

# Guide for documentation of educational competence – pedagogical CV

## Introduction

The Ministry's Regulations relating to Appointments and Promotions for Teaching and Research Positions were revised in 2018 with regard to the requirements for educational competence. The amendment of the regulations entails a clarification and heightening of the educational competence requirements for associate professors and professors and that more weight shall be given to teaching experience for appointments and promotions.

The regulations will enter into force on 1 September 2019.

This is a guide for applicants and members of the assessment committees for the documentation and assessment of educational competence.

## Requirements

The educational competence requirements for professors are in addition to the requirements for associate professors:

Position title	Educational competence
Assistant professor	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education
Associate professor	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education
Professor	Development of the quality of one's own teaching and supervision over time + Broad experience from supervision, preferably at the master's and PhD level + Participation in the development of educational quality in academic communities

\* courses aimed at the teaching and supervision of adult students at the university and university college level, and having a form of assessment for the course participant's competence

Applicants to assistant professor

and associate professor positions who do not have the educational competence required for appointment are required to acquire the necessary educational competence within two years from their appointment.

Applicants to professor positions must document:

- course responsibility and teaching experience from more than one level in the university and university college sectors, and how the applicant has followed up the course coordinator role in the development of his or her own teaching, and
- use and testing of varied teaching methods, including both virtual and physical forms of teaching and how he or she has followed up the course coordinator role in the development of his or her own teaching, and
- supervision experience from master's theses and/or PhD dissertations, at all stages of the projects and with documented variation of the supervision methodology and variation of projects' theoretical bases, subject areas and methods, and
- participation in pedagogical development work and educational committees or commissions
- experience from educational management shall be given weight in the assessment

Broad supervision experience shall be documented as above based on the supervision of

- 15 master's theses of 30 credits, or
- 10 master's theses of 60 credits, or
- 4 PhD dissertations as the primary supervisor, or
- a combination of these

It must be documented that they have been supervisors from the start of the project until submission and public defence.

Supervision of bachelor's theses, candidate theses, or any other major scientific or artistic works, as well as co-supervisor assignments at the PhD level may be included in the assessment basis, however, they cannot constitute the majority of the assignments.

Part-time assistant professor position:

For applicants that are to be appointed to a part-time position as an assistant professor, the following is considered relevant practical pedagogical competence:

- completed course in university pedagogy, or
- formal practical-pedagogical competence with a scope of at least half a year, aimed at the teaching and supervision of young people or adults, or
- work experience with a duration of at least two years, in which teaching, training or supervision aimed at adults has been a substantial part of the work assignments, or
- formal practical-pedagogical competence of a shorter duration in combination with work experience as mentioned above.

Applicants must possess the necessary educational competence at the time of their appointment.

## Pedagogical CV

### General

Applicants to academic positions and promotions must collect documentation that will be uploaded as attachments to the application in question on the [JobbNorge.no](https://www.jobbnorge.no) website. Most file formats can be uploaded as attachments, and you can alternatively upload attachments as links to files/websites/publications.

The documentation may be in a Scandinavian language or English.

### Pedagogical CV content

1. Documentation of various types of teaching activities that demonstrate development, planning, implementation, assessment and supervision. This shall include an overview of the scope and content of the activities the applicant has been involved in or responsible for in the area of planning, teaching, supervision and assessment, and shall, as mentioned above, at least encompass a scope of work corresponding to one year. The overview shall document the applicant's experience with the use of varied forms of teaching and assessment, describe and provide examples of the planning of teaching (annual plan, semester plan, etc.), and it shall provide an overview of the applicant's supervision experience – both the scope and level.
  2. Evaluation of teaching. This shall include examples of the applicant having completed an evaluation of teaching and supervision, as well as a description of how these evaluations have affected the applicant's pedagogical activities.
  3. Experience from contributions to development work in the applicant's own environment. This may include that the applicant has contributed to, or been responsible for, the development or revision of course plans, programme descriptions, teaching materials, etc., and may also include participation in various forums that focus on the development of quality in education.
  4. A reflection note that explains how the combination of courses and work experience enables the applicant to meet the educational competence requirements for the individual position category
- Personal data, name and year of birth
  - Education, further education and degrees
    - ❖ degree, degree data and educational institutions, subject area, subjects.
    - ❖ expert assessment of competence, institution, year
    - ❖ completed university pedagogy course
    - ❖ other pedagogical education at the university level
    - ❖ other training related to teaching (courses, workshops, seminars, pedagogical conferences)
    - ❖ other (for example, national or international exchange programmes with teaching assignments, work experience, study visits)

- Previous work experience (also non-academic)
  - ❖ current employment, including start and end dates; Norwegian titles for employment in Norway
  - ❖ the most important previous employment, including start and end dates; use Norwegian titles for employment in Norway
  
- Teaching experience
  - ❖ subject, scope, time period and level
  - ❖ experience from planning, implementation, examination and evaluation
  - ❖ use and testing of varied teaching methods, including both virtual and physical forms of teaching that demonstrate planning, implementation, evaluation and supervision
  - ❖ experience with various student groups (Norwegian/international, homogeneous/heterogeneous, large/small)
  
- Supervision of students
  - ❖ supervision of bachelor's and master's theses (number and date)
  - ❖ supervision of doctoral students (degree of responsibility, scope, theoretical basis, methods, supervision methodology, public defence date)
  - ❖ other projects
  
- Contributions to development work in one's own environment
  - ❖ contributions to, or responsibility for the development or revision of course plans, programme descriptions, teaching materials, etc.
  - ❖ participation in various forums that focus on the development of quality in education
  - ❖ collegial guidance
  - ❖ other

## **Reflection note on one's own teaching and supervision and plans for further development**

The reflection shall be based on concrete and relevant examples from the person's teaching practice. The reflections and explanation shall refer to literature and research on teaching and learning in higher education and the academic field.

The note shall include:

- Explanation of how the person understands the relationship between learning and teaching in his or her teaching practice.
  
- Explanation of the evaluation of teaching. This shall include examples of the evaluation of one's own teaching and supervision, as well as a description of how these evaluations have affected the applicant's pedagogical activities.
  
- Reflection on how the person has developed an opinion on learning and teaching practices over time, and how he or she will develop his or her teaching in the future (plan

for further development of the person's educational activities and qualifications, as well as which development areas are envisioned).

Scope: Suggested scope of the reflection section is 3-5 pages.

The documentation must include attachments and references to relevant literature and research on teaching in the university and university college sector.

## **Weighting and assessing pedagogical qualifications**

Both scientific and pedagogical qualifications shall be assessed and met. Competence limitations in one of the two areas cannot be compensated for by qualifications beyond the competence in the other area.

### **For the assessment of professors in particular:**

- Discussion of the applicant's development of the quality of his or her own teaching and supervision over time, through for example:
  - active use of student and colleague responses to his or her own teaching and supervision, including course evaluation
  - follow-up of evaluation of the programme of study
  - testing of various teaching forms and activities and forms of assessment, including digital, with a view to increasing the students' learning outcome
  - development of supervision practice and follow-up of students
  - participation in relevant courses, seminars, further education and various forms of experience sharing for teaching and supervision
  - cooperation with one's own and other academic communities on development of the quality of teaching and supervision
  - giving awards for the best lecturer etc.

Course responsibility and teaching experience from more than one level in the university and university college sector (bachelor, master and PhD levels) and how the course coordinator role has been followed up for the development of his or her own teaching.

- Discussion of the applicant's participation in academic communities, use of collegial guidance and contributions to developing the quality of education at the faculty and/or university level

- Discussion of the applicant's experience from the supervision of master's and/or PhD students.

Supervision of 15 master's theses of 30 credits, 10 master's theses of 60 credits, or 4 doctoral dissertations as the primary supervisor, satisfies the minimum scope requirements. For combinations, a proportionate overall assessment will be made so that the minimum scope requirement is met. Supervision of bachelor degree candidates alone, or when such candidates represent the majority of the projects, does not meet the minimum requirements.

- Discussion of the use of varied supervision methods, the applicant's reflection on the selection of supervision methods and whether the applicant has supervised projects with

varied methods, academic subjects and theories. Completed supervisor course (for example, course in the supervision of doctoral candidates) may be given weight in the assessment.

The applicant must document as a minimum:

- Supervision experience from master's theses and/or PhD theses
- Use of varied supervision methods, including both virtual and physical forms of supervision
- Required number of projects and the associated theoretical bases, subject areas and methods

"Development of education quality in academic communities" assumes that the applicant can document contributions to the development of a collegial community, not just the development of one's own supervision and teaching. It is thus a prerequisite that the applicant has participated in various collegial bodies, had pedagogical management responsibilities, or participated in pedagogical development work.

As a minimum, the applicant must be able to document his or her contributions through:

- Active participation in pedagogical development work (for example, development of courses or programmes of study) *and*
- Active participation in committees/commissions (for example, education committees, programme councils, academic working groups and appointment committees)

The participation mentioned above does not have to be limited to one's own institution.

Educational management (for example, management of programmes of study, academic groups, sections, faculties or institution) will reinforce the application, but it will nonetheless not compensate for the bullet points mentioned above.

Bodø, 5 July 2019