

## Memorandum

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To: Expert committees

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From: The Faculty of Social and Educational Sciences

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## Guidelines for expert committees assessing academic and educational competence for academic positions at the Faculty of Social Sciences and Educational Sciences, NTNU

Issued in accordance with the decision of the Board at the Faculty of Social Sciences and Technology Management (SVT) at a meeting on 26 October 2010 (SVT case 11/10) pursuant to the [Regulations on Employment, Hiring and Promotion in Teaching and Research Positions \(FOR 2006-02-09 no. 129\)](#) and NTNU's staff regulations for academic positions. The guidelines have been revised in accordance with amendments to the Regulations in effect from 1 September 2019, the new [Regulations and local procedures for academic staff](#) in effect from 1 July 2019, a decision passed at a meeting of the Rectorate on 10 March 2020, and revision of the staff regulations of May 28<sup>th</sup>, 2021, effective from June 1<sup>st</sup>, 2021.

### Introduction

These guidelines have been issued to provide specific details of the general guidelines outlined in the Regulations on Employment, Hiring and Promotion in Teaching and Research Positions (FOR 2006-02-09 no. 129) from the Ministry of Education and Research and NTNU's Staff Regulations for Academic Positions adopted by NTNU's Board of Directors at a meeting on 25 June 2019. The criteria for approval of academic competence as a Professor were adopted by the Faculty Board at the Faculty of Social Sciences and Technology Management (SVT) in SVT-case 11/10 and apply both to promotion to Professor and to ordinary appointment to a Professorship.<sup>1</sup>

The guidelines for expert committees are a follow-up of this decision (SVT-sak 11/10) and must be sent to the members of the expert committee as a clear attachment to the letter of appointment.

These criteria concern the expert assessment of academic competence and educational competence. Requirements other than purely academic criteria may be specified for the appointment, for example, that the person appointed must meet pedagogical requirements, have experience in teaching activities, demonstrate leadership of research projects and be personally suited to the position. Qualifications beyond the academic and pedagogical competence that has been documented in the application, such as personal suitability, oral communication skills and

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<sup>1</sup> This is in accordance with guidelines established by the National Conference of Faculties of Social Sciences in December 2007, with adjustments from 23 April 2013.

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practical teaching, are assessed by a separate committee and together with the assessment of academic competence provide the basis for the recommendation and the appointment decision.

NTNU has signed [the San Francisco Declaration on Research Assessment \(DORA\)](#). This implies a special emphasis on the quality of the academic/artistic works and the disciplinary breadth that they document, and not solely on counts of bibliometric data. Research leadership and participation in research projects must also be taken into account if the activities are adequately documented.

On March 10<sup>th</sup>, 2020, Rector at NTNU made the following additional decisions regarding requirements for academic positions at NTNU:

- According to the regulations, an applicant can be appointed to an Associate Professor even if the educational competence is not sufficiently documented. It is a prerequisite that the requirements for such competence are met within two years.
- The prerequisite that the requirements for fulfilling the educational competence are met within two years, must be stated in the employment agreement.
- In a position as Assistant Professor, the main duties are teaching and supervision. The same requirements for educational competence as for the position of Associate Professor are required for appointment to a position as Assistant Professor at NTNU.

On November 2<sup>nd</sup>, 2021, additional requirements for academic positions at the Faculty of Social and Educational sciences were adopted by the Dean:

At the Faculty of Social and Educational Sciences (SU), the same requirements for educational competence must be met for employment and promotion to positions as Associate Professor (Førstelektor) and Professor (Dosent) respectively the requirements for Associate Professor and Professor, cf. [regulations on employment and promotion in teaching and research positions](#) §§ 1-2 (3) and 1-4 (3).

### **Guidelines for the Expert committee:**

Expert committees appointed by the SU Faculty to assess academic and educational competence must follow the criteria below. Upon approval of the assessment, the Appointment committee for academic positions at the SU Faculty will consider whether the criteria have been followed, and we ask the committees to make it clear that these criteria have been followed.

The Expert committee should prepare a written assessment of the applicants. The assessment must conclude on which of the applicants are qualified for the position according to the qualification requirements in announcement of the position. The best qualified applicants must be ranked. The committee may rank two or more applicants equally, as long as this is justified in the written assessment.

### **Academic and educational competence – Assistant Professor (universitetslektor)**

Anyone appointed to the position of Assistant Professor (universitetslektor) must meet the criteria for competence defined in [Section 1-6 of the Regulations concerning appointment and promotion to teaching and research posts](#):

- (1) a) Higher (master's) degree from a university, university college or the equivalent  
b) Relevant research qualifications above the level of a higher degree and/or relevant professional practice  
*Or*
- (2) a) Documented recognized artistic activities or development work of a certain scope  
b) Education at the highest level in a field of art from Norway or equivalent education from abroad or equivalent documented knowledge  
*and*
- (3) Documented competence in relevant educational theory and practice based on training or on teaching and supervision.

In a position as Assistant Professor, the main duties are teaching and supervision. The same requirements for educational competence as for the position of Associate Professor are required for appointment to a position as Assistant Professor at NTNU.

Applicants must be assessed, but not ranked, on whether they meet the following requirement:

- Completed a programme in higher education teaching (minimum 200 hours) / relevant courses and practical teaching experience, and acquired basic skills in planning, executing, evaluating and developing teaching and supervision activities (basic teaching and supervision competence at higher education level).
- Those who do not fulfil the criteria at the time of their appointment will be required to fulfil them within two years of the appointment.

The relevant subject area must be specified in the description of the position or in the text of the advertisement.

An applicant can be appointed to a position as Assistant Professor even if the educational competence is not sufficiently documented when taking up the position. It is a prerequisite that the requirements for such competence are met within two years.

The assessment of educational competence must be carried out by the expert committee in order to achieve the most consistent assessment possible of the applicants' overall qualifications. A form specifying the criteria for qualitative assessment of educational competence is attached. The applicant's educational competence must be discussed in the expert assessment. The assessment should conclude on whether the applicant meet the criteria for the educational competence or not but must not be included in the ranking of the candidates.

### **Academic and educational competence – Associate Professor (førstelektor)**

Anyone appointed to the position of Associate Professor (førstelektor) must meet the criteria for competence defined in [Section 1-5 of the Regulations concerning appointment and promotion to teaching and research posts](#):

- (1) Documented extensive research and development work corresponding in quality and scope to the workload and level of a doctoral thesis  
Or
- (2) Documented extensive artistic development work corresponding in quality and scope to the workload and level of a doctoral thesis  
And
- (3) Considerable importance shall be attached to specific qualifications within teaching or other educational activities  
and
- (4) Documented competence in relevant educational theory and practice based on training or on teaching and supervision.

In a position as Associate Professor (førstelektor), the main duties are teaching and supervision. The same requirements for educational competence as for the position of Associate Professor are required.

Applicants must be assessed, but not ranked, on whether they meet the following requirement:

- Completed a programme in higher education teaching (minimum 200 hours) / relevant courses and practical teaching experience, and acquired basic skills in planning, executing, evaluating and developing teaching and supervision activities (basic teaching and supervision competence at higher education level).
- Those who do not fulfil the criteria at the time of their appointment will be required to fulfil them within two years of the appointment.

The relevant subject area must be specified in the description of the position or in the text of the advertisement.

An applicant can be appointed to a position as Associate Professor (førstelektor) even if the educational competence is not sufficiently documented when taking up the position. It is a prerequisite that the requirements for such competence are met within two years.

The assessment of educational competence must be carried out by the expert committee in order to achieve the most consistent assessment possible of the applicants' overall qualifications. A form specifying the criteria for qualitative assessment of educational competence is attached. The applicant's educational competence must be discussed in the expert assessment. The assessment should conclude on whether the applicant meet the criteria for the educational competence or not but must not be included in the ranking of the candidates.

### **Academic and educational competence – Professor (dosent)**

Anyone appointed to the position of Professor must meet the criteria for competence defined in [Section 1-3 of the Regulations concerning appointment and promotion to teaching and research posts](#):

- (1) a) Extensive documented research and development work at a high level within the professional field concerned
  - b) Documented extensive educational development work and other educational activities of high quality
  - c) In addition to the above, high qualifications within one or more of the following areas:
    - Management of research and development projects
    - Interdisciplinary cooperation and network building
    - Extensive cooperation with industry and with civil society on the development of educational provision and research and development activities
    - Extensive cooperation with cultural institutions on the development of educational provision and research and development activities
    - Professional experience of a particular nature and relevance from industry and civil society
    - Professional experience of a particular nature and relevance from cultural institutions
    - Development of scientific collections
- and*
- (2) Documented competence in relevant educational theory and practice based on training or on teaching and supervision.

In a position as Professor (dosent), the main duties are teaching and supervision. The same requirements for educational competence as for the position of Associate Professor are required.

Applicants must be assessed, but not ranked, on whether they meet the following requirement:

- Completed a programme in higher education teaching (minimum 200 hours) / relevant courses and practical teaching experience, and acquired basic skills in planning, executing, evaluating and developing teaching and supervision activities (basic teaching and supervision competence at higher education level).
- Those who do not fulfil the criteria at the time of their appointment will be required to fulfil them within two years of the appointment.
- As well as the requirements for basic teaching and supervision competence at higher education level specified for the position of Associate Professor ([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 developing educational quality in peer communities in their field.

The relevant subject area must be specified in the description of the position or in the text of the advertisement.

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An applicant can be appointed to a position as Professor (dosent) even if the educational competence is not sufficiently documented when taking up the position. It is a prerequisite that the requirements for such competence are met within two years.

The assessment of educational competence must be carried out by the expert committee in order to achieve the most consistent assessment possible of the applicants' overall qualifications. A form specifying the criteria for qualitative assessment of educational competence is attached. The applicant's educational competence must be discussed in the expert assessment. The assessment should conclude on whether the applicant meet the criteria for the educational competence or not but must not be included in the ranking of the candidates.

For a Professor (dosent), more stringent requirements for the criteria in sections **3, 4, 5 and 6** in the assessment form are expected than for the position of Associate Professor.

### **Assessments related to promotion to Professor (dosent)**

For expert assessment relating to applications for promotion to professor, we refer, in addition to the points above, to [§ 2-3 of the Regulations on employment and promotion in teaching and research positions](#).

The assessment committee's recommendation must state on what basis the applicant is declared competent with reference to the documentation mentioned under §2-3 (5) of the regulation. The competence must be linked to the professional area in which the person concerned is employed, cf. § 2-3 (2).

Employees in the position of Associate Professor (førstelektor) who apply for promotion to the position of Professor (dosent) must meet the requirements at the time of application.

The Rectorate at NTNU has decided that employees in Associate Professor positions who apply for promotion to Professor, and who have basic competence from the past (such as a 100-hour Uniped course) will have this approved as basic competence within the new Regulations as well.\*

*\*This exception rule only applies to those employed before the new regulation came into force, i.e. before **September 1<sup>st</sup>, 2019***

### **Academic and educational competence – Associate Professor (førsteamanuensis)**

Anyone appointed to the position of Associate Professor (førsteamanuensis) must meet the criteria for competence defined in [Section 1-4 of the Regulations concerning appointment and promotion to teaching and research posts](#):

- (1) Norwegian doctoral degree in the subject area concerned or a corresponding foreign doctoral degree recognized as equivalent to a Norwegian doctoral degree or competence at a corresponding level documented by academic work of the same scope and quality  
*Or*
- (2) Completed recognized scholarship programme of artistic development in the subject area concerned or documented artistic activities or development work at

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a high international level and with a specialization relevant to the subject area or discipline

- (3) Applicants must be assessed, but not ranked, on whether they meet the following requirement:

Completed a programme in higher education teaching (minimum 200 hours) / relevant courses and practical teaching experience, and acquired basic skills in planning, executing, evaluating and developing teaching and supervision activities (basic teaching and supervision competence at higher education level). These skills must be documented in the form of a systematic and integrated presentation for assessment at the institutions.

Those who do not fulfil the criteria at the time of their appointment will be required to fulfil them within two years of the appointment.

Under Section 1-1, institutions may set higher requirements and decide that these are to apply in the assessment and ranking of applicants.

The relevant subject area must be specified in the description of the position or in the text of the advertisement.

An applicant can be appointed to a position as Associate Professor even if the educational competence is not sufficiently documented when taking up the position. It is a prerequisite that the requirements for such competence are met within two years.

The assessment of educational competence must be carried out by the expert committee in order to achieve the most consistent assessment possible of the applicants' overall qualifications. A form specifying the criteria for qualitative assessment of educational competence is attached. The applicant's educational competence must be discussed in the expert assessment. The assessment should conclude on whether the applicant meet the criteria for the educational competence or not but must not be included in the ranking of the candidates.

### **Academic and educational competence – Professor**

Anyone appointed to the position of Professor must meet the criteria for competence defined 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) As well as the requirements for basic teaching and supervision competence at higher education level specified for the position of Associate Professor ([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 developing educational quality in peer communities in their field.

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The relevant subject area must be specified in the description of the position or in the text of the advertisement.

An applicant can be appointed to a position as Professor even if the educational competence is not sufficiently documented when taking up the position. It is a prerequisite that the requirements for such competence are met within two years.

The assessment of educational competence must be carried out by the expert committee in order to achieve the most consistent assessment possible of the applicants' overall qualifications. A form specifying the criteria for qualitative assessment of educational competence is attached. The applicant's educational competence must be discussed in the expert assessment. The assessment should conclude on whether the applicant meet the criteria for the educational competence or not but must not be included in the ranking of the candidates.

For a Professor, more stringent requirements for the criteria in sections **3, 4, 5 and 6** in the assessment form are therefore expected than for the position of Associate Professor.

At the level of Professor, this requires significant academic production above and beyond that which is required for a PhD. The research must be of a high quality and show both breadth and depth. The output must reflect an independent research profile and show an ability to address new questions. Sustained research activity is a prerequisite.

### The following requirements should be met:

**Scope:** What constitutes significant academic production must be assessed in relation to disciplinary traditions and must be based specifically on the content of the publications and the effort committed to them. A guiding norm is that the academic production (doctoral degree included) should be equivalent to 8–12 journal articles of full length or two to three books of good quality and with different content. The applicant must have provided significant contributions in all of the publications and have had the main responsibility for the majority of the publications (two-thirds). In the case of extensive co-authorship, the requirement for the number of works can be set at a higher level.

**Quality:** The results must be well-supported and clearly expressed, as required for publication in reputable academic journals or by reputable academic publishers. Emphasis must be placed on whether the works have been or may become significant to the development of the discipline or to practice in the area. Emphasis must also be placed on the originality of the research question, method or data sources. The requirement for originality and significance is clearly higher than for the award of a PhD, but it is sufficient that some of the work meets these higher standards.

**Breadth:** The requirement for breadth helps ensure that the applicant is qualified to teach and supervise at a high level in more than one specialization. The applicant's production should include several classes of research questions, themes and research methods. The applicant should have shown an ability to place her or his work in a larger context.

**Independence and collaboration:** Applicants must have documented that they will be able to carry out all the essential parts of a high-quality research project independently.

This can be documented by work in which the applicant is the sole author (or the first author in the disciplines where this signals the main responsibility for the work), by declarations from co-authors,



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and through experience in project management. In addition, research collaboration and project management must be seen as positive.

**Visibility:** Emphasis must be placed on the applicant's level of activity and contribution to their academic community. The applicant's work should be published (or accepted for publication) in channels that have adequate quality control and where it can be seen by other researchers who will either build on this work or criticize the results. Emphasis is placed on what the discipline considers a good publishing practice at the time of publication.

**Relevance:** The applicant's work should be related to the forefront of research at the time of publication. Some of this work should have been done within the preceding five years. In the assessment of the scope and breadth, emphasis can be placed on the entire list of publications, including publications that were not submitted.

The academic competence of the applicant must be clear and indisputable in order to qualify for the position. In connection with the appointment, the competence should be within the subject area for the position. Works in other subject areas may count, but will be weighted according to what they indicate about competence in undertaking research and teaching in the relevant subject area. At least two-thirds of the requirements for scope, as defined above, should be met by work that is clearly within the subject area of the position, and some of this work should have been produced within the past five years.

If the subject area is a narrow specialization, it may be acceptable that a larger part of the work is outside the subject area.

### **Assessment related to promotion to full professorship**

For expert assessment related to applications for promotion to the rank of Professor, we also refer to [Section 2-2 of the 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 associated with the subject area in which the applicant is employed; see Section 2-2 (2).

When a committee submits a declaration of competence, it must always indicate the subject area and, if appropriate, the specialization in which the applicant is deemed to have Professorial competence. The statement must always indicate whether the declaration of competence is unanimous and indisputable.

Other competence cannot compensate for shortcomings in academic competence.

Employees in the position of Associate Professor who apply for promotion to the position of Professor must meet the requirements at the time of application.

The Rectorate at NTNU has decided that employees in Associate Professor positions who apply for promotion to Professor, and who have basic competence from the past (such as a 100-hour Uniped course) will have this approved as basic competence within the new Regulations as well.\*

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Criteria assessed		0	1	2	3	
		Not fulfilled	Fulfilled to a very limited extent	Fulfilled to some extent	Fulfilled to a great extent	
1	<b>Participation in courses and training</b>	Extent and variety, as well as the significance for the applicant's own teaching approaches, of various courses – both those focused on educational theory and practice and those from other areas in which the applicant has participated.				
2	<b>Roles in higher education</b>	Extent and duration of different education roles that the applicant has had in higher education (course coordinator, programme coordinator, deputy head of department - education, etc.)				
3	<b>Teaching and supervision experience</b>	Extent and variety of teaching and supervision experience at bachelor's, master's and PhD level.				
4	<b>Educational contributions</b>	Extent and variety of educational contributions to the academic community, through production of study materials, textbooks, conference contributions, academic works, etc.				
5	<b>Critical reflection</b>	Quality of the applicant's critical reflection on their own teaching and supervision through integration of their own experience, feedback from students, discussions with colleagues and literature.				
6	<b>Development in teaching qualifications over time</b>	Progress in the applicant's development in the discipline of education over time.				
7	<b>Teaching and learning philosophy</b>	Clarity in and argument for the applicant's teaching and learning philosophy.				