

UiS-CAM Career Assessment Matrix for teaching and research posts

Adopted by the Rector on 20 June 2023 following consideration/discussion in the Research and Innovation Committee on 22 May 2023, Education Committee on 24 May 2023, Central Agreement Committee on 5 June 2023 and in the Rector Meeting of 19 June 2023.

[The Norwegian Career Assessment Matrix \(NOR-CAM\), a tool for customized assessments of academic careers](#), was prepared by a group appointed by Universities Norway in the spring of 2021. The tool is based on a further development of The Open Science Career Evaluation Matrix (OS-CAM) and is intended to serve as a framework for assessing general academic activity (results and competencies). One of the main aims of NOR-CAM is for multiple areas of expertise to be assessed more systematically. UiS-CAM is based on NOR-CAM, and has been adapted to the university's criteria for appointment and promotion to teaching and research posts stipulated in the [Guidelines for appointment and promotion to teaching and research posts](#). References in the matrix (marked cf. section) refer to the guidelines. The matrix will be included as an appendix to the guidelines and is primarily intended to be used as a tool for people who wish to apply for academic posts at the university, employees who wish to apply for promotion based on qualification, and unit heads and members of committees who assess the applications.

Areas of expertise

In accordance with the university's guidelines for appointment and promotion, UiS-CAM has been divided into seven areas of expertise: *research activities/artistic activities, pedagogical competence, dissemination skills, competence in innovation and public relations, language skills, competence in academic management and administration and personal suitability*. For each area of expertise, the matrix exemplifies results and competence, documentation and reflection in separate columns. Language skills and personal suitability are primarily assessed in connection with employment, not for promotion based on qualification.

Results and competence, documentation and reflection should primarily demonstrate what one has done and achieved in the various areas of expertise, as well as quality, development and range of activities and results. The matrix has many bullet points, because it is intended to exemplify opportunities for different elements that can be included, not because each individual point has to be covered. The list of bullet points is also not exhaustive.

No one can be good at everything! When advertising a vacant position, it should be possible to emphasise certain competencies and characteristics ahead of others. The assessment criteria and their weighting will also vary between different career levels. How the various areas of expertise are intended to be weighted in the assessment process should be stated in the advertisement text, albeit within the framework stipulated in the national regulations and the university's guidelines for these.

Results and competencies

The matrix is flexible and can be used for different purposes, activities and positions. The results and competencies that will count in connection with appointments may vary depending on the position to be filled and the profile advertised for the position. The same applies to promotion based on qualification. The column contains several examples of what may be relevant.

Documentation

The assessment of the various qualification areas will be based on documentation that makes it possible to assess their quality. The matrix contains a detailed description with examples of applicable documentation of the different qualification areas. Emphasis has been placed on formulating the examples to ensure that they relate to activities and results of such qualifications, and not to “capabilities” or “prerequisites”.

Reflection

This column concerns the applicant's reflection and subjective assessment of his/her results and competencies in the qualification areas. The aim is to achieve a good link between the metrics that can be documented and/or quantified, and the applicant's qualitative assessment of these. This will contribute to ensuring that quantitative measures and bibliometrics are only part of an overall whole. Reflection can demonstrate whether the applicant relates to the various areas of expertise in a manner that is characterised by systematic study and reflection related to the deliberate use of academic and experience-based knowledge.

1 Scientific/academic level of research activities/artistic activities, cf. section 2.1

Results and competencies	Documentation	Reflection
<ul style="list-style-type: none"> • publications, academic books, research reports, academic presentations and other research activities • expositions and performances, films, concerts, exhibitions, catalogues, and other artistic/museum-related activities • work to promote open publishing (Open Access) • sharing of research tools and methods, datasets and software • Responsible Research and Innovation (RRI) • initiative, management and/or participation in R&D projects/groups • initiative, build-up and management of/participation in R&D projects at his/her own institution and in collaboration with researchers/artists at other institutions, nationally and internationally • interdisciplinarity, establishment of collegial networks and professional group cooperation • co-publications with colleagues internally, nationally and internationally • contribution to making publications available • consortium building • contribution to innovation based on research and academic development work • external funding of research and development projects • activities as peers in academic/scientific journals • editorial activities • assessment work when hiring in academic positions and assessment for degrees • development of research infrastructure • special expertise in museum work 	<ul style="list-style-type: none"> • publication list • submitted publications • Cistin registrations • artistic original works and reproduction of artistic work • documentation of artistic activities, reviews or critiques in reputable publications • inventions, patents, programmes and models, etc. • testimonials, confirmation of participation • diplomas • letters of allocation • awards, other forms of recognition 	<ul style="list-style-type: none"> • quality and relevance of results • own role in research and development work and in research collaboration • contribution to open research and transparency in the research process • research ethics and responsible research and innovation (RRI) • contribution to interdisciplinary collaboration • how and why different stakeholders both within and outside of academia have been involved in the research/development process • own development over time

2 Academic level of pedagogical competence, cf. section 2.2

Results and competencies	Documentation	Reflection
<ul style="list-style-type: none"> • completed teaching at bachelor's, master's and PhD level • planning, assessment and development of courses and teaching programmes • research and development work related to various forms of teaching-related work • pedagogical education • conducting examination and assessment work • preparation of new (digital) forms of assessment • supervision at different levels • educational management, development/renewal of study programmes/courses • active use of digital competence in teaching and supervision • innovative use of digital learning environments and tools • preparation of textbooks, digital teaching materials and other learning resources • participation in analyses and evaluation of education and educational quality • collegial collaboration related to enhancement of educational quality • participation in the development of educational quality in joint academic communities • participation in various collegial learning processes • development and sharing of new teaching materials 	<ul style="list-style-type: none"> • educational portfolio • education-oriented R&D work, disseminated in books and/or journals • presentations at conferences where teaching and education are featured topics • participation in course plan development • practice-oriented development work • planning, implementation and assessment of teaching • thesis supervision in bachelor's and master's degree programmes • examples of assessment and examination questions • examination assessment work • example of use of student assessments • appointment to committees • textbooks, compendia, collections of academic assignments, illustration materials, video materials and reports • different types of peer work • link to online resources (MOOCs etc) that have been developed • diplomas, course certificates, testimonials • awards or other forms of recognition 	<p><i>Clear focus on student learning:</i></p> <ul style="list-style-type: none"> • how learning resources are linked to own practices • link between the design of teaching and learning • use of student evaluations <p><i>A clear qualitative development over time</i></p> <ul style="list-style-type: none"> • which principles, reflections and experiences have been of key importance to own development • reasons for choices in own teaching practices <p><i>A research approach to teaching and learning</i></p> <ul style="list-style-type: none"> • how teaching/study programmes function and why • how different forms of student data are analysed and applied to improve learning processes • how to use research-based knowledge to create better learning <p><i>A collegial attitude and focus on collective development of teaching and quality of education</i></p> <ul style="list-style-type: none"> • own contributions to various academic groups • utilising the experience of colleagues • own role in formal and informal processes in the field of education

3 Dissemination skills, cf. section 2.3

Results and competencies	Documentation	Reflection
<ul style="list-style-type: none"> • dissemination activities • work to promote open publishing • dissemination to the general public or specific user groups • 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 • participates in academic and societal discussions • popular science dissemination (publications, lectures etc.) • museum-related dissemination skills such as exhibitions and dissemination of museum research and activities: <ul style="list-style-type: none"> ○ professional responsibility for, or significant contributions to, exhibitions ○ public outreach lectures and dissemination of museum-related research and activities ○ teaching programmes (field dissemination) based on museum-related work such as excavation management ○ contribution to museum-related audience initiatives ○ documented courses that can enhance dissemination competence • artistic dissemination skills: <ul style="list-style-type: none"> ○ performance activities or artistic objects ○ stage productions; performances, concerts and choreography ○ use of physical or digital platforms for sound and vision ○ sharing of research-based/practice-based knowledge in relevant art environments ○ participation in national/international networks involving artistic research ○ use of learning platforms as single-hour classes, courses, workshops and masterclasses. • lectures/courses • translation work 	<ul style="list-style-type: none"> • popular science dissemination (publications, lectures etc.) • examples/links to participation in public debate and investigation and fact-finding • education in research dissemination/translation work • other documentation of museum-related dissemination skills such as storyboards, exhibition texts/catalogues, dissemination materials/arrangements (read more on page 14 of the guidelines) • other documentation of artistic dissemination skills (read more on page 15 of the guidelines) 	<ul style="list-style-type: none"> • quality and relevance of the dissemination • work to promote open publishing • reasons for choices in own dissemination practices • own development over time

4 Competence for innovation and public relations, cf. section 2.4

Results and competencies	Documentation	Reflection
<ul style="list-style-type: none"> contributions to solving complex societal challenges regionally, nationally and internationally involvement in innovation and entrepreneurial activities contribution to the use of research-based knowledge in society results from new conceptions, innovation and entrepreneurship, based on research and professional development work contributes towards the development of cooperation with social, cultural and working life commercialisation of research cooperation with relevant partners on own research in the workplace or society at large development and preservation of professional networks, regionally, nationally and internationally 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 	<ul style="list-style-type: none"> examples/links to online resources documenting activities, contributions and results list of publications, submitted publications and Cristin registrations investigation and fact-finding catalogues databases patents and licenses models Diplomas/course certificates testimonials references 	<ul style="list-style-type: none"> the quality, relevance and effect of the results in society the interaction between research and the use of knowledge in practice contributions to the research from external stakeholders contribution to sharing research and teaching results with the general public and others contribution to interdisciplinary collaboration own practice in light of knowledge in the field own development over time which principles, reflections and experiences have been of key importance to own development

5 Language skills, cf. section 2.5

Results and competencies	Documentation	Reflection
<ul style="list-style-type: none"> good written and oral presentation skills in Norwegian or other Scandinavian languages, and English 	<ul style="list-style-type: none"> interview trial teaching references language test results 	<ul style="list-style-type: none"> present language skills, and motivation to acquire the necessary skills by the stipulated deadline. language skills for teaching and supervision in the field of study in Norwegian/Scandinavian languages and English.

6 Competence in academic management and administration, cf. section 3.1/3.2

Results and competencies	Documentation	Reflection
<ul style="list-style-type: none"> • leadership inside and outside academia • institutional and departmental leadership • research management • educational management • management of research projects/networks • committee work • participation in boards and councils • management education and experience • education and experience in administration • experience from positions such as union representative, safety representative, employee representative, etc. 	<ul style="list-style-type: none"> • diplomas • testimonials • references • CV with reference to websites documenting experience 	<ul style="list-style-type: none"> • contributions in formal and informal leadership roles • own practice in light of knowledge in the field • own development over time. What have you wanted to achieve, and how have you tried to realise this? • leadership as a contribution to achieving results • how are you positioning yourself for future leadership tasks? • contributions to strategy work • contributions to strategies and policy development concerning open research • how experience in management and administration contributes to strengthening competence in the other areas

7 Personal suitability, cf. section 2.6

Personal characteristics	Documentation	Reflection
<ul style="list-style-type: none"> • values and motivation • professional integrity and focus on quality • interdisciplinary innovation and collaboration • capacity for work and efficiency • communication skills • development orientation, motivation to develop new knowledge together with others • interpersonal skills and the ability to work together with people of different professional backgrounds • contribution to the development of a constructive working environment • contribution to academic and interdisciplinary collaboration at own institution • availability to colleagues and students • other characteristics that have contributed to results relevant to the position 	<ul style="list-style-type: none"> • testimonials • interview • Letter of reference/recommendation • references 	<ul style="list-style-type: none"> • collegial attitude and practice • own role in research and educational collaboration • contribution to interdisciplinary collaboration • contribution to the development of a constructive working environment • importance of availability for colleagues and students • how personal characteristics contribute to strengthening competence in other areas of qualification