

USN-KVM Competence Assessment Matrix for Teaching and Research Positions

Adopted by the Rector on 18 November 2025 following consideration/discussion in the Rector's management meeting on 28 October 2025, and in the IDF meeting on 17 November 2025. Revised 17.06.2026

USN-KVM is based on the [NOR-CAM framework](#), adapted to the university's criteria for appointment and promotion in teaching and research positions as set out in the Guidelines for Appointment and Promotion in Teaching and Research Positions.

The tool builds on a further development of the Open Science Career Evaluation Matrix (OS-CAM) and is intended to function as a framework for assessing general academic activity (results and competencies). One of the main purposes of the framework is to enable a more systematic assessment of multiple areas of competence.

USN-KVM (this document) is intended for use as a tool by individuals wishing to apply for academic positions at the university, employees seeking promotion or transition, members of expert committees evaluating applications, and heads of units when announcing positions or in discussions about employees' career development.

1. Competence areas

In accordance with the university's guidelines for appointment, promotion and transition, USN-KVM is divided into the following competence areas (column 1):

A) Results of research and artistic development work, B) Research and artistic development work: Process, C) Academic development work, D) Educational competence, E) Interaction with society, innovation and dissemination, F) Leadership, committee work and positions of trust, G) Other relevant experience and competence

2. Practice, results, skills (Examples)

Column 2 presents examples of results within each competence area. These examples are intended as support for the recruiting manager, the applicant and the expert committee. The list is not exhaustive, and it is not expected that everyone should "do everything".

3. Documentation

The assessment of the various results within the different competence areas must be based on documentation that makes it possible to evaluate their quality. Column 3 provides examples of how competence and results can be documented in an application.

4. Reflection (examples)

Column 4 contains the applicant's reflection and subjective assessment of their competencies and results within each competence area. The aim is to achieve a good balance between documentable and/or measurable elements and the applicant's qualitative assessment of these. In this way, we help ensure that quantitative measures and bibliometrics are only one part of the overall evaluation.

1. Competence Area	2. Practice, results, skills (Examples)	3. Documentation	4. Reflection
A) Results of Research and Artistic Development Work	Peer-reviewed publications Peer-reviewed artistic development work Presentations of academic work at scientific conferences Artistic results (performances, films, concerts, exhibitions, catalogues) Datasets, research tools, methods, software, research infrastructure, research reports	NVA ¹ registrations Bibliometric databases Publication list Artistic original works Reviews and critiques	Quality of results Relevance to academic profile Own contribution Openness and accessibility FAIR principles

¹ The Norwegian Research Information Repository (NVA), The Norwegian Research Information Repository (NVA) collects publications and other research results and makes them openly available in a common national solution. This makes results from Norwegian research available in a single service.

1. Competence Area	2. Practice, results, skills (examples)	3. Documentation	4. Reflection
B) Research and Artistic Development Work: Process	Work to promote open research Contribution to grant applications and external funding Project design and development Research collaboration internally, nationally, internationally Establishing networks Interdisciplinary collaboration Peer review and editorial work Research ethics and RRI ² Development of research infrastructure	Documentation of open research practices Award letters External funding documentation Narrative CV with links Documentation of international networks	Reflection on: - contributions to external funding - open research contributions - contributions to strategy and policy on open science - RRI - interdisciplinary - ethics in artistic fields - international collaboration - stakeholder involvement

1. Competence Area	2. Practice, results, skills (examples)	3. Documentation	4. Reflection
C) Academic Development Work	Development projects Learning resources, textbooks, teaching didacticsdevelopment Improvement of products, processes, services, treatment, organisation	Reports, evaluations Textbooks, compendiums, illustration material Video materials Reports	Quality and relevance Own role Interdisciplinary contributions

² Responsible Research and Innovation

	Co-publishing Non-peer-reviewed publications		
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1. Competence Area	2. Practice, results, skills (examples)	3. Documentation	4. Reflection
D) Educational Competence	- Pedagogical education (with a focus on university teaching) - Completed teaching - Planning, implementation, evaluation, and further development of teaching - Course/program responsibility - Course/program development - Exam and assessment work - Guidance at different levels - Educational leadership - Innovation/development and testing of teaching and assessment methods	- Diplomas, course certificates - Testimonials - Examples of syllabi - Course descriptions - exam questions - Examples of using student evaluations - Reports - Appointments - Textbooks and other teaching materials - Collections of assignments - Developed teaching materials - Awards, recognition, or other honors - Other documentation	How does your teaching contribute to the students' learning processes? ➤ How do you justify choices in your own teaching practice? ➤ What is important for students' learning in your subject? How has your teaching expertise and approach to teaching developed? ➤ Which educational perspectives, reflections, and experiences have been central? ➤ What are the sources of knowledge and motivation for further developing your

	- Educational use of digital learning environments and learning resources - Development of textbooks, digital learning materials, and other learning resources - Participation in/leading analyses and evaluation of education and educational quality - Collaboration with/including students in the development of education and learning environments - Collegial collaboration related to work on educational quality - Peer guidance and/or mentoring - Collaboration with practice fields/work life - Sharing insights from educational work		own practice and skills, and for contributing to the collective development of the programs the position is connected to? How do you work systematically, exploratively, and knowledge-based with teaching development? ➤ How do you use research-based knowledge to create better learning opportunities? ➤ How do you explore/investigate what can contribute to good learning in your subject? ➤ How do you use students' assessments and feedback as a source for further development? How do you make use of your colleagues' insights and experiences, and how do you contribute to the work of the professional community
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			How do you make use of your colleagues' insights and experiences, and how do you contribute to the department's work with teaching development?
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1 Competence Area	2 Practice, results, skills (examples)	3 Documentation	4 Reflection
E) Societal Interaction, Innovation and Dissemination	Dissemination activities Artistic competence dissemination Innovation Entrepreneurship and commercialization Social innovation Public-sector innovation Citizen science Research reports and assessments Use of research in public administration and business Facilitating user involvement	Professional field experience Patents and licenses List of popular-science dissemination Conference presentations Digital links to online resource Translations Commissioned reports Terminology and dictionary work Assessments Catalogues Databases Artistic objects and performances	Quality and societal impact Research-practice interaction External contributions Sharing of artistic/research/teaching results Own practice in light of knowledge in the field Reflection on the benefits of expertise exchange between academia and the working world Dissemination practice reflections

		Digital and physical platforms	
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1. Competence Area	2. Practice, results, skills (examples)	3. Documentation	3. Reflection
F) Leadership, Committee roles and work	Project management Academic leadership Professional leadership Leadership outside academia Peer review and editorial work Mentoring and supervision Assessment work when hiring and in promotion Evaluation of research proposals and institutions Roles in boards and committees		Contributions in leadership roles Own practice reflections Leadership impact on results Future leadership attitudes Strategic work contributions How leadership strengthens other competencies

1. Competence Area	2. Practice, results, skills (examples)	3. Documentation	4. Reflection
G) Other Relevant Experience and Competence	Professional competence Language competence Ethical competence in research Personal qualities		

