

Revised May 2021

Guidelines for the Expert Committee to be used for the assessment of academic competence for Associate Professor and Professor positions at the Faculty of Economics and Management, NTNU

Issued in accordance the national [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.

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 guidelines for expert committees are to be sent to the members of the expert committee in every recruitment- or promotion process.

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.

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

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Academic and educational competence – associate professor

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 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.

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' competence. A form specifying the criteria for qualitative assessment of educational competence is attached. The form is to be completed for each applicant, and an overall assessment of the applicant's educational competence must also be discussed in the expert assessment together with an assessment of the applicants' academic competence. The expert committee must submit a ranking.

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.

The assessment of educational competence must be carried out by the expert committee in a way that achieves the most consistent assessment possible of the applicants’ competence. A form specifying the criteria for qualitative assessment of educational competence is attached. The form is to be completed for each applicant, and an overall assessment of the applicant’s educational competence must also be discussed in the expert assessment.

The criteria are the same regardless of the type of position, but the expectations of the degree to which the criteria have been met will vary. 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.

1. Academic qualifications

The emphasis in the total assessment of the applicants is placed on the academic works submitted.

Any submitted articles that are part of the applicant’s PhD thesis should be evaluated against the requirements below, apart from the requirement “quantity”.

The following requirements must be met:

- ***Quantity:*** 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 should be equivalent to 8–10 journal articles of full length (in addition to the doctoral work) or two to three academic books of good quality and with different content. The applicant must have provided significant contributions in all of these 8-10 publications and been the main contributor in the research work and production in

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approximately 6 of these 8 – 10 publications. For extensive co-authorship, a higher number of works may be required.

- ***Quality:*** The results must be well supported and clearly expressed, as required for publication in reputable national and international academic journals or by reputable publishers of academic books. 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 for development of the discipline is clearly higher than for the doctoral degree, but it is sufficient that some of the publications meet 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:*** The applicant must document that she or he is able to carry out all the essential parts of a high-quality research project independently. This can be documented by works 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 and through experience in project management. In addition, research collaboration and project management should be seen as positive.
- ***Visibility:*** The applicant's work should be published (or accepted for publication) in channels that have satisfactory quality control and where it can be seen by other researchers who will build on or critique the results. Emphasis is placed on publication in reputable international channels, but when the topic so indicates, publication in national channels is acceptable. Emphasis is also placed on what was regarded as good publication practice in the discipline 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 quantity and breadth, emphasis can be placed on the entire list of publications, including publications that were not submitted to the evaluation committee.
- ***Innovation:*** Work that represents innovation in the discipline is emphasized as highly positive.

The academic competence of the applicant must be clear and unequivocal to qualify for the position. In connection with 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 quantity, 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.

2. **Teaching competence**

Special consideration and mention shall be given to the applicants' teaching qualifications in the expert statement, see the national Regulations. In addition, it is required that the applicant has taught and supervised on all levels, normally also on PhD-level.

3. **Dissemination work**

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Documented initiatives to disseminate knowledge about academic methods and results must be emphasized.

4. Qualifications in the subject area

Subject area qualifications of other types that are required or highlighted in the description of the position. The assessment is based on submitted material and documented factors.

5. Administrative qualifications

Emphasis is placed on education and experience in administration and management as well as experience from relevant positions.

6. Other activities

Other activities that in terms of the description of the position are required and/or are regarded as qualifying, for example industrial experience, including business start-ups or other forms of entrepreneurship, in which the applicant's own research and development work has been used as the basis. Emphasis may also be placed on patents that have been granted, where these are based on the applicant's own professional work. The assessment is based on submitted material and documented factors.

Adjunct Professor / Adjunct Associate Professor

The same requirements for competence apply to the position of Adjunct Professor/Adjunct Associate Professor as for full-time positions (see the advertisement text).

Administrator's duties

The administrator is the committee's link between the committee members and with the faculty. He/she is to coordinate the experts' work and is responsible for ensuring that the committee meets deadlines for its work, for compiling and submitting the experts' statement to the faculty, and for dealing with any comments on the statement. The administrator may also be a member of the committee and participate in the assessment of the applicants, but may also only have an administrative role. The administrator's role is specified in connection with the appointment of the committee.

Form of the ranking

The committee must issue a joint statement. The committee should start by presenting and if necessary providing a basis for any aspects of the advertisement of the position that it has found particular reason to emphasize. Each applicant shall be discussed briefly and as fairly as possible in terms of education, academic work and experience. The points above are discussed in separate sections with a conclusion about the competence of each applicant. The applicants' practical/university teaching competence is to be discussed specifically. For applicants whom the committee does not find qualified, the requirements that are not fulfilled should briefly be specified.

In the joint evaluation and ranking of the qualified applicants, the weighting of the various dimensions of competence should be described.

As a summary, the committee must provide an assessment of all the applicants' competence and rank at least the three best qualified applicants in order when there are three or more competent applicants.

Note: In the event of any inconsistency between this English translation and the Norwegian original, the Norwegian version shall prevail.

Our date

Our reference

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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	Participation in courses and training	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	Roles in higher education	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	Teaching and supervision experience	Extent and variety of teaching and supervision experience at bachelor's, master's and PhD level.				
4	Educational contributions	Extent and variety of educational contributions to the academic community, through production of study materials, textbooks, conference contributions, academic works, etc.				
5	Critical reflection	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	Development in teaching qualifications over time	Progress in the applicant's development in the discipline of education over time.				
7	Teaching and learning philosophy	Clarity in and argument for the applicant's teaching and learning philosophy.				