



# Guidance for those applying for an advertised position as associate professor or professor at NMBU

NMBU has adopted a career assessment matrix that is used for the appointment of associate professors and professors (and for promotion). The matrix contains five areas of competence on which all candidates must be assessed.

1. It is **the text of the advertisement** that is binding for what are requirements and what are desirable qualifications for the position.
2. The career assessment matrix (table below) provides **examples** of relevant results and experiences, documentation and reflection

## About assessments of qualifications in the hiring process

When hiring, all five areas of competence in the matrix are assessed. On the basis of the text of the announcement, the expert committee assesses areas of competence 1-4. The recommendation committee makes a supplementary assessment of the four areas of competence through interviews, trial lectures, etc., and assesses competence area 5. Subsequently, the appointing authority will make a decision on appointment based on an overall assessment (recommendation).

Please contact the contact person stated in the announcement text if you have any questions about the process.

*See the advertisement text for the requirements for the position you are applying for and what you must document.*

## What do you need to do?

As mentioned in the call, the following must be included in an application and you must:

- Fill out an academic CV in JobbNorge
- Supplement your academic CV by filling out the [template](#) for documentation of competence. It is not mandatory to fill out the entire form, but you as an applicant must make sure to document the requirements set for the position.
- Certificates and diplomas must be attached
- Short application text about motivation for the position
- Reflection note of 3-6 pages in which you reflect on your competencies, experiences and development over time, in relation to the requirements of the position and desired qualifications. The reflection should touch on all five

areas of competence, but you choose yourself how to structure the reflection note.

- List of publications
- You can attach up to 15 scientific works that, in your opinion, are central to your academic production. If it is difficult to identify the applicant's contribution in joint work, a brief account of the applicant's part of the work must be attached.

## **NMBU's career assessment matrix**

The matrix consists of five areas of competence (column 1), elaborated with subcategories and examples of results, experience and competencies that may be relevant for academic positions at NMBU (column 2). Each applicant will be assessed in each area of expertise, but is not expected to have results in all the examples. The matrix is used by the recruiting unit when formulating priorities in the announcement, and by applicants in career planning or application preparation. The sample list is not exhaustive.

The third column elaborates on how results and experiences can be documented. The fourth column consists of examples of what may be useful for applicants to reflect on their own results and competencies.

Areas of competence	Subcategories with examples of results and competencies	Documentation	Reflection
<b>Academic qualifications</b>	<p><b>a. Research output</b></p> <ul style="list-style-type: none"> <li>• Publications (peer-reviewed)</li> <li>• Academic books</li> <li>• Artistic results</li> <li>• Research reports</li> <li>• Datasets made available</li> <li>• Developing software</li> <li>• Developing/sharing research tools and methods</li> <li>• Academic presentations</li> </ul> <p><b>b. Research process</b></p> <ul style="list-style-type: none"> <li>• Participation in research projects, groups and networks</li> <li>• Development of research environments/groups and networking</li> <li>• Obtaining external funding</li> <li>• International collaboration and experience</li> <li>• Development of research infrastructure</li> <li>• Research ethics and integrity work</li> <li>• Open science, open publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Publications submitted</li> <li>• List of publications</li> <li>• Crislin registrations</li> <li>• Documentation of datasets, software, models, etc.</li> <li>• Documentation of artistic results</li> <li>• Certificates, confirmation of participation</li> <li>• Documentation of external funding</li> <li>• Prizes, other rewards</li> <li>• Diplomas</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and relevance of the results</li> <li>• Own role in research and research collaboration</li> <li>• Own professional development over time</li> <li>• Research ethics</li> <li>• Contribution to open research</li> <li>• Contribution to interdisciplinary collaboration</li> <li>• External funding</li> </ul>

	<ul style="list-style-type: none"> <li>• Editorial activity</li> <li>• Peer review</li> <li>• Assessment for appointments, promotion, doctorates</li> <li>• Assessment of research proposals, institutions and centres</li> <li>• Interdisciplinary, working across disciplines</li> </ul> <p><b>c. Research leadership</b></p> <ul style="list-style-type: none"> <li>• Academic leadership of projects, groups, networks</li> <li>• Mentoring</li> </ul>		
<p><b>Educational qualifications</b></p>	<p><b>a. Pedagogical education and development</b></p> <ul style="list-style-type: none"> <li>• UNIPED or equivalent</li> <li>• Adopt new forms of teaching, learning and assessment</li> <li>• Preparation of textbooks, digital teaching materials and other learning resources</li> <li>• Active use of digital competence in teaching and assessment</li> <li>• Participation in analyses and evaluation of education and educational quality</li> <li>• Collegial attitude and practice, for example by initiating and actively</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma, course certificates</li> <li>• Testimonials</li> <li>• Examples of course descriptions and examination papers</li> <li>• Examples of preparation and follow-up of student evaluation</li> <li>• Crislin registrations</li> <li>• Reports</li> <li>• Appointments to councils and committees</li> <li>• Textbooks and exercise collections</li> <li>• Link to online resources (MOOCs etc.) developed by the applicant</li> </ul>	<ul style="list-style-type: none"> <li>• How to work with focus on student learning</li> <li>• How learning processes and teaching design are linked to own practice</li> <li>• A systematic approach to own teaching</li> <li>• Reasons for choices in one's own teaching practice</li> <li>• What principles, reflections and experiences have been key to own development</li> <li>• Use of student evaluations</li> <li>• How to use research-based</li> </ul>

	<p>contributing to educational discussions and projects.</p> <p><b>b. Teaching and supervision</b></p> <ul style="list-style-type: none"> <li>• Course portfolio</li> <li>• Documented development over time</li> <li>• Supervision at different levels</li> <li>• Examination and assessment work</li> </ul> <p><b>c. Educational Leadership</b></p> <ul style="list-style-type: none"> <li>• Development and revision of teaching and assessment methods in courses/programmes</li> <li>• Mentoring</li> <li>• Development/renewal of study programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Prizes, other rewards</li> </ul>	<p>knowledge to create better learning opportunities</p> <ul style="list-style-type: none"> <li>• Making use of colleagues' experiences</li> <li>• Own role in formal and informal processes in the field of education</li> </ul>
<p><b>Applied knowledge</b></p>	<p><b>a. Dissemination</b></p> <ul style="list-style-type: none"> <li>• Dissemination to the general public or specific user groups</li> <li>• Lectures</li> <li>• Responsibility for course(s) for, and in cooperation with, working professionals</li> <li>• Participation in public debate</li> <li>• Popular science dissemination</li> <li>• Exhibitions</li> <li>• Translations</li> </ul>	<ul style="list-style-type: none"> <li>• CrisIn registrations</li> <li>• Popular science publications</li> <li>• Public enquiries</li> <li>• Catalogues</li> <li>• Databases</li> <li>• Patents and licenses</li> <li>• Models</li> <li>• Examples of/links to participation in public debate</li> <li>• Examples/links to online resources documenting</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and relevance of the results</li> <li>• Interaction between research and the use of knowledge in practice</li> <li>• Own practice in light of knowledge in the field</li> <li>• What principles, reflections and experiences have been central to own development</li> <li>• Contribution to interdisciplinary collaboration</li> </ul>

	<p><b><i>b. Innovation and entrepreneurship</i></b></p> <ul style="list-style-type: none"> <li>• Contribution to innovation and entrepreneurship based on research or professional development</li> <li>• Commercial use</li> <li>• Social innovation</li> <li>• New services</li> <li>• Practice development in trade and industry, the public sector or organisations</li> </ul> <p><b><i>c. Interaction with society</i></b></p> <ul style="list-style-type: none"> <li>• Mission Reports</li> <li>• Work on public enquiries</li> <li>• Academic contributions in the voluntary sector</li> <li>• Contribution to community development</li> <li>• Experience from the practice field</li> </ul>	<p>contributions in the voluntary sector</p> <ul style="list-style-type: none"> <li>• Examples/links to online resources documenting contributions to practice development or development of new services</li> <li>• Examples/links to courses for, and in cooperation with, working professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for choosing own dissemination practice</li> <li>• Reflection on the benefits of competence exchange between academia and working life</li> </ul>
<p><b>Management and administration</b></p>	<p><b><i>a. Management</i></b></p> <ul style="list-style-type: none"> <li>• Institutional and unit management</li> <li>• Leadership positions in academia</li> <li>• Strategic work</li> <li>• Work on diversity and equality</li> <li>• General management experience</li> </ul>	<ul style="list-style-type: none"> <li>• Diplomas</li> <li>• Testimonials and Appointment Letters</li> <li>• CV</li> <li>• Reference to websites documenting experience</li> </ul>	<ul style="list-style-type: none"> <li>• Own contribution in formal and informal leadership roles</li> <li>• Own practice in light of knowledge in the field</li> <li>• Own development over time</li> <li>• What the applicant has wanted to achieve, how this has been attempted to be realized</li> </ul>

	<p><b>b. Committees and boards</b></p> <ul style="list-style-type: none"> <li>• Committee work</li> <li>• Participation on boards and councils</li> </ul> <p><b>c. Administration</b></p> <ul style="list-style-type: none"> <li>• Relevant experience</li> <li>• Relevant education for management/administration</li> </ul>		<ul style="list-style-type: none"> <li>• Management as a contribution to attainment of results</li> <li>• How to approach future leadership tasks</li> <li>• How experiences in management and administration are helping to reinforce skills in the other qualification areas</li> </ul>
<p><b>Special qualifications and personal qualifications</b></p>	<p><b>a. Professional competence</b></p> <ul style="list-style-type: none"> <li>• Specific professional education and/or professional experience</li> <li>• Clinical specialist training in veterinary medicine</li> </ul> <p><b>b. Language skills</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Norwegian or Scandinavian</li> </ul> <p><b>c. Personal qualifications</b></p> <ul style="list-style-type: none"> <li>• Personal qualities relevant to the advertised position</li> </ul> <p><b>d. Other qualifications requested in the announcement</b></p>	<ul style="list-style-type: none"> <li>• Diplomas</li> <li>• Testimonials</li> <li>• Interview</li> <li>• Trial lecture</li> <li>• Reference interview</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial attitude and practice</li> <li>• Contributions to the working environment</li> <li>• How personal qualities are helping to reinforce skills in the other qualification areas</li> </ul>

## ***Weighting of the matrix's areas of competence***

All appointments are based on a comprehensive assessment of all qualification requirements associated with the position, including personal qualifications.

### For Associate Professor:

- Academic qualifications (1) are given priority over other areas of competence (2-5).
- Educational qualifications (2) are given priority over the remaining areas of competence (3-5).

### For professor:

- Both academic and educational qualifications must be at a high level and be given weight over other qualifications.

### For both job categories:

- For Academic qualifications (1), both 1a. Research output and 1b. Research process is central to the assessment.
- For Applied knowledge (3) and Management and administration (4), strong qualifications in one of the two areas of competence may compensate for weak or missing qualifications in the other.
- Special qualifications and personal qualities (5) (which are considered when hiring, but not when promoted) can be decisive.
- A final assessment must be made of the overall qualifications.
- Standard weighting may be deviated from in exceptional cases, in which case this must be specified in the text of the call.