special qualifications in teaching or other pedagogical activities are assigned great weight in the assessment, and*
- *documented relevant practical teaching competence based on education or teaching and supervision.*

In addition, qualifications within one or more of the following areas may be taken into account in the assessment:

- Management of research and development projects
- Interdisciplinary collaboration and networking
- Comprehensive collaboration with business and social life for the development of offered studies and research and development work
- Extensive collaboration with cultural life in social and working life for the development of offered studies and research and development work
- Professional experience of particular merit and relevance from business and social life
- Professional experience of particular merit and relevance from cultural life
- Building up of scientific/academic collections
- Fine arts

The advertisement of the post, any mention of the requirements for the position and the desired qualifications for the individual position, will indicate the specific requirements that are applicable as well as how they should be weighted. Examples include experience from international activities, as well as academic policy and administrative work.

Personal aptitude is not to be assessed by the expert committee, but is given due weight for appointment.

### 3.2.1 The scope and level of the position or promotion to Associate professor (førstelektor)

Extensive research-and development work institutionally rooted in the university and university college sector or work aimed at the vocational field and educational development efforts, must be presumed suitable to document at least the timeframe equivalent to that of a PhD (3 years full-time work). These can be 3 scientific publications that are peer-reviewed, with a minimum of one internationally published. Development work may often require more extensive cooperative relationships, other institutional and administrative challenges than work leading to a doctoral degree.

In addition, other pedagogical activities must also be part of the basis for assessment. However, these must be assessed in relation to academic traditions and specifically on the basis of the content of the works and the effort they required to be produced.

The applicant may submit up to 10 written works.

The applicant must also submit a complete list of all publications or other documentable production that are cited as items for assessment. The list may be annotated.

### 3.2.2 Executant competence

For the position of Associate professor (førstelektor), executant competence (which can be defined and described in more detail within each subject area) will be of key importance in addition to the written research and development work, combined with expertise in developing

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and managing complex vocational and professional fields, including analysis and reflection competence.

Research-and development work will have to relate differently to the concept of standards and documentation than will a doctoral degree. Focus must to a larger extent aim at documented and reflected practice, or what one might denote as "executant competence." It may be natural to draw in professional practices when they are documented and made relevant to the development work that is submitted. Documented occupational practice in itself does not count for academic accreditation.

### 3.2.3 Quality

Requirements must be made to high-level analysis and reflection and documentation of the methodology associated with developmental works submitted for assessment. The work submitted for assessment must also demonstrate that new knowledge and/or new practices are developed. The developmental work submitted as documentation must demonstrate substance and significance within its subject, vocational or professional field. This will involve sound association with the practical field, professional networks and facilitation of experience sharing. Development, justification and experience with new forms of documentation should be able to be deemed meritorious in this context.

The results should be well-substantiated and clearly expressed.

### 3.3 Teaching competence.

For professorial competence, Section 1-4, no. 3 and Section 1-5, no. 4 of the Regulation stipulates "*Documented relevant practical teaching competence based on education or on teaching and supervision.*" The applicant must be able to document relevant practical teaching competence on the basis of education or teaching and supervision at higher and/or lower degree levels, development of curriculum plans and learning materials, student and colleague assessment or by other relevant means.

Teaching, like research, cannot be assessed solely as technical proficiency. The applicant can be considered qualified if he/she is able to justify and reflect on their own teaching practices in the light of relevant educational theory and systematized experience.

## 4. Temporary appointment pending qualification

If the possibility of a time-limited appointment (temporary appointment pending qualification) is mentioned in the text of the advertisement, cf. Section 6.5-1 of the Act relating to universities and university colleges, and none of the applicants meet the post's competence requirements for full-time appointment, the committee must assess whether any of the applicants possess the prerequisites to acquire the necessary qualifications during a three-year period. Which applicants possess the prerequisites for such an appointment, and the qualification pathway that is relevant for the individual, must be clearly stated. An assessment must also be made of how much time it is estimated the applicant will need to spend to acquire the necessary qualifications.

## 5. Overall assessment

The committee must define the overall competence of qualified applicants in relation to each other as clearly as possible as a basis for further consideration by bodies with the power to recommend and appoint.

In the overall assessment, the weight will be given primarily to the above requirements for Associate professor (førstelektor) and Associate professor (førsteamanuensis) competence, in addition to executant skills as an unconditional requirement.

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In assessing prior work or experiential competence, applicants must meet the criterion of profession-oriented research and development work on a level equivalent with that of the Norwegian PhD and must document breadth and independence in their work.

## 6. Ranking of applicants for the positions of Associate professor (førstelektor) and Associate professor (førsteamanuensis)

The committee must submit an advisory assessment and rank the three best-qualified applicants in order of preference when there are several competent applicants. To assist the appointments body in deciding to what extent interviews, trial lectures and rules on moderate gender allocation should influence their recommendation, the assessment must always clarify whether the academic divergence between the ranked applicants is large or small. Applicants with approximately equal competence must be given the same ranking.

In the ranking of applicants who are approximately equally qualified with regard to research and development work oriented towards the professional field, practical teaching training and experience will be decisive factors. If the advertisement/post description contains no special requirements, an applicant with high practical teaching competence should be ranked above an applicant with marginal experience, all else being equal. Teaching experience outside the advertised subject field must be included in the assessment.

## 7. Formal characteristics of the committee's statement

The committee must normally, and always in the case of applications for positions as Associate professor (førsteamanuensis)/Associate professor (førstelektor) and for promotion, submit an overall statement. The statement shall:

- Account for the formal basis for the assessment, i.e. the regulations, recommendations, guidelines, description of the post, etc., on which the committee's work is based
- Describe the applicants' formal competence:
  - Education and work experience
  - Academic qualifications
  - Teaching and other pedagogical qualifications
  - Development and teaching activities as well as professional experience
  - Overall assessment
- Account for the committee's assessment of the documentation the applicant has submitted.
- Account for the committee's assessment of the applicants' overall competence on the basis of documentation
- Clarify whether the statement is unanimous (in the case of applications for promotion)

By way of introduction, the committee should highlight and, if applicable, substantiate any aspects of the description of the post to which the committee has found it necessary to assign particular weight.

Research and development work oriented towards the professional field and practical teaching competence should be addressed in separate sections with a conclusion regarding the competence of each applicant when considering applications for appointment/promotion to Associate professor (førstelektor).

When assessing the applicants for the position of Associate professor (førsteamanuensis)/Associate professor (førstelektor), each applicant is given a brief, and as equitable as possible, review in terms of education, research and development work oriented

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towards the professional field and practice. The documentation submitted must be discussed and assessed, either on an individual or a collective basis. The committee should specify the requirements that applicants deemed unqualified do not fulfil and the extent to which the person concerned may be qualified for temporary appointment pursuant to conditions concerning qualifications, if the text of the advertisement allows this.

In the case of applications for promotion, detailed reasons must be given when a committee finds that an applicant does not possess requisite professorial competence. In the event of dissent, both the majority and the minority must explain their positions in detail. When an applicant is assessed as having professorial competence, it must be clearly stated that this assessment is unanimous and indisputable.

If the committee has taken into consideration submitted works that have not been peer-reviewed or published, the committee must substantiate that these are of the same academic quality as the peer-reviewed, published works.

A template for use in expert assessments for appointment and promotion is enclosed.

The committee's chairperson is responsible for the design of the committee's statement in accordance with the USN's advisory guidelines for appointment and promotion.

## **8. Expert assessment**

The committee must always state the subject area, and when applicable, the speciality in which the applicant is regarded as possessing professorial competence. The statement shall be based on the aforementioned criteria for Associate professor (førstelektor) and Associate professor (førsteamanuensis), respectively. The statement must always express whether or not the declaration of competence is unanimous and indisputable. The assessment must be dated and signed by all committee members.

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