



Merited Teacher at Molde University College

Adopted by the University College Board on 16 September 2026

This document is an English translation of the Norwegian guidelines. In case of any doubt about the interpretation of the English text, the Norwegian version prevails.

To get the status of merited teacher at Molde University College, the applicant must show systematic work on the development of teaching and learning in all four main criteria. The applicant must show teaching competence and development work at a level that is clearly above the requirements for basic pedagogical competence.

The criteria for the status of merited teacher are based on the principles of the Scholarship of Teaching and Learning (SoTL). SoTL starts from the principle that teaching must develop with student learning at the centre. This is a knowledge-based approach, in which systematic work, documentation and the sharing of experience are central. In other words: in the SoTL perspective, a good teacher selects teaching methods on a knowledge-based and well-founded basis, and shares experience from the teaching.

The four main criteria are the basis of the application. The applicant must show how they satisfy these criteria through a teaching portfolio. The committee must make an overall assessment for each of the main criteria. The points under each criterion are examples of how the applicant can document the criteria. The lists are not complete.

Who can apply?

The title of merited teacher can be given to lecturers (*lektor*), senior lecturers (*førstelektor*), associate professors, docents (*dosent*) and professors. To apply for the status of merited teacher, the applicant must show that they satisfy the requirements for basic pedagogical competence in higher education. The applicant must have taught in higher education for at least five years, of which at least two years in Norwegian higher education, and must be a permanent employee at Molde University College.

Criteria for the status of merited teacher

1. Focus on student learning

The applicant puts student learning at the centre and has a clear and systematic focus on student learning in the planning, delivery and development of teaching.

This means that the applicant:

- plans and delivers teaching in a way that engages the students and promotes active participation and learning



- uses and develops varied methods of teaching, learning and assessment in a systematic way that supports the students' learning processes
- reflects on and explains how the choice of teaching methods and learning activities contributes to student learning

2. A scientific approach to teaching and learning

The applicant has a scientific and systematic approach to teaching and learning, in which pedagogical choices are based on relevant research and theory.

This means that the applicant:

- uses relevant research and theory on teaching, learning and assessment in higher education to explain and develop their pedagogical choices
- reflects critically and analytically on their pedagogical choices and on the relation between pedagogical theory and their own teaching practice
- publishes experience from teaching and pedagogical development work in internal and external professional channels, for example conference papers, opinion pieces, podcasts, digital learning tools, textbooks, reports and scientific publications

3. A clear development over time

The applicant shows a clear development and progression in their own teaching practice and teaching competence over time.

This means that the applicant:

- has worked systematically over time to develop and improve their teaching practice
- has varied experience from teaching and supervision that, over time, has contributed to the development of their own teaching practice
- can show plans for further pedagogical development that build on earlier experience and development work

4. A collegial attitude and pedagogical leadership

The applicant helps to strengthen collegial cooperation on the development of teaching and educational quality through cooperation, the sharing of experience and pedagogical leadership.

This means that the applicant:

- has cooperated actively with colleagues, students, management and other actors in the academic community on the development of teaching quality and study quality
- has led, or makes a central contribution to, pedagogical development processes at course, study programme or institutional level
- has led, or has had a central role in, cooperation projects or study projects that are relevant to education and that are based on the institution's strategic priorities

Teaching portfolio



The applicant must submit the teaching portfolio as one continuous PDF document. The document must contain a profile document and an appendix section.

The *profile document* is a continuous text of not more than 7,500 words. In this text, the applicant must show clearly how they satisfy the four main criteria for the status of merited teacher.

In the *appendix section*, the applicant must document their competence in the topics that they want to emphasise. The number of appendices must not be more than 15. The applicant must number the appendices and must refer to each appendix in the profile document, so that it is clear why each appendix is included. Assessments of the applicant's teaching, for example student evaluations or statements from colleagues, that the applicant wants to include also count as appendices and are included in the limit of 15.

The applicant must attach:

- a teaching CV [link to the template on the scheme's web page]
- a statement from the dean that supports the application

If the applicant has used AI in the work on the profile document, the applicant must explain and reference how AI was used.

Submission of the application and the assessment process

The application deadline is 31 December each year. Send the application to post@himolde.no.

A specially appointed committee assesses the competence of all applicants. The committee has five members. The Appointments Committee (*Ansettelsesutvalget*) appoints the members after an assessment of the impartiality of the proposed members. The committee has these members:

- two merited teachers from Norwegian or foreign higher education institutions
- two student representatives
- one merited teacher employed at Molde University College. In the case of a conflict of interest or other circumstances, the Education Committee (*Studieutvalget*) must propose a new representative.

The committee can hold a supplementary interview if necessary.

If the committee recommends merited status unanimously or by a 4:1 majority, the case goes to the Appointments Committee for approval. The recommendation from the assessment committee must state whether the recommendation is unanimous. The committee must give reasons for any dissent.

This decision cannot be appealed. If the application is rejected, the applicant must wait at least one year after the decision before they submit a new application. All applicants get written feedback on their application from the committee.

When the status of merited teacher is given



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The university college expects that the applicant can share the profile document with others who are interested. The university college does not expect the applicant to share the document publicly.