

## Requirements for staffing of teaching at CS

In order to meet the requirements set out in [Aalborg University's quality assurance system](#) regarding staffing of teaching, the Department of Computer Science has the following procedure to ensure the quality of teaching skills of new academic staff:

1. The UPU (*Undervisningsplanlægningsudvalg*) with one representative from each of the department's research groups is responsible for assigning teaching tasks to academic staff prior to each semester.
2. The UPU follows the requirements stated below for
  - a. assigns mentors to everyone supervising project groups for the first time (see [link to mentor tracks](#))
  - b. making sure that there is enough volume of experienced teachers at each semester.<sup>1</sup>
3. The coordinator of the Study Team brings possible questions and issues brought up by the UPU to the attention of the Educational Management Group (ULG).

The three competence areas mentioned below apply to all new academic staff members in all categories (research assistants, PhD students, assistant professors, associate professors and full professors). Part time lecturers are not included, as these are handled in a separate approval process.

### Requirements for new academic staff

For academic staff with no previous teaching experience at CS to be assigned teaching tasks, some requirements must be fulfilled:

1. *Language skills*: The department must have documentation that the candidate is able to communicate effectively in English. This can be satisfied in different ways:
  - a. The candidate satisfies the English requirement and does not have to send proof of proficiency if the candidate
    - i. completed a university education in one of the countries listed in Enclosure A or
    - ii. completed a secondary or university education entirely in English.
  - b. If the candidate cannot meet the requirements set out in paragraph 1a, the candidate must provide proof of proficiency in English by either
    - i. passing a formal language proficiency test and enclose the successful results with the application (Enclosure B outlines a set of acceptable minimum scores to determine proficiency in English)
    - ii. by unanimous acceptance among all members of the appointments committee on the candidate's oral communication skills in the mandatory interview taking place as part of the hiring process.<sup>2</sup>
2. *Academic skills*: To be accepted as a lecturer, project supervisor or teaching assistant, the candidate must have academic skills matching the topics taught on the semester or course on which the candidate is assigned as project supervisor or teaching assistant, respectively. If the candidate is a research assistant or a PhD student, the candidate's supervisor or co-supervisor must together with the candidate indicate the modules taught at the department within which the student has high academic skills (see Enclosure C). New staff members

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<sup>1</sup> The notion of "experienced teacher" is deliberately not well defined in this document, but it should *not* be taken as the opposite of "teachers with no previous teaching experience at CS".

<sup>2</sup> If the interview is primarily conducted in Danish, it must be ensured that a part of the interview gets conducted in English to test the applicant's oral proficiency in English.

belonging to one of the other categories fill out the form themselves, possibly consulting colleagues. The department's teaching planning committee (UPU) will make sure that the academic skills required for the teaching assignment(s) given to the candidate matches the candidate's academic skills. PhD students that do not fulfil the requirements to get teaching assignments must either get other assignments or a reduced salary corresponding to the reduced workload. The academic skills form must be filled and sent to the department management prior to the decision made on the candidate's employment at the department.

3. *PBL skills*: The candidate must be introduced to problem-based learning prior to taking on project supervision. The department has a PBL Development Group that is responsible for introducing PBL to new staff members. Before a new staff member can take on project supervision, the PBL Development Group must approve the new staff member's participation in the PBL intro course. A new project supervisor must be assigned an experienced project supervisor as a mentor who gives advice to the new supervisor. The mentor gets appointed by the UPU and could (preferably) supervise project groups at the same semester. The extent of the mentoring can vary but could typically comprise participation in 2-3 project supervisions during the new supervisor's first semester as project supervisor followed up by oral consultations on the mentor's observations of the mentee's project supervision. The mentee's subsequent written reflections on the individual consultation must be sent to the mentor.<sup>3</sup> Upon completion of the mentoring the mentee must send the complete set of written reflections to the [PBL Development Group](#).<sup>4</sup>

#### Requirements for volume of teaching experience

To ensure sufficient volume of teaching experience at each semester, at most half of the teachers of the semester can be new teachers. The semester coordinator is supposed to pay special attention to supporting the integration of the new project supervisors.

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<sup>3</sup> The mentor will be honored with 5 hours per mentoring session (supervision plus subsequent consultation), where a mentor typically has 2-3 such sessions with the PhD student.

<sup>4</sup> [pbl@cs.aau.dk](mailto:pbl@cs.aau.dk)

## Enclosure A: English speaking countries

The candidate satisfies the English requirement and do not have to send proof of proficiency in English if the candidate completed a university education in one of the following countries<sup>5</sup>:

- Canada
- Anguilla
- Antigua and Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- Benin
- Bermuda
- Botswana
- British Virgin Islands
- Cayman Islands
- Cameroon
- Dominica
- Ghana
- Grenada
- Guyana
- Jamaica
- Montserrat
- Nigeria
- New Zealand
- Republic of Ireland
- Saint Kitts-Nevis
- St. Lucia
- St. Vincent
- Seychelles
- Sierra Leone
- Trinidad and Tobago
- Turks and Caicos Islands
- United Kingdom
- United States
- Uganda
- US Virgin Islands
- Zambia
- Zimbabwe

## Enclosure B: Acceptable minimum scores for proficiency in English

The department accepts results from the TOEFL iBT<sup>6</sup> test with the following minimum acceptable scores to determine proficiency in English:

<i>Communication skill</i>	<i>Minimum acceptable test scores</i>
Reading	24 of 30
Listening	22 of 30
Writing	25 of 30
Speaking	24 of 30
Overall	95 of 120

Each skill has 4 or 5 proficiency levels<sup>7</sup>:

<i>Reading</i>	Advanced (24–30)
	High-Intermediate (18–23)
	Low-Intermediate (4–17)
	Below Low-Intermediate (0–3)
<i>Listening</i>	Advanced (22–30)
	High-Intermediate (17–21)
	Low-Intermediate (9–16)
	Below Low-Intermediate (0–8)

<sup>5</sup> From <https://www.oct.ca/becoming-a-teacher/requirements/proficiency>

<sup>6</sup> Test of English as a Foreign Language, Internet-based test

<sup>7</sup> <https://www.ets.org/toefl/test-takers/ibt/scores/understanding/>

<i>Speaking</i>	Advanced (25–30)
	High-Intermediate (20–24)
	Low-Intermediate (16–19)
	Basic (10–15)
	Below Basic (0–9)
<i>Writing</i>	Advanced (24–30)
	High-Intermediate (17–23)
	Low-Intermediate (13–16)
	Basic (7–12)
	Below Basic (0–6)

For more information on TOEFL iBT see e.g., <https://www.studieskolen.dk/en/tests/toefl>

## Enclosure C: Academic skills at teaching level

In order for a new academic staff member to act as a lecturer, project supervisor or teaching assistant, the candidate's academic skills within the particular topic(s) of the course or semester project must be high. Of course, for research assistants and PhD students this does not mean that the candidate must have experience teaching the particular topic(s), but it means that the candidate has thorough academic knowledge and skills within the topic(s) matching the candidate's educational and/or research profile.

The new academic staff member (for research assistants and PhD students together with their supervisor or co-supervisor) must indicate for which modules of the CS programs the new staff member has academic skills at high enough level to teach in the particular module. Please download the [teaching skills form](#) and send the filled-out form to [upu@cs.aau.dk](mailto:upu@cs.aau.dk).