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To: Expert committee

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From: Faculty of Humanities, NTNU

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## Temporary guidelines for the assessment of academic and teaching competence of applicants for professorships and professorial promotion at the Faculty of Humanities, NTNU

### Introduction

The Faculty of Humanities' temporary guidelines apply for the assessment of applications received in the autumn of 2020, pending the revision of joint national guidelines for the humanities. The document is based on the guidelines for the Faculty of Social and Educational Sciences (SU) adopted June 2020, with the significant difference that chapters 1, 2 and 3 (1. Academic competence, 2. Artistic competence, 3. Activities related to popular science) is taken from "[Guidelines for the evaluation of applicants for professorships and professorial promotion](#)", adopted by the National Faculty Meeting for the humanities November 2006, last amended December 2013.

The remainder of the guidelines are SU's specifications of the general guidelines in the Ministry of Education and Research's [Regulations concerning appointment and promotion to teaching and research posts](#) (FOR 2006-02-09 no. 129) and NTNU's [Regulations and local procedures for academic staff](#), adopted by the Board at NTNU 2019-06-25, and approved by the Rectorate 2020-03-10.

The criteria apply for the expert assessment of academic and teaching competence. The guidelines will be sent to the members of the expert committee together with the letter of appointment.

NTNU has signed the [DORA declaration](#). This implies that special emphasis must be placed on the quality of the academic/artistic works and the disciplinary breadth that they document, not solely on counts of bibliometric data. Research management and participation in research projects must also be considered if the activities are adequately documented.

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Expert committees appointed by the Faculty to assess academic and teaching competence must follow the criteria below. The appointment committee for academic positions at the Faculty will ascertain if the criteria have been followed when approving the assessment and we therefore request that the committees clearly show their adherence to the criteria.

### **Academic and teaching competence – Professor**

In order to be employed in a professorship, one must meet the competence requirements in Section 1-2 of the [Regulations concerning appointment and promotion to teaching and research posts](#):

(1) Academic level conforming to established international or national standards

or

(2) Extensive artistic activities at the highest level conforming to international standards and relevant breadth and specialization at the highest level of the subject or discipline

and

(3) In addition to the requirements for basic teaching and supervisor qualifications at the university and university college level specified for the associate professor position (cf. Section 1-4 (3)), the following must be documented:

- Development of quality in the applicant's teaching and supervision over time
- Broad experience in supervision, preferably at master's/PhD level
- Participation in the development of educational quality in peer communities in their field

The assessment of teaching competence should be done by the expert committee to secure a consistent assessment of the applicants' competence. A form with the criteria for the qualitative assessment of teaching competence is enclosed. The form should be filled out for each applicant and a joint assessment of the applicant's teaching competence should be included in the expert assessment report.

The criteria are the same regardless of position, but expectations as to the degree the applicant should fulfill the criteria will vary. For professors, it is expected that criteria 3,4, 5 and 6 from the assessment form are fulfilled to a greater extent than for associate professors.

For professors we require a significant academic production beyond what is required for a doctorate. The research must be of high quality and show both breadth and depth. The production should reflect an independent research profile and demonstrate the ability to address new problems for discussion. Continuous research activity is required.

### **Assessment of academic/artistic competence**

## 1. Academic competence

### 1.1. Academic activity

A professorial appointment or promotion based on academic competence must be grounded in the assessment of documented academic results. This demands a considerable academic production beyond that which is required for a doctoral degree. Research shall be of high quality and shall demonstrate both breadth and specialization. Continuous research activity is a prerequisite. The publications that are to be taken into consideration in the application must normally be peer-reviewed. International activities (for example conference lectures, publications or participation in professional networks) are normally required. To be awarded competence as a professor, the applicant must be evaluated in relation to international or national standards for such posts in the relevant subject area.

To achieve competence in the subject area described in the advertised post, or in the subject area in which the applicant is employed when applying for the post, they must satisfy the general requirements for academic specialization mentioned above. The subject area is defined in the advertisement or in the post description. For applications for professorial promotion, the evaluation shall be based on the advertisement or description that applies to the post held by the applicant or on an updated description of the position.

### 1.2. Documentation requirements

The applicant must document both specialization and academic breadth in their production. For recognition of professorial competence, a body of academic work must be demonstrated that in quality, depth and volume corresponds to two doctoral theses in different fields relevant to the advertised post or, when applying for promotion, to the applicant's subject area. This includes the doctoral thesis on which associate professor competence is based. If the applicant has considerable academic production in a related subject area and a command of scientific methodology that can clearly be applied in this field, requirements for production in the specific subject can to some extent be reduced.

In terms of quantity, this will normally entail at least eight to ten lengthy articles or two to three monographs. Considerable emphasis shall be placed on international activities and publication. Academic breadth can also be documented in that part of the applicant's production that lies outside the works (up to 15 when applying for professorial promotion) that have been submitted for evaluation. Works of popular science and other methods of dissemination, e.g. textbooks and other subject literature, count in a favourable direction in the overall evaluation, but cannot compensate for a lack of purely academic works.

When evaluating works of joint authorship, i.e. publications with more than one author, each of the authors must be given credit for the quality and depth of the work, but the scope of the work as a whole must, if necessary, be divided by the number of authors. This applies to works of joint authorship where there is no mention of each author's specific contribution. It

is the responsibility of the applicant to submit documentation that provides a basis for a qualitative assessment of the applicant's academic competence.

A complete list of the applicant's academic works shall accompany the application.

The applicant shall point out which works, up to 15 for applications for professorial promotion, they deem most important in their production. These works are to be submitted for assessment. The remainder of the production may also be assessed, in particular with a view to whether the applicant possesses sufficient professional breadth. The evaluation committee can therefore, if necessary, request that supplementary works be submitted.

The works submitted shall normally be peer-reviewed and published through approved channels, whether periodicals, publishers or internet publication. In exceptional cases, unpublished works can be submitted, but must be accompanied by a special justification for this. A distinction is made between unpublished works that have been accepted for publication or are in the publication process and works that the author has retained for a long period without the works being assessed or accepted for publication.

## **2. Artistic competence**

In order to achieve professorial competence on the basis of artistic qualifications, the applicant must document extensive artistic activities at the highest level conforming to international standards and relevant breadth and specialization at the highest level of the subject or disciplines.

### **2.1. Artistic activities**

In order to achieve recognized competence in the subject area for which the position has been advertised or in the subject area in which the applicant is employed when applying for promotion (as stated in the advertisement and the description of the post), the applicant must fulfil the general requirements for specialization within the subject area in question as mentioned above. In the case of applications for promotion, it is reasonable to interpret the regulations in such a way that the applicant can apply for promotion within the subject area(s) covered in their current position in recent years.

For certain positions, a combination of academic and artistic competence will be relevant. In these cases, the qualitative competence must be at a professorial level in both academic and artistic activities. The scope of the activities within each field as documented in the application may be smaller, but the scope of the academic and artistic activities taken together must satisfy the requirements for a professorship. When evaluating the overall artistic production (with particular emphasis on the works selected), priority shall be given to the applicant's artistic activities in the last five to ten years. It should be emphasized whether the applicant has shown progress, stagnation or decline.

### **2.2. Documentation requirements**

The applicant should provide a complete list of their artistic work together with the application. The list should primarily be based on works that have been made public, and any written works produced by the applicant. In the application, the applicant must indicate which works (up to 15) they consider to be the most important. Documentation of these works is to be submitted for evaluation. The committee must carry out a particularly thorough assessment of these selected works. If necessary, the committee can request the submission of supplementary works. The documentation must reveal whether the works have been made public in professionally recognized contexts, and the committee must take this into account in its assessment. The applicant can also submit write-ups and/or reviews of the submitted works that have been published in relevant publications.

Documentation may also be added of other professional or subject-related technical competence linked to the submitted works or included as a separate item in the list of 15 works.

If works that have not been made public are submitted for assessment, a special justification must be included in the application. In its assessment of the individual applicant, the committee must make special mention of such works and give grounds for the importance it attributes to them.

When submitting works for assessment where the applicant is one of several contributors, the application must contain an account of their contribution to the work.

### **3. Activities related to popular science**

Documented works of popular science and other methods of dissemination count in a favourable direction in the overall assessment. It is the responsibility of the applicant to submit documentation that provides a basis for a qualitative assessment of their academic competence. Activities related to popular science can be documented by means of lectures given, media coverage or published work.

### **Supplementary comments for the assessment of applications for professorial promotion**

For the expert assessment of applications for professorial promotion, we also refer to Section 2-2 in [Regulations concerning appointment and promotion to teaching and research posts](#).

The assessment committee's recommendation must state the basis on which the applicant is declared competent with reference to the documentation referred to under Section 2-2 (5) of the Regulations. The competence must be related to the subject area of the applicant's current position, cf. Section 2-2 (2). When a committee submits a declaration of

competence, it shall always indicate the subject area and, if appropriate, the specialization in which the applicant is deemed to have professorial competence. The statement shall always state whether the declaration of competence is unanimous and indisputable.

Other competence cannot compensate for deficiencies in the academic competence.

The Rectorate at NTNU has decided that associate professors who apply for professorial promotion and who already have basic teaching competence (e.g. 100 hours Uniped course) should get this approved as basic teaching competence within the new regulations as well.

### Criteria for the assessment of the applicant's teaching competence

		What is assessed	0 Not fulfilled	1 Slightly fulfilled	2 Partially fulfilled	3 Largely fulfilled
1	Participation in courses and training	Scope and variety, as well as significance for the applicant's own teaching strategies, different courses, both those focused on pedagogy and from other areas				
2	Roles in higher education	Scope and duration of different educational roles the applicant has had in higher education (course coordinator, head of program, deputy head of education etc.)				
3	Teaching and supervisor experience	Scope and duration of teaching and supervisor experience at the bachelor, master and PhD level				
4	Educational contributions	Scope and duration of educational contributions in the field: production of teaching material, textbooks, conference papers, academic work etc.				
5	Critical reflection	The quality of the applicant's critical reflection related to their own teaching and supervision by integrating their own experiences, feedback from students,				

		conversations with colleagues and literature				
6	Educational development over time	Progression of the applicant's educational development over time				
7	View of teaching and learning	Clarity of and reasoning for the applicant's view on teaching and learning				