

# **Policy for Pedagogical Competence Development of Scientific Employees and Part Time Scientific Employees in the Department of Energy Technology**

*Valid from 1<sup>st</sup> January 2016 (revised 13.06.2016)*

## **Introduction**

The department's policy on pedagogical competence development of scientific employees and part time scientific employees is based on AAU's *Policy for University Teachers Pedagogical Competence Development* (document dated November 2014 – revised January 2015).

The policy commences with a description of the general policy for pedagogical competence development applicable to all departments. This is followed by the initiatives applicable to Energy Technology specifically.

## **General Policy for the Political Competence Development of Scientific Employees and Part Time Scientific Employees**

As described in AAU's policy for university teachers' competence development, the department ensures that:

- All newly appointed Scientific Employees at the Department who have teaching obligations are to participate in an approximately 15 hour introductory course to PBL. The course must be completed as soon as possible after employment, and no later than before the end of the first year of employment. Employees in Assistant Professor positions are not obliged to participate in an introductory course in PBL.
- Part Time Scientific Employees who are appointed for a short period or appointed in 20% positions as well as part time scientific employees with low teaching obligations are to participate in a short introductory course in PBL (approximately 5-7 hours).
- All university teachers must regularly participate in PBL and IT competence development. This may for instance take place as participation in relevant courses, cross disciplinary knowledge sharing regarding experience with teaching methods or testing of new pedagogical or IT-related methods in the teaching.
- Leaders and employees at Aalborg University, except for part time scientific employees (DVIP) and student workers, are to participate in "MUS" meetings (annual meeting between nearest leader and employee regarding competence development and job satisfaction).
  - In the annual MUS meetings, teaching assignments and competences are discussed, and plans for pedagogical competence development are agreed upon with the employee, i.a. based on the individual teacher's portfolio/CV.
  - Evaluations of teaching, semesters and education can be used to identify specific needs of each teacher as well as to give examples of good teaching.
- All permanently employed scientific employees have prepared a teaching portfolio not later than February 2016.

- The permanently employed full time associate professors and professors must have completed or will complete Aalborg University's Adjunktpædagogikum (Certification in Higher Education Pedagogy) or a corresponding course.

### **Specific Initiatives to Secure a Systematic Development of Competences for Scientific Employees and Part Time Scientific Employees in the Department of Energy Technology**

In addition to the above mentioned general policy, the department has outlined the following specific policy in connection with the pedagogical competence development.

- The department maintains a Teaching Committee consisting of the Chairman of the Energy Study Board, Section Leaders of the specific sections as well as the Study Board secretary and semester secretaries, who meet twice a year concerning distribution of teaching both under SES and SICT for the coming semester. At this meeting the participants discuss possible criticism of previous teaching of the courses in question which can result in replacement of staff or extra staff. At the meeting, coordinators for all semesters are appointed. The coordinators can also be replaced from year to year after input from the Study Board, if there has been criticism.
- In addition, section leader meetings are held every two weeks, where the chairman of the Study Board participates; in these meetings input regarding the teaching is exchanged and there may be suggestions for changes, brush-up courses etc., from the Chairman of the Study Board based on semester minutes and semester evaluations and drop-out information / statistics.
- Every year, information regarding University Teaching Day is distributed and everybody is encouraged to participate in this event.
- Courses offered by AAU-learning lab are forwarded to university teachers with a suggestion to participate, i.a. in relation to relevant issues mentioned in semester minutes of meeting.
- The use of part time scientific employees is minimized; however, the Head of Department is responsible for potential part time scientific employees being secured appropriate competence development. The department has not used part time university teachers for a very long period.
- Education / upgrading of qualifications of new employees takes place, typically when courses are held by a number of course lecturers who are a mix of experienced and new course lecturers. A course administrator is appointed for each course. New employees not familiar with the Aalborg PBL model will normally also act as a co-supervisor together with an experienced supervisor regarding their first project supervisions.
- From time to time, the department or the School also offers other courses in which university teachers can participate as needed. These courses may address new ICT systems and tools or e.g. new pedagogical forms of teaching or exams, including a.o. digital exams.

- Experiments with alternative methods of teaching, use of new pedagogical instruments in the teaching / supervision and experience with this can be exchanged during meetings after the joint coffee breaks on Tuesdays and Fridays at the department.
- Campus harmonisation is secured through section leader meetings and meetings regarding distribution of teaching obligations via input from semester group meetings and semester evaluations. However, it will often be the same university teachers at both campuses, maybe only with different co-teachers.
- The Department offers participation in the Adjunktpædagogikum (Certification in higher education pedagogy) to both postdocs and assistant professors.
- It is a requirement that PhD students who are supervising project groups alone, or to a large extent alone, have participated in a PBL course.

### **Evaluation and Revision**

An evaluation will be carried out not later than two years after the commencement of this policy. The evaluation will be carried out under the auspices of the section leader group, and with the Chairman of the Study Board and Head of Department as primary responsible.