



NTNU

Norwegian University of
Science and Technology

Promotion to Professor

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Practicalities

- Deadline: **September 15, 2024.**
- Notify your Head of Department ahead of time.
- Get advice and help from colleagues.

Regulations and guidelines

- Information at: <https://innsida.ntnu.no/wiki/-/wiki/English/Promotion+to+full+professor>
- <https://lovdata.no/dokument/SF/forskrift/2006-02-09-129>
- <https://lovdata.no/dokument/SFE/forskrift/2006-02-09-129> (unofficial English version)

NB! New guidelines as of this year

- *Universities Norway – Humanities* («UHR-Humaniora») has decided on new guidelines effective as of Jan 1, 2024.
- Available here in Norwegian and English
<https://www.uhr.no/temasider/karrierepolitikk-og-merittering/opprykkingsordninger/>

The NOR-CAM toolbox

- NOR-CAM should be used for the assessment of academic results, competence and experience.
- The assessment matrix contains three columns with examples of results/competence, documentation, and reflection.
- The matrix highlights what may be meritorius. However, it is not a list of requirements.

Five areas in NOR-CAM

1. Scientific qualifications
 - Scientific works and contributions in various parts of the research process, or artistic qualifications
2. Educational qualifications
 - Educational qualifications anchored in the respective institution's requirements for basic competence in university pedagogy
3. Knowledge in use
 - Dissemination, innovation, and interaction with society
4. Qualifications in academic leadership and administration
5. Personal qualities (only for job announcements)

From UHR-Humanities guidelines

- “The assessment of scientific qualifications should be based on the quality and originality of the scientific work. Bibliometric indicators should be used with caution and supplemented with other information.”
- “For promotion, the assessment is primarily based on scientific and educational qualifications. Qualifications in knowledge of use and qualifications in academic leadership and administration should count positively.”

The DORA declaration

For researchers

15. When involved in committees making decisions about funding, hiring, tenure, or promotion, make assessments based on scientific content rather than publication metrics.
 17. Use a range of article metrics and indicators on personal/supporting statements, as evidence of the impact of individual published articles and other research outputs.
- Your application letter must guide the committee towards a qualitative rather than a metrics-based evaluation.

REQUIREMENTS - RESEARCH

UHR-Humanities guidelines I

- The competence should be at a scientific level in accordance with established international or national standards.
- The applicant must document both depth and scientific breadth in their production.
- 5-6 major scientific articles or 1-2 scientific monographs **beyond the doctoral thesis.**
- International participation and publishing should be given significant weight.
- Project management and other research collaborations should be viewed positively. The same applies to efforts to promote open science.

UHR-Humanities guidelines II

- Co-authored works: The division of work and the applicant's role in the publication should be explained.
- A complete list of the applicant's scientific works should be included.
 - The applicant should highlight the works they consider most important in their production. These works are submitted for evaluation.
- Submitted works should normally be peer-reviewed and published in approved channels.
 - Unpublished works may exceptionally be submitted, but a separate justification for this should be included.

Application letter - research

- Giving directions for the committee's assessment of the work
 - You will most likely be more of a specialist than they are within your areas of research
- Show and tell that you fulfill the requirements
 - Describe the submitted works
- Emphasize quality indicators
 - Describe the contribution the research field in terms of novelty and originality
 - Include metrics such as citations and other impact
 - Highlight publications in highly regarded journals or publishers
 - Mention relevant feedback on the articles, e.g. academic discussions, invitations to talks etc.

Application letter – research

- Describe academic activities that support your profile
- External funding applications with assessments
- Peer-reviews for relevant journals and publishers
- Research visits
- Membership of academic societies
- Conference and workshop presentations
 - Emphasize invitation, audience etc.
- Describe your research networks and your role in them
 - Local, national and international
- «Popular science» output (must be documented)
 - Textbooks, op-eds (kronikker), public debates etc. [many -> numbers]

REQUIREMENTS - TEACHING

Requirements Associate Professor

The “regulations on employment and promotion in teaching and research positions” § 1-4 require that applicants for associate professor positions satisfy the requirements for formal pedagogical training by having:

- completed a separate program of 200 hours and their own practical teaching
- through this they must have acquired basic skills in **planning, implementation, evaluation** and **development** of teaching and supervision.

Requirements Professor

The regulations §1-2 **list three additional requirements:**

1. Quality **development** in one's own teaching and supervision **over time**
2. Broad experience with **supervision**, preferably at master's and PhD level
3. Participation in the development of educational quality **in the academic community**

In the assessment of the applicant's competence documentation and reflection on these three requirements will be assessed.

The 200h requirement

- The Rector 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 pedagogical competence

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1. Participation in courses and training.

Extent and variety, as well as significance for the applicant's own teaching approaches, of various courses, both those that are focused on pedagogy and those from other areas in which the applicant has participated.

2. Roles in higher education

Extent and duration of various educational roles that the applicant has had in higher education (Course coordinator, supervisor, study program leader, deputy director of education, etc.)

3. Teaching and supervision experience

What extent and variation in teaching and supervision experience at bachelor, master's and PhD level does the applicant have?

<https://www.ntnu.edu/positions/pedagogical-qualifications>

4. Educational Contributions in academic communities

Extent and variety of educational contributions in the academic environment, through the production of teaching materials, textbooks, conference contributions, scientific work, etc.

5. Critical reflection

The quality of the applicant's critical reflection related to own teaching and guidance through integration of own experiences, feedback from students, conversations with colleagues and literature.

6. Educational development over time

Progression in the applicant's educational development over time.

7. Teaching and learning views and perspectives

Clarity and argumentation for the applicant's teaching and learning approach.

For Professors, it is expected that criteria 3, 4, 5 and 6 are met to a greater extent than for Associate Professors.

Criteria for the assessment of the applicant's teaching competence

			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.				

Criteria for the assessment of the applicant's teaching competence (cont.)

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				

Pedagogical portfolio

- Documentation
 - shows the applicant's completed courses and training that are relevant for teaching and makes the applicant's teaching and supervision experience visible
 - examples of documentation can be *course and study plans*, pedagogical development work, evaluations of teaching or courses the applicant has been responsible for, examples of student work/subjects the applicant has supervised, teaching material and possibly the applicant's scientific work related to teaching and learning.
- Reflection
 - shows the applicant's development over time and *reflections* on their own practice, their teaching and learning views and perspectives and plans for further development.

Pedagogic portfolio

- The pedagogical portfolio should be at most 20 pages and must give the committee the opportunity to assess the quality of the pedagogical work based on the criteria.

Teaching and learning – literature

- Roar Pettersen: *Kvalitetslæring i høyere utdanning*
- Olga Dysthe og Akylina Samara: *Forskningsveiledning på master- og doktorgradsnivå*
- Paul Ramsden: *Learning to Teach in Higher Education*
- Lynne Hunt and Denise Chalmers: *University Teaching in Focus*

ADMINISTRATIVE EXPERIENCE

Academic-administrative work

- Various leadership roles
 - Projects
 - Research groups
 - Department-level roles
- Committee work
 - Internal and external

This also goes in the CV, but you should write about the most relevant aspects.

Possible structure of the application

1. Scientific qualifications
2. Educational qualifications
3. Knowledge in use
4. Qualifications in academic leadership and administration

FORMAL ASPECTS

How to submit

- Application form and more information:
<https://i.ntnu.no/wiki/-/wiki/Norsk/S%C3%B8knadsprosedyre+for+opprykk+i+u+ndervisnings-+og+forskerstillinger+--+HF>
- Submit online files through OneDrive.
- Submit the application to your **Head of Department**.