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# GUIDELINE FOR APPOINTMENT, PROMOTION AND TRANSFER IN TEACHING AND RESEARCH POSITIONS

*Approved in the Rector's management meeting 01.05.2025 – revised 26.01.2026*

## CHAPTER 1 – GENERAL PROVISIONS

### § 1 Scope

These guidelines apply to appointment, promotion and transfer in teaching and research positions at the University of South-Eastern Norway.

The guidelines apply at an overarching level and are formulated within the framework of the Universities and University Colleges Act, the Regulations to the Universities and University Colleges Act chapters 3 and 4 on teaching and research positions and recruitment positions, the Sivil Servants Act and the University of South-Eastern Norway's career assessment matrix, which has been developed on the basis of the NOR-CAM framework for the assessment of academic careers.

### § 2 Permanent and temporary appointments

The main rule in the civil service is permanent appointments. It is a prerequisite that there is a legal basis for making temporary appointments.

Temporary appointments may be made, among other things, when:

- the work is of a temporary nature, cf. the Civil Servants Act § 9 (1) letter a.

This legal basis may be used when the nature of the work clearly differs from ordinary duties, or there is a marked difference in workload within a limited period of time. This may, for example, be an externally funded project or an internal initiative.

- the employee is a substitute for another, cf. the Civil Servants Act § 9 (1) letter b.

Temporary appointments as a substitute may be made when:

- an employee is absent for a limited period of time, or for a shorter period parallel to the advertisement for the position and until an appointment has been made
- an employee, for a limited period of time, is to carry out other duties than usual and there is a need to safeguard the employee's normal duties. Substitutes may be appointed to replace all or part of a position, or to replace parts of several positions.
- temporary appointments may be made when an unforeseen need has arisen for up to six months, cf. the Civil Servants Act § 9 (1) letter e. Temporary appointments may be made for a period of up to 12 months without advertisement, cf. USN's staff regulations § 3, item 1. The Director of HR and Organisation has delegated appointment authority for appointments pursuant to this provision.

- temporary appointments may be made to a secondary position on a fixed-term basis, cf. the Universities and University Colleges Act § 7-7.
  - the fixed term shall be from two to six years
  - a secondary position may be up to 20% of a full-time position
  - temporary appointments to a secondary position presuppose a need to offer students practice-oriented competence that the permanent staff at the institution do not possess
  - If the need is not temporary, the appointment shall be made permanent
  - temporary appointment to a secondary position presupposes that the candidate has a regular primary position with another employer
  - as a general rule, secondary positions shall be publicly advertised, unless there is an independent legal basis for exempting the position from public advertisement (cf. § 4 of these guidelines – Exemptions from the requirement for public advertisement)
  
- Fixed-term appointments for positions where creative or performing artistic competence constitute an essential element of the competence requirement, and the need for such competence cannot be met by permanent staff, cf. the Universities and University Colleges Act § 7-6 (d).
  - the fixed term may be from 4 to 6 years
  - no one may be appointed for more than one fixed term per institution
  
- Fixed-term appointment for postdoctoral fellows, cf. the Universities and University Colleges Act § 7-6 (f).
  - the fixed term may be from 3 to 4 years
  - no one may be appointed for more than one fixed term per institution

Section 7-3 of the Universities and University Colleges Act additionally provides an exemption allowing temporary appointment in a lower position code for up to one year in cases where a position has been advertised, no candidates fully meet the qualification requirements, and it is necessary to make an appointment in order to safeguard teaching duties.

This legal basis presupposes that the position is re-advertised with a view to making an appointment on ordinary terms before the temporary appointment expires.

### § 3 Requirement for public advertisement

The main rule in the civil service is that vacant positions must be advertised publicly. At USN, this requirement is met by advertising positions on Jobbnorge, usn.no and NAV. Advertisements in English shall in addition be published on Euraxess' job portal. Where necessary, this is supplemented by advertisements in other relevant channels. The costs associated with advertising in other relevant channels are charged to the recruiting unit.

USN has prepared templates for job advertisements which specify, among other things, which standard formulations must be included. The templates are published on the recruitment pages on the intranet.

## § 4 Exemptions from the requirement for public advertisement

### 4.1 In general

When appointing without public advertisement, the same requirements apply to the case processing and assessment of the candidate's competence as for other appointments, cf. Chapters 2–7 of these guidelines.

Public advertisement may be omitted:

- for appointments up to six months
- for appointments up to one year, cf. USN's staff regulations § 5, item 2
- for externally funded positions, cf. the Regulations to the Civil Servants Act § 3 (3), see item 4.2
- in the case of appointment by invitation (call), cf. the Universities and University Colleges Act § 7-8, see item 4.3

### 4.2 Externally funded positions

For appointments to positions that are to carry out tasks that are externally funded (contract-funded positions), an exemption may be made from the requirement of public advertisement, cf. Regulations to the Civil Servants Act § 3 no. 3. This also applies to secondary positions that are externally funded.

The head of the operating unit concerned has the authority to make recommendations, and the Director of HR and Organisation has delegated appointment authority.

### 4.3 Appointment without public advertisement, cf. the Universities and University Colleges Act § 7-8

When special reasons so indicate, the Board may make appointments to teaching and research positions without public advertising. Such an appointment cannot be made if more than one member of the Board objects to it, cf. the Universities and University Colleges Act § 7-8.

## § 5 Impartiality in recruitment processes

The provisions on impartiality in § 6 of the Public Administration Act apply at all stages of a recruitment process.

Those involved in recruitment must assess whether they have a close connection to any of the applicants, or whether they may have a particular advantage or disadvantage related to assessing them, cf. § 6 of the Public Administration Act. Any familiarity with an applicant does not in itself entail disqualification. USN has prepared its own guidelines for assessing impartiality.

In cases where a manager considers themselves to be disqualified, the matter shall be escalated to the superior level for processing and decision.

### 5.1 Assessment of impartiality for members of expert committees

Members appointed to an expert committee must assess their own impartiality upon appointment. In this assessment, particular attention shall be paid to supervisory roles, close academic cooperation, co-publication and co-authorship. The extent of the collaboration, and how recent it is, are relevant factors when assessing one's own impartiality. Members of expert committees must disclose any

circumstances related to possible disqualification at the time of appointment. If there is doubt about one's own impartiality, an assessment shall be made in dialogue with the case officer at USN or the recommending authority.

The committee shall briefly account for any impartiality assessments that have been made, and how these were concluded, in the expert evaluation.

### 5.2 The appointing body

The appointing body is a collegial body and will not be considered disqualified in its handling of cases even if one or more of the members are disqualified and must withdraw from the consideration of a case. In the appointing body, the decision on a member's impartiality is made by the body itself, without the member concerned taking part. A deputy member shall be summoned if disqualification is known in advance.

## § 6 Public access

Applicants for vacant positions are considered parties to the case and have party access to documents pursuant to Section 5 of the Regulations to the Public Administration Act. Access for the general public is regulated by the Freedom of Information Act.

In a recruitment case, the following documents are public:

- The job announcement
- The public list of applicants

The applicants for the position have party access to the following documents:

- The extended list of applicants
- The expert assessment
- Notes/minutes from interviews and trial lectures\*
- CV and application for the shortlisted candidates
- The recommendation\*

\* Access applies where notes/minutes exist. Access is granted only to factual information about the applicant, as reproduced in the minutes and the recommendation. Assessments made by the recommending authority are exempt from party access.

USN practices an extended level of public access ("meroffentlighet") upon request for access to expert assessments. In all other respects, extended public access must be considered on a case-by-case basis.

## CHAPTER 2 ANNOUNCEMENT

### § 7 Procedure for advertising positions

### *7.1 In general*

When a recruitment need arises, a job analysis must be carried out. The recruiting manager, in cooperation with the HR adviser and representatives from the academic environment, is responsible for preparing a job analysis and a job specification for the position.

A job analysis should account for:

- Academic and strategic considerations forming the basis for the advertisement and whether budgetary coverage is in place
- The purpose of the position and which results the position is expected to contribute to achieving
- The position's academic field, areas of responsibility and tasks
- The position's competence requirements:
  - Educational requirements, level of education and field of study
  - Requirements for work experience
  - Specification of which personal qualities are important to perform the job
- Other specific requirements:
  - Security assessments in accordance with USN's guidelines for export control
  - Language requirements
- Framework and position level

The tasks associated with the position affect the position level and position code. Assess which position code should be used based on the tasks the position is intended to fulfil.

### *7.2 Weighting of qualification requirements*

When working on the job analysis, it is recommended to use [USN's competence assessment matrix \(USN-KVM\)](#) as a starting point.

Based on the job analysis, a job advertisement text is prepared and circulated for approval among the members of the appointment body.

### *7.3 Equality, diversity and inclusion*

USN seeks a broad and diverse pool of applicants for advertised positions, and job advertisements should be drafted in a way that supports this.

USN's templates for job advertisements include a diversity statement, which is standard in all our advertisements.

If one gender is clearly underrepresented within a position category in teaching and research positions, applicants of the underrepresented gender must be encouraged to apply, cf. Section 7-1, second paragraph of the Universities and University Colleges Act. If one gender constitutes less than 40 % of the employees in a position category, this is normally considered underrepresentation. Applicants from the underrepresented gender may be appointed if they are approximately as well qualified as the best-qualified applicant.

If applicants with disabilities, immigrant background or extended gaps in employment or education apply for advertised positions, at least one qualified candidate from each category must be invited to an interview, cf. Regulation to the Civil Servants Act Section 4-4 b.

Applicants with disabilities, immigrant background or extended gaps from employment and education may be appointed if they are approximately as well qualified as the best-qualified applicant.

#### *7.4 Withdrawn position and/or readvertisement*

Positions must be withdrawn or readvertised if the recommending authority wishes to deviate from the qualification requirements stated in the advertisement or if there are errors that may be considered to have an impact on the pool of applicants.

The position may be withdrawn or readvertised if a long time has passed since it was advertised, if circumstances have changed significantly or if an insufficient number of qualified applicants have come forward and it is expected that a new advertisement may change this.

If substantial changes are made to the content and requirements of the advertisement, a case for approval of a new advertisement text must be submitted to the appointment body. If it is less than one year since the text was advertised and only minor changes are made, the text may be published without new approval.

Applicants for positions that are withdrawn or readvertised must be informed of the decision.

## **§ 8 The job advertisement text**

Job advertisements are prepared on the basis of the job analysis that has been carried out. USN's standard templates for job advertisements must be used. A job advertisement must contain information about:

- the position's academic field, areas of responsibility and tasks
- which qualifications are required and which are desirable
- requirements for educational competence and language skills. The possibility of obtaining educational competence and language competence after employment and the deadlines for when the requirements must be met must be included
- organizational affiliation
- primary place of work
- information about the selection process
- information about security, background checks and export control licence where relevant; see the separate procedure for security in recruitment
- information about the requirement for recognition of foreign education
- USN's diversity statement, cf. § 7, item 7.3
- USN's aim for gender balance in academic positions and that the underrepresented gender is encouraged to apply, cf. § 7, item 7.3
- information about the applicable legislation for employment in the public sector, the recruitment process and contact information
- application deadline, minimum two weeks

### **Applications for academic positions must include:**

- application letter
- CV

- list of publications
- teaching portfolio
- diplomas and certificates
- scientific works/professional development work/artistic work
- documentation of language skills in relation to the requirements
- documentation of recognition of foreign education from HK-directorate when applicable

The number of scientific works/professional development works/artistic works that may be attached is stated in the job advertisement. Applicants must indicate which scientific and/or professional works they wish to be given particular weight in the assessment.

## CHAPTER 3 COMPETENCE REQUIREMENTS

### § 9 Position categories

As a general rule, positions are advertised with requirements for teaching and/or research competence, research/professional development work/artistic development work/pedagogical development work at a minimum of Associate professor level. The recruiting unit must account for the need in each individual case.

Positions at Assistant professor level may be advertised when the position is temporary or within academic fields where it is particularly challenging to recruit candidates with Associate professor competence.

### § 10 Competency profile

The USN competency profile consists of five defined areas.

#### **1. a) Research activity/artistic work or b) professional development work**

- i) Scientific/artistic/professional development work and contributions in various parts of the research / development process.
- ii) The assessment of scientific / artistic qualifications or professional development work shall be based on the quality and originality of the scientific / artistic / professional development work.
- iii) The use of bibliometric indicators shall only be a supplementary element in the assessment.

#### **2. Educational competence**

Educational qualifications shall be assessed on the basis of USN's requirements for educational competence.

#### **3. Interaction with society, innovation and dissemination**

#### **4. Leadership, committee work and positions of trust**

- a) Research and educational leadership, relevant leadership experience/education, participation in councils, boards, positions of trust etc.

b) Leadership experience from working life within the subject area may be considered relevant.

## **5. Personal suitability**

Abilities and skills that are relevant to the position (e.g. ability to motivate student learning, communication skills and ability to cooperate).

Other relevant competence shall be taken into account where the text of the announcement provides a basis for this.

### *10.1 Assessment by the Expert Committee in appointments*

When making appointments, the expert committee shall make a complete assessment of the candidates' competence related to scientific work, artistic work, or professional/pedagogical development work in § 10, item 1, and in accordance with the requirements set out in the job announcement. The committee shall in addition make an initial assessment of the qualification requirements in § 10, items 2–4 as formulated in the job announcement. The qualifications in § 10, items 2–4 will be further assessed during the interview.

§ 10, item 5, personal suitability, shall not be assessed by the expert committee. This is assessed by the recommending body based on the interview, and where relevant, testing/work samples and reference checks.

### *10.2 Assessment by the Expert Committee for promotion and transfer*

For applications for promotion or transfer, the expert committee shall make a complete assessment of the competency areas in § 10, items 1–4. Personal qualities are not assessed in connection with promotion or transfer.

## **§ 11 Requirement for basic scientific competence**

### *Professor*

To qualify for a position as Professor, the following minimum requirements apply:

- a PhD in a relevant subject area, or competence at an equivalent level documented either through scientific work or artistic development work of the same scope and quality
- significant contributions to research or artistic work at the highest level, and in accordance with international or national standards within the field

The research must be of high quality and demonstrate both breadth and depth. The research output must reflect an independent research profile, and the applicant must document the ability to address new research questions. Continuous activity as a researcher is a prerequisite for being awarded professorial competence.

To be qualified for a position as Professor, competence is also required within the competency areas of:

- interaction with society, innovation and dissemination, and/or
- leadership, committee work and positions of trust.

### *Associate professor*

To qualify for a position as Associate professor, the following minimum requirements apply:

- a PhD in a relevant subject area, or competence at an equivalent level documented either through scientific work or artistic work of the same scope and quality

See the guidelines for the assessment of competence for Associate professor for a more detailed account of the requirements for scientific competence at an equivalent level.

**For other teaching and research positions, a higher degree/master's degree in a relevant subject area is required.**

### *Professor (dosent)*

To qualify for a position as Professor (dosent), the following additional requirements apply:

- extensive relevant professional or teaching experience
- significant contributions to professional development work at the highest level, in accordance with international or national standards within the field/area of practice

To be qualified for a position as Professor (dosent), competence is also required within the competency areas of

- interaction with society, innovation and dissemination, and/or
- leadership, committee work and positions of trust.

### *Associate professor (førstelektor)*

To qualify for a position as Associate professor(førstelektor), the following additional requirements apply:

- relevant professional or teaching experience
- contributions to professional development work at a high level, in accordance with international or national standards within the field/area of practice

### *Assistant professor*

To qualify for a position as university Assistant professor, the following additional requirement applies:

- relevant professional or teaching experience

## § 12 Qualification requirements for educational competence

There are requirements for educational competence in connection with appointment, promotion and transfer to teaching and research positions. USN has developed its own guidelines for assessment of educational competence and has established additional requirements beyond the minimum requirements set out in the regulations.

The Regulations pursuant to the Universities and University Colleges Act (the Universities and University Colleges Regulations) FOR-2024-06-28-1392, Chapter 3, introduce new requirements for educational competence and simultaneously require institutions to stipulate their own requirements for the different position categories.

The regulations define in § 3-8 educational competence as follows:

*“Educational competence means pedagogical or didactic competence to promote learning, including knowledge and skills in the development and implementation of teaching and supervision at university and university college level.”*

Furthermore, the regulations state that:

*“Universities and university colleges shall stipulate more detailed requirements for educational competence. The requirements shall be adapted to each position category.”*

*“For the positions of Associate professor (førstelektor), Associate professor (førsteamanuensis) Professor (dosent) and Professor, a minimum requirement shall be formal training, quality development in one's own teaching, supervision, and substantial contributions to the development of educational quality.”*

Please note that the regulations, and thereby USN's guidelines/qualification requirements, use the term “educational competence” (utdanningsfaglig kompetanse) for the combined pedagogical and didactic competence, and “formal training/formal education” specifically for the requirement of university pedagogical education.

### **§ 3-9. Exemptions from qualification requirements upon appointment:**

“Exemptions may be made from the requirement of educational competence upon appointment if the institution facilitates that the competence is achieved within two years from the time of appointment.”

The exemption provision does not apply to promotion and transfer.

A prerequisite for exemptions is that the institution facilitates that the competence is achieved within two years from the time of appointment.

Normally, the requirement for educational competence shall be met at the time of appointment to a professor or docent position. In exceptional cases, an appointment may be made with the possibility of fulfilling the requirement within the first two years after starting in the position.

#### *12.1 Requirements for educational competence for the various position categories at USN*

USN has established the following requirements for appointment, promotion and transfer in the various position categories.

##### **University Teacher (Universitetslærer)**

The requirements for educational competence and documentation are determined in more detail by the appointing authority and adapted to the function/tasks of the position.

##### **Assistant Professor (Universitetslektor)**

For appointment as Assistant Professor, completed formal university pedagogical education is required.

### Associate Professor (Førstelektor)

For appointment as Associate Professor (førstelektor), completed formal university pedagogical education is required, as well as documented:

- systematic quality development in one's own teaching and supervision
- substantial contributions to the development of educational quality

### Associate Professor (Førsteamanuensis)

For appointment as Associate Professor (førsteamanuensis), completed formal university pedagogical education is required, as well as documented:

- systematic quality development in one's own teaching and supervision
- substantial contributions to the development of educational quality

### Professor (dosent)

For appointment as Professor (dosent), completed formal university pedagogical education is required, as well as a further development of one's own practice, competence and contributions to educational quality over time (to a level above that required for Associate Professor-level positions):

- quality development in one's own teaching and supervision over time. Teaching, supervision and/or educational leadership shall have been part of a full-time position in higher education over a period corresponding to at least three years.
- broad experience with various forms of supervision at both lower and higher degree levels
- supervision of candidates qualifying for associate professor (førstelektor) will count positively
- active participation and leadership in the development of educational quality within the academic community

### Professor

For appointment as Professor, completed formal university pedagogical education is required, as well as a further development of one's own practice, competence and contributions to educational quality over time (to a level above that required for Associate Professor-level positions):

- quality development in one's own teaching and supervision over time. Teaching, supervision and/or educational leadership shall have been part of a full-time position in higher education over a period corresponding to at least three years.
- in addition to experience in general supervision of students at bachelor's level, supervision experience at master's level is expected and preferably also at PhD level
- supervision of candidates qualifying for associate professor (førstelektor) will count positively
- active participation and leadership in the development of educational quality within the academic community

## *12. 2 Documentation and assessment of educational competence*

From lecturer level and upwards, educational competence must be documented and assessed on the basis of a teaching portfolio (pedagogisk mappe).

For appointment to a position as university teacher, the documentation requirements are set by the appointing authority and adapted to the function/tasks of the position.

### Teaching portfolio (pedagogisk mappe)

Educational competence for appointment, promotion and transfer to Assistant Professor, Associate Professor (førstelektor), Associate Professor (førsteamanuensis), Professor (dosent) and Professor shall be documented in a teaching portfolio.

In the preparation and assessment of the teaching portfolio, the principles from the Scholarship of Teaching and Learning (SoTL) shall be central (see 3.2). (*Cf. White Paper 16 /2016/2017, Culture for Quality in Higher Education*).

The teaching portfolio should highlight what is most relevant for the advertised position and the relevant position category.

#### **The teaching portfolio shall consist of three parts:**

##### **1) Integrative narrative**

In this text, the applicant describes their development as a teacher and demonstrates their ability to justify, reflect on and further develop their own practice and role as a teacher in higher education. Experience with teaching, supervision and contributions to educational quality, both individually and in collaboration with others, is discussed (cf. 3.2).

The applicant should describe how formal university pedagogical education and/or other forms of courses/competence development have contributed to their competence and approach to learning and teaching.

Unless otherwise specified in the job announcement, the integrative narrative should have a scope of 3–6 pages, not including reference list and appendices.

##### **2) Teaching CV (Pedagogisk CV)**

The CV shall provide an overview of relevant education and competence development, experience as a teacher and supervisor in higher education as well as contributions to educational quality and cooperation in higher education.

##### **3) Documentation**

This part consists of appendices that document the content of the integrative narrative and the teaching CV.

Formal university pedagogical education is documented with course certificates.

### *Scholarship of Teaching and Learning (SoTL)*

The Scholarship of Teaching and Learning (SoTL) refers to a systematic, investigative and research-based approach to teaching and the development of teaching. The focus in SoTL is to explore how teaching can contribute to learning in a diverse student group and to share experiences and insights with colleagues.

Key principles when SoTL principles are used in the documentation and assessment of educational competence:

- focus on students' learning: The applicants shall show how practice and choices are justified with a focus on and knowledge of what supports students' learning
- clear development over time: The applicants shall show how they, over time, have developed their knowledge, competence and approach to teaching
- an exploratory and scholarly approach: The applicants shall show how they work systematically, exploratively and knowledge-based on developing good education
- a collegial attitude and practice: The applicants shall show how they contribute to the sharing of experience, collaboration and support to colleagues in the work of developing good education

### *12. 3 USN's competence matrix for educational competence*

The matrix specifies and provides examples of what may be included in documentation of educational competence. It is not expected that the applicant can document all the practices mentioned. The matrix has been developed to assist applicants in documenting relevant experience. Experiences and competencies not included in the matrix may also be relevant.

| Practice, results, competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Documentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Pedagogical education (with emphasis on university pedagogy)</li> <li>• Conducted teaching</li> <li>• Planning, implementation, assessment and further development of teaching</li> <li>• -Course/programme responsibility</li> <li>• Course/programme development</li> <li>• Examination and assessment work</li> <li>• Supervision at various levels</li> <li>• Educational leadership</li> <li>• Innovation/development and testing of teaching and assessment methods</li> <li>• Pedagogical use of digital learning</li> </ul> | <ul style="list-style-type: none"> <li>• Diplomas, course certificates</li> <li>• Testimonials/references</li> <li>• Examples of course plans/syllabus</li> <li>• Course descriptions, exam assignments</li> <li>• Examples of the use of student evaluations</li> <li>• Reports</li> <li>• Appointments (to committees/positions)</li> <li>• Textbooks and other learning materials</li> <li>• Collections of assignments</li> <li>• Developed teaching materials</li> <li>• Prizes, merit awards or other distinctions</li> <li>• Other documentation</li> </ul> | <p><b>How does your teaching contribute to students' learning processes?</b></p> <ul style="list-style-type: none"> <li>• How do you justify the choices you make in your own teaching practice?</li> <li>• What is important for students' learning in your subject?</li> </ul> <p><b>How have your teaching competence and approach to teaching developed?</b></p> <ul style="list-style-type: none"> <li>• Which pedagogical perspectives, reflections and experiences have been central?</li> <li>• What are your sources of knowledge and motivation for the further development of your own practice and competence and</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>environments and learning resources</p> <ul style="list-style-type: none"> <li>• Development of textbooks, digital learning materials and other learning resources</li> <li>• Participation in/leadership of analyses and evaluations of education and educational quality</li> <li>• Cooperation with/inclusion of students in the development of education and the learning environment</li> <li>• Collegial collaboration related to work on educational quality</li> <li>• Peer guidance and/or mentoring</li> <li>• Cooperation with the practice field/working life</li> <li>• Dissemination of insights from educational work</li> </ul> |  | <p>for contributing to the collective development of the study programmes to which your position is linked?</p> <p><b>How do you work systematically, exploratively and knowledge-based with teaching development?</b></p> <ul style="list-style-type: none"> <li>• How do you use research-based knowledge to create better learning opportunities?</li> <li>• How do you explore/investigate what can contribute to good learning in your subject?</li> <li>• How do you use students' evaluations and feedback as a source for further development?</li> </ul> <p><b>How do you make use of colleagues' insights and experiences and how do you contribute to the academic community's work on teaching development?</b></p> |
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### *Approval of formal university pedagogical education*

The requirement for formal university pedagogical education is fulfilled by:

- university pedagogical education at USN, equivalent to 200 hours/10 ECTS credits
- university and university college pedagogical education of equivalent level, content and scope from other Norwegian or foreign universities/university colleges

This means formal education that:

- is in line with the national guidelines recommended by UHR (Universities Norway)
- is based on and includes research literature on teaching, learning and assessment in higher education and where central objectives are to strengthen the individual's basis for choosing,

justifying and further developing their approach to teaching and learning, to contribute to pedagogical innovation and collaborative further development of teaching, courses and programmes

The following programmes from USN count as approved formal university pedagogical education according to the regulatory requirements:

- UHULV – Teaching, Learning and Assessment in Higher Education (10 ECTS)
- UHUDT – Education in a Digital Age (10 ECTS)
- UH-GLU – Learning and Teaching in Digital Environments (10 ECTS)
- UHKOMUT (10 ECTS)

As well as:

- documentation of courses in university and university college pedagogy equivalent to 100 hours completed before 01.07.2019
- documentation of previously approved basic university pedagogical competence

#### *Exemptions from the requirements for formal university pedagogical education*

**Other pedagogical education:** (e.g. PPU – practical-pedagogical education, teacher education, MA in Education, PhD in Education) does not grant exemption.

**Nature of work tasks:** It may be relevant to deviate from the requirement for employees in researcher positions (position codes 1108 and 1109) where the tasks are linked to a position that mainly involves research.

**Short-term engagements:** The requirement may be waived when the employment period is less than three years. If the employment period is extended or the employee gains the right to a permanent position, the requirements shall be fulfilled.

**Retirement age:** When the position holder has less than three years left until retirement age, the requirements may be waived.

## § 13 Language requirements

Norwegian language skills at level B2 are a requirement for appointment, promotion and transfer to all teaching and research positions.

Candidates who have completed Norwegian upper secondary education, who meets the admission requirements for Norwegian higher education, or have passed a test that qualifies them for admission, fulfil the language requirement.

Language competence in Danish or Swedish is considered equivalent to Norwegian.

For appointment, promotion or transfer to positions related to the subject Norwegian in teacher education programmes, competence in both written standards of Norwegian, Bokmål and Nynorsk, is required.

Exceptions to the language requirement may be made upon appointment if the employer facilitates that the competence is achieved within three years from taking up the position.

No exceptions can be made from the requirement of Norwegian language competence when applying for promotion or transfer.

## § 14 Weighting of qualifications

When assessing competence in connection with appointments, a comprehensive evaluation must be made of all qualification requirements for the position, in addition to an assessment of personal qualities.

Unless otherwise specified in the announcement text, academic/artistic qualifications shall be given greater weight than other qualifications for positions as professor and associate professor, and contributions to professional/pedagogical development work for positions as professor (dosent) and associate professor (førstelektor). Educational qualifications shall be given more weight than qualifications related to interaction with society, innovation and dissemination, and leadership, committee work and offices, unless otherwise stated in the announcement text for the position.

A summarising assessment of the overall qualifications shall be made. Personal qualities shall be emphasized in a holistic assessment of the candidate, based on documented information obtained during the recruitment process. The assessment shall be based on the requirements for personal qualities specified in the announcement text.

Particular emphasis should be placed on qualifications that are closely related to the academic field and duties of the position.

## CHAPTER 4 – EXPERT EVALUATION

### § 15 Screening committee

The recommending authority may, when necessary, decide to appoint a screening committee to carry out an initial screening of applicants' competence for the position before an expert assessment is conducted. The screening committee shall consist of the recommending authority, a union representative and the chair of the expert committee, or alternatively an internal academic staff member.

The task of the screening committee is to exclude candidates who clearly do not meet the qualification requirements for the position. In recruitment processes with a very large number of qualified candidates, the screening committee may group candidates according to their qualifications and recommend which candidates should proceed in the process. The screening committee shall prepare a written justification explaining why less relevant applicants are not included in the further assessment.

In cases where there is doubt as to whether an applicant should proceed in the process, the applicant shall be included among the candidates assessed by the expert committee. The expert committee may choose to include more candidates than those proposed by the screening committee.

In its work, the screening committee shall pay particular attention to USN's objective of diversity and gender balance in academic positions.

All applicants for positions at USN, including those who do not proceed, are parties to the appointment process and are entitled to good information as early as possible in the process. Applicants who do not proceed after the initial screening by the screening committee shall be informed of this decision as soon as possible.

## § 16 Expert committee

Appointments to teaching and research positions shall be made based on, among other things, an expert assessment. Exceptions to the requirement for an expert assessment may be made for appointments to positions as university teacher and university lecturer where the applicant meets the criteria for the appointment. Exceptions may also be made for appointments to additional posts.

### *16.1 Mandate of the expert committee*

The expert committee shall carry out a holistic assessment of the applicants' competence for the position. The expert assessment forms the basis for the further process and recommendation. As a rule, the expert committee shall not rank the applicants but assess whether the applicants meet the competence requirements for the position. In exceptional cases, the employer may ask the committee to rank the candidates.

The expert committee shall make a complete assessment of the applicants' academic, artistic and/or development-related qualifications, and an initial assessment of their educational competence, language qualifications where these are documented, and qualifications within the areas interaction with society, innovation and dissemination, and leadership, committee work and offices.

Educational competence and qualifications within the areas of interaction with society, innovation and dissemination, and leadership, committee work and offices shall be assessed and elaborated through an evaluation of practical pedagogical skills (trial lecture), interview and reference checks.

Personal suitability for the position is assessed by the recommending authority based on the interview, work sample and reference checks.

The expert assessment forms part of the overall basis of evaluation on which the recommending authority relies on its recommendation to the appointing body.

### *16.2 Appointment of the expert committee*

When announcing and appointing to a position as Professor and/or Professor (dosent), the appointment of the committee shall be considered by the appointing body based on a recommendation from the recommending authority.

For appointments to positions as University teacher, Assistant professor, Associate professor (førstelektor) and Associate professor, the appointment of the committee is approved by the dean of the faculty based on a recommendation from the recommending authority.

#### **Requirements for the composition of expert committees:**

- the committee shall consist of at least three members with competence at least equivalent to the position category to which appointment, promotion or transfer is being made
- at least two of the committee members shall have competence within the same academic field as the position advertised/the field to which promotion or transfer is sought
- both genders shall be represented among the members of the committee. If it is not possible to appoint a committee with representation from both genders, this must be specifically justified.
- the chair of the committee must be external.

Once the expert committee has been appointed, the applicants shall be informed of the composition of the committee and of the date by which the committee's assessment is expected to be available.

### *16.3 Working method of the expert committee*

The expert committee shall assess all candidates who have applied for the position, unless a prior screening of candidates has been carried out, cf. § 15.

Once an initial review of all applicants' qualifications has been conducted, the committee shall assess a limited number of applicants whom it considers to be the best qualified for the position. These selected applicants shall be given a more detailed evaluation, and the committee shall explain in its report what distinguishes the selected applicants from the others. Other qualified applicants shall be given a shorter description. For applicants who are not qualified, a brief explanation shall be provided of why they are considered not qualified.

Applicants who withdraw their application before the expert assessment has been carried out will normally not be mentioned in the assessment.

The expert committee shall work as a single body and produce a joint assessment based on USN's template for expert evaluations.

The assessment shall state on what basis and in which academic field the applicant is declared competent, and whether the assessment is unanimous or divided.

In cases where disagreement arises between the members of the committee, the committee shall account for the different positions in a joint assessment. In cases where the committee is not in agreement, competence cannot be conferred by the appointing authority.

### *16.4 Deadline for the completion of the expert assessment*

The expert assessment shall be prepared as soon as possible, and no later than three months after appointment of the committee. A shorter deadline may be agreed at the time of the appointment request. If the committee needs an extended deadline for completion of the expert assessment, it shall justify this need and inform USN accordingly.

### *16.5 Assessment by the recommending authority*

If the recommending authority finds that the expert committee's report does not provide a sufficient basis for assessing the applicants for the position, the case may be returned to the expert committee for renewed consideration. The case shall be returned to the committee when essential information is missing or if there are procedural errors that may affect the appointment decision.

### *16.6 Written objections/comments from applicants*

The expert assessment, and any assessments from special experts, are sent to all assessed applicants.

Applicants are given the opportunity to submit written objections relating to the case handling and comments on the committee's assessment within a specified deadline of at least two weeks from receipt of the assessment.

Comments from applicants shall be forwarded to the expert committee, which shall provide a written supplementary statement based on the comments. Any comments and the committee's supplementary statement shall be attached to the case concerning appointment or promotion when it is considered by the appointments committee.

The applicant's right to submit comments does not entail an extended right of appeal. Appointment cases are exempt from the general provisions on the right of appeal, cf. Section 3, second paragraph of the Public Administration Act.

The purpose of the right to submit comments is to give applicants an opportunity to correct any deficiencies or misunderstandings.

## CHAPTER 5 THE RECOMMENDATION PROCESS

### § 17 The recommendation work

The recommending authority shall carry out a holistic assessment of the applicants' qualifications based on the requirements set out in the announcement text. The best-qualified candidates, who have completed interviews and trial lectures, shall be ranked in the recommendation.

The ranking shall be based on the entire assessment basis, including application and CV, expert assessment, practical pedagogical skills, completed interview and reference checks. The recommendation forms the basis for consideration of the case in the appointments committee.

#### *17.1 Recommending authority*

For appointments to academic positions, PhD fellowships, postdoctoral fellowships, and engineering positions that are directly linked to academic activities, the head of department is the recommending authority, cf. Civil Servants Act. § 5 no. 1.

#### *17.2 Working method*

The recommending authority shall assess which of the applicants is, based on an overall assessment, the best qualified for the position, and submit a proposal for a decision to the appointing body. The recommending authority is responsible for ensuring that interviews, assessment of practical pedagogical skills and reference interviews are carried out, in addition to any other forms of assessment considered relevant for the specific position.

In recruitment processes where there are several qualified applicants, a reasoned recommendation shall normally be given for up to three applicants, listed in the order in which they should be considered, cf. Civil Servants Act § 5 no. 3.

The assessment basis for the recommendation is:

- application, CV and attachments
- assessment from the expert committee
- assessment of practical pedagogical skills
- interviews
- reference interviews
- any other relevant forms of assessment

### § 18 The recommendation

The recommendation from the recommending authority shall be justified on the basis of holistic assessments of the competence profile for the position, cf. Section 10, and the criteria stated in the job announcement.

The assessment shall be based on the factual information and evaluations that have been obtained and documented during the assessment process. The recommending authority is not permitted to place emphasis on undocumented information that has not been examined during the appointment process.

To enable moderate gender quotas, the recommendation must state whether the relevant applicants' qualifications are approximately equal or not.

It is the responsibility of the recommending authority to ensure that case handling is carried out in accordance with the applicable legislation and collective agreements.

### *18.1 Assessment of personal qualities*

Qualified applicants as assessed by the expert committee, who are considered by the recommending authority to be the most relevant for the position, are invited to an interview and a test of practical pedagogical skills/trial lecture. In the interview, the candidates' personal suitability for the position shall be assessed. Qualified applicants from any underrepresented groups shall also be invited to an interview, cf. section 7.3 of the guidelines.

The purpose of the job interview is to obtain supplementary information about the applicants' qualifications as academics, teachers, colleagues and contributors to the working environment, to make a documented assessment. Personal qualities may, based on a holistic assessment, be decisive for the final ranking of the candidates.

Each applicant's personal qualities shall be assessed and described on the basis of the requirements specified in the job announcement.

There are two principles that are particularly important when assessing a candidate's personal qualities for a position:

- the qualities that are emphasized must be defined in the job announcement and be relevant to the work to be carried out in the position
- if a particular personal quality is emphasised for one of the candidates, the other candidates shall be assessed according to the same criteria

## **§ 19 The job interview**

USN uses structured interviews as a selection method. The interview is used to assess the candidates' motivation and personal qualities for the position, as well as to clarify their overall competence, experience related to teaching and research, and further research plans. In the interview, the employer shall clarify and align expectations and the conditions attached to the position with the applicants.

USN normally conducts first and second-round interviews with relevant candidates. The first interview is usually conducted as a speed interview in order to screen candidates considered suitable for a more in-depth second interview. In recruitment to teaching positions, practical pedagogical competence shall be assessed on the basis of a work sample (trial lecture).

The interviews are conducted by the immediate manager for the position, one to two staff members from the academic environment in which the position is located and an employee representative. It is recommended that an HR adviser take part in the interviews.

USN has developed interview templates for use in interviews. These are used as a starting point and are adapted to the competence profile of the position and the requirements for competence, experience, skills and personal qualities.

Notes shall be taken on which topics were addressed in the interview, which information the candidate provided, and any preliminary assessments made by the interview group.

## § 20 Reference interviews

References shall be obtained for the candidates in connection with the interview. Normally, it will be relevant to contact former and current employers, for example a manager with personnel responsibility for the candidate or a supervisor. Candidates who do not wish to list their current manager as a referee should be challenged on this. The recommending authority may only contact referees provided by the applicant.

The reference interview shall be used to verify the information the applicant has provided about their own competence, experience, previous employment and the impression formed by the recommending authority. Reference interviews shall also be conducted for internal applicants.

If the referees provide new information that changes the recommending authority's view of the candidate's qualifications, it may be considered whether the candidate should be given the opportunity to comment on this information through a conversation or a new interview.

## § 21 Assessment of practical pedagogical skills

Before a recommendation is prepared for appointment to academic positions, a trial lecture or similar of at least 15 minutes on a topic within the academic field of the advertised position shall as a general rule be conducted.

The purpose of assessing practical pedagogical skills is to document the candidates' ability to communicate research-based knowledge adapted to the relevant target group. The assessment of practical pedagogical skills may also contribute to the evaluation of personal suitability, for example by observing the candidate's interaction with the audience, how the candidate responds to follow-up questions or by assessing the candidate's digital competence through the use of various digital teaching methods and technologies.

## § 22 Ranking of the candidates

Normally, at least three applicants shall be recommended in ranked order, provided that there are that many qualified applicants for the position.

The assessment shall be made based on the statutory merit principle, which means that the best-qualified candidate based on education, experience and personal suitability shall be appointed to the position.

The ranking of the applicants shall be based on:

- the job announcement/position description
- the assessment by the expert committee
- the assessment of practical pedagogical skills
- interviews and obtained references concerning personal suitability for the position

The recommending authority shall weigh the different qualifications against each other in the final ranking. A thorough explanation of the order of ranking for the recommended applicants shall be provided.

### *22.1 Application of quota rules*

If one gender is clearly underrepresented within a position category of teaching and research posts, and the applicants are equally or approximately equally qualified, emphasis shall be placed on achieving gender equality, cf. Section 7-1, second paragraph of the Universities and University Colleges Act.

If one gender constitutes less than 40 % of the employees in a position group, this is normally considered clear underrepresentation. The assessment shall determine whether systematic or incidental factors underlie the underrepresentation of one gender. Applicants with reduced functional ability or long-term absence from work and education may be appointed if they are approximately as well qualified as the best-qualified applicant.

## CHAPTER 6 APPOINTMENT

### § 23 Appointment

Appointments shall be made based on a recommendation. The appointing body ultimately decides which of the recommended applicants is the best qualified and should be offered the position. The responsibility of the appointing body includes ensuring that case handling has been proper and in accordance with the applicable regulations, that considerations of equality have been safeguarded and that the merit principle has been followed.

In cases where the appointing body considers that the expert assessment does not provide a sufficient basis for making an appointment decision, the body may decide to appoint a new expert committee to carry out a new expert assessment of the applicants.

This solution should only be used in very special cases and in dialogue with the recommending authority. Applicants for the position shall be informed that a new expert committee is being appointed and about the further process.

### § 24 Appointing authority for teaching and research positions

On the basis of Section 7-2 of the Universities and University Colleges Act and the University Board's decision on the delegation of authority to subordinate bodies, cf. Board decision 17/00393-1, the authority to make appointments to teaching and research positions is delegated to the Appointments Committee for Teaching and Research Positions (TUF).

Appointments are made on the basis of a recommendation and the appointing body decides which of the recommended applicants is best qualified and shall be offered the position. The Appointments Committee is responsible for ensuring that case handling has been proper and in accordance with the applicable regulations, that equality considerations have been safeguarded and that the merit principle has been followed.

When special reasons so warrant, the Board may make appointments to teaching and research positions without prior advertisement. In such cases, the Board is the appointing authority, cf. USN's personnel regulations § 3, item 3.

The duty of confidentiality is practised in accordance with Section 13 of the Public Administration Act. The members of the Appointments Committee have a duty of confidentiality regarding information they become aware of in the processing of cases submitted to the committee. Others

involved in appointment cases are subject to the same duty of confidentiality as the members of the Appointments Committee.

## CHAPTER 7 PROMOTION AND TRANSFER

### § 25 Limitation of promotion and transfer

Employees in teaching and research positions may be awarded:

- promotion to a higher position code within the same career path, cf. Section 3-13 of the Regulations
- Assistant professors may be awarded promotion to a higher position code in both career paths
- transfer between position codes at the same level in the career paths, cf. Section 3-15 of the Regulations

Promotion and transfer may only be granted within the academic field in which the applicant is employed.

Promotion and transfer entitle the employee to a changed title, but not to changed duties, cf. Section 3-13 of the Regulations.

### § 26 Assessment of competence in connection with promotion and transfer

The employer may decide to initiate an assessment of competence following dialogue with the employee. This will normally take place after completion of work to enhance competence.

Employees who have not had their competence assessed at USN during the last two years have the right to have their competence assessed in connection with an application for promotion, with certain limitations:

- if a position within the same academic field and in the position code to which promotion is sought has previously been advertised, the right to have competence assessed arises two years after the application deadline for that position

The following do not have the right to have their competence assessed:

- employees who are due to leave the institution within one year
- employees in additional posts

### § 27 Competence requirements

The competence requirements for promotion and transfer follow from the competence requirements for appointment, cf. Section 11-13.

In applications for promotion and transfer, no exceptions are made from the requirements for language competence and educational competence.

## § 28 Assessment and awarding of promotion and transfer

Competence assessment in connection with promotion and transfer shall be carried out by an expert committee appointed by the employer, cf. Section 16.

Awarding of competence for promotion and transfer is decided by the Appointments Committee, cf. Sections 23 and 24. The Appointments Committee may, after assessing relevance and quality, approve that promotion or transfer is granted on the basis of expert assessments carried out at other institutions. It is a prerequisite that the expert assessment has been made in accordance with the requirements of the Regulations and is less than five years old at the time of application.

The effective date for promotion and transfer shall be the date on which the application was submitted by the applicant.

The procedural requirements applicable to appointments also apply to the processing of applications for promotion and transfer.

## CHAPTER 8 APPEAL OF REVERSAL OF DECISION

### § 29 Appeal for reversal of decision

Decisions in matters concerning appointments and promotions cannot be appealed to and are exempt from the rules on statement of reasons and reversal, cf. Section 3, second paragraph of the Public Administration Act.

A decision in an appointment case may nevertheless be reversed if the appointment body considers that the conditions in Section 35 of the Public Administration Act are met.

A decision may be invalid if procedural errors have been made, which give reason to believe that the decision would have been different if the error had not been made.

## CHAPTER 9 ENTRY INTO FORCE, TRANSITION AND REVISION

The guidelines entered into force on August 1, 2025.

Employees who apply for promotion no later than 31 July 2025 have the right to have their application assessed under the repealed Regulations concerning appointment and promotion to teaching and research posts and in accordance with the guidelines that applied before the new guidelines entered into force.

Applications for promotion and transfer and appointments that are initiated before 31 December 2025, will be assessed according to the requirements in this document. From 1 January 2026, applications will be assessed according to the new requirements.

The guidelines for appointment, promotion and transfer to academic positions continue provisions authorised in the Civil Servants Act and included in USN's personnel regulations.

The personnel regulations are discussed and negotiated with the main confederations pursuant to the provisions of the Civil Servants Act and the Basic Agreement for the Civil Service. The provisions

have also been included in these guidelines for reasons of user-friendliness and to ensure compliance. The provisions have been somewhat reformulated and supplemented in light of the amendments in the new Universities and University Colleges Act and Regulations.

In the event of amendments to the personnel regulations that affect academic positions and where the parties have negotiation rights under the Civil Servants Act, the guidelines shall be updated and the faculties informed of the changes. General provisions from the personnel regulations include:

- exemption from advertisement (Civil Servants Act § 4 and Regulations to the Civil Servants Act § 3.3)
- exemption from permanent employment (Civil Servants Act § 9)
- invitation to interview for applicants with reduced functional ability or gaps in their CV (Civil Servants Act § 4)
- general procedural rules for appointments committees (Public Administration Act § 4)
- notification of appointment (Working Environment Act § 14)
- probationary period (Civil Servants Act § 15) and calculation of length of service (§ 23)
- impartiality (Public Administration Act §§ 6, 7 and 8)
- duty of confidentiality (Public Administration Act § 13)
- right of access (Regulations to the Public Administration Act)