**Appointment of associate professors – educational competence**

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

Pursuant to the Regulations concerning appointment and promotion to teaching and research posts Section 1-4 and NMBU’s own guidelines of 1 September 2019, the following educational competence and documentation requirements apply to associate professor positions:

*The Regulations Section 1-4:*

* *The applicant shall be assessed, but not ranked, based on whether they meet the following requirements:*
* *Completed a dedicated programme (minimum 200 hours)/relevant course and gained practical teaching experience, and acquired basic skills in planning, executing, evaluating and developing teaching and supervision activities (basic teaching and supervision qualifications at university and university college level).*
* *These skills shall be documented in the form of a systematic and comprehensive presentation for consideration by the institutions.*

*Applicants who do not meet the requirements on appointment shall be required to meet them within two years of their appointment.*

For appointment as associate professor at NMBU, the applicant must document that he or she has:

* Teaching qualifications, completed a dedicated programme of at least 200 hours
* Teaching experience
* Broad or varied teaching experience
* Supervision experience
* Basic teaching skills in relation to planning, executing, evaluating and developing teaching and supervision

NMBU shall assess teaching skills based on the following assessment criteria:

* Planning and executing research-based teaching activities and supervision, both individually and in cooperation with colleagues, in a way that promotes the students’ learning and academic development
* Adjusting learning activities and assessment methods to defined learning outcomes
* Contributing to the content of course and study programmes
* Assessing and documenting the results of own teaching and supervision based on the expectations set out in programme descriptions and national curricula for higher education
* Obtaining and incorporating feedback from students, colleagues and society at large to develop teaching and learning processes

Educational competence must be documented in a teaching portfolio.

**2 Teaching portfolio – Documentation of educational competence – associate 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 associate professors comprises the following **content:**

*1 Personal details*

*2 Teaching CV*

2.1 Teaching qualifications

2.2 Teaching experience

2.3 Breadth or variation in teaching experience

2.4 Supervision experience

*3 Reflection note*

Applicants for associate 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 Assessment of teaching skills.

* *Scope* Recommended scope for the reflection note on teaching and supervision practice: 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 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.

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

* Diplomas, course certificates, sources that document and support sections 1-4 in the CV, cf. Appendix 1, section 2
* Sources that support the content of the reflection note and examples from own teaching

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.

A certain amount of teaching practice is necessary in order to be able to document qualifications. Greater emphasis will be placed on long teaching experience if it can be documented that the quality of teaching has developed.

Weight can also be given to teaching experience at different university and university college levels, and potentially also from upper secondary school.

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 educational activities (e.g. student administration, assessment work, courses, teaching aid development etc.) in addition to normal teaching

3.3 Supervision experience

Weight may be given to supervision at master’s degree/PhD level.

3.4 Assessment of teaching skills

An important basis for the assessment of teaching skills is the applicant’s own reflections, i.e. a reflective critical 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 maintain focus on the students’ learning in the field of study.

Basic teaching skills are assessed based on the following assessment criteria:

* Planning and executing research-based teaching activities and supervision, both individually and in cooperation with colleagues, in a way that promotes the students’ learning and academic development
* Adjusting learning activities and assessment methods to defined learning outcomes
* Contributing to the content of course and study programmes
* Assessing and documenting the results of own teaching and supervision based on the expectations set out in programme descriptions and national curricula for higher education
* Obtaining and incorporating feedback from students, colleagues and society at large to develop teaching and learning processes

3.5 Evaluation

The applicant shall be assessed, but not ranked, on whether they meet the educational competence requirements *for appointment to associate professor positions.*

In the assessment of associate professor applicants, the committee shall not rank the applicants on the basis of the educational competence requirements. Applicants who do not meet the teaching qualification requirements on appointment shall be required to meet them within two years of their appointment. This means that applicants for associate professor positions who do not meet the teaching qualification requirements can nonetheless be appointed.

Applicants for associate 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.

The overall assessment of the applicant’s educational competence shall be carried out by the recommendation committee, which will assess the applicant’s teaching skills on the basis of the information obtained from references and a trial lecture.

**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 will 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 educational competence has been prepared (Appendix 2).

**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 – Documentation of educational competence – associate 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  |  |

**2 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 Breadth or variation in teaching experience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type\***  | Scope | Target group | When | Role | At which institution |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*Examples: Teaching of different target groups, varied teaching methods, student administration, assessment work, course activities, teaching aid development etc., in addition to ordinary teaching.

2.4 Supervision experience:

2.4.1 Supervision of PhD students

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

2.4.2 Supervision of master’s degree students

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

2.4.3 Supervision of bachelor’s degree students

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

**3. Reflection note**

Applicants for associate professor positions must write a *reflection note* based on their educational qualifications and their teaching and supervision practice.

* *Scope* Recommended scope for the reflection note on teaching and supervision practice: 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 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.

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

* Diplomas, course certificates, sources that document and support sections 1-4 in the CV
* Sources that support the content of the reflection note and examples from own teaching

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

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

**1. Teaching qualifications**

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

1.1 Teaching qualifications: Does the applicant have documented basic teaching qualifications?

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

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

1.2 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 |  |  |  |  |  |

1. **2. Teaching experience**

2.1 Does the applicant have teaching experience?

**Teaching experience must be documented.**

**A certain amount of teaching practice is necessary in order to be able to document qualifications. Greater emphasis will be placed on long teaching experience if it can be documented that the quality of teaching has developed.**

**Weight can also be given to teaching experience at different university and university college levels, and potentially also from upper secondary school.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teaching experience in the field (scope, what, where) |  |  |  |  |  |
| Other relevant teaching experience(scope, what, where, time period) |  |  |  |  |  |
| No relevant teaching experience |  |  |  |  |  |

2. 2 Breadth or variation in teaching experience

**Some emphasis should be place on breadth or variation.**

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

\*Examples: Different target groups, varied teaching methods, student administration, assessment work, course activities, teaching aid development etc. in addition to ordinary teaching.

**3. Supervision experience**

3.1 Does the applicant have supervision experience?

**Weight may be given to supervision at master’s degree/PhD level.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of PhD level candidates |  |  |  |  |  |
| Number of master’s degree level candidates |  |  |  |  |  |
| Number of bachelor’s degree level candidates  |  |  |  |  |  |

**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 maintain focus on the students’ learning in the field of study.**

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?

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

4.2 Does the applicant obtain and make use of feedback from students, colleagues and society at large to develop teaching and learning processes?

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

4.3. Does the applicant take an inquisitive, inventive and critical approach to his or her teaching work, as one would do in a research context to the academic content of teaching?

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

4.4 Are the teaching activities and the results cited in the reflection note in the teaching portfolio satisfactorily described and documented through concrete examples?

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

**5. Assessment**

The applicants shall be assessed, but not ranked, on whether they meet the educational competence requirements *for appointment to associate professor positions.*

Applicants for associate 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) |  |  |  |  |  |  |