

UMINHO OPEN SCIENCE FESTIVAL · 20 OCTOBER 2026

Research Assessment Reform in Norway

Development and implementation of the NOR-CAM framework

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**NOR-CAM - A toolbox
for recognition and rewards
in academic careers**

U:R Universities
Norway



TWO OF THE QUESTIONS BEHIND THIS TALK

If universities value teaching, leadership, collaboration and engagement with society — why do we often mainly reward publications, citations and grants? And what about Open Science?

The Norwegian Career Assessment Matrix – NOR-CAM – is Norway's attempt to close this gap.

1 · WHY

Reward what we say we value

2 · HOW

Information, inclusion, transparency

3 · WHAT

A common frame, adapted locally

4 · IMPLEMENTATION

From report to practice

5 · CHALLENGES

Infrastructure and information

THE NORWEGIAN CONTEXT

Small country, research-intensive system



11

universities

21

university colleges

~30,000

researchers in universities,
colleges and hospitals

23,739

articles in 2024 — 0.48% of
the world

86%

of articles open access
(2024)

1.85%

of GDP spent on R&D
(2023)

31%

of R&D carried out in higher
education

3.3%

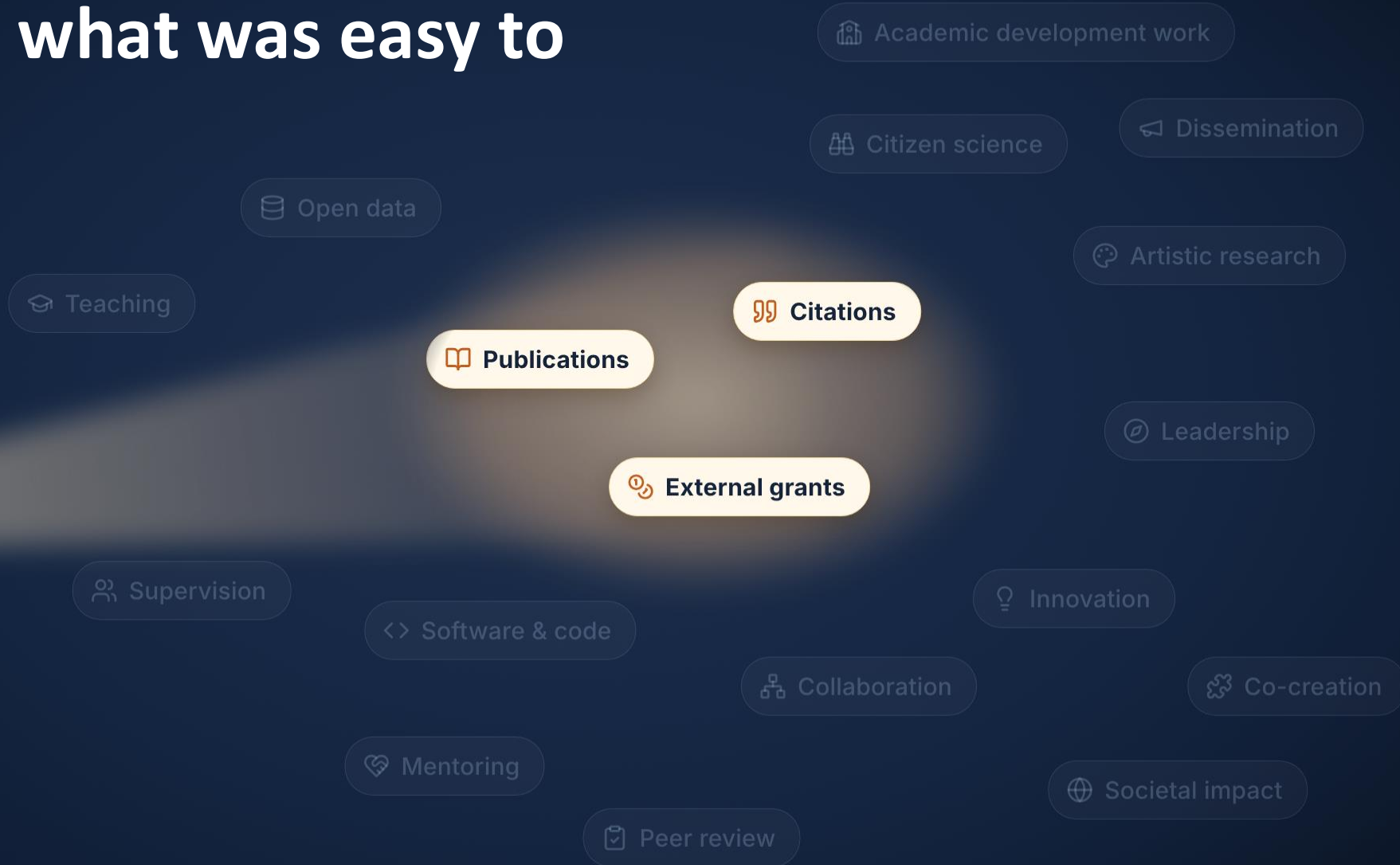
of Horizon Europe funding
— as a non-EU country

39%

women among researchers
and academic staff

Sources: Research Council of Norway, Indikatorrapporten 2025 (Web of Science) and Science and Technology Indicators for Norway 2024/2025; Norwegian Open Access barometer (2026). Institutions: Universities Norway.

We mostly saw what was easy to count



Widening the beam

The aim was not to make researchers do more or other things. It was to develop a fairer way to recognise work that was always there.



- 1 So much valuable work went unrewarded
- 2 If we want open science, we have to reward it

Teaching

Open data

Publications

Citations

External grants

Supervision

Software & code

Mentoring

Peer review

Academic development work

Citizen science

Dissemination

Artistic research

Leadership

Innovation

Collaboration

Co-creation

Societal impact

Six core questions

Bibliometrics

How can indicators be used responsibly?

Openness

How can it be assessed at every stage of research?

Other outputs

Datasets, code, software — how do they count?

DORA

What would real implementation mean in practice?

Multilingualism

The Helsinki Initiative on multilingual dissemination

OS-CAM

Can the EU's career matrix work in Norway?

WHO WAS IN THE ROOM

Chair: Prof. Finn-Eirik Johansen, University of Oslo

Professors from University of Oslo, University of Bergen and NTNU · The Young Academy of Norway · Research Council of Norway · NIFU

Secretariat: Herman Strøm & Ragnar Lie, Universities Norway

Researcher-led, not top-down

Information, inclusion, transparency

1

Inclusion

Many stakeholders around the table: universities and colleges, young researchers, the Research Council, research on research.

2

Researchers all the way

Individual researchers took part from the mandate to the final report. The framework was not handed down to them.

3

Transparency and information

An open process with regular information, and a public consultation on the draft. The Universities Norway board endorsed the final report.

Six principles behind NOR-CAM

1

Balance quantitative and qualitative

Use bibliometric indicators with caution, and supplement with other information.

2

Not everyone has to do everything

No one must excel in all areas. The institution meets the goals, not each individual.

3

Assess everything in the light of open science

Openness is an integrated part of all academic work.

4

Be transparent

People must know the criteria, and how they are applied.

5

Promote gender balance and diversity

Changes in criteria must be sensitive to their effect on gender balance and diversity.

6

Be useful in practice

A helpful tool for job ads and assessment processes — locally.

PART 3 · WHAT · A COMMON STARTING POINT

NOR-CAM

Column 1

Six competence areas, A–F

Column 2

Examples of results and competencies

Column 3

Documentation

Column 4

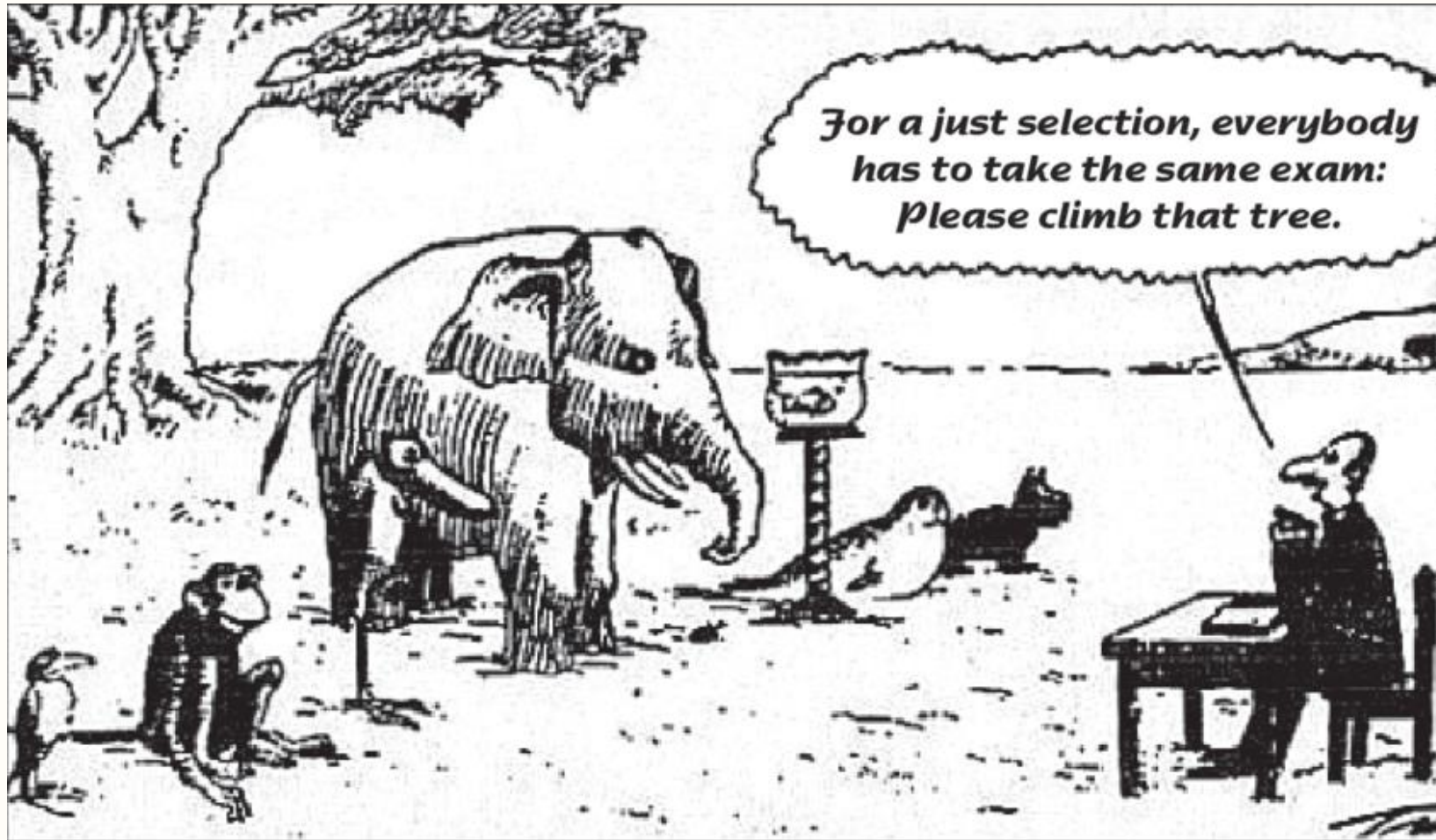
Reflection

A model, not a template: not every cell needs to be filled in.

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	-Published works -Datasets -Software -Methodologies -Artistic results -Research reports	CRIS systems (e.g. Cristin) and other databases	Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.
B. Research process	- Leadership and participation in research groups -Working across disciplines - Research integrity/RRR - Editorial activity - Peer reviews - Building consortia - External funding - Development of research infrastructure -Leadership and participation in clinical trials	CRIS systems and other databases. Narrative CV system with links to source data.	Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.
C. Pedagogical competence	- Planning, execution, evaluation and development of lectures and supervision of students - Participation in the development of educational standards in academic communities - Mentoring - Devising and sharing learning materials	CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
D. Impact and innovation	-Innovation -Entrepreneurship and commercialisation -Social innovation -Innovation in the public sector -Citizen science -Textbooks -Publishing activity -Research reports and studies -Application of research in public administration and industry	CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.	Reflection on the relevance and effects of activities for society, as well as external contributions to research. Sharing of research and educational results with the general public and others.
E. Leadership	-Institutional and departmental leadership -Leadership in academic networks and projects -Leadership outside academia -Leadership in panels and other committee work	CV system with links to source data, CRIS systems and other databases, narratives.	Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.
F. Other experience	-Experience and competence from sectors outside academia. -Courses and discipline-related development work.	CV system with links to source data.	Reflection on how these experiences contribute to the competence in general.

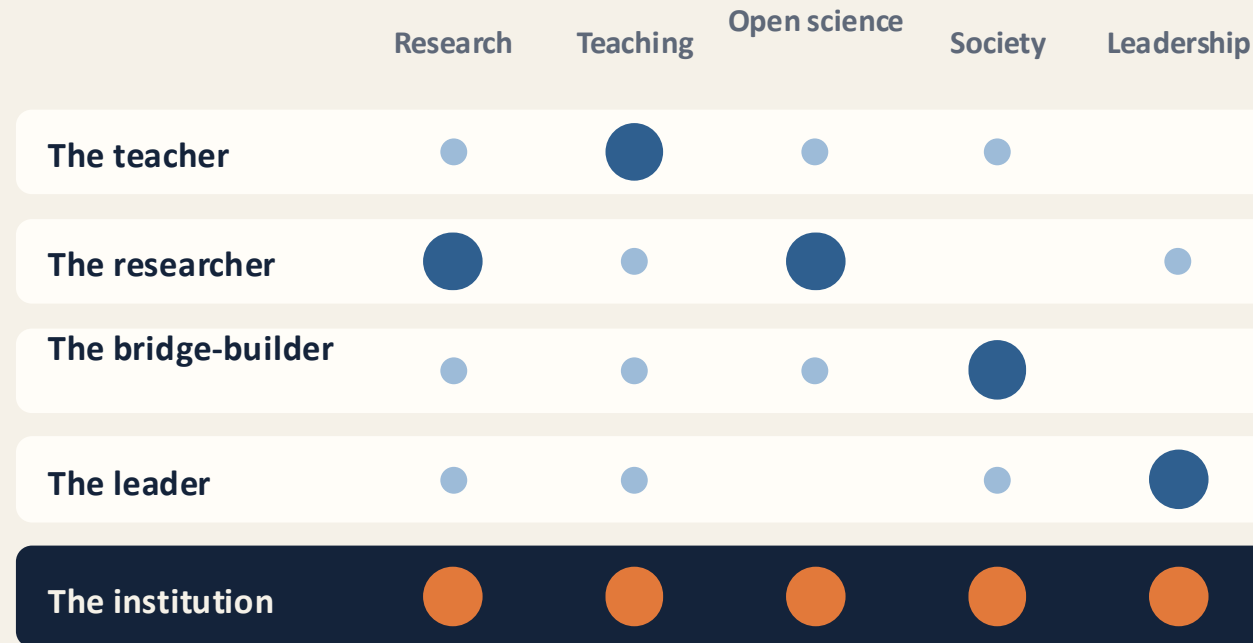
One size does not fit all



"For a just selection, everybody has to take the same exam: please climb that tree."

PART 3 · WHAT THE FRAMEWORK IS

Different paths, shared responsibility



No individual has to excel at everything. The framework opens for clearer, different career paths.

Together, the institution must deliver on all areas.

Within reason: no university can be world-class in every field.

Documentation and reflection — always together

COLUMN 3 · DOCUMENTATION

What you did

Publications, datasets, teaching evaluations, projects — and indicators, where they are meaningful

+

COLUMN 4 · REFLECTION

Why it matters

Relevance, quality, your own contribution — in the context of the post

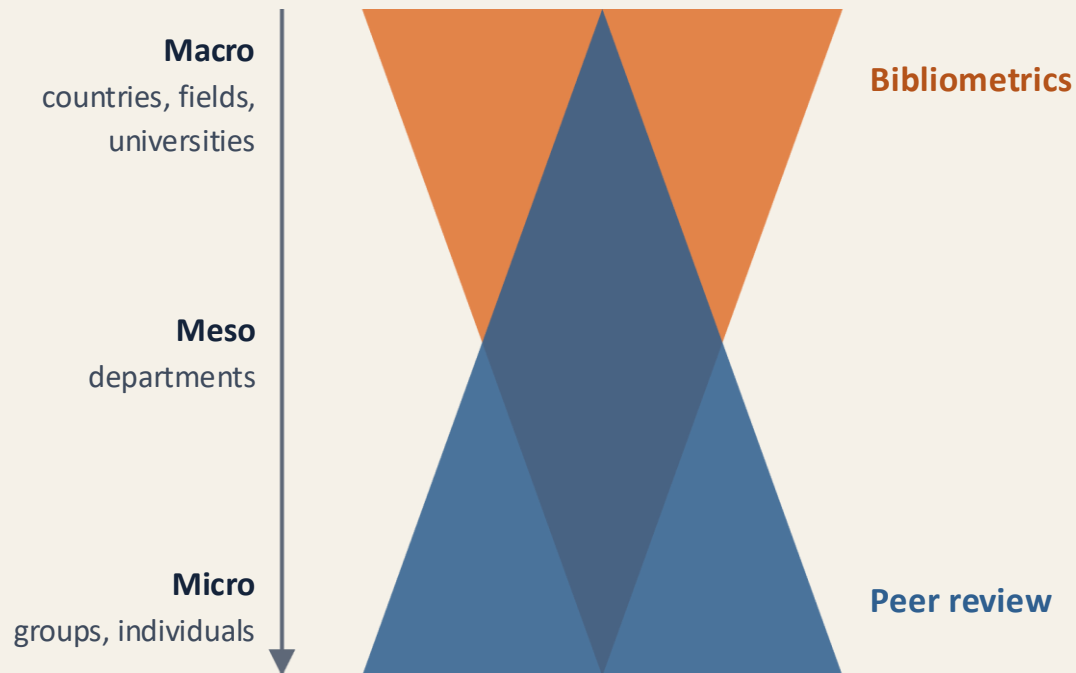
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Judgement backed by evidence

Not counting alone — numbers cannot make a decision.

Not judgement alone — reflection must rest on documentation.

Not abolishing metrics — using them responsibly



Bibliometrics must not be used alone, do not look ahead, do not understand context and cannot make decisions.

The closer you get to a decision about one person, the more it must rest on qualitative, expert judgement.

CoARA critiques simplistic metrics about individuals — not statistics about systems.

Who does what

Institutions

- Anchor NOR-CAM in leadership and in career and HR policy
- Update guidelines for job ads, appointment and promotion
- Follow up assessment committees

Academic staff

- Use NOR-CAM to document achievements and competencies across the whole range of academic work

Funders

- Use NOR-CAM when assessing the competence of applicants and project participants

Authorities

- Build NOR-CAM's principles into national evaluation frameworks
- Develop the “automagic CV”

From working group to National Chapter



As of October 7th 2026, there are 855 CoARA member organisations from across the world.

All on board — members or not

HOW IT IS BUILT

33 members — 16 in CoARA, 5 more signatories

Two representatives each: one from the rectorate, one from HR

Open to non-signatories, research institutes, the Research Council, ministries, the Young Academy of Norway and the Norwegian Association of Researchers

HOW IT WORKS

One physical meeting a year, plus 3–4 digital meetings

Standing agenda: news from each institution · news from CoARA · good practice and failures · government and EU initiatives

PART 4 • IMPLEMENTATION • LOCAL VERSIONS

A CAM for every institution

A framework of frameworks: all Norwegian universities now have their own version — same structure, local adaptations

NTNU areas of competence and qualification requirements			
NTNU competence matrix	Associate professor Professor	Førstelektor Dosent	Senior Researcher Top-level Researcher
a) Academic qualifications: - academic results - academic processes	Doctorate or equivalent Research / artistic work in accordance with international/national standards in the field	Academic development work in accordance with international/national standards in the field or professional field (cf. Universities Norway guide)	Doctorate or equivalent Research in accordance with international/national standards for professors in the field
b) Educational competence	basic educational competence + additional requirements for professor	basic educational competence + additional requirements for dosent	
c) Applied knowledge; innovation; dissemination; interaction with society		NTNU additional	NTNU additional requirements for top-level researcher
d) Management, offices			
e) Other competence			



OUS-CAM: Career Assessment Matrix for research careers at Oslo University Hospital

OUS-CAM is a local adaptation of the "Norwegian Career Assessment Matrix"



NMBU Career Assessment Matrix

The NMBU Career Assessment Matrix is to be used for recruitment to positions as professor and associate professor, and for promotion from associate professor to professor. The criteria to be used in recruitment/promotion is detailed in the NMBU Career Assessment Matrix.

The career assessment matrix, it should be adapted to the framework as specified in the NMBU Career Assessment Matrix.

UiS-KVM Kompetansevurderingsmatrise for undervisnings- og forskerstillinger

Vedtatt av rektor 20.6.2023 etter behandling/drøfting i forsknings- og innovasjonsutvalget 22.5.2023, utdanningsutvalget 24.5.2023, sentralt hovedutvalg 5.6.2023 og rektormøtet 19.6.2023

NOR-CAM, Verktøy for tilpassede vurderinger i akademiske karrierer, er utarbeidet av arbeidsgruppe nedsatt av Universitets- og høyskolerådet våren 2021. Verktøyet bygger på en videreutvikling av The Open Science Career Evaluation Matrix (OS-CAM) og skal fungere som et rammeverk for vurdering av generell faglig aktivitet (resultater og kompetanser). En hovedhensikt er å vurdere flere kompetanseområder mer systematisk. UiS-KVM, bygger på NOR-CAM, med en tilpasning til universitetets kriterier for ansettelse og opprykk i undervisnings- og forskerstillinger fastsatt i Retningslinjer for ansettelse og opprykk og undervisnings- og forskerstillinger. Henvisninger i matrisen (merket jf pkt) viser til retningslinjene. Matrisen vil inngå som et vedlegg til retningslinjene og er først og fremst tenkt brukt som et verktøy for personer som vil søke vitenskapelig stilling ved universitetet, ansatte som vil søke kvalifikasjonsopprykk samt enhetsledere og medlemmer av komiteer som vurderer søknadene.



The University of South-Eastern Norway

2018

university status, after a merger of three colleges

8

campuses across the region

~18,000

students

~1,900

employees

Mission-oriented, close to working life, with artistic research and a high share of teaching staff.

OUR COARA AND NOR-CAM JOURNEY

Nov 2022	Signed the Agreement on Reforming Research Assessment
2023–24	Developed CoARA action plan Established working group with researchers from all faculties
Nov 2025	USN-CAM adopted for hiring and promotion
Now	A framework for assessing departments and faculties, in line with NOR-CAM is being developed

USN-CAM: Same structure, our own profile

PART 4 · IMPLEMENTATION · USN-CAM

Competence area	Practice, results, skills (examples)	Documentation (examples)	Reflection
A) Research and artistic results	Publications · artistic work · datasets, software · reports	NVA records · publication lists · exhibitions, artistic works	Quality · own contribution · openness, FAIR
B) Research and artistic process	Grant applications · project design · networks · peer review	Grants, documented open science practices	Funding role · open science · ethics, RRI
C) Academic development work	Development projects · learning resources · service improvement	Reports, evaluations · textbooks · videos	Quality, relevance · own role
D) Educational competence	Teaching · course and programme design · assessment · digital learning	Syllabi · student evaluations · materials	Contribution to learning · research-based teaching
E) Society, innovation, dissemination	Dissemination · innovation · public-sector innovation · citizen science	Co-creation reports · patents	Societal impact · research–practice links
F) Leadership, committees, roles	Project and academic leadership · mentoring · board and committee work	References, letter of recommendation	Own practice · effect on results · strategy
G) Other experience and competence	Professional, language and ethical competence · personal qualities	Awards, references etc	Own practice · effect on results · strategy

Source: USN-KVM Competence Assessment Matrix (English version), adopted by the Rector 18 November 2025, revised June 2026. Examples abbreviated.

From the job ad to the department

1–2 · RECRUITMENT AND PROMOTION

General information

The Appointment Committee for Teaching and Research Positions (TUF) is the appointing authority for this position.

Relevant applicants will be invited to an interview. References will also be obtained for relevant candidates.

Employment at USN is carried out in accordance with the principles set out in [the Norwegian Civil Service Act](#).

We are committed to adhering to the evaluation criteria for research quality laid down in [The San Francisco Declaration on Research Assessment – DORA](#) and the commitments in [The Agreement on Reforming Research Assessment \(CoARA\)](#) on a fairer, more holistic assessment of research and recognition of a broader range of research outputs and activities. This means that we attach importance to the quality, relevance and significance that can be documented in your scholarly work. Documentation of participation in research projects and research leadership and management will be taken into account in the assessment. We will attach greatest importance to your scholarly work from the past five years.

The University's [competence assessment matrix for teaching and research positions \(USN-CAM\)](#) can be a useful tool in the work of documenting and reflecting on your competence in relation to the qualification criteria in the application.

Every academic job ad cites DORA, CoARA and USN-CAM. Committees use the matrix for both appointment and promotion.

3 · UNIT LEVEL · WORK IN PROGRESS

The annual dialogue chain

Ministry → Rectorate → Deans → Heads of department

A formative framework for assessing departments and faculties is being developed — next slide.

Aggregate from data we already have, add impact cases — and no new reporting burden for researchers.

USN-FEM: evaluating research at unit level

Area	Documented results and activities	Sources and data quality	Effects / impact	Self-reflection and follow-up
Research and artistic work: results	Publications, artistic results and other documented academic contributions	NVA and other established sources	Examples of significance · environment and capacity · impact cases	Against profile and goals · what helps or hinders · next steps
Research and artistic work: process	External funding, collaboration, open practices and other process data	NVA, project portal and other quality-assured sources		
Academic development work	Activities and results relevant to the unit’s profile	NVA and other quality-assured sources		
Society, innovation and dissemination	Projects, co-creation, collaboration, dissemination and innovation	Project portal, NVA and other quality-assured sources		
Other relevant	Discipline-specific contributions not captured elsewhere	Source and documentation must be described		

Source: USN CoARA project group, “Framework for evaluating research at unit level at USN” (draft, September 2026). Translated from Norwegian.

How it would work — and what we heard



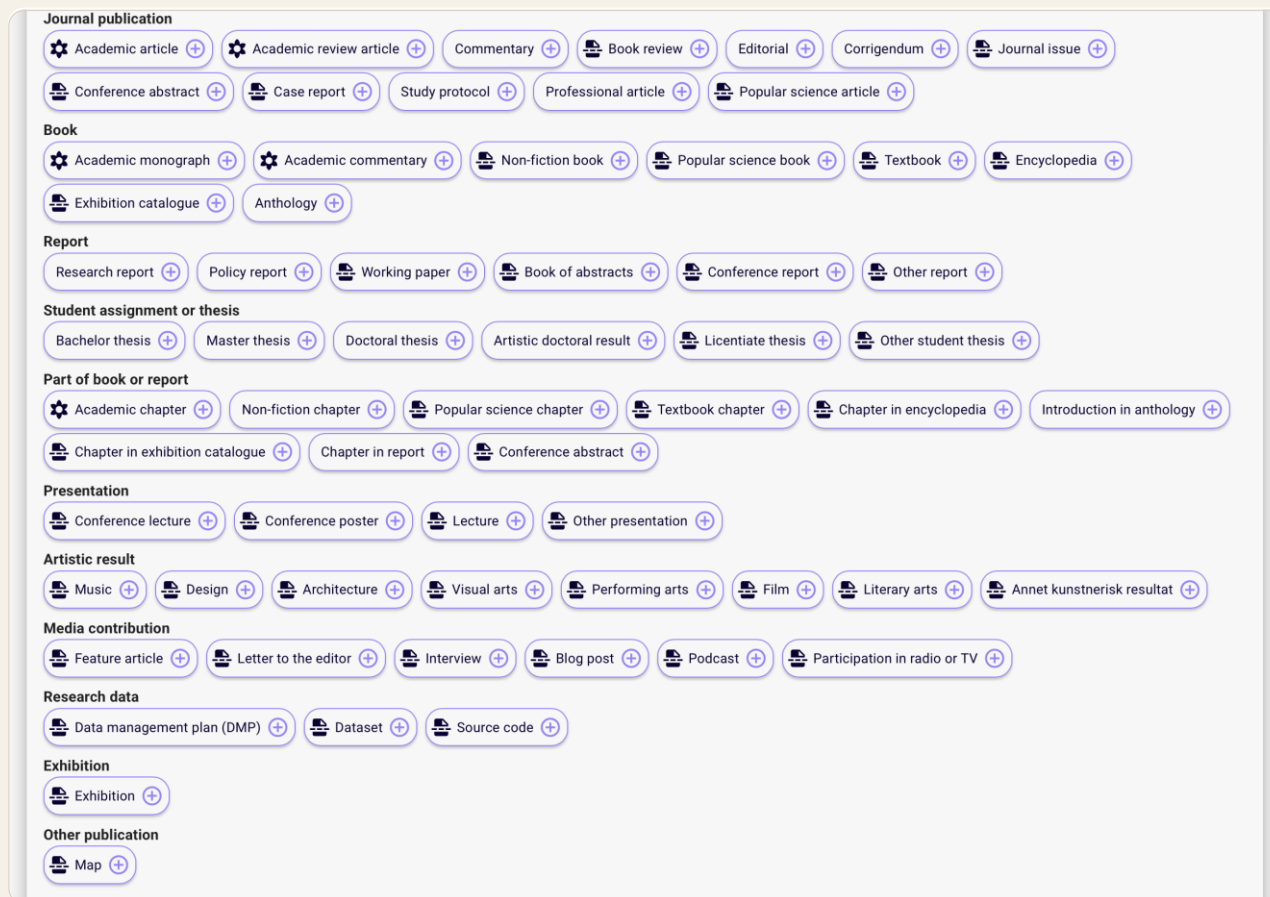
WHAT OUR RESEARCH COMMITTEE SAID

We support the model.

But not another layer of reporting.

It must help leaders improve quality.

If it isn't in the system, it doesn't exist



NVA can hold **64 result types** in **11 categories** — almost all of them **outputs**.

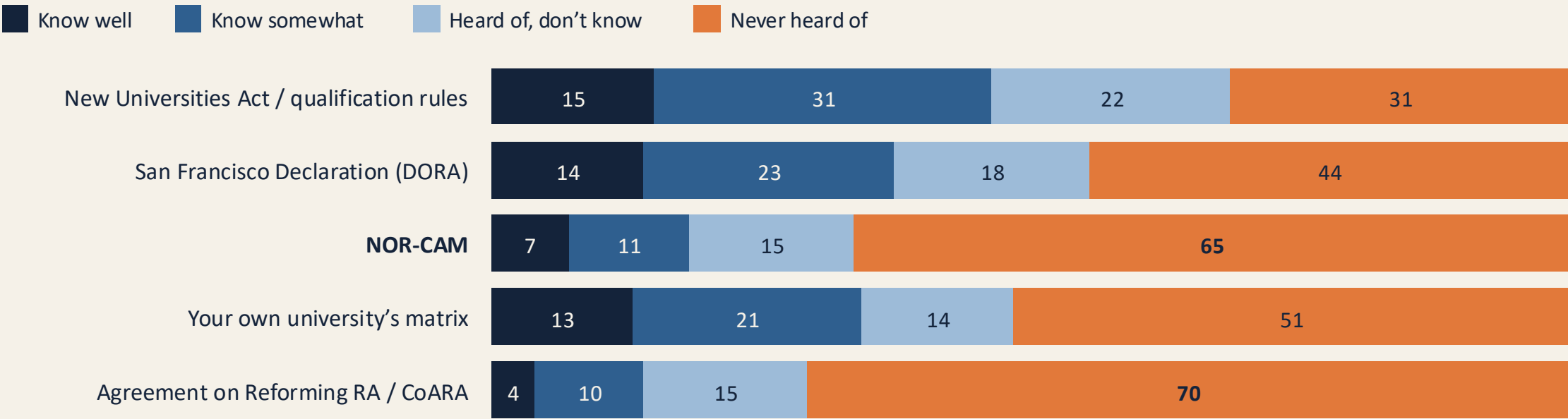
NOWHERE TO REGISTER IT

Not in NVA — or in any other shared infrastructure:

- **Citizen science**
- **Societal impact**
- **Collaboration and co-creation**
- **Stakeholder involvement**
- **Entrepreneurship and innovation**

NOR-CAM, 2021: Documentation is the Achilles heel. If we ask for broader evidence, our systems must collect it.

Do academics know about the reform?

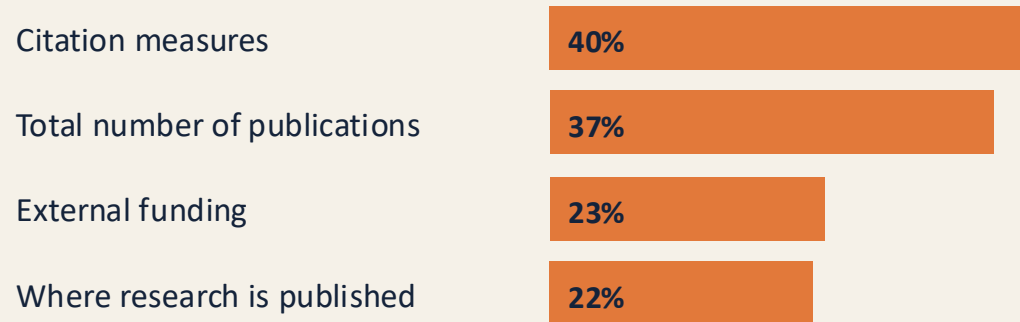


Two in three Norwegian academics have never heard of NOR-CAM.

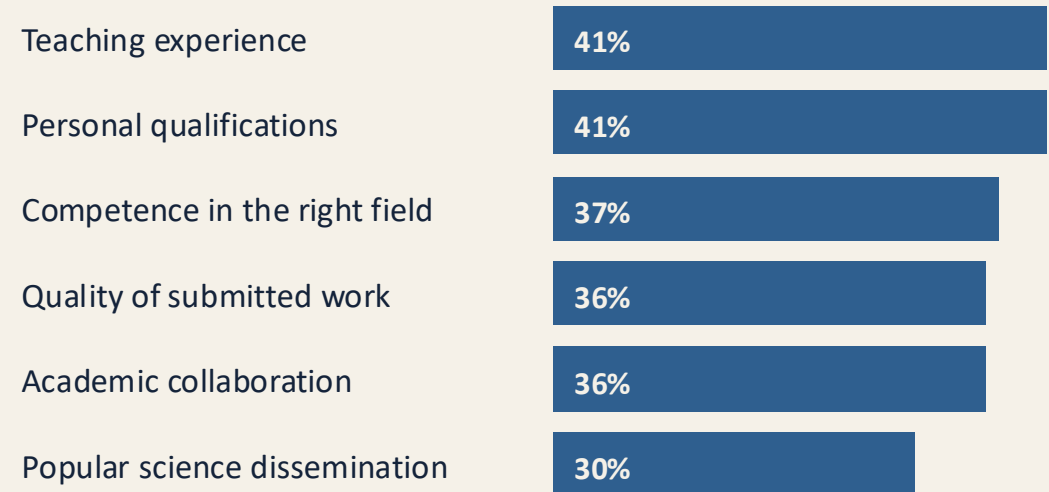
Percent. “Are you familiar with the following?” N = 3,942–3,947. NyEval survey 2025, all 11 universities (NIFU Working Paper 2025:18). Repeated in 2027.

...but many want what the reform wants

SHOULD COUNT LESS



SHOULD COUNT MORE



Mainly a communication problem — not a legitimacy problem.

Most eager for change: under-40s, PhD candidates, postdocs and teaching-focused staff. Professors more often say “keep it”.

“Should what is emphasised for appointments to permanent academic positions be changed?” Most answer “the same”. N = 2,604–4,005. NyEval survey 2025 (NIFU).

PART 5 · STATUS REPORT

Where are we?

	On track	Not going it alone — CoARA and the National Chapter
	On track	Legal changes — new national qualification rules (2024)
	On track	Institutional backing and government support
	Partly there	Coherence across government, institutions and funders
	Partly there	Cultural change
	Partly there	Making life easier for academics
	Lagging	Documentation beyond publications — and the infrastructure to handle it
	Lagging	Information that reaches every researcher

Some lessons we have learned

- 1 Reward what you value.** If open science matters, it must count. And so must all forms of relevant academic work.
- 2 Carry out reform with researchers.** Information, inclusion and transparency, all the way.
- 3 A common framework, local versions.** Different paths for individuals; a shared responsibility for the institution.
- 4 Documentation and reflection, together.** Indicators used responsibly — not abandoned.
- 5 Deal with (at least) two challenges:** infrastructure for documentation, and information that reaches every researcher.

Thank you for your attention!

Any questions?

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[NOR-CAM: A toolbox for recognition and rewards in academic careers](#)

