

Regulations governing the Assistant Professor Programme in Teaching Competence (APP) at CBS

Effective 1 January 2014

The CBS management has adopted the following set of regulations governing the Assistant Professor Programme in Teaching Competence (APP) at CBS. The present regulations supersede those previously in force. The programme content and quality are monitored by the Dean of Education.

The regulations comprise a brief description of the overall rules and scope of the programme. Some of the elements of the programme are described in detail in a number of appendices.

Programme objective

The objective of the Assistant Professor Programme is to contribute to developing the competencies of assistant professors to enable them to serve as teachers and course managers in their future careers as associate or full professors at CBS and other universities. However, developing the teaching competence of assistant professors cannot be seen solely as the result of a study programme. Competence development of this nature depends to a very large extent on the assistant professors' teaching practices. As a result, the key task of the assistant professor programme is to facilitate and challenge such practices.

The APP will increase the assistant professor's awareness of pedagogy, teaching and learning. As a result of this increased awareness, the assistant professor will not regard pedagogy and teaching only as practices, but also as analytical fields. Finally, the programme aims to increase the assistant professor's willingness (and ability) to develop and experiment with his or her teaching.

The objective of the programme spans four dimensions, namely a) the personal dimension, b) the pedagogical dimension, c) the didactics dimension, and d) the developmental dimension.¹ The first three of these dimensions mainly relate to the way the assistant professor handles teaching proper, which is primarily evident in planning (both overall and detailed) of teaching activities, whereas the latter dimension only deals with the assistant professor's development potential as a teacher.

Completion of the APP

To complete the programme, the assistant professors must teach, attend courses, complete a supervisory and tutoring programme, write two papers² and get a positive teaching competence assessment. When starting on the programme, the assistant professor fills in an intro form and sets up a three-year plan.³ During the assistant professorship the assistant professor has to observe three teaching sessions held by senior staff at his/her department. After having completed the programme, the assistant professor will receive a certificate, which includes course descriptions, and the teaching competence statement.

¹ A detailed description of the four dimensions is provided in appendix 1: *Note on the evaluation of teaching and pedagogical competence of assistant professors*.

² The assistant professor has to write an assignment and a portfolio. The requirements of the two papers are found in appendices II and III.

³ The intro form and template for the three-year plan are provided in appendix IV.

Course participation

Course participation includes obligatory as well as free-choice courses. Full attendance is required. The obligatory courses comprise a two-day residential assistant professor course⁴, a one-day Master's thesis supervision course and a one-day Examination and grading course. The free-choice courses, totalling four days, are selected among specific pedagogical courses offered by the CBS or other universities. In addition, the assistant professor is required to participate in the Learning to teach course or equivalent before attending the assistant professor course.

Educational supervision and course-didactic tutoring

Throughout his or her participation the APP, the assistant professors has access to two resource persons, namely an educational supervisor and a course didactic tutor (the departmental advisor), who both also serve as assessors of the assistant professor's teaching competence. As a result, both the supervisor and the departmental advisor must observe the assistant professor's teaching. The supervisor must observe the assistant professor's teaching on at least three occasions; the departmental advisor agrees with the assistant professor on how much time will be spent on discussing the assistant professor's teaching, planning his or her teaching, and determining what teaching assignments the assistant professor must/can take on. Also either the supervisor or the departmental advisor must observe an oral examination held by the assistant professor. When observing the assistant professor's teaching, the supervisor's overall focus is how the assistant professor's activities impact on *student learning processes, the general pedagogical/didactical understanding, the practical implementation of this understanding (the organizing and planning of teaching and examination) and the teaching ability skills.*

Whereas the departmental advisor's overall focus is the relation between *academic content, objectives, and level of study*. For a thorough description of the supervisor's/tutor's tasks please see appendix V.

The director of the assistant professors program assigns a supervisor to the assistant professor. In consultation with the assistant professor the leader of the department chooses the departmental advisor among associate and full professors at the department.⁵

Assessment of the assistant professor

The departmental advisor and the supervisor assess the assistant professor's teaching competence. They prepare a statement of teaching competence, which is to be written in English. The assessment is made in both qualitative and quantitative terms, the latter scaled according to the levels: "extraordinarily competent", "very competent", "competent" and "not competent".⁶

The assessment is based on the following elements:

1. The departmental advisor's and the supervisor's observation of the assistant professor's teaching performance;
2. The assistant professor's papers
3. An educational CV
4. Student evaluations
5. Other types of evaluation of teaching, instruction and teaching materials.

⁴ The content of the assistant professor course changes from one year to the next and is now offered in English only. The content is described in more detail in the individual course descriptions, which can be found on the CBS Academic Development website at http://teach.cbs.dk/index.php?option=com_content&view=article&id=153&Itemid=378.

⁵ The roles of departmental advisors and supervisors are described in detail in appendix V.

⁶ A more detailed description of assessment criteria and basis is provided in appendix I: *Note on the evaluation of teaching and pedagogical competence of assistant professors*.

Appendix I

Note on the evaluation of teaching and pedagogical competence of assistant professors

The rules governing the evaluation of assistant professors must be observed by supervisors and departmental advisors when evaluating the teaching and pedagogical competence of assistant professors.

The basis for the evaluation is the observation by the supervisor and departmental advisor of the assistant professor's teaching and examinations, and the assignments completed by the assistant professor.

The evaluation scale is absolute. The description of the levels on the scale is devised in such a way that in order to be evaluated as "competent" the assistant professor must be fully capable of carrying out ordinary teaching and examinations. The evaluation "competent" is the minimum level demanded if the assistant professor is to continue a university career in the position of associate professor or full professor.

The grading scale for assistant professors

In assessing the assistant professor, the supervisor and departmental advisor must look at his/her competences within four overall dimensions; the first three are practical dimensions and the fourth is the dimension of development potential.

- a. **The personal dimension** includes personal style, voice projection, body language, facial expression, timing, empathy, contact with the students, shyness and other similar traits.
- b. **The pedagogical dimension** covers overview, structure, meta-communication, visualization, exemplifying, classroom management, use of teaching/communication technologies, and management of dialogue in teaching as well as examinations.
- c. **The didactical dimension** includes the analytical and practical understanding of basic didactical concepts: in other words, the ability to formulate teaching and examination goals and to follow these in planning teaching and assessment activities; the ability to adapt the teaching to the level of the students; to be able to take account of resources.
- d. **The developmental dimension** comprises the ability to appraise one's own development and potential as a teacher in terms of the three above-mentioned dimensions (a-c).

At CBS we use a four-point scale in the assessment of assistant professors: "extraordinarily competent", "very competent", "competent" and "not competent".

"**Extraordinarily competent**" is awarded when the assistant professor exceeds the expected level on all four dimensions.

"**Very competent**" is awarded when the assistant professor reaches the expected level on all four dimensions and exceeds the expected level on at least one of the dimensions (a-c) in terms of realizing the full potential of one's strengths and finding solutions to one's weaknesses.

"**Competent**" is awarded when the assistant professor reaches the expected level on all four dimensions.

“Not competent” is awarded when the assistant professor does not reach the expected level on all four dimensions.

The expected level

To reach the expected level, the assistant professor should be able to:

- Establish contact with the students and create a basic feeling of trust and competence in the classroom.
- Make use of teaching technologies to support teaching, engage the students and show an ability to meta-communicate.
- Be able to structure a course, understand didactic concepts and be able to apply them to the teaching and examination activities.
- Reflect on his / her strengths and weaknesses in teaching and consider how this should affect his/her future development

Appendix II

Manual for the APP assignment

In order to pass the APP, the assistant professor must, in addition to having participated in the four course days, complete a written assignment. The assignment also forms part of the overall assessment of the assistant professor's teaching competence (Assessment of teaching skills).

Assignment objective

The objective of the assignment is to train the assistant professor in conducting pedagogical analyses of current and future teaching activities. The assignment aims to equip assistant professors to adopt a holistically oriented approach to teaching that bases itself on the disciplinary framework presented and discussed during the APP course days. Through the work on their assignment and the subsequent feedback, assistant professors must be able to conceptualise and give a rationale for their pedagogical considerations and choices in connection with the planning and/or subsequent analysis of their own teaching activities.

Assignment content

The assignment must contain an analysis of a course managed by the assistant professor. . The analysis must contain a rationale for how the elements in the course mutually fit together, or alternatively the analysis should highlight areas where there is a lack of coherence in an existing course and possibly indicate suggestions for how the problems can be solved.

A key element of the assignment is that it should discuss and possibly examine how the objectives of the teaching activity are linked together with the following other elements:

- the prerequisites of students
- the modes of teaching
- the academic content
- the exam and evaluation of teaching
- resources and constraints

In the assignment, the assistant professor is allowed to argue in favour of placing more emphasis on certain elements than others, provided these are deemed to be particularly relevant in the specific context. Thus, there is no requirement that all elements must be incorporated with equal weight in the analysis. Likewise, other elements than those listed above may also be incorporated in the analysis if they are deemed relevant. However, the assistant professor must justify his or her choices. The assignment should be 5-7 standard pages in length.

Assessment

The assignment is assessed by the assistant professor's supervisor as either "approved" or "not approved". The assessment is based on the following criteria:

- Understanding of the chosen course's pedagogical elements
- Rationale for and analysis of the linkages between the different teaching elements (e.g. linkage between objective, teaching modes and students)

- Relevant and justified choice of teaching elements and the weighting assigned to their treatment

The assistant professor is notified no later than two weeks after submission whether the assignment has been “approved” or “not approved”. At the same time, a meeting is arranged for detailed feedback and discussion of the assignment, the problems examined, and possible solutions. The assessor is responsible for ensuring that the assistant professor receives comprehensive feedback on the assignment, either in written form or verbally, and that the assistant professor also has the opportunity to discuss the assignment with the assessor.

Should the assignment be assessed as “not approved”, the assessor is obliged to inform the assistant professor in writing about the main shortcomings that have resulted in this assessment. The assistant professor then has the option of revising the assignment, after which the assignment may be submitted for re-assessment.

Opportunity for appeal

If the assistant professor is not satisfied with the assignment being assessed as “not approved”, he or she is entitled to appeal against the assessment grade to the head of the APP. The second body of appeal is the dean of research.

Appendix III

APP Guidelines for Teaching Portfolios

To ensure a systematic documentation and assessment of applicants' teaching qualifications, CBS introduce guidelines for teaching portfolios. To complete APP, the assistant professor has to produce a teaching portfolio.

Teaching portfolio content

The teaching portfolio must be organized according to the template below by including documentary material wherever possible, and by reflecting on pedagogical competences.

1. Documentary material
2. Reflections on the pedagogical competences of the applicant

1. Documentary material:

- a. A pedagogical CV.

An overview of teaching assignments (including supervision, examination and exam planning), and if possible, course management carried out by the applicant. Course management is understood as management of courses, projects, etc.

- b. Evaluations of the applicant's teaching.

- c. Examples of prepared teaching material.

This includes compendia, but also cases, games, etc. The material should not be annexed; a short description of the material will suffice.

- d. If possible, written feedback on teaching activities.

- e. Assessment(s) of the applicant's teaching.

- f. If possible copies of diplomas from pedagogical courses and programs, which is not a part of the APP.

- g. If possible, participation in conferences on teaching, learning and course management.

- h. If possible, written materials (papers, books, chapters) about university teaching and course management.

- i. Other documentary material.

2. Reflections on the pedagogical competences of the applicant:

The applicant's reflection on his/her own pedagogical competences must partly be related to the documentary material, and partly be related to the applicant's ambitions in teaching and education. The aim is to create an idea of how the applicant works with teaching and course management and of the potential that is being demonstrated.

The reflection can be structured in a way that shows the development in the applicant's teaching or illustrates a specific theme that the applicant has developed during teaching. The reflection should be substantiated by examples of the applicant's teaching activities or other pedagogical activities.

Extent

Portfolio max. 5 pages, appendices max. 10 pages.

Effective date

The guidelines for application and assessment shall apply to vacant positions announced as of January 1, 2014.

Appendix IV

CBS Assistant Professor Programme Intro Form + Three-Year Plan

Questionnaire to be used at the first meeting between the assistant professor, departmental advisor and supervisor

Name	
Departmental advisor	
Supervisor	
Date of employment	
Date of first meeting	

A. Teaching experience

A.1. Teaching and supervision of students experience to date

Experience in university-level teaching and other

Experience with particular teaching methods

Give examples of your teaching - both successful and less successful, in your own opinion

What is your general view of your role as a teacher?

Other

A.2. Your strengths and weaknesses as a teacher

Strengths

Weaknesses

A.3. Your assessment of the relationship between your experience and your strengths as a teacher and the demands which you think are placed on you as a teacher at CBS.

B. The relationship between research and teaching

B.1. Academic background and field of interest

Your educational and research background

Your area of research

Your academic interests as a teacher

B.2. Present teaching areas and responsibilities

B.3. Assessment of relationship between teaching and research interests

C. “Institutional” conditions relating to teaching (possibilities and constraints)

C.1. Your department’s teaching traditions

C.2. Teaching traditions within your subject (possible overlap with C.1.)

C.3. Institutional conditions relating to your teaching (subject, colleagues, politics, finance)

C.4. Physical/practical conditions (rooms, administrative support, etc.)

C.5. Assessment of the possibilities and constraints for teaching

D. Your future as a teacher

D.1. Your wishes regarding your own practice

D.2. In which areas do you wish to develop as a teacher?

D.3. How can the departmental advisor and supervisor contribute to this development?

D.4. Other

Three-Year Plan:

Your planned teaching activities:

1st year

2nd year

3rd year

Calculated total number of teaching hours over the three-year period:

Do you have any wishes regarding other teaching activities?

How would this affect your total number of teaching hours?

Appendix V

The tasks of the supervisor and the departmental advisor

Throughout the programme, the assistant professor has two resource persons available to him or her: a pedagogical supervisor and a departmental advisor, who also both function as assessors of the assistant professor's teaching competence. The supervisor is assigned to the assistant professor by the leader of the programme for assistant professors and selected from among the CBS Academic Development's staff of consultants. The assistant professor and his/her head of department jointly decide on which department advisor to choose from among the professors and associate professors of the department. The supervisor and are entitled to 35 hours and the departmental advisor to 25 hours each for their activities.

The assistant professor must arrange a first meeting between the assistant professor, the supervisor and the departmental advisor as soon as possible after being notified of the name and contact details of his/her supervisor. At this first meeting, the overall plan for supervision and academic advice is agreed upon. Even though the main concern of the departmental advisor and the supervisor is the assistant professor's development as a teacher, there are significant differences in the tasks and points of focus of the two resource persons. By observing the assistant professor's teaching, the supervisor's overall focus is on how the assistant professor's activities impact on the learning process of students, whereas the departmental advisor's overall point of focus is the relationship between the academic content, objectives, mode of teaching and level of study.

The tasks of the supervisor:

The supervisor undertakes the task of observing of the assistant professor's teaching, at least three times during the course of the programme. It is recommended that the supervision takes place over a longer period of time, so as to allow the assistant professor the opportunity to work on aspects recommended by the supervisor. The assistant professor can arrange further supervision with the supervisor in addition to the three occasions. This requires, however, that the assistant professor has independently identified a teaching-related issue or that previous supervision has revealed one or more issues that the assistant professor wishes to tackle with the help of the supervisor.

Moreover, the supervisor undertakes the task of preparing the assessment of the assistant professor's teaching competence, in conjunction with the departmental advisor.

Normally, supervision of the assistant professor's teaching will entail:

1. A first meeting before observation of the assistant professor's teaching. Here, the assistant professor will inform the supervisor and departmental advisor about the content and objectives of the teaching.
2. Observation of a teaching situation
3. Follow-up in the form of written feedback to the assistant professor
4. Follow-up meeting, where the supervisor and the assistant professor discuss the teaching performance and the supervisor's written feedback

In order to supervise and assess the ability of the assistant professor to communicate and establish dialogue with the students, the supervisor must observe at least two of the following teaching activities:

- Lectures
- Discussion-based class teaching
- Supervision (in connection with project work or a Master's thesis).

Either the departmental advisor or the supervisor must observe an oral examination carried out by the assistant professor.

It is the responsibility of the assistant professor to inform the second examiner and the examinees of the presence of the supervisor or departmental advisor during this event.

If the assistant professor wishes to change supervisors during the programme, he or she must submit a request to do so to the leader of the programme for assistant professors.

The tasks of the departmental advisor

Like the supervisor, the departmental advisor must document the assistant professor's teaching competence.

Consequently, the departmental advisor must observe the assistant professor's teaching. Additional duties include:

- Providing advice regarding which teaching tasks the assistant professor should undertake (and other forms of career guidance)
- To discuss the didactical perspectives and challenges in the assistant professor's teaching. The advisor has to discuss the relations between the learning objectives, the scientific level and the scientific content in the teaching of the assistant professor. Furthermore the advisor must assess if these relations correspond with the expectations at the study program in question.
- Discussing the link between the assistant professor's research and teaching
- Assessing the assistant professor's teaching competence jointly with the supervisor

If the assistant professor wishes to change departmental advisors during the programme, he or she must submit a request to do so to the head of department.

Appendix VI

Assessment appeal

The following appeals bodies are in place to ensure the legal protection of the assistant professor in the competence assessment procedure:

1. First instance of appeal: the Head of the APP. If the head of the programme has served as co-assessor of the competence statement, the first instance of appeal is the Vice dean of the CBS Academic Development and Learning Technologies.
2. Second instance of appeal: the Dean of Education.

Appeals can be made against procedural errors relating to the assessment as well as against the content of the assessment. Each of the appeals bodies will request the assessors to justify and document their assessment. Based on such justification and documentation and the assistant professor's arguments, a decision is made to either reject or uphold the appeal.

Each of the appeals bodies has the option to:

1. Reject the appeal. Any rejection must be reasoned.
2. Uphold the appeal and initiate a new assessment procedure. The appeals body will address the scope of the new assessment procedure. As a rule, this means that the assistant professor will be assigned new assessors, who will be required to read through the documentation (or selected parts) and observe the appellant's teaching performance on one or more occasions.