



University  
of Stavanger

# **Guidelines for appointment and promotion to teaching and research posts at The University of Stavanger**

Adopted 22 October 2020

## Content

Introduction.....	3
1 Position structure and content.....	4
1.1 Professor.....	5
1.2 “Dosent” (Professor) .....	6
1.3 Associate professor .....	7
1.4 “Førstelektor” (Associate professor).....	8
1.5 Assistant professor .....	9
1.6 Researcher.....	10
1.7 Additional positions.....	11
2 Areas of competence and level to be assessed.....	13
2.1 Academic level of research activities/artistic activities .....	13
2.2 Academic level of pedagogical competence .....	13
2.3 Dissemination skills .....	15
2.4 Competence for innovation and public relations.....	17
2.5 Language skills.....	18
2.6 Personal suitability .....	18
3 Criteria for assessing competence and level related to different positions .....	19
3.1 Professor.....	19
3.2 “Dosent” (Professor) .....	23
3.3 Associate professor .....	25
3.4 «Førstelektor» (Associate professor).....	27
3.5 Assistant professor .....	29
3.6 Researcher.....	29
4 Expert assessment.....	30
4.1 Composition of expert committee .....	30
4.2 Impartiality of members.....	30
4.3 The committee's mandate .....	31
4.4 Expectations made to the opinion of the expert committee.....	32
4.5 Internal expert assessment .....	33
5 Promotion based on qualification.....	33
Appendix 1 Research and artistic development work.....	34

## Introduction

The University of Stavanger (UiS) shall recruit employees who can help the university develop in line with our goal of having attractive and future-oriented educational programmes that respond to society's challenges, be an attractive research partner as a result of critical and independent research with high international quality and be an institution with high-profile competence and dissemination that, through cooperation, creates value and new knowledge for the benefit of individuals and society.

UiS emphasises that research activity must hold high quality and be in accordance with ethical research principles. Those responsible for research must be able to document up-to-date research expertise in the relevant field and the ability to initiate, conduct and carry out research and development projects.

UiS places emphasis on good teaching quality and requires that those responsible for teaching have pedagogical expertise related to higher education. A basic level equivalent to 200 hours of formal education is the minimum level. This requirement must be satisfied after two years from commencement of teaching. Further competence enhancement above the basic level is detailed in a progression-oriented system entailing 50 hours of documented competence enhancement every 5 years.

National and global social challenges will be central in the further development of the university's work on innovation and community relations. Staff and students are expected to become more visible to the general public by presenting challenging work and by disseminating the results of their academic, artistic and museum-related activities. Furthermore, employees are expected to contribute to innovation and value creation based on results from research and academic/artistic development work. Innovation is understood here in the broad sense as contributing to the use of results from research in society. We will strengthen our relations with the wider community through open and effective communication and knowledge-based partnerships at the regional, national and international level. We will direct special attention toward active cooperation aimed at solving current and future challenges.

The university's leaders, together with HR, will work to ensure quality in the recruitment processes and proper observance of the statutory qualification principle in the state. Furthermore, we shall provide good guidance on documentation requirements for applicants for vacancies and to employees who want to apply for promotion based on qualifications. To ensure quality in the processes, it must be ensured that those involved in making assessments are impartial. In addition, they must be well acquainted with the requirements set for employment/promotion and the expectations the university has for expert assessments. This document provides an overview of ordinary teaching and research positions and part-time posts, the content of the positions, criteria for employment/promotion and what is expected of the expert committee.

National criteria for employment and promotion are set out in the Regulations concerning appointment and promotion to teaching and research posts. In accordance with these criteria, the university has prepared institutional criteria.

Guidelines for appointment and promotion in teaching and research positions including institutional criteria have been adopted by the University Board on 22 October 2020 and are in force as of 1 January 2021.

Ullandhaug, October 2020

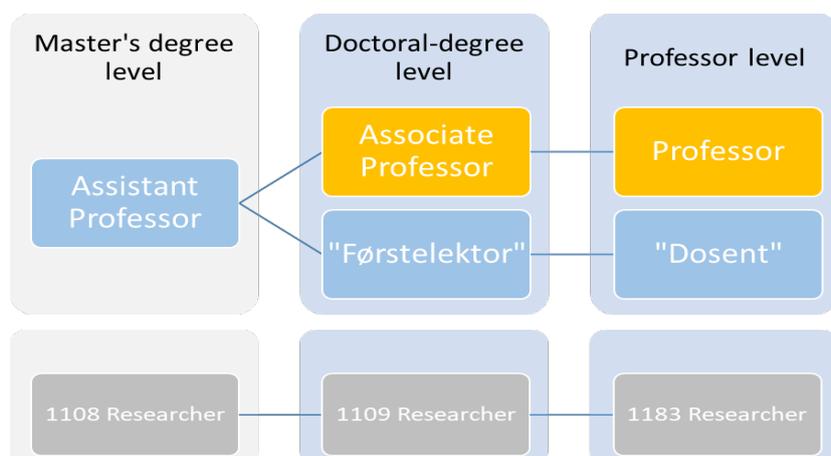
Klaus Mohn  
*Rector*

# 1 Position structure and content

The Regulations concerning employment and promotion in teaching and research positions lay down general criteria for employment in ordinary teaching and research positions at institutions under the Norwegian Act relating to universities and university colleges. In addition to combined teaching and research positions, appointments can be made to purely teaching positions as well as purely research positions. The job structure highlights the university's policy with regard to the use of the various positions.

UiS shall have a job structure for teaching and research positions that helps to achieve the university's strategic objectives in teaching, research, dissemination and innovation. The term research also encompasses artistic development work, and the term *artistic research* is therefore, in some cases, used as an adapted expression meaning research and artistic work in an academic environment. The concept of artistic research is discussed in more detail in a separate appendix.

Based on the basic principle of research-based teaching, appointments shall be made, as a general rule, in combined teaching and research positions. Permanent positions are announced as professor or associate professor, depending on the need for expertise. "Dosent" is a title used as a promotion position for "førstelektor". The title "førstelektor" (equiv. associate professor) is primarily used as a promotion position for a permanently employed assistant professor who does not have the opportunity to complete a PhD in the subject area. A pure research position and a pure teaching position as assistant professor may, in exceptional cases, be an option when the nature of the assignments so dictates.



The three career paths are separated, i.e. the "førstelektor" cannot apply for qualification promotion to professor or for a transition to a position as associate professor.

## Appointment on entry-level terms (tenure-track)

The university may make appointments on entry-level terms as an associate professor or postdoctoral fellow. Employment, within the man-labour-year framework established by the Norwegian Ministry of Education and Research, is regulated in the Regulations on entry-level terms. Such employment aims to facilitate the recruitment of talented professional personnel. The scheme will help strengthen the university's ability to compete for the best candidates internationally and will commit us to participate in further developing the employee's competence in teaching, research and dissemination/innovation. The appointee must be provided predictability in the process to qualify for permanent employment in teaching and research positions through a long-term employment contract, as well as follow-up and resource supply on the part of the university. Employment on entry terms shall be warranted based on a special need for expertise and requires a broad international call for applications.

## Job content and work planning

The following is an overview of relevant tasks for employees in teaching and research positions at UiS. The appointee is expected to support and participate in the other activities at the faculty/museum and in activities across unit boundaries. An annual plan for the work to be carried out (work schedule) is set up after a dialogue between the employee and the immediate superior, in accordance with the university's guidelines for work planning.

## 1.1 Professor

Professor is a combined teaching and research position with scientific expertise at the highest level.  
Relevant tasks for professor:

### Research, academic development, innovation and entrepreneurship

- contributes to the development of the academic environment, including increased research production/artistic research and publication showing that his/her activity is at the forefront of international knowledge
- researches and conducts academic development work of high quality in the subject area
- promotes open research and the intrinsic value of research (Open Science)
- initiates, provides external funding to, leads and conducts major research and development projects
- conducts research activities in areas such as basic, applied, commercially oriented, practice- and profession-oriented and otherwise society-relevant research, including on behalf of and in cooperation with partners from society and working life
- takes the initiative for, establishes and develops cross-disciplinary research collaboration at the university – network, centre and/or research group
- performs peer work (reviews) nationally and internationally
- involves students in research and academic development work
- initiates and conducts regional, national and international collaboration in research and academic development
- contributes to innovation and value creation based on results from research and academic development work
- involves students in entrepreneurial activities and helps develop their entrepreneurship expertise
- contributes towards implementing research results for use in society

### Education

- contributes toward the development of mainly master's and doctoral programmes, but also of educational programmes at the lower degree levels, with high academic quality
- further develops and strengthens the academic reputation of the education programmes by providing high-quality teaching and supervision at mainly master's and doctoral level, but also at lower degree levels
- contributes to peer review of education nationally and internationally
- contributes to and develops continuing and further education programmes
- assumes supervisory responsibility for PhD candidates and postdoctoral candidates and evaluates PhD projects
- facilitates students' learning in line with the learning objectives of the programmes of study
- conducts continuous pedagogical development work both personally and on behalf of the academic community
- contributes towards the development of new teaching methods and the use of various digital learning resources
- conducts student assessments and continuously develops the quality of education in light of the university's quality system

### Dissemination and public relations

- disseminates research results in Norwegian and international publishing channels and promotes open publishing (Open Access)
- promotes popular scientific dissemination
- contributes new research-based knowledge at prestigious academic conferences, nationally and internationally
- actively participates in current academic and social discussions
- contributes towards the development of cooperation with social, cultural and working life
- establishes collegial networks and professional group cooperation at UiS
- builds and maintains broad collaboration with the private, public and/or voluntary sectors, regionally, nationally and internationally

## Administration

- takes the lead in institutional and professional strategy work
- contributes to the building of new programmes of study and teaching topics
- participates in assigned assessments of examination results both internally and externally
- pursues and holds positions on national and international committees, as well as in councils and committees at UiS

## 1.2 “Dosent” (Professor)

The post of “dosent” (professor) is a combined teaching and research position with scientific expertise at the highest level oriented towards the practical/professional field and pedagogical development work. “Dosent”s pay particular attention to the development of profession-oriented knowledge, pedagogical development work and research aimed at the practical/professional field. Relevant tasks for “dosent”:

### Research, academic development, innovation and entrepreneurship

- contributes to the development of the academic environment, including enhanced profession-oriented knowledge, pedagogical development and research aimed at the professional field
- researches and conducts academic development work of high quality in the professional field
- promotes open research and the intrinsic value of research (Open Science)
- initiates, acquires external funding for, leads and conducts major research and development projects
- conducts practical and profession-oriented research, including commissioned assignments from and in collaboration with community and working life
- takes the initiative for, establishes and develops cross-disciplinary research collaboration at the university – network, centre and/or research group
- performs peer work (reviews) nationally and internationally
- involves students in research and academic development work
- initiates and conducts regional, national and international collaboration in research and academic development
- contributes to innovation and value creation based on results from research and academic development work
- involves students in entrepreneurial activities and helps develop their entrepreneurship expertise
- contributes towards implementing research results for use in society

### Education

- contributes to the development of mainly master's programmes, but also programmes of study at the lower degree levels, with high academic quality
- further develops and strengthens the academic reputation of the education programmes by providing high-quality teaching and supervision at mainly the master's and doctoral levels, but also at lower degree levels
- contributes to peer review of education nationally and internationally
- contributes to and develops continuing and further education programmes
- facilitates students' learning in line with the learning objectives of the programmes of study
- conducts continuous pedagogical development work both personally and on behalf of the academic community
- takes the initiative for interdisciplinary cooperation on education at UiS
- contributes to the development of the academic environment, including increased cooperation with the occupational/professional field and academic, artistic and educational development
- conducts student assessments and continuously develops the quality of education in light of the university's quality system
- contributes towards the development of new teaching methods and the use of various digital learning resources

#### Dissemination and public relations

- disseminates research results in Norwegian and international publishing channels and promotes open publishing (Open Access)
- promotes popular scientific dissemination
- contributes new research-based knowledge at prestigious academic conferences, nationally and internationally
- actively participates in current academic and social discussions
- contributes towards the development of cooperation with social, cultural and working life
- builds and maintains broad collaboration with the private, public and/or voluntary sectors, regionally, nationally and internationally
- establishes collegial networks and professional group cooperation at UiS as well as networking and cooperation with researchers nationally and internationally

#### Administration

- takes the lead in institutional and academic strategy work
- contributes to the establishment of new programmes of study and teaching topics with a focus on the practical/occupational field
- participates in academic assessment in-house and externally, participates in expert committees and internal assessment committees
- pursues and holds positions on national and international committees, as well as in councils and committees at UiS

### 1.3 Associate professor

Associate professor is a combined teaching and research position. Relevant tasks for associate professor:

#### Research, academic development, innovation and entrepreneurship

- researches and conducts academic development work of high quality in the subject area
- promotes open research and the intrinsic value of research (Open Science)
- initiates, acquires external funding for, leads and conducts major research and development projects
- conducts research activities in areas such as basic, applied, commercially oriented, practice- and profession-oriented and otherwise society-relevant research, including on commissioned assignment from and in cooperation with partners from society and working life, participates in and develops research partnerships at the university - centres or research groups
- involves students in research and academic development work
- establishes collegial networks and professional group cooperation at UiS as well as networking and cooperation with researchers nationally and internationally
- contributes to innovation and value creation based on results from research and academic development work
- involves students in entrepreneurial activities and helps develop their entrepreneurship expertise
- contributes towards implementing research results for use in society

#### Education

- contributes to the development of academically strong and relevant education programmes
- further develops and strengthens the academic reputation of the education programmes by providing high-quality teaching and supervision at mainly the master's and doctoral levels
- contributes to and develops continuing and further education programmes
- has supervisor responsibility for PhD candidates and can provide guidance for postdoctoral fellows in areas where he/she has special expertise
- facilitates students' learning in line with the learning objectives of the programmes of study
- conducts continuous pedagogical development work both personally and on behalf of the academic community
- contributes towards the development of new teaching methods and the use of various digital learning resources
- conducts student assessments and continuously develops the quality of education in light of the university's quality system

#### Dissemination and public relations

- disseminates research results in Norwegian and international publishing channels and promotes open publishing (Open Access)
- promotes popular scientific dissemination
- contributes new research-based knowledge at prestigious academic conferences, nationally and internationally
- participates in current academic and societal discussions
- contributes towards the development of cooperation with social, cultural and working life
- builds and maintains collaboration with the private, public and/or voluntary sectors, nationally and internationally

#### Administration

- participates in institutional and academic strategy work and in the establishment of new study programmes and teaching topics
- facilitates various forms of assessment and examinations and participates in examination assessment work locally and nationally
- pursues and holds positions on national and international committees, as well as in councils and committees at UiS

### 1.4 “Førstelektor” (Associate professor)

The “førstelektor” (Associate professor) position is a combined teaching and research position with particular responsibility for the planning and implementation of teaching, development work (special pedagogical development) and facilitation of exchange of experiences, grounded in a profession or occupation orientation.

The position of “førstelektor” is particularly oriented towards the development of profession-oriented knowledge, pedagogical and academic development work, and the practical/occupational field. Relevant tasks for “førstelektor”:

#### Education

- contributes to the development of academically strong and relevant education programmes
- further develops and strengthens the academic reputation of the education programmes by providing high-quality teaching and supervision at mainly the bachelor’s and master’s levels
- contributes to and develops continuing and further education programmes
- facilitates students’ learning in line with the learning objectives of the programmes of study
- conducts continuous pedagogical development work both personally and on behalf of the academic community
- contributes towards the development of new teaching methods and the use of various digital learning resources
- conducts student assessments and continuously develops the quality of education in light of the university’s quality system

#### Research, academic development, innovation and entrepreneurship

- researches and conducts academic development work of high quality in the practical/occupational field
- initiates, acquires external funding for, leads and conducts development projects aimed at the practical/occupational field
- promotes open research and the intrinsic value of research (Open Science)
- conducts practical and profession-oriented development work, including commissioned assignments from and in collaboration with community and working life
- involves students in research and academic development work
- establishes collegial networks and professional group cooperation at UiS as well as networking and cooperation with researchers nationally and internationally
- contributes to innovation and value creation based on results from research and academic development work

- involves students in entrepreneurial activities and helps develop their entrepreneurship expertise
- contributes towards implementing research results for use in society

#### Dissemination and public relations

- disseminates research results in Norwegian and international publishing channels and promotes open publishing (Open Access)
- promotes popular scientific dissemination
- contributes at prestigious academic conferences, nationally and internationally
- participates in current academic and societal discussions
- builds and maintains broad collaboration with the private, public and/or voluntary sectors, nationally and internationally
- cooperates closely with the professional and occupational field for further development of the university's study programmes and research and development activities

#### Administration

- participates in institutional and academic strategy work and in the establishment of new study programmes and teaching topics
- facilitates various forms of assessment and examinations and participates in examination assessment work locally and nationally
- participates in expert committees and internal assessment committees
- pursues and holds positions on national and international committees, as well as in councils and committees at UiS

## 1.5 Assistant professor

The post of Assistant professor is purely a teaching position. The position may be used exceptionally when appointing persons who only, or mainly, will undertake teaching tasks.

At UiS, appointments can be made to purely teaching positions when substitute teachers are needed due to leaves of absence among permanent employees in teaching and research positions, or in the event of a temporary need for increased teaching capacity. The appointee shall attend to teaching duties for a limited period and is therefore not normally given time for research and development work, including personal academic refreshment.

Exceptionally, permanent employment can be made in pure teaching positions in subject areas where it has proved difficult over time to recruit persons with research qualifications. This is to ensure teaching at lower academic levels. The possibility of employment in a qualification position with a view to permanent employment in a combined teaching and research position shall be assessed before a candidate is appointed to a permanent teaching position.

The primary task for the person hired as an assistant professor is teaching. Research is not included in the role of an assistant professor. However, full-time employees will normally be able to use teaching-free periods for research activities, personal academic and pedagogical updating/development.

Relevant tasks for assistant professors:

#### Education

- contributes to developing academically strong and relevant education programmes
- further develops and strengthens the academic reputation of the education programmes by providing high-quality teaching and supervision at bachelor's level and can contribute to teaching and supervision at master's level in areas where one has special expertise
- contributes to and develops continuing and further education programmes
- facilitates students' learning in line with the learning objectives of the programmes of study
- promotes educational development and learning
- is part of continuous competence-enhancing processes related to teaching and supervision

- contributes towards the development of new teaching methods and the use of various digital learning resources
- conducts student assessments and continuously develops the quality of education in light of the university's quality system

#### Academic development work

- conducts academic development work
- assists in the implementation of commissioned research
- involves students in academic development work
- involves students in entrepreneurial activities and helps develop their entrepreneurship expertise
- establishes collegial networks and professional group cooperation at UiS

#### Dissemination and public relations

- participates in current academic and societal discussions
- contributes towards the development of cooperation with social, cultural and working life
- builds and maintains networks with a private, public and/or voluntary sector

#### Administration

- participates in academic strategy work and in the establishment of new teaching topics/disciplines
- facilitates various forms of assessment and examinations and participates in examination assessment work locally and nationally
- pursues and holds positions on national committees, as well as in councils and committees at UiS

## 1.6 Researcher

Based on the basic principle of research-based teaching, appointments shall be made, as a general rule, in combined teaching and research positions. Appointments can be made in pure research positions related to time-limited research projects, mainly financed by commissioned assignment.

As a general rule, the work tasks in the position of researcher are to be allocated entirely to research activity, but it may be appropriate, in addition, to impose other duties that have direct relevance to the research project, including guidance of research fellows. However, it must be clearly understood that the person hired shall not perform ordinary teaching. However, a specific definition of job content will depend on the current project with which the researcher is associated. Relevant tasks for researchers:

#### Research, academic development, innovation and entrepreneurship

- researches and conducts academic development work of high quality in the subject area
- promotes open research and the intrinsic value of research (Open Science)
- initiates, acquires external funding for, leads and conducts major research and development projects
- conducts research activities in areas such as basic, applied, commercially oriented, practice- and profession-oriented and/or socially relevant research, including on commissioned assignment from, and in cooperation with, partners from society and working life
- participates in and develops research fellowships at the university – centres or research groups
- establishes collegial networks and professional group cooperation at UiS as well as networking and cooperation with researchers nationally and internationally
- contributes to innovation and value creation based on results from research and academic development work
- contributes towards implementing research results for use in society

#### Academic supervision

- provides high-quality supervision at the doctoral level (requires academic expertise at doctoral or professor level, i.e. employment as a 1109/1183 researcher)

#### Dissemination and public relations

- disseminates research results in Norwegian and international publishing channels and promotes open publishing (Open Access)
- promotes popular scientific dissemination
- contributes new research-based knowledge at prestigious academic conferences, nationally and internationally
- participates in current academic and societal discussions
- contributes towards the development of cooperation with social, cultural and working life
- builds and maintains broad collaboration with the private, public and/or voluntary sectors, nationally and internationally

#### Administration

- participates in expert committees and internal assessment committees
- pursues and holds positions on national and international committees, as well as in councils and committees at UiS

## 1.7 Additional positions

Section 6-6 of the Norwegian University and University Colleges Act stipulates that temporary appointments can be made in up to 20% of teaching and research positions, often called additional positions. The additional-position scheme is an instrument in the university's formalised cooperation with industry, business, health sector, institute sector etc. and contributes towards interaction, mutual competence transfer and professional integration with related environments. In addition, it allows the university to add expertise in a subject area for a limited period of time, for example, when building up new subject areas.

When using the additional-position scheme for formalisation of cooperation with another institution, appointment will be linked with the position holder's employment contract at the cooperating institution. A change in the contractual relationship with the main employer may then constitute grounds for termination of the additional position.

Normally, additional positions are filled for a fixed-term period of between three and five years, unless special reasons warrant that employment in a particular position should be permanent. The fixed-term period may be extended. This is contingent on a thorough assessment of the position's importance to the academic environment in question and to the institution as a whole, and the extent to which the position holder has performed his or her work fully and satisfactorily.

The person appointed to an additional position should be able to document pedagogical competence related to higher education, cf. section 2.2, but this requirement is not absolute.

#### **Adjunct professor**

Qualification requirements for Adjunct professor are similar to that of professor, but the subject area will often be narrower than for an ordinary professor position. An exception may be made to the requirement for pedagogical competence related to higher education.

Adjunct professor positions will mainly be used to recruit expertise in a subject area, but the position can also be used in establishing national and international networks with a view to developing and strengthening academic activity and enhancing competence at UiS. The appointee will be able to contribute within the primary responsibilities of a professor, i.e. teaching, supervising PhD candidates, research, research dissemination, research management and innovation.

Adjunct professor positions can also be used as a means of realising strategic goals such as building up, establishing and further developing new disciplines and research areas and to realise the goal of better gender balance in academic positions.

**Adjunct Associate professor**

Qualification requirements for Adjunct Associate Professor are similar to those of Associate Professor, but an exception can be made to the requirement of educational competence related to higher education

Adjunct Associate Professor positions will mainly be used to recruit expertise in a specific subject area. Adjunct Associate Professors will also help in the establishment of national and international networks with a view to developing and strengthening the overall academic activity.

**Adjunct Assistant Professor**

Qualification requirements for Adjunct Assistant Professor are similar to those for the assistant professor, but an exception can be made to the requirement for educational competence related to higher education.

At UiS, appointments to Adjunct Assistant Professor are used primarily to recruit expertise from the practical field. People from the practical field in such cases are appointed to posts up to 20% of the assistant professor position to attend to more practice-oriented teaching. The contractual relationship is related to the position holder's job at his/her primary place of employment.

## 2 Areas of competence and level to be assessed

General criteria for employment and promotion are set out in the Regulations concerning appointment and promotion to teaching and research posts. In accordance with Section 1-1 (1) of the Regulations, institutions may set requirements for the individual type of position beyond the general requirements for all or part of the institution. When announcing the individual position, more specified requirements can be made. The appointing authority may require the employee to commit to completing specific training by a set deadline. In accordance with the regulations, all educational institutions shall develop further criteria for employees' educational competence and how this is to be documented.

The following is information about areas of competence and level to be assessed when hiring and about qualification promotion in teaching and research positions at UiS. Special competence requirements for the different types of positions are set out in Chap. 3. In addition, there are the subject-specific standards adopted in the academic strategy units of Universities Norway (UHR national faculty meetings) and the requirements set out in the call for applications.

### 2.1 Academic level of research activities/artistic activities

The University is committed to being an attractive research partner as a result of critical and independent, high-quality research and the fact that the education programmes are future-oriented.

When assessing research activities/artistic activities, emphasis shall be placed on:

- own research/artistic activities
- ability to initiate, acquire external funding for, conducting and carrying out research and development projects
- achievements demonstrating that the applicant has established collegial networks and academic group cooperation at his/her own institution
- initiative, build-up and management of research development projects or participation in such work at his/her own institution and in collaboration with researchers/artists at other institutions, nationally and internationally
- contributions as a peer in scientific journals, work to promote open publishing (Open Access)
- co-publications with colleagues internally, nationally and internationally
- academic books, expositions and performances, films, concerts and other documented artistic activities, exhibitions and catalogues.
- assessment work when hiring in academic positions and assessment for degrees
- special expertise in museum work (in conjunction with hiring for positions associated with the Museum of Archaeology/Stavanger)

Elaboration of requirements for research activities/artistic activities in the various positions is found in Chap. 3.

### 2.2 Academic level of pedagogical competence

The University emphasises quality teaching and therefore requires that the person doing the teaching must have pedagogical and didactic competence related to higher education or acquires such competence within a period of two years from assuming the teaching position.

Pedagogical competence is understood as having an education-related knowledge base as a starting point to:

- be able to describe, analyse, explain, assess and justify one's own teaching practices
- be able to describe, analyse, explain, assess and justify different types of teaching plans and programme descriptions together with colleagues
- research and development work related to various forms of teaching-related work, or different types of planning work at different levels

Didactic competence is understood as having skills to:

- to be able to plan, carry out and evaluate teaching alone and together with colleagues and students
- to be able to plan, carry out and evaluate different types of oral and written assessments and guidance work alone and together with colleagues and students
- to be able to manage different types of student behaviour and lead different learning processes in large and small student groups
- to be able to use varied ways of working and assessing depending on the purpose of the teaching
- to be able to develop and evaluate different types of courses and teaching plans alone and together with colleagues and students
- participate, alone and with colleagues and students, in teaching-related development work

Requirements for basic pedagogical competence shall not be set higher than a university pedagogical course of 200 hours duration or the equivalent, i.e. other pedagogical education and/or didactic competence related to higher education after an overall assessment of relevance and scope.

### **Documentation of basic competence for teaching and guidance**

Educational competence is described and documented in an educational portfolio consisting of both an academic background-based description and discussion of the candidate's own competence, as well as relevant documentation underpinning this. The discussion should include insights about how both experiential knowledge and educational, research-based knowledge have characterised the development process, but also discuss the potential further development of their own educational and didactic competence. Depending on the selected format (such as web page, digital folder on Canvas, or as a textual document) and on the breadth and depth of competence, the pedagogical folders will be of varying scope.

Four main criteria are defined for the orientation of competence that UiS wants the applicant to have:

- a clear focus on students' learning
- qualitative development of their work over time
- an research approach to teaching and learning
- a collegial attitude and focus on collective development of teaching and quality of education

Pedagogical competence can be documented through:

- diploma/course certificate from courses in university and college-level pedagogy or other relevant formal pedagogical education related to higher education
- education-oriented R&D work, disseminated e.g. via articles/chapters in books/journals
- presentations at conferences where teaching and education are featured topics

Didactic competence can be documented in the form of previous work related to:

- planning, implementation and assessment of teaching
- thesis supervision in bachelor's and master's degree programmes
- examination assessment work
- participation in course plan development
- practice-oriented development work

Examples of documented didactic work: teaching/guidance plans, illustration materials, video materials, peer work, development work, compendia, collections of academic assignments, or the like. The works shall provide information on subjects and scope, courses and levels.

### **Exemption from the requirement of basic pedagogical competence**

The requirement of basic pedagogical competence may be waived when the term of employment in combined teaching and research positions is for a period of less than three years. In the event of an extension of temporary employment beyond three years, pedagogical competence is required.

The requirement for basic pedagogical competence may also be waived when hiring workers who have less than three years remaining until retirement age and when hiring employees to fill part-time positions.

In the case of employment and qualification promotion in teaching and research positions at the Archaeological Museum, museum-related dissemination competence replaces the requirement for basic pedagogical competence, see Chap. 2.3.

When hiring (not qualification promotion) on the basis of performing artistic expertise, artistic dissemination skills can replace basic educational/pedagogical competence, see Chap. 2.3.

## 2.3 Dissemination skills

UiS shall be a high-profile competence and disseminating institution that, through open publishing (Open Access), promotes open access, participation and knowledge sharing in research and innovation processes for the benefit of individuals and society.

When appointing personnel in teaching and research positions, emphasis shall be placed on:

- ability and interest in the dissemination of research results in recognised Norwegian and international publishing channels, as well as progression in research and publication
- work to promote open publishing (Open Access)
- education in research dissemination/translation work
- research and knowledge dissemination beyond their own academic environment and to the public outside academia (locally, nationally and internationally)
- participation in public investigation and fact-finding
- popular science dissemination (publications, lectures etc.)
- participates in academic and societal discussions
- translation work

### **Museum-related dissemination skills**

Museum-related dissemination skills means dissemination of a specific museum-related nature and thus goes beyond the requirement for popular science dissemination. The requirement for such competence shall ensure dissemination that takes place within the framework of distinctive museum activities such as exhibitions and dissemination of museum research and activities. Dissemination of this nature includes:

- professional responsibility for, or significant contributions to, exhibitions (often at several institutions)
- public outreach lectures and dissemination of museum-related research and activities
- teaching programmes (field dissemination) based on museum-related work (e.g. excavation management)
- contribution to museum-related audience initiatives
- documented courses that can enhance dissemination competence
- contact with the media regarding the dissemination of museum-related research or activity

Requirement made to exhibition work:

Collection-based exhibitions must respond to the social purpose of university museums and form the core of the museum-related dissemination. The scope of exhibitions varies. For promotion to the rank of professor, the candidate is expected to have made contributions to major, academically substantial exhibitions with a high degree of research dissemination. In general, extensive exhibitions are assessed holistically based on several parameters, including the number of participants, work effort (more than 20 man-hours weekly), the number of objects, curation, surface area and the scope of pedagogical outreach. The exhibition space and number of objects may vary and are not in themselves indicators of the level of the exhibition, but are part of a holistic assessment of the exhibition's dimension. A substantially academic exhibition presents a complex theme under which several elements come under the same superstructure and require a scientific approach and perspective. The exhibition requires comprehensive preparatory work and several actors cooperating across disciplines along with external consultants, in terms of knowledge, design and pedagogical implementation. Original research shall be presented within good pedagogical and design frameworks, often with an innovative approach, all of which serve as an effective dissemination aimed at a defined target group.

When the candidate is responsible for or contributes to exhibitions, he/she is expected to perform the following:

- develop storyboards containing concept development, lists of objects, background material and exhibition texts.
- create exhibition texts
- editorial work or contributions to the exhibition catalogue
- act as a consultant on dissemination materials and arrangements related to special target groups
- dissemination of exhibitions e.g. in the media

The process of creating the exhibition, which includes defining roles, pre-production, implementation, pedagogical arrangements, marketing and reception, must be documented in a storyboard.

The latter should be included as documentation and should give an account of and document the following:

- the concept for the exhibition and the scientific perspective on which the exhibition is based
- the execution of the exhibition (the participants and the distribution of roles)
- list of works, exhibition venue, area and duration
- presentation and outreach of the exhibition
- reception of the exhibition
- produced printed materials and pedagogical plan

### **Artistic dissemination skills**

Artistic dissemination means dissemination of a specifically artistic nature. The requirement to such competence is satisfied through dissemination within the framework of what constitutes artistic activity. No specific amounts are set for the extent of artistic dissemination competence, but the expert committee must make a discretionary assessment of whether scope/relevance and documentation are sufficient.

For hiring on the basis of artistic criteria, emphasis shall be placed on:

- dissemination of artistic research, documented through performance activities or artistic objects
- stage productions; performances, concerts and choreography
- use of physical or digital platforms for sound and vision
- reflections about own practice and own artistic field on platforms having international distribution (e.g. Research Catalogue database)
- sharing of research-based/practice-based knowledge in relevant art environments
- participation in national/international networks involving artistic research
- use of learning platforms (physical and digital) as single-hour classes, courses, workshops and masterclasses.

Documentation of artistic dissemination skills:

- concerts, shows, performance art, lectures, conversations, conferences and seminars
- text production and editorial work in the form of published notes, published texts and publications
- documentation of film, music and theatre productions in the form of audio files, publications or audiovisual materials, programs etc.
- documentation of curatorial work using visual and text-based presentations and audiovisual recordings of concerts, exhibitions, performances, etc. as well as results in the form of catalogues, programmes, journal articles etc. and reviews or critiques or reviews of curatorial work in reputable publications
- visual and text-based presentations and audiovisual recordings of dissemination outreach targeting different audiences

An overall assessment shall be carried out whereby the candidates are assessed based on all the criteria. It is not a requirement that all the criteria must be satisfied.

The documentation shall state what choices have been made in relation to instruments and forms of production, as well as the role of the applicant in connection with the individual project. The material is to be compiled in a folder, similar to an pedagogical folder.

## 2.4 Competence for innovation and public relations

Employees in teaching and research positions shall be thoroughly familiar with social issues and shall work to solve complex challenges, regionally, nationally and internationally. Our compact campus and proximity to the region's diverse industries provide an excellent basis for partnerships with regional companies. This interaction will provide impetus for a knowledge-based working environment and contribute towards innovation in a region undergoing restructurisation.

By challenging and exploring we will improve our working methods and promote interaction. In our innovative university, creativity and innovation set the tone for the educational programmes, teaching, research, dissemination and the knowledge that is developed and shared. UiS wants more members of our staff and student body to take part in entrepreneurial activities.

When hiring a candidate for a teaching or research position, weight is given to the person's having:

- contributed towards the use of research-based knowledge in society. This may include different types of activities, depending on the subject area, the content of the research and target groups.
- demonstrated results from new conceptions, innovation and entrepreneurship, based on research and professional development work.
- contributed towards development of cooperation with social, cultural and working life
- had experience in commercialising research
- cooperated with relevant partners on their research in the workplace or society at large
- demonstrated the ability to build and preserve professional networks - regionally, nationally and internationally

Contributions towards the use of research-based knowledge in society can be underpinned through the following:

- patents, licensing contracts or contributions to the start-up of new companies on the basis of research-based knowledge
- research projects carried out in cooperation with or on commissioned assignment from business, the public sector or voluntary organisations
- participation in public investigations, commissions, boards, councils and committees
- publication of popular science books, reports or articles in user-oriented periodicals
- dissemination of research through interviews, chronicles, podcasts, videos, blogs or other media contributions, including social media contributions
- lectures and participation in debates and conferences where potential users of research are represented
- contributions to exhibitions and fairs
- comprehensive informal guidance offered to decision-makers in the private, public or voluntary sectors based on research-based knowledge

It is expected that the activities are of high quality and that the scope is considerably broad, especially if the activity consists mainly of less labour-intensive activities, such as interviews, lectures and informal advising. The assessment will place emphasis on whether the research has been disseminated to many in the target group and/or has had significant positive effects for the target group.

The outreach and effects of the research can be demonstrated through:

- contributions to value creation in private, public or voluntary entities
- documented research work that laid the premises for processes and decisions in working life, management and organisational life
- changes in practice as a result of research

## 2.5 Language skills

Norwegian is the language mainly used at UiS. The working and teaching languages are Norwegian and English. The person appointed in a permanent position must have good written and oral presentation skills in Norwegian or other Scandinavian languages, and English.

Employees who do not have a mastery of Norwegian or another Scandinavian language must acquire knowledge of the Norwegian language equivalent to level B2 within a period of three years from entering into an employment contract. If necessary, the university shall offer a course in Norwegian paid for by the university.

When hiring in a pure teaching position, there may be a requirement that the appointed person has a mastery of Norwegian or another Scandinavian language upon entering into an employment contract. Such language competence can also be required when hiring in combined teaching and research positions if the subject area requires it. Subject areas in which this may be applicable:

- Norwegian/Nordic
- professional education
- subject areas that require a thorough knowledge of Norwegian culture and practice, e.g. law and practical journalism.

## 2.6 Personal suitability

The persons employed in teaching and research positions at UiS must be able to associate with our values (independent, involving and creative) and contribute to the university's development in line with our goal of having attractive and future-oriented educational programmes that respond to society's challenges, being an attractive research partner as a result of critical and independent research with high international quality and being a high-profile institution of expertise and dissemination that, through collaboration, creates values and new knowledge for the benefit of individuals and society at large.

In addition to having the formal qualifications, it is emphasised that the appointee:

- has professional integrity and focuses on quality in their work
- has the ability to think innovatively across disciplines and can demonstrate interdisciplinary collaboration at their own institution
- has a keen commitment to the development and quality of higher education
- has a robust working capacity and is efficient
- is curious about and motivated to develop new knowledge together with others
- has good cooperative and communicative skills, along with an ability to contribute towards a constructive working environment
- has shown the ability to collaborate with people from different professional backgrounds
- is motivated to contribute to the development of academic and interdisciplinary cooperation at UiS, and be available to colleagues and students during working hours

## 3 Criteria for assessing competence and level related to different positions

### 3.1 Professor

Criteria for appointment as a professor pursuant to the Regulations concerning appointment and promotion to teaching and research posts, section 1-2:

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

or

(2) Extensive artistic activities at the highest level by 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 of basic competence in teaching and supervision at the university and college level set down for the position of associate professor, the following shall be documented:

- Quality development in own teaching and supervision over time
- Broad experience with supervision preferably at master's/ PhD level
- Participation in the development of educational quality in joint academic communities.

(4) For employees at university museums, the institution may decide that museum-related dissemination competence should replace pedagogical competence. For candidates being hired (not qualification promotion) on the basis of performing arts expertise, artistic dissemination skills can replace basic pedagogical competence. The institution may establish requirements for pedagogical competence that must be satisfied after the appointment. The institution also sets criteria for assessment and documentation of artistic and museum-related dissemination skills.

#### **Research activity, cf. chap. 2.1 and regulation section 1-2 (1)**

The requirement of research activities in order to be awarded professorial competence is often manifested in different ways and may vary slightly from subject area to subject area. At UiS, the following general minimum requirements have been adopted:

- a. Requirements for scientific publications:
  1. An extensive research work, or a compendium of scientific publications equivalent to a high-quality PhD thesis and that falls within the relevant subject area.
  2. A similar research work, or a collection of scientific publications corresponding to a high-quality PhD with relevance to the subject area, and which deviates from point 1 with respect to the theoretical and/or methodical approach. This work, or works, should also show progression.
  3. Additional high-quality scientific works relevant to the subject area that reflect the applicant's orientation and familiarity with the field, in other words, breadth. Weight is given to publication of these works in journals having peer review.
- b. Scope: The scientific production (including the doctoral degree) must comply with the established international or national standard in the subject area, normally at least 10 journal articles in peer-reviewed journals of full length, but where the number of articles must be considered in the context of the quality of the articles or, for some disciplines, two to three books of high quality and different content. The person appointed as a professor must have made a large contribution to all the works attached to the application and must have been responsible for the research work and the presentation in most of these works. In the event of a higher degree of co-authorship, the required number of works may be set higher.
- c. Quality: The results should be well supported and clearly expressed. Emphasis is placed on whether the works have had significance or have a potential impact on the development of subjects or practice in the relevant discipline. Emphasis is also placed on originality in the formulation of issues, methods and data sources. The requirements of originality and significance are substantially higher than those at the doctoral degree level, but it suffices that only some of the works meet such high requirements.

- d. **Breadth:** The requirement of breadth is meant to ensure that the applicant is qualified to teach and supervise at a high level in more than one speciality. Production should include several categories of issues, topics and research methods. The appointee to the post of professor should have demonstrated the ability to put his/her own works into a larger context.
- e. **Visibility:** The person appointed to the post of professor should have published scientific works that have attracted interest and had a major influence in the relevant field in national and/or international research environments.. Emphasis is placed on what is regarded in the field as good publishing practice at the time of publication. The production must reflect an independent research profile and show the ability to address new issues.
- f. **Currentness:** The appointee to the post of professor must be able to document active, ongoing research at a high academic level and have the potential for future high-level research in the subject area. When assessing the works, emphasis should be placed on the time factor and progression of the relevant candidate's academic production. One should place a higher value on more recent works and, similarly, place relatively less value on older productions; 1/3 of the works should not be five years old or older.
- g. **Independence and collaboration:** The appointee to the post of professor must be able to document that he/she is able to carry out all key components of a high-quality research work. This can be documented through scientific works for which he or she is the sole author (or the first author for disciplines in which this signals having primary responsibility for the work), corroborated by a declaration from co-authors citing the contribution made. In addition, independence and cooperation can be documented through participation and management of research projects. The person appointed to the post of professor must be able to demonstrate network building and cooperation, both nationally and internationally.

**Artistic activities, cf. chap. 2.1 and regulation section 1-2 (2)**

To achieve professorial competence on the basis of artistic qualifications, one must be able to document extensive artistic activities at the highest level and meeting international standards as well as relevant breadth and top-level specialisation in the subject or discipline.

For example, the requirement of breadth may involve breadth in repertoire (for performers) and breadth of style (for composers), but also documentation of other high-level professional competence linked up with artistic activities may be given weight. In addition, didactic competence and curating may be considered artistic activities in some cases. Important keywords for the assessment of artistic activities, relevant breadth and specialisation include originality, independence and artistic development.

Although the regulations distinguish between academic level and artistic activities, a combination of academic and artistic competence will be relevant for some positions, where one of the directions can be regarded as a complement for the other. In this situation, oth areas of expertise must be at doctoral level. At the same time, the composition of the expert committee must reflect a balanced combination of artistic and academic competence to ensure a good professional assessment of each work.

The person appointed to the post of professor must be able to document that he/she is able to lead and/or implement key parts of a high-quality artistic project. This can be documented in different ways and include a declaration from contributing artists and through experience in project management. The appointee to the post of professor must be able to demonstrate network building and cooperation, both nationally and internationally

In addition to judging the overall artistic production (with particular emphasis on the selected works), emphasis should be placed on the artistic activity of applicants over the past five to ten years. Weight must be given to the applicant's professional activity and development.

Documentation of creative and performing artistic competence shall consist of up to 15 works of art that may be:

- artistic original works
- reproduction of artistic work, such as photographs, audiovisual recordings, or the like
- publications based on the applicant's creative and performance-related activities
- documentation of concerts, exhibitions, shows, performances through, for example, programmes, catalogues and critiques or reviews in reputable publications
- artistic awards, purchases and commissioned assignments

### **Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-2 (3) and (4)**

Requirements for basic competence for teaching and supervision at the university and college level are set out in Chapter 2.2.

#### Quality assurance

To be awarded professorial competence, one must be able to document solid educational and didactic competence.

This can be demonstrated through:

- significant contributions to systematic development work related to teaching and supervision in their own academic environment and in collaboration with other academic communities
- conscious and articulate use of student and colleague evaluations of one's own and the academic environment's teaching and guidance, including course evaluations in the development of study programmes, courses and one's own teaching
- conscious and systematic testing of different teaching methods and forms of assessment, including digital forms, with a view to bolstering students' learning outcomes
- development of one's own teaching and supervisory competence through participation in relevant courses, seminars, further education, and various types of shared experience related to teaching and supervision locally, nationally and internationally

#### Supervisory/advisory experience

The person appointed to the post of professor must be able to be given a special responsibility for professional management and supervisory responsibilities for colleagues as well as supervision of master's and doctoral students. For employment as a professor, one should have experienced and successfully addressed the diverse challenges that arise in the encounter with various academic issues and the students' varying aptitudes. It is desirable to strike a good balance between supervision of students at the master's and doctoral level.

The person appointed to the post of professor should be able to specifically document good skills and experience in guiding doctoral students or in providing artistic guidance at a high international level. The candidate must normally have been a supervisor (main supervisor or co-supervisor) for a minimum of two PhD students. The requirement of having supervised two PhD students in subject areas with little frequency of PhD candidates may be waived.

#### Participation in academic communities

A professor, in addition to developing his/her own teaching and supervising, is expected to contribute to the development of the university's quality of education and of the teaching practices and content in his/her academic environment. The candidate for the post of professor is expected to have considerable experience with:

- collegial learning processes
- management and/or development of study programmes
- peer work in education and teaching
- participation/leadership in expert evaluations and investigations
- preparing applications and implementing major development projects in education
- initiatives and collaboration in his/her own academic environment related to enhancement of educational quality

Pedagogical competence is to be documented in a folder. The pedagogical portfolio shall consist of an academically-based description of the candidate's own competence, as well as relevant documentation that supports this. Depending on the selected format (such as web page, digital folder in Canvas, or a pdf file) and on the breadth and depth of competence, the pedagogical folder will be of varying scope. Four main criteria are defined for the type of competence that UiS wants the applicant to possess:

- a clear focus on students' learning
- qualitative development of their work over time
- a research approach to teaching and learning
- a collegial attitude and focus on collective development of teaching and quality of education

Examples of suitable documentation to include in the folder:

- different types of documentation that can support the development of their own pedagogical competence, seniority as a teacher in higher education, and the academic level(s) at which the candidate has taught
- evidence of a completed basic course in university pedagogy (minimum 200 hours according to new regulations 1 September 2019). Other relevant courses and the candidate's own practical teaching may replace the completed basic course.
- overview of other pedagogical education
- overview of one's own teaching practice with descriptions of planning, implementation, evaluation and development of teaching and supervision
- documentation of experience with educational management
- documentation of experience as a supervisor, preferably at master's/ PhD level
- documented participation in the development of educational quality in academic communities, such as programme evaluation, peer work, re-accreditation processes, testimonials of participation in professional council work and governing bodies (national/international) that influence the quality of education
- contribution to the development of digital and/or analogue teaching materials (textbooks, videos, materials, etc.)

#### **Other qualifications, cf. chap. 2.3-2.6**

The candidate for the post of professor must be able to document qualifications beyond what is expected in lower-level teaching and research positions by showing either dissemination qualifications or qualifications in administration and management.

The candidate for the post of professor is expected to document active and ongoing dissemination and innovation activity, visibility within relevant target groups and work to promote open publishing, cf. Chapters 2.3 and 2.4.

The candidate for the post of professor should also have:

- demonstrated the ability to lead high-quality research and education
- demonstrated the ability to initiate and lead research activities alone and together with other academic communities
- demonstrated a good ability to build networks and to collaborate, both nationally and internationally
- demonstrated a good ability to obtain external funding for research projects (seen in light of available external funding in the subject area)
- international experience. The candidate should be able to document activities in the arena of international research and show evidence that the research is significant for the subject area in an international context
- experience in administrative work in academia

Requirements for language competence and personal characteristics emphasised in hiring are set out in Chapters 2.5 and 2.6.

## 3.2 “Dosent” (Professor)

Criteria for employment as a “dosent” (professor) pursuant to the Regulations concerning employment and promotion in teaching and research positions, section 1-3:

(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.

### **Research and development work, cf. chap. 2.1 and regulation section 1-3 (1a)**

The requirement of documented extensive research and development work at a high level aimed at the practical occupational field is often manifested in different ways and may vary slightly from subject area to subject area. At UiS, the following general minimum requirements have been adopted:

- a. Requirements for vocationally oriented research and development work:
  - 1. Vocationally oriented research and development work at the level of a high-quality PhD that falls within the subject area.
  - 2. A equivalent research work, or a collection of academic publications corresponding to a high-quality PhD with relevance to the subject area, and which deviates from point 1 with respect to the theoretical and/or methodical approach. Such work, or works, should also show progression.
  - 3. Additional high-quality works relevant to the subject area that reflect the applicant's orientation and familiarity with the field, in other words, breadth.
- b. Scope: research and development work must comply with the established standard in the subject field, normally at least 10 journal articles in peer-reviewed journals in full length, but where the number of articles must be considered in the context of their quality, or, for some disciplines, two to three books of high quality and different content. The person appointed as a «dosent» must have made a substantial contribution to all the works attached to the application and must have been responsible for the research work and the production for most of these works. In the event of a higher degree of co-authorship, the required number of works may be set higher.
- c. Quality: The results should be well supported and clearly expressed. Emphasis is placed on whether the works have had significance or have a potential impact on the development of subjects or practice in the relevant discipline. Emphasis is also placed on originality in the formulation of issues, methods and data sources. The requirements of originality and importance are substantially higher than for those at the doctoral degree level, but it suffices that only some of the works meet such high requirements.
- d. Breadth: The requirement to breadth is intended to ensure that the person hired is qualified to teach and supervise at a high level in more than one specialty. Production should include several categories of issues and topics. The appointee to the post of «dosent» should have demonstrated the ability to put his/her own works into a larger context.
- e. Visibility: The person appointed to the post of «dosent» should have carried out extensive research and development work that has attracted interest and had a major influence in the subject field nationally and/or internationally. Emphasis is placed on what is regarded in the field as good publishing practice at the time of publication. The production must reflect an independent research profile and show the ability to address new issues.
- f. Currentness: The person hired as a «dosent» must be able to document active, ongoing, high-level research and development activity oriented towards the practical/occupational field and have the potential for future high-level activity in the subject area.

When assessing the works, emphasis should be placed on the time factor and progression of the relevant candidate's academic production. One should place a higher value on more recent works and, similarly, place relatively less value on older productions. Some of the works should not be older than five years.

- g. Independence and collaboration: The person hired as a «dosent» must be able to document that he/she is able to carry out all key parts of a high-quality research and development work. This can be documented through academic works in which he or she is the sole author (or the first author for disciplines in which this signals having primary responsibility for the work), corroborated by a declaration from co-authors citing the contribution made. In addition, independence and cooperation can be documented through participation and management of research projects. The person hired as a «dosent» should be able to demonstrate extensive cooperation with social, cultural or working life for the development of study programmes and research and development activities.

When considering a candidate for the post of “dosent”, the descriptive, analytical reflective and theorising competence will be key and on a par with performative competence, combined with expertise in developing and managing complex occupational and professional fields. Analysis and reflection skills (viewing from outside) are also important.

**Pedagogical development work, cf. chap. 2.2 and regulation section 1-3 (1b)**

A “dosent” must be able to document extensive educational development work and other high-quality pedagogical activities, including the development of programme descriptions and learning materials, as well as student and colleague assessments.

A “dosent” should also be able to document experience and good skills in guidance; supervision at the master's degree level is given weight.

**Relevant professional experience, cf. regulation section 1-3 (1c)**

A “dosent” must have high qualifications within one or more of the areas mentioned in regulations.

**Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-3 (2)**

Requirements for basic competence for teaching and supervision at the university and college level are set out in Chapter 2.2.

**Other qualifications, cf. chap. 2.3-2.6**

A “dosent” must be able to document qualifications beyond what is expected in the lower-level teaching and research positions, either dissemination qualifications or qualifications in administration and management.

The candidate for the post of “dosent” is expected to document active and ongoing dissemination and innovation activity, visibility within relevant target groups and work to promote open publishing, cf. Chap. 2.3 and 2.4.

A “dosent” should also have:

- demonstrated the ability to lead high-quality research and education
- demonstrated the ability to initiate and lead research and development activities alone and together with other academic environments
- demonstrated a good ability to build networks and to collaborate, both nationally and internationally
- demonstrated a good ability to obtain external funding for developmental projects (seen in light of available external funding in the subject area)
- international experience. One should be able to document activities in the international arena and that research and development work has an impact on the subject area internationally
- experience in administrative work in academia

Requirements for language competence and personal characteristics emphasised in hiring are set out in Chapters 2.5 and 2.6.

### 3.3 Associate professor

Criteria for employment as an associate professor in accordance with Regulations concerning employment and promotion in teaching and research positions section 1-4

(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 programme of artistic development in the subject area concerned or documented artistic activities or development work at a high international level and with a specialisation relevant for the subject area or discipline

(3) Applicants shall be judged, but not ranked, on whether they meet the following requirements:

Completed own programme (minimum 200 hours)/relevant courses and own practical teaching, and developed basic skills in planning, implementation, evaluation and development of teaching and supervision (basic competence for teaching and supervision at university and university college level).

The skills shall be documented in the form of a systematic and consolidated representation that is assessed by the institutions.

Those who do not meet the requirements at the time of employment shall be required to meet them within two years after their appointment.

According to Section 1-1, institutions may set higher requirements and stipulate that these shall apply in the assessment and ranking of applicants.

#### **Research competence, cf. chap. 2.1 and regulation section 1-4 (1)**

In addition to the regulations' requirements for research education or equivalent academic works, the person hired as associate professor should have published academic works that have attracted interest and been influential in the subject field.

The person appointed to the post of associate professor must be able to document active, ongoing research at a high academic level and have the potential for future high-level research in the subject area. When assessing the works, emphasis should be placed on the time factor and progression of the relevant candidate's academic production.

#### **Artistic competence cf. chap. 2.1 and regulation section 1-4 (2):**

In addition to the requirements pertaining to artistic competence, the person hired as associate professor should have demonstrated artistic activities that have attracted interest and had an influence in the subject field.

The candidate for associate professor must be able to document an active, ongoing artistic production and have the potential for future artistic performance and project management at a high level. Emphasis should be placed on the time factor and progression of the person's artistic activity.

#### **Educational-pedagogical competence cf. chap. 2.2 and regulation section 1-4 (3):**

- Completed educational competence enhancement programme (minimum 200 hours) or can document the competence through a combination of relevant courses and his/her own practical teaching that the institution considers equivalent to the learning outcomes and the topical areas found in UiS's basic competence programme of at least 200 hours.
- Practical experience with teaching and learning in higher education, and other relevant courses/competence:
  - Academically-based documentation that can support the development of his/her own pedagogical competence, seniority as a teacher in higher education, and the academic level(s) at which the candidate has taught.
  - Documentation of other relevant courses and competence-enhancing activities

- Accumulated basic educational and didactic competence in planning, implementation, evaluation and development of teaching and supervision;
  - Ability to develop programme descriptions and plan his/her own teaching and courses, with particular emphasis on formulation of good learning outcome descriptions
  - Have knowledge about the interrelationship of learning outcomes, assessment methods and working methods in higher education, and have the ability to process and vary these in the best possible way based on the targeted student group, subject area and the situation in which they are used
  - Ability to apply digital tools and digital learning resources in a relevant way to enhance learning
  - Ability to provide well-reasoned, learning-enhancing feedback about work done by individual students and student groups
  - Ability to revise course plans and teaching arrangements based on evaluations by students and peer assessment by colleagues.

**Other qualifications, cf. chap. 2.3-2.6**

An associate professor should be able to document dissemination and innovation activities, visibility in relevant target groups and work to promote open publishing, cf. Chapters 2.3 and 2.4.

Requirements for language competence and personal characteristics emphasised in hiring are set out in Chapters 2.5 and 2.6.

### 3.4 «Førstelektor» (Associate professor)

Criteria for employment as a «førstelektor» (Associate professor) in accordance with Regulations concerning appointment and promotion to teaching and research posits § 1-5

*(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.*

#### **Research and development work, cf. regulation 1.5 (1) and (2)**

An extensive research and development work, institutionally rooted in the university and college sector or in the vocational/professional field, that in quality and scope corresponds to a doctoral thesis must normally be the equivalent of three years of full-time work. The development work will normally be directed towards documented and reflected practice, or what one might refer to as "practitioner knowledge". It may be natural to draw in professional practice when it has been documented and made relevant to the evidence of development work submitted. Documented professional practice is in itself not meritorious.

There are requirements pertaining to the analytical level and documentation of methods related to the development works. The works must also be able to demonstrate that new knowledge and/or new practice has been developed and demonstrate weight and importance in the candidate's specific field, occupation or profession. This involves solid links with practical fields, professional networks and facilitation of experience sharing. Development, justification and experience with new forms of documentation will be meritorious in this context.

#### **Special competence for teaching or other pedagogical activities, cf. chap. 2.2 and regulation section 1-5 (3)**

Special qualifications in teaching or other pedagogical activities must go beyond the general requirement for documented relevant practical-pedagogical competence as mentioned in section (4) and further discussed in chapter 2.2. It may refer back to point (1) as research and development work may have renewal and assessment of educational activities as a purpose. This can be linked with the use of professional development work in the teaching/pedagogical context, through planning, management and supervision/implementation of teaching programmes. Such work can be meritorious in relation to both pedagogy and research. Since the phrase "special qualifications" is used, and these qualifications shall be given substantial weight, it is reasonable to set clear requirements for documentation in this area. With this concept as a point of departure, an application will be strengthened if it includes a supplementary text (profiling document) that shows contexts in the development work and the practice presented for assessment, a text that presents learning history and educational reflection/standpoint.

#### **Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-5 (4)**

The requirement pertaining to relevant practical-pedagogical competence on the basis of education or teaching and supervision is discussed in detail in chapter 2.2.

#### **Other qualifications, cf. chap. 2.3-2.6**

The «førstelektor» should be able to document dissemination and innovation activities and visibility in relevant target groups, cf. Chapters 2.3 and 2.4.

Requirements for language competence and personal characteristics emphasised in hiring are set out in Chapters 2.5 and 2.6.



## 3.5 Assistant professor

Criteria for employment as a assistant professor in accordance with Regulations concerning employment and promotion in teaching and research positions section 1-6:

(1)

- a) Higher (master's) degree from a university, university college or the equivalent
- b) Relevant research qualifications above the level of a 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.

### **Professional/artistic competence, cf. regulation section 1-6 (1) and (2)**

Through education and experience, the assistant professor must document up-to-date professional/artistic competence at a high level as well as commitment to personal professional development.

### **Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-6 (3)**

The requirement of documented relevant practical-pedagogical competence on the basis of education or teaching and supervision are discussed in more detail in chapter 2.2.

### **Other qualifications, cf. chap. 2.5-2.6**

Requirements for language competence and personal characteristics emphasised in hiring are set out in Chapters 2.5 and 2.6.

## 3.6 Researcher

### **1183 researcher – researcher with scientific expertise at professor level**

Competence requirements for researcher code 1183 are set out in the Rules for promotion to researcher code 1183 section 4:

*Scientific level in accordance with established international and/or national standards for professorial competence or research competence at professor level in the relevant discipline/field of research.* Competence requirements for researchers in code 1183 are similar to those for professor, see section 3.1, with the exception of requirements for pedagogical competence. A researcher with scientific expertise at professor level should have been a supervisor (main or co-supervisor) for at least two PhD students, and have successfully completed the supervisor course for research education and training (SQP at UiS).

### **1109 researcher – researcher with scientific expertise at doctoral-degree level**

The qualification requirements of 1109 and 1110 researcher are deemed equivalent. UiS uses the position code 1109. Competence requirements for 1109 researchers are set out in the Regulations for promotion to researcher 1109 in state enterprises section 4:

*The competence requirements for researcher 1109 are a Norwegian doctorate, or a foreign doctorate approved as equivalent to a Norwegian doctorate, or associate professorial competence within an enterprise in Norway, or documented competence at equivalent level through scientific work of a similar scope and quality.*

*Competence requirements for researchers in code 1109 are equivalent to those for associate professor, see section 3.3, with the exception of requirements pertaining to pedagogical competence.*

### **1108 researcher – researcher with education at master's degree level**

Competence requirements for researcher code 1108 are a completed university education corresponding to master's degree level. At UiS, this position can be used on an exceptional basis in cases where no research education/training is required to perform the designated work tasks.

## 4 Expert assessment

Applicants for teaching and research positions, in compliance with section 6-3 no. 3 of the University and University Colleges Act, must be assessed by an expert committee. The same applies to applications for promotion based on qualification. In special cases, the hiring authority may make exceptions to the general rule regarding expert assessment when hiring in positions that do not require senior competence and in cases involving employment for a shorter period than one year.

An expert committee has no formal independent status in the hiring process, but by virtue of its professional competence shall provide an advisory assessment as a basis for further consideration by the recommending and hiring authority at the university. The scheme of special expert assessment is based on the rationale of a need for independent professional quality assurance, while at the same time autonomy is acknowledged as fundamental in research and teaching.

### 4.1 Composition of expert committee

The expert committee shall be constituted in accordance with the rules of the Norwegian regulations concerning employment and promotion in teaching and research posts. The committee shall be constituted so that it has the expertise to assess all the applicants who fall under the call for applications.

Different genders shall be represented in the committee. A thorough investigation should be carried out nationally and internationally before concluding that it has not been possible to find different genders for the committee having sufficient scientific expertise in key areas of the subject area. If this proves to be impossible, the recommending authority, when submitting its proposal to the committee, shall provide an account of what has been done to constitute a committee where different genders are represented.

Employees in part-time positions and emeritus/emerita from UiS may participate as internal members of the committee.

### 4.2 Impartiality of members

The expert committee shall be constituted in such a way that there can be no objections raised, cf. Section 6 of the Public Administration Act. It must be clarified as far as possible that the experts do not have close ties to any of the applicants or that they derive any particular advantage or disadvantage from judging any of them. However, simply knowing the applicant does not entail disqualification.

When the expert committee is constituted, emphasis shall be placed on supervisory relationship or close professional cooperation including co-authorship. The assessment from the committee, in cases where this has been an issue, should provide a brief account of the questions that have been discussed and the conclusions that were drawn. In case of doubt or when impartiality has been found, the HR department should be contacted.

Both those who nominate and appoint experts and those who may be or are appointed have a responsibility to reveal any special circumstances that may tend to weaken confidence in the impartiality of the experts. Such considerations will always be discretionary.

Automatic disqualification:

- a. when you yourself are a party to the case;
- b. when you are related by consanguinity or marriage to a party in the ascending, descending or lateral bloodline as close as siblings
- c. when you are or have been married, are a cohabitant or are engaged to be married to a party in the case
- d. when you are a foster father, foster mother or foster child of a party
- e. when you are a guardian or proxy for a party in the case or have become a guardian or proxy for a party since the case began

- f. when you are, or during the past three years have been, a supervisor for an applicant in a recruitment position as a research fellow or postdoctoral fellow

Discretionary assessment:

Close personal or professional affiliation

- a. close personal friendship (more than mere acquaintance, purely collegial friendship does not entail disqualification)
- b. academic affiliation, such as collaboration or co-authorship (both scope and proximity in time are elements in the assessment -if affiliation is as close as 3 years back in time, it will normally be concluded that grounds for disqualification are present.)
- c. personal or professional animosity
- d. academic supervisors should not participate in an assessment of their own subordinates

Other special circumstances that tend to weaken confidence in a decision:

One probing question before one agrees to be on a committee should be: How does this look from the outside? Based on the above, you should make an overall assessment: Can questions be raised about any of the above-mentioned circumstances in your case?

### 4.3 The committee's mandate

The expert committee shall make a professional assessment of applications in relation to the requirements set out in the Regulations concerning appointment and promotion to teaching and research posts, the university's institutional criteria and the text of the announcement.

When assessing applicants for a vacant post, the experts shall select at least five applicants (if so many are qualified) who are relevant for a more in-depth assessment, and make a reasoned ranking of these. No detailed justification for the assessment of the other candidates is given, but a reason is given for what distinguishes the latter from the chosen candidates.

In the assessment, an overview must be given of the applicant's educational background and experience qualifying for employment/promotion and an in-depth assessment as to whether the applicant's documented competence qualifies him/her for employment/qualification promotion. A description and assessment shall be given of the applicant's academic/scientific works (individually or grouped) within the subject area. Emphasis shall be placed on whether the applicant's professional activity has recently shown ascendancy, stagnation or decline. Assessment and ranking shall take into account the time span within which the results have been achieved, and most weight shall be placed on recently achieved results.

The assessment given shall be directly related to the description of the position and eligibility requirements specified in the announcement text, regulations and the university's guidelines for employment and promotion. The Committee shall not comment on issues of gender equality, preferential treatment, personal suitability or other matters that do not apply to the applicants' documented professional qualifications. Consideration shall be given to how the applicant's overall competence corresponds to the university's needs and interests as described in the announcement.

If the committee has any doubts about competence, the members may ask that one or more works be submitted for consideration.

If there is dissent in the committee, a rationale for it must be prepared in writing and enclosed with the assessment in the further proceedings.

## 4.4 Expectations made to the opinion of the expert committee

The expert assessment shall have the following disposition:

1. Background
  - When was the committee appointed, and what is the committee asked to consider?
  - The composition of the committee.
  - Distribution of labour and work methods.
2. Assessment criteria
  - Clarify the weighting of different qualification requirements in the university's guidelines for appointment and promotion and special requirements included in the announcement text.
3. Selection of applicants to be assessed in more detail (when hiring).
  - Justify the selection of a limited number of applicants who are considered qualified beyond the others. This "limited number" should be at least five, if so many are qualified.
  - What distinguishes the selected applicants from the others?
  - Mention of applicants who are not assessed in more detail. This can be more summary in nature, e.g.: "The applicants (list of names) have little scientific/academic output beyond their doctorate and are therefore not more closely considered ." or "The applicants (list of names) have done little or no research in the specified subject area and are therefore not more closely considered."
4. Main part: Review, assessment and declaration of competence
  - Review and assessment of applicants':
    - i. Scientific/academic level of research activities/artistic activities
    - ii. Academic level of pedagogical competence
    - iii. Dissemination skills
    - iv. Competence in innovation, entrepreneurship and public relations
    - v. Qualifications for management and administration
  - Conclusion
    - i. Does the applicant satisfy the criteria for employment/promotion? In what field of study, and speciality, is the applicant considered to have competence?
    - ii. Can the applicant be hired with a proviso to acquire basic pedagogical competence within a fixed period?
    - iii. If the applicant does not meet the criteria for appointment and the call for applications opens for temporary employment in the position based on qualification, does the applicant have the prerequisites to obtain the necessary qualifications during the fixed period?
    - iv. Is the declaration of competence unanimous and indisputable? In the event of dissent, the rationale for the different positions shall be given in the committee's statement.
5. Comparative assessment and ranking of eligible candidates (when hiring)
  - Justify the ranking of qualified applicants. What distinguishes the candidates' proven qualifications for employment from one another? For appointment to the rank of associate professor, applicants shall be assessed, but not ranked, on whether they meet the requirements for basic pedagogical competence.
  - Is the difference in competence between the ranked candidates large or small?

## 4.5 Internal expert assessment

In special cases, the appointing authority may make exceptions to the general rule on expert assessment when hiring in permanent positions without the requirement of basic competence, and in the case of temporary employment for up to one year.

The recommending authority shall then normally appoint an internal committee to assess the applications. The internal committee shall consist of three employees with expertise at professor/associate level in the subject area. One of the members should come from another department/division or subject area. If there are internal applicants from the unit, the committee shall not include more than one member from the department/division. More than one gender shall be represented in the committee. Members must be deemed impartial to be able to assess applications, cf. Chapter 4.2.

The internal committee's statement shall provide a sound basis for further assessment of applicants through interviews, trial teaching and reference checks. The statement will be considered an internal work document that may not be made publicly available.

If, after an assessment of the application papers, the recommending authority does not see the need for a more in-depth academic assessment prior to the interview and reference check, a recommendation to appoint can be made without a statement from the internal expert committee.

## 5 Promotion based on qualification

UiS practices the general rule that promotion can be granted only on the basis of competence assessment by an expert committee appointed by the university itself. The University does not currently participate in national qualification promotion schemes, such as within the MST subjects, but expert committees, when conducting assessments, shall take into consideration subject-specific standards for promotion based on qualification adopted in the professional strategic units of Universities Norway, national meetings of faculties.

There is no application deadline for promotion based on qualification. Applications are normally registered in JobbNorge. The applicant is requested to contact the HR department's recruitment team for necessary access when the application is ready for registration.

Applications for promotion based on qualification to the rank of professor/"dosent" should be in English. This is because the expert committee must normally have one member from abroad.

For promotion, the applicant's competence must be within the subject area of the position in which the applicant is employed at the time of application. Consideration shall be given to the development of the subject area in the position from the time of employment up until the time of the application for promotion. Works in other subject areas can be counted, but weight is given based on how these works relate to the competence to conduct research and to teach in the subject area. At least two-thirds of the requirement of scope should be documentable with works that are clearly within the subject area for the position in which promotion is applied for, and 1/3 of these works should not be older than five years. If the subject area is a narrow speciality, it may be acceptable that a somewhat larger part lies outside the subject area.

## Appendix 1      Research and artistic development work

According to the Norwegian Act relating to universities and colleges, *artistic development work* has been given equivalent status with research, which has been the prevailing criterion since 1995. This means that artistic development work is the established expression used in relation to the third cycle – the Ministry of Education and Research, in 2018, opened for institutional establishment of PhD programmes in artistic development work – and it is therefore the term that is naturally included in the university's strategies and plans on an equal basis with research.

The following definition is generally acknowledged and established in the academic arts environment in Norway: *Artistic development covers artistic processes leading up to a publicly accessible artistic product. In this process, an explicit reflection can also be made about the development and presentation of the art product. At the same time, we at UiS practice the concept of artistic research. We define the concept of artistic research as more or less synonymous with artistic development work, but we wish to clarify the use of the concept.*

Developments in the research field in general reveal a rising tendency toward interdisciplinary work; thus, the concept of *artistic development work* differs from *research* through a demarcation of the field associated with artistic activities within academic frameworks. The demarcation stands in contrast to *research* as an umbrella term, including the subject-neutral degree *philosophiae doctor (PhD)*. In reality, this distinguishes the artistic discourse from the research field, with unsuitable consequences in relation to interdisciplinary cooperation and resource distribution.

At the same time, the international discourse *artistic research* is used as a term, or other parallel alternatives – such as *arts-based research, practice-led research, art as research,, or performative research* – where a plethora of types of research are associated with artistic activities in an academic setting. The concept of *artistic research* in this respect includes *both* the University and College Act's use of artistic development work in Norway, and relates to an international discourse where the concept of research is included in the terminology.

*Artistic production* or *artistic activity* is a key component in the artistic discourse within academia and, along with documentation and knowledge transfer, forms the basis for *artistic development/artistic research*.