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| **Commencement of an assistant professorship** | |
| *An assistant professorship is a position in further education aimed at developing scientific qualifications and pedagogical competencies within various teaching tasks.*  *At the beginning of the of the employment, the assistant professor is assigned a supervisor (hereafter referred to as APS), also known as a mentor. The APS is appointed by the head of the department after consulting the assistant professor and relevant experts. The APS’ role pertains to the assistant professor’s teaching and research activities. The appointed APS serves as a pedagogical supervisor in relation to the assistant professor's participation in the university pedagogy programme but can and often will accompany the assistant professor's professional development throughout the duration of the assistant professorship.* | |
| **Structure and planning** | |
| Initial stage | 1. APS supports the assistant professor in getting an overview of his/ her likely teaching tasks and research activities, participation in the university pedagogy programme, and possibly a teaching-free research semester. 2. If deemed necessary, APS may involve the director of studies and the course coordinators to determine the teaching, supervisory, and assessment tasks expected of the assistant professor. 3. APS generally assists the assistant professor in setting up a research and teaching plan for the entire assistant professorship, which must be approved by the department manager. 4. The plan can be further adjusted by the assistant professor in consultation with APS. 5. As the assistant professor's contact person, APS will provide guidance into the workplace and facilitate the integration into to the local academic community. |
| Participation in the university pedagogy programme | *Assistant professors “are required to complete a university pedagogy programme” (Note for the career structure for academic staff with research and teaching duties at universities [Link til stillingsstrukturbilaget]).*  *APS advises the assistant professor in selecting an appropriate timing for participating in the university pedagogy programme.*  *It is important for the assistant professor to have teaching tasks during their participation in the in the programme, as many of the activities in the course focus on the assistant professor's own teaching practice.* |
| APS tasks related to the university pedagogy programme  (APS offers 15 hours of supervision during the programme) | * Preliminary dialogue about teaching (see Conversation guide template) * Discussions about the topic for the pedagogical project assignment in relation to the university pedagogy programme, including selection, planning, implementation, evaluation, and further development. |
| Examples of ongoing supervisory tasks (these will vary according to local practices) | * The pedagogical discussions can extend beyond the completion of the university pedagogy programme, such as following up on the teaching development work initiated during the programme. * APS can offer to discuss the assistant professor's teaching plans, including syllabus, teaching activities, examinations, course evaluations, etc. * Offer to observe the assistant professor's teaching and/or student supervision sessions (see Observation of Teaching/Supervision templates). * Offer direct and indirect collegial supervision, i.e., either based on direct observation, or on any development request from the assistant professor (see the corresponding forms). * Invite the assistant professor to observe APS's own teaching and/or student supervision sessions and/or suggest the same with selected colleague(s). * In general, APS functions as the assistant professor's '*go-to*' person and offers clarifications regarding expectations and criteria for future associate professorship), while remaining attentive to the assistant professor's integration into the workplace. * Prepare a pedagogical evaluation statement regarding the assistant professor’s development of teaching competences (see the Pedagogical evaluation guide). |
| Concluding stage | * APS can offer assistance and guidance regarding the assistant professor's potential application for an associate professorship. * APS will likely contribute to the final assessment of the assistant professor's teaching competencies, which should be provided to the assistant professor no later than 3 months before the completion of the assistant professorship. [Link til stillingsstrukturbilaget] |
| **Communication and interaction in supervision** | |
| *Assistant professors find themselves in a complex and uncertain work situation and they are therefore looking for a 'go-to' person, whom they can seek advice from in case of doubt and uncertainties while avoiding potential conflicts of interest. Thus, assistant professors are in need of precise information and clarifications.* | |
| Precision and clarity in communication | 1. What are the academic criteria for a potential future associate professorship referred to as “*the research and teaching qualifications at the level achievable through a satisfactory completion of the assistant professor/researcher employment period* “? [cf. Note to the career structure for academic staff with research and teaching duties at universities, §1.3 [Link til stillingsstrukturbilaget]) 2. What are the teaching requirements and qualifications for higher positions, including associate professorship, and how are they documented? For example, through a portfolio (indicating the number of teaching assignments, hours taught, teaching formats - seminars, lectures, supervision, etc., oral or written examinations, etc.), and possibly including specific examples from the assistant professor's own teaching development initiatives. 3. How can the assistant professor gather appropriate exposure to diverse teaching assignments to acquire the expected teaching qualifications for future positions? 4. What are the research qualifications and how are they documented (quantitative and qualitative targets of expected deliveries)? 5. Any other criteria?" |
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| What are the specific strengths of the assistant professor with regard to teaching and research? Are there any other areas of professional development that could be considered? | |
| Are there any aspects regarding teaching and research, which the assistant professor might want to be particularly attentive to in the near future? | |