**Appointment and promotion to professor positions – educational competence**

*NMBU’s guidelines for applicants and members of expert committees relating to documentation and assessment of educational competence for appointment or promotion to professor positions*

The Ministry of Education and Research has adopted amendments to Regulations No 129 of 9 February 2006 concerning appointment and promotion to teaching and research posts. The amendments must be seen in light of Report No 16 to the Storting (2016–2017) ‘Quality Culture in Higher Education’, in which the Government reports that it will work to raise the status of educational activity and place greater value on teaching competence than it currently enjoys, not just at the appointment stage but from a career perspective. The amendments to the Regulations entailed new educational competence requirements for appointment and promotion to associate professor and professor positions.

The amendments entered into force on 1 September 2019.

A template for documentation of educational competence (teaching portfolio) has been developed for applicants (see Appendix 1).

A standard evaluation form has been prepared for expert committees (see Appendix 2).

For more details, please refer to the relevant documents (see list at the end of the document).

**1 Criteria for appointment to professor positions**

Pursuant to the Regulations concerning appointment and promotion to teaching and research posts Section 1-2 and NMBU’s own guidelines as of 1 September 2019, the following educational competence and documentation requirements apply to appointment or promotion to professor positions:

*The Regulations Section 1-2: In addition to the requirements for basic teaching and supervision qualifications at university and university college level that apply to associate professor positions, the following must also be documented:*

*1. Quality development in the applicant’s own teaching and supervision over time*

*2. Broad experience of supervision, preferably at master’s degree/PhD level*

*3. Participation in work to develop quality of education in the academic community*

For appointment or promotion to professor positions at NMBU, the applicant must document that he or she has:

* Teaching qualifications, completed a dedicated programme of at least 200 hours
* Teaching experience at higher and lower degree levels
* Broad experience of supervision, preferably at master’s degree/PhD level
* Quality development in the applicant’s own teaching and supervision over time
* Participation in work to develop quality of education in the academic community

NMBU shall assess teaching skills on the basis of the following assessment criteria:

* Can refer to continuous development of teaching practice based on results accomplished and feedback from students and colleagues
* Can give grounds for choice of teaching methods based on activities that promote the students’ learning in the field
* Has broad experience of supervision, preferably at master’s degree/PhD level and can demonstrate reflection on quality and goal attainment in supervision
* Shares knowledge and experience relating to quality of education in different academic communities

Educational competence must be documented in a teaching portfolio.

**2. Teaching portfolio – Documentation of educational competence – professor**

In their application, all applicants for combined teaching and research positions must be prepared to present a teaching portfolio to document their teaching qualifications. This also applies to applications for promotion.

The teaching portfolio is an organised collection of documentation of a person’s professional development and acquired teaching qualifications. The teaching portfolio is the equivalent of a researcher’s list and documentation of research results through publications.

The portfolio must describe different aspects of the applicant’s teaching and supervision experience and refer to enclosures that document the experience. The specific examples selected must form the basis for reflections on teaching and supervision experience.

In addition to documenting qualifications, the teaching portfolio is also a tool for sharing the applicant’s own efforts and results in a form that can also be evaluated by others, and it provides a structure for documenting one’s own development over time. The questions that form the thread of the teaching portfolio are: What have I done? Why have I worked in this way? What results do I feel that I have achieve? How can I further develop teaching and supervision in the subject/field/profession?

A teaching portfolio for professors has the following **content:**

1 Personal details

2 Teaching CV

2.1 Teaching qualifications

2.2 Teaching experience

2.3 Supervision experience

2.4 Experience of assessment/evaluation of teaching and education

2.5 Educational development work

2.6 Experience sharing on teaching and supervision in the field

2.7 Administration and management of education

2.8 Reference list of teaching-related publications

3 Reflection note

Applicants for professor positions must write a reflection note, taking their qualifications as the point of departure and including concrete and relevant examples from his or her teaching practice. See also section 3.4 Assessments of teaching skills.

*Scope* Recommended scope for the reflection note on teaching practice: approx. 3–5 pages.

*Language:* The reflection note must be written in English.

*Concrete examples:* The reflection note must be based on concrete and relevant examples from the applicant’s teaching and supervision practice.

The following should be covered in the reflection note:

* One or two examples of how the applicant has developed his or her own teaching practice and an assessment of what bearing this has had on the students’ learning. The reflection note must be based on relevant science of education and subject didactic theory
* Reflection on quality and goal attainment in supervision practice
* Assessment of the applicant's own competence and thoughts about/plans for development of his or her role as a teacher and supervisor on the basis of NMBU’s learning philosophy

4 Documentation that supports the reflection note and CV

* Diplomas, course certificates, sources that document and support sections 1-8 in the CV, cf. Appendix 1, section 2
* Sources that support the content of the reflection note and examples from own teaching
* Sources that support the reflection on supervision practice

A template for documentation of educational competence (teaching portfolio) has been prepared (Appendix 1).

**3. Assessment of educational competence**

Educational qualifications are assessed based on the following assessment criteria:

3.1 Teaching qualifications:

Basic teaching qualifications are required: Completed [UNIPED course](https://www.nmbu.no/emne/PPUN400) or equivalent of at least 200 hours.

A course in supervision will be a positive factor in the assessment.

3.2 Teaching experience

The applicant must have documented teaching experience.

The applicant should have teaching practice in the field the position concerns or, if applying for a promotion, in the field in which the applicant is employed. Teaching experience in a related field or extensive general teaching experience may be acceptable if the applicant clearly has the necessary academic knowledge to teach in the field specified in the job advertisement and description.

Broad or varied teaching experience should also be taken into account in the assessment, and may include that the applicant:

* has taught different target groups (also outside university/university college)
* has experience from several institutions, including international institutions
* is familiar with varied teaching methods
* has participated in different forms of pedagogical activities (e.g. student administration, assessment work, courses, teaching aid development etc.) in addition to normal teaching

3.3 Supervision experience

Supervision experience is to be assessed on the basis of the following assessment criteria:

* Does the applicant have documented broad supervision experience, preferably at master’s degree/PhD level?

*Specification of the scope of this requirement may vary from subject to subject. The expert committee should be capable of stipulating what, in the committee's experience, constitutes broad experience.*

3.4 Assessment of teaching skills

The applicant’s own reflections, i.e. a reflective critical analysis of his or her own teaching practice, forms an important basis in the assessment of teaching skills. Teaching skills are assessed on the basis of the applicant’s own practice and experience from different teaching situations and his or her ability to maintain focus on the students’ learning in the field of study, experience of peer guidance and feedback from students, experience sharing in the academic community and development in the quality of his or her own teaching and supervision over time.

The applicant’s willingness and ability to develop his or her own teaching and supervision over time shall be evident and demonstrate an awareness of and systematic approach to how the applicant works to create optimal learning opportunities for the students.

Teaching skills are assessed on the basis of the following assessment criteria:

* Can the applicant refer to continuous development of teaching practice based on results accomplished and feedback from students and colleagues?
* Can the applicant justify choices of teaching methods based on activities that promote the students’ learning in the field?
* Does the applicant have broad experience of supervision, preferably at master’s degree/PhD level and can demonstrate reflection on quality and goal attainment in supervision?
* Does the applicant share knowledge and experience relating to quality of education in different academic communities?

3.5 Evaluation

The applicants shall be assessed on the basis of whether they meet the educational competence requirements for appointment to professor positions.

*On appointment:* The main rule is that applicants for professor positions are able to document that they have completed a dedicated programme of at least 200 hours.

In exceptional cases, a professor may be appointed on condition that the requirement for documented teaching qualifications is met within two years. Exceptions should only be made if particularly weighty reasons exist. In cases where the section wishes to deviate from the requirement for a teaching portfolio, special reasons for this must be given. The dean decides whether an exception may be made.

On appointment, the overall assessment of the applicant’s educational competence is carried out by the recommendation committee, which assesses the applicant’s teaching skills on the basis of the information obtained from references and a trial lecture.

*Concerning promotion:* Employees who apply for a promotion to a professor position must have completed a UNIPED course or equivalent of at least 200 hours.

**4 Weighting of academic and educational competence**

According to the Regulations, the requirements for academic and educational competence must be met, and both areas require documentation and assessment in relation to explicit criteria. When ranking the applicants, the expert committee shall emphasise both areas. If the applicant’s qualifications in one of the two areas is limited, this cannot be compensated by qualifications that exceed requirements in the other area. Qualifications over and above the minimum requirements in both areas can have a bearing on the ranking.

The overall assessment shall take into account the total scope of qualifications. More weight is given to academic and teaching qualifications than other qualifications.

An evaluation form for the assessment of pedagogical competence has been prepared (Appendix 2). Expert committees can use this form or use other tools.

**5. Relevant documents**

* The Regulations concerning appointment and promotion to teaching and research posts
* NMBU’s guidelines for appointment and promotion to teaching and research positions in force from 1 September 2019
* NMBU’s personnel regulations
* NMBU’s personnel handbook

**Appendix 1: Teaching portfolio – Template for documentation of educational competence – professor**

**1 Personal details**

|  |  |
| --- | --- |
| Name |  |
| Address |  |
| Age |  |
| Phone |  |
| Mobile phone |  |
| Email address |  |
| Website |  |
| Level of qualification (current position)  |  |
| Field or profession  |  |
| Current teaching and supervision responsibility  |  |

1. **Teaching CV**

2.1 Teaching qualifications

|  |  |  |
| --- | --- | --- |
| Type of education/course | Time period | Institution |
| Formal education via a course in university pedagogy or equivalent |  |  |
| Course in supervision |  |  |
| Other types of course or formal qualifications in different areas of teaching and supervision, e.g. education management, use of IT in education etc.  |  |  |

2.2 Teaching experience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level | Level, course, programme | Scope | When | Role | Institution |
| Teaching experience from university college, university  |  |  |  |  |  |
| Teaching experience from other contexts |  |  |  |  |  |

2.3 Supervision experience

* 2.3.1 Supervision of PhD students

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of PhD student | University | Date of defence/date of completion | Principal supervisor(cross off)  | Co-supervisor(cross off)  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

* 2.3.2 Supervision of master’s degree students

|  |  |  |
| --- | --- | --- |
| Year | Number of master’s degree students | University |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

* 2.3.3 Supervision of bachelor’s degree students

|  |  |  |
| --- | --- | --- |
| Year | Number of bachelor’s degree students | University |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

* 1. Experience of assessment/evaluation of teaching and education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Experience of assessment/evaluation of teaching and education \* | Level, course, programme | Scope | When | Role | At which institution |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*E.g. the number of external examiner assignments per year, mutual peer guidance, participation in evaluation at faculty or university level in national or international contexts

* 1. Educational development work

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Development experience\* | Level, course, programme | Scope | When | Role | Institution |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*Examples: work on courses and study programmes, quality of education etc.

* 1. Experience sharing on teaching and supervision in the field

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type\* | Scope | When | Role | Where |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\*Examples: Presentations, conferences, study trips of relevance to teaching

* 1. Administration and management of education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Administration and management of education\* | Scope | When | Role | Where |
|  |  |  |  |  |
|  |  |  |  |  |

\*E.g. experience as an education manager, participation on programme councils, other committees relating to education, course coordination etc.

* 1. Reference list of publications relevant to teaching

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Publication | Publication channel | When | Volume | Language |
|  |  |  |  |  |
|  |  |  |  |  |

**3. Reflection note**

Applicants for professor positions must write a *reflection note*, taking their qualifications as the point of departure and including concrete and relevant examples from his or her teaching practice.

*Scope* Recommended scope for the reflection note on teaching practice: approx. 3–5 pages.

*Language:* The reflection note must be written in English.

*Concrete examples:* The reflection must be based on concrete and relevant examples from the applicant’s teaching and supervision practice.

The following should be covered in the reflection note:

* One or two examples of how the applicant has developed his or her own teaching practice and an assessment of what bearing this has had on the students’ learning. The reflection note must be based on relevant science of education and subject didactic theory
* Reflection on quality and goal attainment in supervision practice
* Assessment of his or her own competence and thoughts about/plans for development of his or her role as teacher and supervisor on the basis of [NMBU’s learning philosophy](https://www.nmbu.no/ansatt/laringssenteret/kurs-og-kompetanse/laringsfilosofi)

**4.Documentation that supports the reflection note and CV**

* Diplomas, course certificates that document university pedagogy qualifications, supervision competence and sources that document and support sections 2.1–2.8 in the CV
* Sources that support the content of the reflection note and examples from own teaching
* Sources that support the reflection on supervision practice

**Appendix 2: Evaluation form for assessment of educational competence**

A tool for the expert committee. Expert committees can choose to use this form or other tools.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 | 4 | 5 |
| Applicant’s title |  |  |  |  |  |

**1 Teaching qualifications**

1.1 Teaching qualifications:

Does the applicant have documented basic teaching qualifications?

**Completed a programme in university pedagogy (minimum 200 hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 | 4 | 5 |
| Yes (what, scope, where)  |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

1.2 Other relevant courses

Has the applicant taken other relevant courses?

**A course in supervision will be a positive factor in the assessment.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes (what, scope, where) |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

**2 Teaching experience**

2.1 Does the applicant have documented teaching experience in the field the position concerns or, in connection with applications for promotion, in the field in which the applicant is employed?

**Teaching experience in a related field or extensive general teaching experience may be acceptable if the applicant clearly has the necessary academic knowledge to teach in the field specified in the job advertisement and description. Teaching experience both at higher and lower degree levels must be documented.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teaching experience in the field at a higher degree level (scope, what, where) |  |  |  |  |  |
| Teaching experience in the field at a lower degree level (scope, what, where) |  |  |  |  |  |
| No, but has teaching experience in a related field or extensive general teaching experience  |  |  |  |  |  |
| No relevant teaching experience |  |  |  |  |  |

2.2 Does the applicant show breadth or variation in teaching experience?

**Some weight should be given to broad or varied teaching experience in the assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 | 4 | 5 |
| Yes  |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

**3 Supervision experience:**

3.1 Does the applicant have documented broad supervision experience, preferably at master’s degree/PhD level?

**Specification of the scope of this requirement may vary from subject to subject. The expert committee should be capable of stipulating what, in the committee's experience, constitutes broad experience.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 | 4 | 5 |
| Number of PhD level candidates  |  |  |  |  |  |
| Number of master’s degree level candidates |  |  |  |  |  |
| Has documented broad experience (yes/no) |  |  |  |  |  |

**4 Assessment of the teaching portfolio – reflection note**

**An important part of the assessment of teaching skills is the applicant’s own reflections, i.e. a critical reflective analysis of his or her own teaching practice. Teaching skills are assessed on the basis of the applicant’s own practice and experience from different teaching situations and his or her ability to focus on the students’ learning in the field of study, experience of feedback from students, experience sharing in the academic community and developing the quality of his or her own teaching and supervision over time.**

**The applicant’s willingness and ability to develop his or her own teaching and supervision over time shall be evident and demonstrate an awareness of and systematic approach to how the applicant works to create optimal learning opportunities for the students.**

4.1 Through his or her presentation of and reflection on the content of the teaching portfolio, does the applicant demonstrate an understanding that puts the students’ learning in focus?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 | 4 | 5 |
| Yes  |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

4.2 Does the applicant demonstrate a link between analysis and well-considered decisions on the further development and implementation of changes in his or her teaching practice over time?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes  |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

4.3 Does the applicant demonstrate a link between analysis and well-considered decisions on the further development and implementation of changes in his or her supervision practice over time?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes  |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

4.4 Does the applicant document participation in the development of quality of education in the academic community? (See also sections 2.1–2.7 in the CV)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Yes (what, scope, time period) |  |  |  |  |  |  |
| To some extent (what, scope, time period) |  |  |  |  |  |  |
| No |  |  |  |  |  |  |

4.5 Are the teaching and supervision activities and the results cited in the reflection note in the teaching portfolio satisfactorily described and documented by means of concrete examples?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Yes  |  |  |  |  |  |
| To some extent |  |  |  |  |  |
| No |  |  |  |  |  |

**5. Assessment**

The applicants shall be assessed based on whether they meet the educational competence requirements for appointment or promotion to a professor position.

Applicants for professor positions who do not have basic teaching qualifications and/or have not documented their educational competence at the time of the application must complete such a basic teaching qualification programme and document their educational competence in a teaching portfolio within two years of their appointment.

5.1 Does the applicant meet the educational competence requirements?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 | 4 | 5 |
| Yes |  |  |  |  |  |
| No |  |  |  |  |  |

5.2 University pedagogy course with a scope of at least 200 hours and documentation of educational competence

The expert committee shall explicitly state whether candidates meet the basic teaching qualifications requirement (i.e. a course in university pedagogy with a scope of at least 200 hours and documentation of educational competence in the form of a teaching portfolio).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Applicant’s name | 1 | 2 | 3 |  | 4 | 5 |
| Has taken a university pedagogy course (yes/no) |  |  |  |  |  |  |
| Has prepared a teaching portfolio (yes/no) |  |  |  |  |  |  |