

Template for Application for Promotion to Professor

Coordination of promotion processes within stem disciplines

**PLEASE NOTE*: The translation of certain terms from Norwegian to English may sometimes result in ambiguity. If in doubt, please refer to the Norwegian version of the document.¹*

This template consists of:

- A:** Overview of the application structure
- B:** General guidelines
- C:** Instructions for completing the application

A: Structure of the application

- 1.** Personal information
- 2.** Qualifications
 - 2.1 Research output
 - 2.2 The research process
 - 2.3 Educational competence
 - 2.4 Societal engagement, dissemination, and innovation
 - 2.5 Managerial positions and professional appointments
 - 2.6 Other relevant experience

Appendix 1: Description of the applicant's pedagogical development beyond the achievement of basic pedagogical competence

Other permitted attachments: Curriculum Vitae (CV), list of publications, up to 15 academic works, and documentation of qualifications stated in the application.

B: General Guidelines

The applicant's institution will confirm that the information provided regarding the applicant's role at the institution — such as teaching competence and leadership experience — is accurate before the application is forwarded to a national evaluation committee within the applicant's academic field. The national evaluation committee will assess whether the applicant qualifies for promotion to professor based on the application and accompanying documentation. The committee is not responsible for obtaining additional information. The applicant's institution/faculty processes the expert committee's assessment in the body that has been delegated authority in promotion cases.

¹ <https://www.uhr.no/temasider/karrieropolitikk-og-merittering/opprykkingsordninger/#faqsporsmal-123>

The applicant's qualifications will be assessed holistically in accordance with the NOR-CAM framework for assessment of Academic Careers² and the coordinated guidelines for promotion to full professor of the disciplinary strategic unit for Mathematics, Natural Sciences and Technology (UHR-MNT).¹ In addition to describing and documenting their qualifications, applicants are expected to reflect on their own professional activities and development.

Chapters 1 and 2 must not exceed 10 pages in total. Appendix 1 may not exceed 2 pages. The format must be A4 with margins of minimum 2 cm, single line spacing, and font size 11 using Arial, Calibri, Times New Roman, or similar. Font size 9 may be used for reference lists, figure captions, etc.

The application must be written in English, as it is a requirement that the expert assessment committee include at least one international member, who may not be proficient in Norwegian.

C: Instructions for Completing the Template

The purpose of this template is to assist the applicant in providing relevant information in a structured and comprehensive manner, thereby facilitating an effective evaluation process. Essential information should be presented clearly, informatively, objectively, well-documented, and concisely. All aspects of competence must be described, with primary emphasis on research and teaching qualifications.

It is recommended that the applicant familiarize themselves with UHR-MNT's coordinated guidelines for promotion to professor before preparing the application.

1. Personal Information

The following personal information should be included:

- Age
- Academic degrees (degree, date, and institution)
- Current position
- Previous academic positions
- Other positions relevant for evaluation

Be concise. A CV may be attached (use of the Research Council of Norway's CV template is recommended). Chapters 1 and 2 must not exceed 10 pages in total.

² Norsk: <https://www.uhr.no/temasider/karrierepolitikk-og-merittering/vurdering-av-akademiske-karrierer/#faqsporsmal-425>

English: <https://www.uhr.no/en/news-from-uhr/nor-cam-a-toolbox-for-recognition-and-rewards-in-academic-careers.5780.aspx>

2. Qualifications

It is important to present essential information in a clear, informative, balanced, well-documented, and concise manner. All aspects of the applicant's qualifications should be clearly described, with particular emphasis on research and educational competence.

2.1 Research Output

The main focus here is to demonstrate scientific depth and range within the field of appointment. Begin with a brief description of the current research profile, activities, collaborations, and priorities. A brief historical overview of the evolution of the applicant's research profile and activity may also be relevant. Emphasis should be on completed and ongoing research, although near-future plans may also be mentioned.

The primary basis for evaluating scientific merit is peer-reviewed publications in international scientific journals and other peer-reviewed international publication formats, e.g., books, book chapters, and, in some cases, conference proceedings. Up to 15 scholarly works may be submitted.

Publication list (attachment): A complete list of all publications or other verifiable scholarly work cited in support of the application must be submitted. It is recommended that the list includes annotations which should indicate the names of all authors, the applicant's contribution to each publication, and relevant bibliometric indices. Non-peer-reviewed publications and publications in national outlets are normally not weighted heavily. The list should clearly categorize each publication to facilitate assessment. Suggested categories include:

- Articles in international peer-reviewed journals
- Peer-reviewed books published internationally
- Peer-reviewed chapters in edited international books
- Other international peer-reviewed publications
- International publications without peer review
- Norwegian/national academic publications in English
- Norwegian/national academic publications in Norwegian
- Popular science publications

2.2 The Research Process

Important aspects of the research process include:

2.2.1 Scientific Leadership

Relevant information about leadership experience may include:

- Establishment/leadership of local research groups, including the group's nature and the applicant's role
- The applicant's national and international networks and what role the applicant has had in establishing these networks

- Initiation and leadership of research projects, with brief project descriptions
- The applicant's role in collaborative structures within projects
- Hosting of postdoctoral fellows and visiting scholars
- Leadership roles in major scientific initiatives (organizations/committees/projects), nationally or internationally
- Other relevant experiences demonstrating research leadership and career development capabilities

2.2.2 External Funding

Describe activities related to securing research funding, e.g., RCN, EU, industry, public sector, including the applicant's role in applications and obtained funding—emphasizing the last six years.

2.2.3 Networks and Collaboration

Provide an account of activities and roles within networks and collaborative efforts, and describe the concrete results achieved through these engagements.

2.2.4 International Profile

International engagement is considered important for promotion to full professor. Describe clearly the applicant's role as participant, initiator, and leader in international fora. This may include:

- International research collaborations and the applicant's role in these, including:
 - Joint applications for international research funding
 - Co-authorship and contribution to publications with international partners
- International collaborations within educational research and development
- Participation in international conferences and events (presentations/posters/other), including organizing or initiating such events
- Supervision/hosting of international students, postdocs, and visiting scholars
- Invited speaker at conferences, meetings or institutions
- Peer-review work for journals or international funding agencies
- Other activities demonstrating an international academic profile

2.3 Educational Competence

The institution must confirm that the applicant meets the basic pedagogical competence requirement and verify the information provided about teaching and educational leadership roles.

Provide a structured overview of practical experience and pedagogical competence, which may include:

2.3.1 Pedagogical Education

Formal training in university pedagogy or equivalent, courses in supervision, or other relevant training. Include timeframe, scope, and institutions responsible for the courses.

2.3.2 Teaching Experience

Teaching at university colleges, universities, or other relevant contexts. Specify the level of courses/programs, scope and years (period), the applicant's role, and the institution. Also indicate the extent of supervision of bachelor's candidates

2.3.3 Academic Supervision

PhD candidates (name, thesis title, awarding institution, graduation completed (month/year) or ongoing (month/year of enrollment)), with a qualitative reflection on the applicant's supervisory role and contribution for each candidate. Postdocs (names, institutions, periods), with a brief qualitative description of the applicant's supervisory role and contribution to each candidate. Master's candidates (number supervised and scope). Include a general reflection on the applicant's overall supervision experience, to facilitate a holistic evaluation of the applicant's total experience with academic supervision.

2.3.4 Educational Leadership

Includes pedagogical development work and contributions to the design and implementation of new learning approaches. For example, work related to the development, revision, renewal, or digitalization of study programs, courses, or other teaching formats; development of strong alignment between learning outcomes and teaching and assessment methods; experience as an educational leader; participation in program boards and other committees related to education; course coordination; and experience with assessment/evaluation of teaching and education. This may include examination duties, peer mentoring, participation in evaluations at faculty or university level, both nationally and internationally

2.3.5 Collaboration on Educational Quality

Includes collaboration on educational quality both within and outside the applicant's own academic environment, as well as with external stakeholders such as society and working life, schools, and public administration. Examples include collegial and interdisciplinary collaboration, conducting educational activities in close cooperation with relevant professional environments, and collaboration with external actors to develop one's own teaching and supervision.

2.3.6 Learning Environments and Resources

May include diverse use of teaching methods and learning activities, contribution to developing learning environments, use of digital tools, production of textbooks and digital learning resources.

2.3.7 Gender Balance

Work to increase gender balance and gender perspectives in the academic culture and in the content of educational programs. From a quality and diversity perspective, there is a need for improved gender balance in STEM disciplines. Achieving this requires work at several interconnected levels: change in numbers (gender balance), change in culture (gender awareness), and change in subjects (gender perspective). Individual contributions to and participation in changing culture and content are important for improving gender balance and for enhancing candidates' ability to contribute to an equitable society. Examples of aspects that may be highlighted are participation in the development of academic culture and gender perspectives in educational quality within academic communities; choice of textbooks, cases, examples, and project assignments; visual presentations; and a

2.3.8 Education-Related Dissemination

Education-related publication and knowledge-sharing concerning teaching and supervising: List of education-related publications (channel, year, volume, DOI, language), conference presentations, editorial work, and peer review work in pedagogical journals.

A detailed reflection on the applicant's pedagogical development should be provided in Appendix 1. If the applicant holds the status of *distinguished teaching fellow*, documentation of this status

combined with a description of supervisory experience may suffice as evidence of teaching competence.

2.4 Societal Engagement, Dissemination, and Innovation

Describe contributions to disseminating research questions and results (own or others') to the general public or relevant stakeholders in the public and private sectors. Specify whether dissemination occurred in national or international media. Relevant examples include:

- Patents, innovation, and documented research that has formed the basis for processes in industry or public administration.
- Popular science outreach (public lectures, newspaper articles, blogs, social media, etc.)
- Media appearances and interviews (TV, radio, internet, newspapers and magazines, etc.)
- Lectures or outreach to public/private organizations or institutions
- Other evidence of outreach and impact outside academia

2.5 Managerial positions and professional appointments

Administrative and academic leadership experience is emphasized and may include:

- Management positions within universities/colleges or other academic forums
Membership/chairing of committees, boards, or study programs
- Other information describing administrative experience and competence

Note: This does not primarily refer to the administration of research projects, but rather to the management of academic units and activities of a more general nature.

2.6 Other Relevant Experience

Any additional experience the applicant deems relevant to the professor role.

APPENDIX 1: Description of the Applicant's Pedagogical Development After Achieving Basic Competence

Fulfilment of the additional educational requirements for promotion to professor shall be described in a separate reflection note that demonstrates the applicant's pedagogical development following the achievement of basic teaching competence. The applicant must be able to anchor one's university pedagogical competence in the SoTL³ criteria

The starting point should be based on the applicant's competence and own teaching practice, providing concrete examples from their own teaching that illustrate achieved results, development work, and continuous efforts towards quality enhancement. The reflection should be linked to knowledge about student learning in higher education.

³ Scholarship of Teaching and Learning <https://issotl.com/grand-challenges-for-sotl/>

The reflection note should include:

- Examples of how the applicant has developed their own teaching practice, along with an assessment of the impact this has had on students learning. The reflection should be grounded in relevant pedagogical and subject-didactic theory.
- Reflection on the quality and goal attainment in supervisory practice.

The appendix may not exceed 2 pages