Guidelines for the Evaluation of Applicants for Professorships and Professorial Promotions

Adopted by UHR-Humanities on 12.05.2023, with amendments approved by the Faculty of Humanities, University of Bergen, 21.10.2025

1. Premises for the Expert Committee's Evaluation

The following documents form the basis for the Committee's work and are incorporated into this guideline:

- Regulations pursuant to the Universities and University Colleges Act, most recently established by the Ministry of Education and Research, 01.08.2024.
- Guidelines for the Evaluation of Educational Competence for Professorships and Professorial Promotions, adopted by the Faculty Board, 21.10.2025.
- Rules for Assessing Educational Competence at UiB.
- Any relevant job advertisement and position description.

The Head of the Expert Committee/administrator is responsible for ensuring that the Committee's evaluation is based on the requirements set forth in the regulations.

2. General Principles

The members of UHR-Humanities place great emphasis on maintaining consistent quality standards for professorial appointments and promotions. Research within the humanities is inherently diverse – and should remain so. Subsequently, the national quality criteria should be applied with sufficient flexibility to accommodate this diversity.

3. Required Competencies

The national regulation for professorial positions specifies that the required competencies for appointment to a professorship include a scholarly level in accordance with established international or national standards. Alternatively, the requirement is artistic practice at the highest level according to international standards, combined with relevant breadth and depth in the subject or discipline at the highest level. In addition, there are requirements regarding educational competence, as outlined in section 3.2 below.

Universities Norway (UHR) has developed a toolbox, NOR-CAM, for assessing academic achievements, qualifications, and experience. The University of Oslo (UiO) has developed a customised assessment matrix based on the institution's needs. This matrix is included as an appendix to this guide, and UHR-Humanities has endorsed its use.

The assessment matrix consists of three columns with examples of achievements/qualifications, documentation, and reflection. In this way, the matrix highlights what may be considered meritorious. However, it is flexible and can be adapted to different purposes, activities, and positions.

Achievements/qualifications, documentation, and reflection should demonstrate the applicant's activities and achievements in the various areas, as well as the quality, development, and breadth of activities and achievements. The appendix provides a more detailed description of achievements/qualifications, documentation, and reflection.

In NOR-CAM's competency profile, the following five areas are defined:

1. **Academic Qualifications**
   – Academic work and contributions across various stages of the research process, or alternatively, artistic qualifications.

2. **Educational Qualifications**
   – Educational qualifications anchored in the institution's requirements for basic competence in university pedagogy.

3. **Applied Knowledge**
   – Dissemination, innovation, and interaction with society.

4. **Qualifications in Academic Management and Administration**
   –Research and educational management, relevant experience/education in management/administration, participation in councils, boards, committees, etc.

5. **Personal Attributes (for advertised jobs only)**
   – Personal qualities relevant to the position (e.g., strong collaboration skills, communication abilities, positive contributions to the working environment).

The assessment of academic qualifications should be based on the quality and originality of the academic work. Bibliometric indicators should be used with caution and supplemented by other sources of information.

For appointments to position as Professor, the Expert Committee conducts a comprehensive assessment of academic qualifications and an initial evaluation of the other qualification requirements. Qualifications listed in points 2–4 may also be subject to further assessment and elaboration through a trial lecture, interviews, and reference checks. Personal qualities are considered only after the Expert Committee has completed its evaluation.

In promotion processes, the assessment is primarily based on academic and educational qualifications. Qualifications in applied knowledge and academic management and administration should be viewed positively. The Expert Committee is tasked to conduct a comprehensive assessment based on all qualification requirements.

3.1. Academic Qualifications

The applicant must document both depth and academic breadth in their academic output. As a general guideline, a quantitative expectation is typically 5–6 substantial academic articles or 1–2 academic monographs beyond the doctoral dissertation. International participation and publication should be given significant weight in the assessment. Academic breadth may also be documented through parts of the applicant's output that fall outside the submitted works (up to 15 in applications for personal promotion to Professor).

In the evaluation of co-authored works—i.e., publications with more than one author—the division of labour must be explained, with particular emphasis on the applicant's role in the publication. In cases of extensive co-authorship, a somewhat larger volume of output may be expected.

Project management and other forms of research collaboration should be viewed positively, as should efforts to promote open science.

It is the applicant's responsibility to provide documentation that enables a qualitative assessment of their academic competence. A complete list of the applicant's academic publications should

accompany the application. The applicant is encouraged to identify the publications they consider most significant in their academic output and submit these for evaluation.

Submitted publications should normally be peer-reviewed and published through recognized channels. Unpublished works may be submitted in some cases, but must be accompanied by an explanation and a justification.

3.1.2. Artistic Competence

To be considered qualified in the subject area for which the position is advertised (as specified in the job announcement and position description)—or the subject area in which the applicant is employed when applying for personal promotion—the applicant must meet the general requirements for depth within that area, as outlined above. In promotion applications, it is reasonable to interpret the regulations to allow applications for promotion within the subject area(s) the applicant has worked in during recent years.

For certain positions, a combination of academic and artistic competence may be relevant. In such cases, the applicant must, in accordance with the regulations, choose whether the application for promotion is to be submitted based on academic or artistic qualifications.

The regulations require that an Associate Professor be appointed based on either academic or artistic competence, cf. § 3-6 of the regulations. If the applicant was appointed to the position based on academic competence (PhD or equivalent), promotion must be sought based on academic competence. If the applicant was appointed based on artistic competence (completed fellowship program, artistic research doctorate, or equivalent), promotion must be sought based on artistic competence.

In the assessment of the overall artistic output, emphasis shall be placed on whether the applicant's professional activity in recent years shows progression, stagnation, or decline.

The application must be accompanied by a complete list of the applicant's artistic works, which should primarily consist of publicly presented works, and, if applicable, their own written works. The applicant must identify up to 15 works considered most significant in their output. Documentation of these works must be submitted for evaluation. The Expert Committee shall provide a particularly thorough assessment of these selected works. The Expert Committee may request submission of additional works if necessary. The documentation must indicate whether the works have been publicly presented in academically recognised contexts, and the Committee shall take this into account in its evaluation. The applicant may also include reviews and/or critiques of the submitted works published in relevant outlets.

Documentation of other professional or technical competence related to the submitted works, or listed separately among the 15 works, may also be included.

If unpublished works are submitted for evaluation, a specific justification must be included in the application. The committee must explicitly address and justify the weight given to such works in its assessment of each applicant.

If works with multiple contributors are submitted for evaluation, the application must include a description of the applicant's contribution to the work.

3.2. Educational Qualifications

Each institution defines its own requirements for basic pedagogical competence. This may include personal teaching/supervision experience and completion of a dedicated educational program (minimum 200 hours or equivalent). The following is required:

- Fundamental skills in planning, conducting, evaluating, and developing teaching and supervision.
- Ability to reflect on one's role as an educator, and to discuss and to explain choices made in teaching and supervision.

In addition to the minimum academic qualifications and basic university pedagogical competence as specified in § 3-8 of the regulations and described above, certain additional educational qualifications are required for appointment and promotion to a professorship. These competencies must be documented at the time of appointment. If an applicant does not meet the requirements at the time of appointment, the committee must specify what remains to be fulfilled. The applicant will then be required to meet the criteria within two years from appointment.

The requirements must be met at the time of application for promotion.

For appointment or promotion to professor, the following must be documented in addition to basic university pedagogical competence:

- Solid competence and experience in planning, conducting, and evaluating teaching.
- Significant contributions to systematic development work in teaching and supervision.
- Broad experience in supervision, preferably at the master's and PhD level. Normally, the applicant should have experience as main or co-supervisor for 8 master's students and at least one PhD candidate. Supervision at other institutions than the applicant's current employer may be included in the assessment. In disciplines where the number of master's/PhD students is low, or where supervision takes other forms or targets different groups, the assessment of teaching and supervision experience will take this into account.
- Engagement and collaboration to enhance educational quality within the academic environment.

3.3. Applied Knowledge

Dissemination, innovation, and interaction with society should be viewed positively in an overall assessment. See examples in the matrix in Appendix A for activities that may be included.

3.4. Qualifications in Academic Management and Administration

Academic management and administration should be viewed positively in an overall assessment. See examples in the matrix in Appendix A for activities that may be included.

3.5. Personal Attributes

Personal attributes are assessed only after the expert committee has completed its evaluation.

4. The Expert Committee's Work

The Head of the Expert Committee must be external to the institution where the applicant is based. The appointing body, or its delegated authority, designates the Head of the Expert Committee amongst the committee members at the time of appointment. An internal coordinator may be used

to ensure familiarity with local regulations and to manage the committee's workflow. The coordinator is not a member of the committee.

The Members of the Expert Committee shall normally work as a panel and submit a joint assessment. In the case of dissent, the rationale for each position must be clearly stated in the report. The report shall:

- Explain the formal basis for the assessment, including relevant regulations, recommendations, guidelines, job descriptions, etc., that form the foundation of the committee's work.
- Describe the applicants' formal qualifications, including education and professional experience.
- Provide the Expert Committee's assessment of the documentation submitted by the applicant.
- Describe any auditions or other artistic activities conducted and present the Expert Committee's evaluation of the applicant's artistic achievements in these.
- Provide the Expert Committee's assessment of the applicants' overall qualifications based on documentation and, if applicable, any artistic samples.
- State whether the report is unanimous (in cases of applications for promotion to professor).

In the introduction of the statement, the Expert Committee should highlight and alternatively underscore the aspects of the job description it considers particularly important to emphasise.

Each component of the competency profile (excluding personal suitability in promotion cases) should be addressed in separate sections, with a conclusion regarding the applicant's qualifications for each area.

In applications for promotion, the Expert Committee must provide a thorough justification if it finds that an applicant does not meet the qualifications for a professorship. In cases of dissent, both the conclusions from the majority and the minority of the Expert Committee must be thoroughly clarified. If an applicant is deemed qualified for professorship, it must be clearly stated that the assessment is unanimous and unequivocal.

The Head of the Expert Committee is responsible for ensuring that the Committee's report is prepared in accordance with these guidelines.

The full application process should be finalised no later than one year after the applicant's documentation has been received by the institution responsible for the assessment. This timeframe may only be extended given special circumstances.

A suggested template for the expert assessment in cases of promotion to professor is provided in Appendix B.

5. Institutional Processing

The Expert Committee's assessment is sent to the applicant as soon as it is complete. The conclusion and the evaluation made by the Expert Committee cannot be appealed. However, the applicant may submit objections regarding procedural matters or offer comments on other aspects of the expert assessment within two weeks of receiving the report. Any such comments on the expert assessment shall be presented to the Expert Committee for a possible additional statement before a final decision is made.

Based on the Expert Committee's assessment and any objections and supplementary remarks, the appointing body for professorships make the formal decision to approve the evaluation and grant promotion accordingly.

Appendix A: NOR-CAM Toolbox for Assessment of Academic Results, Competence and Experience

Universities Norway (UHR) has developed a toolbox, NOR-CAM, for assessing academic achievements, competence, and experience. The University of Oslo (UiO) has developed a customized assessment matrix tailored to the institution's needs. The following is drawn from their matrix.

For each area in UiO's competency profile, the assessment matrix includes three columns with examples of **achievements/competence**, **documentation**, and **reflection**. This structure highlights what may be considered meritorious. The list is not exhaustive. What is included in each dimension must be adapted to the context in which the matrix is used. Individual units may have local matrices tailored to their specific academic fields.

Achievements/competence, documentation, and reflection should demonstrate what has been done and accomplished in the various areas, as well as the quality, development, and breadth of activities and results. It is considered positive if applicants relate their qualifications to UiO's commitments in the relevant areas.

Achievements and Competence:
The matrix is primarily designed for professorial and associate professorial positions. However, it is flexible and can be adapted to various purposes, activities, and positions. What should be considered, and to what extent, may vary depending on the type of position and the profile outlined in the job announcement. This column provides examples of what may be relevant.

Documentation:
Assessment of the various qualification areas should be based on documentation that enables evaluation of their quality. The matrix includes a detailed description with examples of relevant documentation for each qualification area. Emphasis has been placed on formulating examples that focus on activities and outcomes of such qualifications, rather than on "abilities" or "aptitudes."

Reflection:
This column concerns the applicant's own reflection on the various points. The idea is that this column represents the applicant's subjective assessment of their own achievements and competencies. The goal is to achieve a meaningful interplay between measurable/documentable elements and the applicant's qualitative assessment of them. Reflection can demonstrate whether the applicant engages with the various competency areas in a manner characterised by systematic inquiry and reflection, grounded in the conscious use of scientific and experience-based knowledge.

The matrix provides examples of achievements/competence, documentation, and reflection for all areas of the competency profile. It is emphasised that the matrix contains many items to illustrate the range of possible elements that may be considered—not because each individual item must be addressed.

Some academic units may have established local matrices with examples tailored to their academic field. The achievements/competence, documentation, and reflection should demonstrate what has been done and accomplished in the various areas, as well as the quality, development, and breadth of activities and results.

Competency area	Achievements/ competence	Documentation	Reflection
Academic qualifications (research results and research process)	- Publications. - Management of/participation in research projects or research groups. - External funding. - Open publication. - Contributions to the accessibility of publications. - Datasets, software. - Sharing of research tools and methodologies. - Specialist textbooks. - Research reports. - Contributions to innovation based on research and academic. development work - Evaluation work in recruitment, promotion and doctoral education. - Peer reviews. - Academic presentations. - Interdisciplinarity.	- Publications submitted. - Inventions, patents, software, models etc. - Cristin-registrations. - Publication list. - Certificates, confirmation of participation. - Diplomas. - Letter of allocation. - Awards or other recognitions.	- Quality and relevance of results. - Own role in research and research collaboration. - Contributions to open research. - Own development over time. - Contributions to interdisciplinary collaboration.
Educational qualifications	- Completed teaching activities. - Planning, assessment and development of teaching activities. - Pedagogical training. - Examination and assessment work. - Research supervision at various levels. - Educational management, development/renewal of study programs/courses.	- Educational portfolio. - Diplomas, course certificates. - Testimonials. - Examples of syllabi, course descriptions, examination assignments. - Examples of the use of student evaluations. - Reports. - Appointments.	- Focus on student learning. - How learning processes are connected to one's own practice. - Alignment between teaching design and learning. - Use of student evaluations. - Clear development over time. - Key principles, reflections and

	• Active use of digital competence in teaching and assessment. • Innovative use of digital learning environments and learning resources. • Development of new forms of teaching, learning and assessment. • Development of textbooks, digital learning materials and other educational resources. • Participation in the analysis and evaluation of education and educational quality. • Collegial collaboration related to work on educational quality. • Mentoring.	• Textbooks • Collection of assignments. • Link to online resources (MOOCs etc.) developed by the applicant. • Video materials. • Awards or other recognitions.	experiences that have shaped own development. • Rationale for choices made in own teaching practice. • An inquiry-based approach. • How teaching/study programs are organised. • Why the programs are organised that way. • How to use research-based knowledge to create better learning opportunities. • A collegial attitude and practice. • Personal contribution to the broader academic community. • Utilisation of colleagues' experience. • Own role in formal and informal processes in the field of education.
Applied knowledge	• Relevant education/courses. • Dissemination activities. • Dissemination to the public or specific user groups. • Lectures/courses. • Participation in public debate. • Exhibitions. • Translations. • Innovation. • Commercial application. • Patents.	• Diplomas/course certificates. • Popular science publications. • Reports. • Catalogues. • Databases. • Patents. • Models. • Examples/links documenting participation in public debate. • Examples/links to online resources documenting	• Quality and relevance of results. • The interaction between research and the practical application of knowledge. • Personal development over time. • Contributions to interdisciplinary collaboration.

	• Licenses. • Services innovation. • Practice development in industry, the public sector or organisations. • Outreach activities. • Work on public enquiries. • Academic contributions in the voluntary sector. • Contributions to societal development.	contributions in the voluntary sector • Examples/links to online resources documenting contributions to practice development or development of new services.	• Own practice in the light of knowledge in the field. • Key principles, reflections and experiences that have shaped one's development. • Rationale for choices made in one's dissemination practice.
Qualifications in academic management and administration	• Research management. • Educational management. • Management of research projects/networks. • Management positions in academia. • Committee work • Positions of trust, including board memberships. • Other relevant experience/education for management/administration.	• Certificates and diplomas. • Testimonials. • CV. • Examples/links to online resources documenting experience.	• Personal contributions in formal and informal. management roles • One's own practice in the light of knowledge in the field. • Personal development over time. • What the applicant aimed to achieve and how these goals have been pursued. • Management as a contribution to achieving results. • The applicant's attitude toward future management responsibilities. • Contributions to strategic work. • How management and administrative experience contribute to strengthening competence in the other qualification areas.

Personal qualifications	• Personal qualities are specified in the call for applications. • How personal qualities have contributed to specific results relevant to the position.	• Interviews. • Reference interviews. • Testimonials.	• A collegial attitude and practice. • Personal role in research and educational collaboration. • Contributions to the working environment. • How personal qualities contribute to strengthening competence in the other qualification areas.

Appendix B. Suggested Template for the Report

Text intended as guidance for the committee and the institution responsible for the evaluation is written in cursive. Text that should normally be included in the committee's recommendation is written in regular upright font.

Expert Evaluation

Application for Promotion to Professor (SKO 1013) in (discipline) at the Department of …

NN has submitted an application for promotion to professor within the deadline of 15. September/March 20…

A total of x academic works have been submitted for evaluation *(maximum 15 academic works)*, along with a complete list of all publications claimed as the basis for the evaluation *(the list may include comments. It is not permitted to submit works after the application deadline, but the committee may request additional works be submitted).* An overview of the applicant's additional qualifications has also been submitted.

The applicant has not been evaluated for Norwegian professorial competence within the past two years from the application deadline.

Regulatory Framework

Regulations pursuant to the Universities and University Colleges Act, most recently established by the Ministry of Education and Research, 01.08.2024

1. Discipline

NN is permanently employed (/employed in a fixed-term position) as … in (discipline) at the Department of … The applicant requests to be evaluated within the discipline of …

The stated discipline falls within the field in which the applicant is employed.

(*The discipline is defined in the job announcement or position description. In applications for promotion to professor, the evaluation shall be based on the job announcement or position description that applies to the applicant's current position, or an updated position description.*)

2. Members of the Committee

The expert committee consists of the following members:

1. NN, position and field, from university/college
2. NN, position and field, from university/college
3. NN, position and field, from university/college/country

NN has been appointed as the head of the committee.

All committee members hold professorial competence or equivalent qualifications in the applicant's field. The committee members are considered impartial in their evaluation of the applicant, cf. the faculty's rules on impartiality.

(*The expert committee shall consist of at least three members with qualifications equivalent to the position category being applied for or promoted to. At least two members must have expertise in the*

applicant's discipline. Both genders must be represented, cf. § 7-2, second paragraph of the Universities and University Colleges Act. The head of the committee must be external.)

3. Competency Profile

3.1. Academic Qualifications

Description of the applicant's academic/artistic qualifications:

Assessment of the applicant's academic/artistic qualifications:

3.2. Educational Qualifications

Description of the applicant's qualifications:

Assessment of the applicant's qualifications:

3.3. Knowledge in Practice

Description of the applicant's qualifications:

Assessment of the applicant's qualifications:

3.4. Qualifications in Academic Management and Administration

Description of the applicant's qualifications:

Assessment of the applicant's qualifications:

4. Conclusion

Summary of Qualifications:

The committee unanimously and unequivocally finds that NN should be granted promotion to professor within the discipline of x. NN meets the requirement for basic pedagogical competence.

Alternatively:

The committee finds that NN should not be granted promotion to professor within the discipline of x.

Place, date

Member 1   Member 2   Member 3