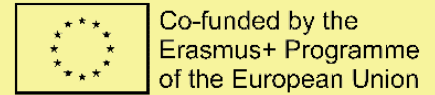


The Place of Teaching in Academic Career Development



The Place of Teaching in Academic Career Development

This report on the place of teaching in academic career development in international perspective (D.2.1.3.1) is divided in two different parts.

The first part offers an overview of the relevant literature on the place of teaching in academic career development.

The second part outlines the national, regional and institutional policies and legal demands at the ERUA universities. We have chosen to include not only national demands, but also the institutional policies to ensure a better background for the position paper and policy recommendations on the place of teaching in academic careers (D.2.1.3.2) to be finished in the spring.

**Deliverable Ref. No D2.9
WP2: Reimagining Higher Education and Research**

Teaching in Academic Careers

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Introduction

Attention to career paths in teaching and staff development, in order to enhance learning and teaching, has gained importance both worldwide as well as in the European policy arena in the past years. In their Communiqué issued in May 2018 in Paris, the European Ministers for Higher Education of the Bologna Process acknowledged the role of quality teaching for building academic career progression, and committed to exploring ways for better recognising high quality and innovative teaching in careers. Although some initiatives and measures are already in place in many institutions, there is still room for improvement. Most importantly, institutions and their staff commonly find the current role of teaching expertise in determining academic career paths unsatisfactory. Interviews with doctoral candidates and postdocs confirm that teaching is not valued as much as research in academic careers towards professorship.¹ While continuing education aimed at developing academic teaching skills among university instructors is relatively systematic and widely established, the careers of university teachers are still almost exclusively defined by their research achievements.² This paper gives a short overview of the relationship between research and teaching in higher education and the place of teaching in academic career development. The paper mainly has an European focus, investigating the place of teaching in European academia, but also briefly investigates worldwide status of teaching in academia.

Literature review

The focus on teaching in higher education has increased since the beginning of the millenium. Learning and teaching have become an institutional priority, generating dedicated strategies and structures. Whereas teaching earlier, to a higher degree, was seen as a side job to professor's research careers, it is now giving more attention as student numbers are rising across Europe, while new teaching pedagogies evolve.

As a result of that, more literature investigating the place of teaching in higher education has been published, with a vast number of reviews, research and academic articles dealing with this issue. Interesting literature reviews on this subject already exist with H. Zacher, C.W. Rudolph, T. Todorovic and D. Ammann's 2018 article

¹ European University Alliance (2019), p. 3

² Merkt (2017), p. 1

“Academic career development: A review and research agenda” as well as M. Zamans research report from 2004 *“Review of the Academic Evidence on the Relationship Between Teaching and Research in Higher Education”*. Where Zaman mainly focuses on the empirical evidence on the interaction between teaching and research in higher education, Zacher et al. investigates literature on academic career development and the place of teaching within this development.

This paper however is mainly based upon the 2018 report *“Trends 2018: Learning and teaching in the European Higher Education Area”* which is written by Michael Gaebel & Thérèse Zhang for The European University Alliance. The data from the report is based on a survey conducted from March to August 2017. 48 European countries were invited to participate, with a total of 303 institutions responding to the survey, giving a broad overview of the area of teaching in higher education. The main aim of the survey was to collect comprehensive information on learning and teaching at European higher education institutions and to map national and institutional trends on the topic, in order to present a comparative review highlighting main developments, as well as common challenges in learning and teaching. The report is a recurring report and follows up the 2015 *“Trends 2015: Learning and Teaching in European Universities”*.

Another interesting publication is U. Teichler, A. Arimoto & W. Cumming’s *“The Changing Academic Profession: Major Findings of a Comparative Survey”* from 2013, which also will be used as a source in this paper. This project is a major effort in research on higher education to investigate and complete a major comparative survey about the academic profession. More than 100 scholars from 19 countries all over the world have cooperated from 2004 to 2012 to create a comparable overview of the state of the academic profession³. The 19 countries consist of, what the paper classifies as, 13 advanced countries and 6 emerging countries (see footnote for countries)⁴. The 13 advanced countries are defined as high-income countries that in principle are self-sustainable in research training, whereas the 6 emerging countries are “emerging higher education systems”, where a large number of the scholars are trained for their

³ U. Teichler et al. (2013), p. 1

⁴ Advanced Countries: Canada, United States, Finland, Germany, Italy, Netherlands, Norway, Portugal, UK, Australia, Japan, South Korea & Hong Kong. Emerging Countries: Argentina, Brazil, Mexico, South Africa, China, Malaysia

academic career abroad. The differentiation is therefore based on *mature versus emerging higher education systems*.⁵ Whereas the European University Alliance's reports will provide European insight, "*The Changing Academic Profession*" will shed light on the global status.

Teaching and Academics in the 21st Century

The findings of *Trends 2018: Learning and Teaching in Higher Education Area* points to the fact that teaching is playing a bigger role in the higher education system. As the report is following up on a similar report from 2015, it provides data for both an international comparative analysis, as well as providing opportunities for analyzing the development across these years. It is shown that more institutions than earlier have a clearer teaching focus.⁶ The share of higher education institutions that describe themselves as more research- than teaching-oriented has dropped from 9% in 2015 to 3% in 2018. The Trends 2015 report had already mapped and shown a growing recognition of the importance of teaching⁷. In Trends 2015, 94% of respondents agreed with the statement that there is a growing recognition of the importance of teaching⁸. Trends 2018 confirmed this, as 92% of respondents agreed that their "institution is putting more emphasis on learning and teaching than in the past." The emphasis of teaching in higher education is affecting new institutional strategies as well as the career development within academia with teaching playing a bigger role.

Macro Structures

Careers in academia emphasise teaching differently across staff categories, institutions, countries, and sometimes across disciplines. Academics differ across Europe substantially in their employment and working conditions, their views and their activities. Depending on countries and higher education systems, and the degree to which academic professions are regulated by law, there can be different career paths for teachers in academia (e.g. through a tenure track starting with a doctorate, or

⁵ U. Teichler et al. (2013), p. 27-8

⁶ European University Alliance (2018), p. 13

⁷ European University Alliance (2015), p. 14

⁸ European University Alliance (2015), p. 80

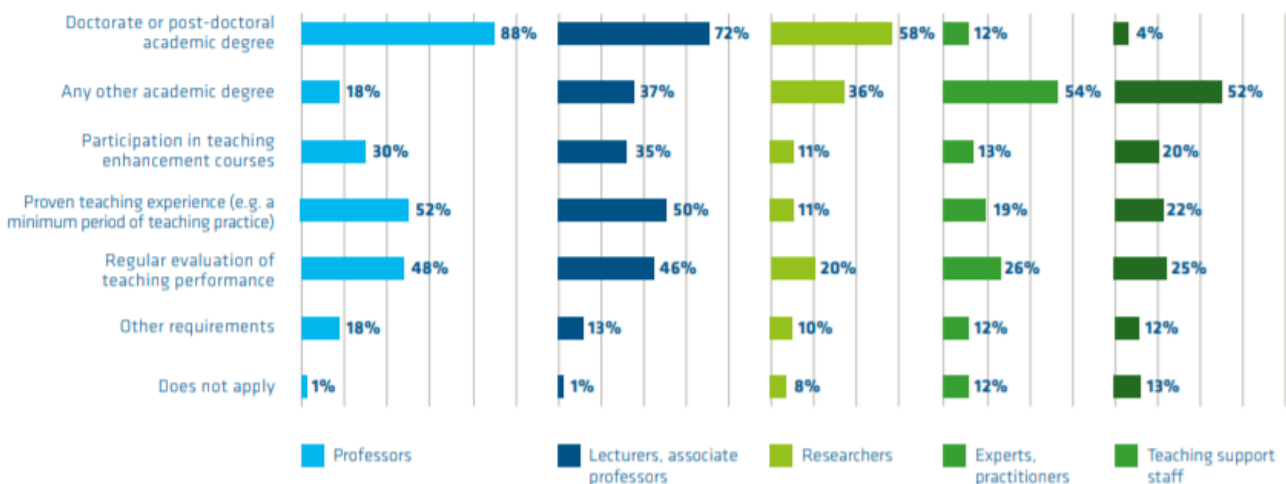
through qualifying as a docent with a specific focus on teaching, and with or without a teaching qualification). In most career paths, research experience is required, whereas teaching and pedagogic qualifications are valued in only some career paths. National or system-level regulations are often developed for careers and employment regimes, and career paths can be defined by broader national regulations. In countries where institutions have limited capacity to act on careers and salary levels, maintaining the intrinsic motivation of staff for teaching may be difficult. But public authorities can promote teaching by providing a national incentive system or creating conditions to generalise teaching enhancement and professional development.

The place of teaching in academic careers

While professors are commonly perceived as the main facilitators in university teaching, they share this task at virtually all European higher education institutions with an array of actors. These include other researchers, experts and practitioners, teaching support staff and sometimes students. The most common requirement for a higher education position that includes teaching is a higher education degree. For professors and other researchers, this usually means a doctorate. However, not all systems and institutions require a doctorate, and even where required, it may not necessarily bring with it teaching experience or teacher training. The figure below shows the requirements needed for holding a position with teaching responsibilities.

Fig. 29 Formal or most common requirements needed for holding a position with teaching responsibilities

In your institution, what formal or most common requirements are needed for holding [a] position with teaching responsibilities? (Q. 34; N = 289)



Source: European University Alliance (2018), p. 63

It is seen that doctorate or post-doctoral academic degrees is the most common requirement in order to hold a position with teaching responsibilities, across academic positions. Trends 2018 data also shows that there are remarkable variations in the distribution of teaching among the different types of institutions. At technical universities the contribution of lecturers and assistant or associate professors is higher than average of other higher education institutions. Meanwhile, at art and music colleges it is significantly lower.⁹ Besides holding a doctorate or post-doctoral academic degree many institutions require both teaching experience as well as regular evaluation of teaching performance, with the latter pointing to the fact that assessment of academic teaching is becoming an integrated part of professorships and teaching positions in general. When it comes to formal requirements regarding teaching experience around half of the institutions have set such requirements, as well as having regular evaluation of teaching. About one third requires participation in teaching enhancement such as pedagogical development courses. However, these usually address only permanent faculty, leaving out other types of staff that contribute to teaching. But although teaching experience is sometimes seen as a requirement, and evaluation of teaching has to be conducted regularly, this is often interpreted flexibly.¹⁰

The doctorate and other academic degrees as a requirement for higher education teaching

As seen above, the most common requirement for a higher education position that includes teaching is a doctorate and post-doctoral academic degree. For professors and other researchers, this usually means a doctorate. However, not all systems and institutions require a doctorate, and even where required, it may not necessarily bring with it teaching experience or teacher training. As stated earlier most institutions emphasise teaching as more important than earlier. The vast majority of institutions therefore also emphasises the need for teaching experience and teacher training as elements of doctoral education, as these primarily lead to teaching positions later in

⁹ *European University Alliance (2018), p. 63*

¹⁰ *European University Alliance (2018), p. 62*

the academic career. However, the percentage of doctoral candidates who currently benefit from teacher training and experience seems to be quite low. As it stands, only 25% of the European higher education systems take this into account. For all teaching staff also only 25% of the higher education institutions offer pedagogical training for teachers. In addition, it is often not mandatory and subject to exceptions.¹¹

Teaching practice as part of doctoral education however, is an area of ongoing change. From 2007-2011 less than 20% of academics reported that their doctoral training comprised instruction in teaching skills and methods. But according to a 2019 survey, 82% of higher European education institutions answered that teaching competences is an important part of doctoral training. This however is still not nearly as important as research competences which not surprisingly 99% of the respondents answered as an important element of doctoral training.¹² This emphasizes the still ongoing battle between research and teaching within the doctoral school, where teaching always has been and still is underprioritised.

The relationship between research and teaching

As teaching and research are the main functions of academics, it is interesting to investigate the relationship between these. In their 2013 study U. Teichler et al. created a comparative overview of this. Although this study is not completely up to date, it creates a good insight into the place of teaching for academics. The ratio of time spent between research and teaching varies from university to university. At research-oriented universities there is a balance of time spent by professors on both functions, whereas in other institutions of higher education teaching is the dominant function of professors. U. Teichler et al. found that in most countries at those periods of the year when classes are in session, that teaching is the most time consuming activity for professors.¹³ During these periods professors of what the report classifies as the 13 advanced countries spend an average of 38% of their working hours on teaching related activities. This includes both teaching, preparing for classes as well as guidance and examination. In comparison, during the period when classes are in

¹¹ *European University Alliance (2018), p. 39, 62*

¹² *European University Alliance (2018), p. 63*

¹³ *U. Teichler et al. (2013), p. 102-3*

session, professors in advanced countries spend an average of 32% of their time on research. However, when calculating the time spent during the whole academic year U. Teichler et al. find that professors in general spends more working time on research than on teaching ¹⁴

In their survey Teichler, Arimoto & Cummings also asked academics in the 19 countries about their preferences when it comes to teaching and research. Here they were asked if their preferences lied:

- Primarily in teaching
- In both, but leaning towards teaching
- In both, but leaning towards research
- Primarily in research

It was found that the vast majority of respondents favoured a nexus between research and teaching. The two options “In both...” are answered as the main preference in all surveyed countries. As shown in the table below, in both advanced and emerging countries the link between research and teaching is stressed. Emerging countries seem to have a stronger preference leaning towards teaching, while advanced countries focus a bit more on research.

Preference lies:	Advanced Countries	Emerging Countries
Primarily in teaching	10%	13%
In both, but leaning towards teaching	26%	40%
In both, but leaning towards research	46%	40%
Primarily in research	18%	8%
Total	100%	100%

Source: U. Teichler et al. (2013), p. 120

This finding correlates with the academics perceived link between research and teaching. On average 75 percent of the respondents from advanced countries agreed with the statement “Your research activities reinforce your teaching”, whereas only 25

¹⁴ U. Teichler et al. (2013), p. 102-3

percent agreed with “Teaching and research are hardly compatible with each other”, pointing to the fact that the majority of academics finds a balance as well as a relationship with their research and teaching.¹⁵

Promoting Teaching in Academic Careers

Generally speaking, focus on teaching and learning in higher education has increased since the beginning of the millenium. Learning and teaching have become institutional priorities. This has generated dedicated strategies and structures, such as learning and teaching centres as well as integrating pedagogical training in doctoral schools to a higher degree than earlier.¹⁶

Still however, there are challenges in the relationship between teaching and research and integrated teaching as a part of academic career development. The European University Alliance identifies two main challenges in developing career paths in teaching:

1. The relationship between teaching and research is unbalanced. Many institutions emphasize research as the most important of the two, and research is generally favoured over teaching. This unbalance is difficult to equalize and change as it is deeply rooted in cultural aspects of academic institutions and communities.¹⁷ Although the data is insufficient and not representative, a study from 2015 in the UK indicates that many in higher education do not believe that excellence in teaching offers opportunities for promotion equivalent to those available for research.¹⁸
2. Teaching in higher universities often lacks clear criterias for quality. This leads to the common notion that what can not be measured does not play a role in promotions or external recognition. Whereas research has clearer quantitative measures for quality assessment and impact, no such thing exists for teaching.¹⁹

¹⁵ U. Teichler et al. (2013), p. 127-8

¹⁶ European University Alliance (2018), p. 15

¹⁷ European University Alliance (2019), p. 5

¹⁸ Royal Academy of Engineering (2015), p. 30

¹⁹ European University Alliance (2019), p. 5

Recommendations

In order to address the two main challenges listed above, as well as generally improve the place of teaching in academic careers, the European University Alliance has issued a number of recommendations for higher institutions to implement.²⁰

1. Discuss and adopt a task-domain-based framework for teaching expertise and expertise development, as a common language for an open conversation about teaching, and to clarify needs and expectations towards teachers.

This recommendation points out that each institution should have a clear framework that should serve as a reference tool for the institution as well as for individual teachers to reflect on their teaching practices and expertise. A framework as such should provide opportunities for continued professional teaching development. The European University Alliance has created a model for such a framework.²¹

2. Design balanced career stages, which are envisaged in an encompassing way, and include all aspects of the academic profession that are valued at the institution.

Teaching should be an integrated part of academic career development, which includes teaching support and development as a natural part of doctoral candidates. Early stage academics would be better equipped to conduct quality teaching, as well as prioritizing it, if this were available to them from the beginning of their careers.

3. Devise methods/approaches for assessing teaching achievements that could be widely accepted in the academic community

It is necessary for the assessment of teaching to be widely accepted in the academic community. Here it is recommended to use a peer review-based approach as it is already commonly accepted in the assessment of research. This peer review could serve two purposes; both the primary assessment purpose as well as a tool for feedback and guidance.

²⁰ European University Alliance (2019), p. 5-7

²¹ For framework see European University Alliance (2019), annex #2, p. 10

4. Create or further develop incentive systems to showcase, value and celebrate good teaching.

There should be stronger incentives for teachers to invest more time and attention to their teaching as well as engage teachers to openly discuss learning and teaching. Besides recognition through career progression, simple and attainable measures could be small budgets allocated to individuals or groups of teachers to achieve a concrete teaching project, or differently sized teaching prizes targeting individuals and groups. Innovation in teaching should be supported and should not appear as out of reach or too complex to be recognised. In the creation of such incentive systems, institutions would have to define the respective aims and the expected impact.

5. Provide appropriate resources and structures for supporting learning and teaching, and empowering teachers.

Resources as such could be related to both time, funding or support. It could also include teaching centres, research free semesters or professional development. More resources as such should be granted to early stage academics, as doctoral schools should play a role as an actor for change.²²

Besides these 5 recommendations, the Trends 2018 report also suggests that governments should support and strengthen institutional strategies and transformative processes in learning and teaching.²³

Literature

- European University Alliance (2015) *Trends 2015: Learning and Teaching in European Universities*
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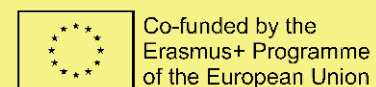
²² European University Alliance (2019), p. 5-7

²³ European University Alliance (2018), p. 9

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Academic Career Systems and Teaching



Academic Career Systems and Teaching

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Template

In this part of the report, we have looked for policy and demands regarding teaching and university pedagogy required throughout the academic career system. This means that we have not investigated demands regarding research, but only what is related to teaching. We have collected specific policies –national and institutional– for each position in the academic career ladder (e.g., PhD, assistant professor, etc.). Each partner was asked to fill in the table below:

Academic position	National regulation	Institutional hiring requirements	Institutional job responsibilities	Institutional job expectations
Put in the title of the professional academic position e.g., PhD, professor.	Write down main characteristics from the national framework that the universities have to live up to regarding the teaching dimension of the employee.	This is the space for descriptions about what documentation is required when new academic staff is hired. Examples: How is it secured that they have teaching experience, have taken part in university pedagogy courses, etc.	How does the university/department operationalize the abstract demands set out by the national policy? How many hours of teaching is demanded? Does the employee have to follow courses on university pedagogy–if so, what are the learning targets of the	Does the university or department have any further expectations for the academic staff member that are not strict requirements? Are they e.g. expected to be willing to teach at both the BA and MA, take part in the PhD school or engage in the social environment?

		Who is the hiring committee?	courses?	
PhD	xxx	xxx	xxx	

Roskilde University

RUC enforces some general policies regarding the development and quality of university teaching.

Teaching portfolio

This is an international tool for documenting a teaching profile. When applying for a position as associate professor or full professor an updated teaching portfolio is required. The aim of the portfolio is to support participants in:

- articulating educational aims and key principles of their teaching practice, which includes both project supervision and coursework teaching
- developing and demonstrating their capacity to critically reflect on their teaching engaging relevant literature

The writing of the teaching portfolio is supported through seminars and workshops with supervisors from the EAE learning team.

Danish framework for advancing university pedagogy

Along with the other Danish universities, RUC has created a framework for the advancement of university pedagogy. It has relevance when academic staff has to be recruited as well as during development sessions—both regarding desired and required levels of pedagogical competencies. The framework consists of two categories—the operative space (teaching and education in practice) and the collegiate community. Within these two spaces there are three levels of competencies. As an example, an associate professor is expected to have competencies equivalent to the descriptions at level two, when being hired:

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
D COLLABORATION WITH STUDENTS	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can, in collaboration with the students, create a constructive and learning-oriented teaching environment 	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can, in collaboration with the students, create a constructive and learning-oriented teaching and study environment 	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can, in collaboration with the students, develop and test new initiatives for supporting the teaching and study environment 	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can carry out university pedagogical teaching can carry out management functions at the teaching and educational program level
E COLLABORATION WITH COLLEAGUES	<ul style="list-style-type: none"> can participate in collaboration on teaching with colleagues and/or students under the pedagogical leadership of others 	<ul style="list-style-type: none"> can collaborate with colleagues and students on the development and implementation of teaching and thesis supervision, including on the responsibility for course administration 	<ul style="list-style-type: none"> can disseminate, share knowledge and act as sparring partner with colleagues for the development of teaching, thesis supervision and assessment 	<ul style="list-style-type: none"> can conduct discipline-based pedagogical research and development activities can develop teaching, thesis supervision and training in collaboration with relevant external stakeholders
F COOPERATION ON QUALITY ASSURANCE	<ul style="list-style-type: none"> can ascertain the quality of own teaching/thesis supervision and, where relevant, seek out new knowledge and guidance 	<ul style="list-style-type: none"> can ascertain own teaching and thesis supervision competencies and in collaboration with others, develop own teaching and thesis supervision practices 	<ul style="list-style-type: none"> can carry out pedagogical guidance of younger colleagues and peer-to-peer collegial supervision 	<ul style="list-style-type: none"> can contribute to quality development and quality assurance at educational program, department, faculty or institution level

Degree	National regulation ¹	Institutional hiring requirements	Institutional job responsibilities	Institutional job expectations
PhD Fellow	The executive order on PhD education states that the student has to gain experience with teaching/knowledge mediation that is relevant for the PhD-project. On a national scale there is no quantitative frame for the PhD's teaching activities.	RUC's process requires two committees when hiring scholars: <u>an employment committee</u> and <u>an assessment committee</u> . At the PhD level the employment committee consists of the head of the department, leader of the PhD school and the chair of the assessment committee.	The demand for teaching activities is part of the official working obligations of PhD students. In total, a PhD student must contribute with 840 hours of work to the university. The demands differ between departments, but ranges between 500 and 720 hours. This is not all confrontation hours, but includes time for preparation and can be done as project supervision as well as course teaching.	According to RUC's faculty expectations sheet (from 2018) PhD Fellows are expected to: (1) Demonstrate willingness to teach at both BA and MA level, take part in introductory qualifying courses. (2) Participate in introductory qualifying courses for university teachers. (3) Obtain familiarity with principles and methods of problem-based project learning (PPL).
Postdoc	The primary content of the time limited postdoc is research, but teaching can be a part of it. The universities distribute the workload themselves.	The assessment guideline for hiring postdocs and assistant professors mentions two points regarding relevant teaching and educational qualifications that needs to be documented: 1) teaching experience (level)	At postdocs are usually hired with external funding. The postdoc does exclusively consist of research. It is possible for postdocs to participate in the CUTL programme, but it is not required.	According to RUC's faculty expectations sheet (from 2018) Postdocs are met with the same pedagogical expectations as PhD's.

¹ The newest overall national executive order is from 2020, where it is stated that research and research based teaching are ranking equally (ligestillede), whereas the 2015 executive order stated an equal interaction (ligeværdigt samspil).

		<p>and 2) method of teaching (e.g., interdisciplinary and problem-based). The teaching portfolio is relevant here.</p> <p>From this level (and further in the career ladder) the employment committee consists of the head of the department, the chair of the assessment committee, students, leader of the study group (if teaching is important to the employment) and relevant scholars.</p>		
<p>Assistant Professor / Researcher</p>	<p>During the assistant professorship there is still focus on the pedagogical progress for scholars who already have a PhD. It consists of research and research based teaching. Assistant professors/researchers have to complete a teacher training course.</p>	<p>Same as for postdocs.</p>	<p>At RUC the pedagogical qualifications are secured through the CUTL (<u>Certificate of University Teaching and Learning</u>). The programme is compulsory for assistant professors and free for PhD's, postdocs and external lectures. It is estimated to take 205 hours to obtain the certificate, and it is spread out over 18 months. These are the learning objectives:</p> <p>(1) Identify and specify problems (issues, challenges, questions) in university teaching and learning on the basis of research based and theoretical knowledge within</p>	<p>These are the expectations for assistant professors at RUC:</p> <p>(1) Familiarity with principles and methods of problem-based project learning (PPL).</p> <p>(2) Actively work with pedagogical development.</p> <p>(3) Finalise a qualifying program for university teachers (e.g. EAE).</p> <p>(4) Teach at both BA and MA level.</p>

			<p>the field.</p> <p>(2) Argue for PPL as a learning model in relation to the wider field of learning philosophy and theory.</p> <p>(3) Use research based knowledge in the description and rationale for their teaching aims and in the critical reflection on their own practice.</p> <p>(4) Communicate, discuss and assess their own and others' pedagogical proficiency and practice.</p> <p>(5) Work constructively with colleagues in a project-based learning environment.</p> <p>(6) Define and complete a process of development in relation to their own pedagogical competencies. <u>Find the CUTL Handbook here.</u></p> <p>The assistant professorship at RUC is a three year limited position in which approximately half of the time goes to research while the other half is reserved for teaching.</p>	
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<p>Associate Professor / Senior Researcher</p>	<p>The associate professorship is normally a permanent appointment, mainly consisting of research and research-based teaching.</p> <p>The university determines the exact ratio between the different responsibilities. The ratio may vary over time.</p>	<p>The assessment guideline emphasizes the following focal points regarding hiring of associate and full professors:</p> <ul style="list-style-type: none"> • Teaching experience (level). • Method of teaching (interdisciplinary, problem based...[see teaching portfolio]). • Initiatives. • Material (developed). • Quality of teaching. • Received training/coaching. 		<p>(1) Work with one's own pedagogical development and the pedagogical development of the teaching team.</p> <p>(2) Teach at both BA and MA level.</p> <p>(3) Play an active role in developing problem-based project learning (PPL) and other new teaching methods.</p> <p>(4) Teach/supervise /assess PhDs.</p> <p>(5) Take part in the doctoral school's teaching programme.</p> <p>(6) Demonstrate ability to handle a variety of pedagogical tools.</p>
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Professor		Same as for associate professors.		<ul style="list-style-type: none"> • Work with one's own pedagogical development and the pedagogical development of the teaching team • Teach at both BA and MA level • Play a leading role in developing problem-based project learning (PPL) and other new teaching methods • Play an active role in teaching, supervising, and assessing PhDs • Play a leading role in the doctoral school's teaching programme • Demonstrate ability to handle a variety of pedagogical tools

New Bulgarian University

Academic position	National regulation	Institutional hiring requirements	Institutional job responsibilities	Institutional job expectations
PhD	<p>NBU complies with the requirements of the Higher Education Act (https://lex.bg/laws/ldoc/213364736 1) and the Academic Staff Development Act (https://www.lex.bg/laws/ldoc/2135680028)</p>	<p>At NBU the PhD student can be a: PhD students with a scholarship, PhD students with a regular fee, PhD students in self-study;.</p> <p>The hiring committee for all positions consists of 3 levels:</p> <p>1. Commission for Development of Academic Staff (CDAS) - selects the candidates, checks publications and the compliance with the minimum requirements in the Law for the development of the academic staff and the Law for the higher education, which should coincide with the requirements of NBU. CDAS consists of Chairman - Rector of NBU, Deputy. the Rectors, the Deans of the</p>	<p>In <u>Appendix 3</u>, you can see the scheme and the activity indicators students at NBU. During their PhD program, PhD students have: special auditorium courses and a doctor school, where they have university pedagogy, and after they pass they exams and cover the 10 ECTS, they can practice and teach in both BA or MA courses. The PhD students have 3 ECTS (30-60 h, depending from the course) from training courses and 20 ECTS (600 h) from auditorium classes. They all attend PhD school and seminar, as you can see from Appendix 3.</p> <p>Education for PhD Students</p> <p>The training of the doctoral students is carried out according to the respective doctoral program and an individual work plan approved by the Faculty Council of the School of Graduate Studies. The conditions of the doctoral</p>	

		<p>Schools, the Executive Director and a member of the Board of Presidents appointed by the Chairman of the Board of Trustees.</p> <p>2. Council of the Rector in NBU</p> <p>3. Academic Council of NBU - approves the habilitated persons.</p>	<p>students' training, including: research (creative) activity, doctoral minimum exams, attendance and participation in courses, teaching and / or expert activity and development of a doctoral dissertation, as well as other issues related to the training and status of doctoral students are regulated in the Ordinance on the educational process at NBU.</p> <p>The education of PhD students lasts: 3 years for PhD students with scholarship and with a regular fee; Minimum 3 semesters for the students on self-study program. They have obligatory give 2/3 written text of their dissertation, by enrolling procedures.</p>	
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<p>Senior Lecturer</p>	<p>NBU complies with the requirements of the Higher Education Act (https://lex.bg/laws/ldoc/2133647361) and the Academic Staff Development Act (https://www.lex.bg/laws/ldoc/2135680028)</p> <p>The academic position "Senior Lecturer" is held only by a person who meets the minimum national requirements (https://docs.google.com/spreadsheets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzg2ilasU/edit#gid=1016473912 ; Appendix 2).</p>	<p>From Senior Lecturer and further in the career system NBU have some <u>quantitative minimum requirements</u> potential staff need to live up to.</p> <p>Regarding teaching and pedagogy these are the interesting indications that can give points to the candidate (it differs how many points Senior Lecturers, associate professors, and professors have to obtain):</p> <p>31. Participation in program improvement and development courses to programs</p> <p>35. Average assessment by student satisfaction surveys and lecturer over 4,00</p> <p>36. Author's teaching materials for at least one book type and / or in "Moodle NBU"</p> <p>37. Joint work with students in research and / or creative projects</p> <p>40. Secured participation of students in creative appearances outside NBU,</p>	<p>Demanded hours of teaching – 240 h. The senior lecturers can teach in all BA and Master programs, only.</p> <p>Detailed information in Appendix 1: https://docs.google.com/spreadsheets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzg2ilasU/edit#gid=304017536</p> <p>The senior lecturers do not attend courses on university pedagogy, because they have such courses, while they were doing their PHD education and in their individual plan there were such courses.</p> <p>The senior lecturers teach in all BA and Master programs, they could be scientific supervisors of students, who are writing their Bachelor, Master thesis.</p>	<ol style="list-style-type: none"> 1. To carry out teaching activities with a workload, according to the approved for the respective category in the Ordinance on the employment of teachers at NBU or according to what is agreed in the contract. 2. To conduct the school hours, according to the schedule prepared by the "Study" department. 3. To participate in the development of new courses, exercises and seminars. 4. To consult with students. 5. To lead the research activity of doctoral students. 6. To participate in the management of graduates. 7. To present for discussion problems that have arisen in the teaching and research work. 8. To work in the relevant scientific field, to participate in scientific conferences, symposia and seminars, to publish papers in scientific journals. 9. To participate in the development of textbooks and teaching aids for students. 10. Assists in the protection of the health and life of the students during the educational process, as far as possible monitors the observance of the rules of internal order by the students. 11. In the performance of his / her duties he / she shall be responsible for:
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		<p>national and international competitions / Olympiads, national and international scientific forums</p> <p>42. Participation as a trainee in the training program of the teaching and administrative staff of the NBU</p> <p>43. Participation as a trainer in the training program of the teaching and administrative staff of the NBU. https://docs.google.com/spreadsheets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzq2ilasU/edit#gid=1016473912 (Appendix 2)</p> <p>The hiring committee for all positions consists of 3 levels:</p> <ol style="list-style-type: none"> 1. Commission for Development of Academic Staff (CDAS) 2. Council of the Rector in NBU 3. Academic Council of NBU - approves the habilitated persons. 		<ul style="list-style-type: none"> • The observance of the Regulations for the structure and the activity of NBU and the internal normative acts for its implementation; • Adherence to curricula, study programs and study schedules;
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<p>Associate Professor</p>	<p>NBU complies with the requirements of the Higher Education Act (https://lex.bg/laws/ldoc/213364736) and the Academic Staff Development Act (https://www.lex.bg/laws/ldoc/2135680028)</p> <p>Applicants for the academic position of "Associate Professor" must meet the following conditions:</p> <ol style="list-style-type: none"> 1. to have acquired educational and scientific degree "doctor", which for the specialties of the regulated professions must be from the same specialty; 2. not less than two years: <ol style="list-style-type: none"> (a) have held the academic position of "assistant", "chief assistant", or (b) have been lecturers, including part-time teachers, or members of a research team at the same or another higher education institution or scientific organization, or (c) have pursued an artistic activity, or d) have been practitioners and have proven achievements in their field; 3. to have submitted a published monographic work or equivalent publications in specialized scientific publications or evidence of corresponding artistic achievements in the field of arts, which shall not repeat the presented for acquisition of the educational and scientific degree "doctor" and for the 		<p>Demanded hours of teaching – 180 h.</p> <p>Detailed information in Appendix 1: https://docs.google.com/spreadsh eets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzg2ilasU/edit#gid=304017536</p> <p>The associate professors do not attend courses on university pedagogy, because they have such courses, while they were doing their PHD education and in their individual plan there were such courses.</p> <p>The associate professors teach in all BA and Master programs, and also they could have courses in PhD programs; they could be part of Scientific jury or supervisors of students, who are writing their Bachelor, Master or PhD thesis.</p>	<p>Main responsibilities:</p> <ol style="list-style-type: none"> 1. To carry out teaching activities with a workload, according to the approved for the respective category in the Ordinance on the employment of teachers at NBU or according to what is agreed in the contract. 2. To conduct the school hours, according to the schedule prepared by the "Study" department. 3. To participate in the development of new courses, exercises and seminars. 4. To consult with students. 5. To lead the research activity of doctoral students. 6. To participate in the management of graduates. 7. To present for discussion problems that have arisen in the teaching and research work. 8. To work in the relevant scientific field, to participate in scientific conferences, symposia and seminars, to publish papers in scientific journals. 9. To participate in the development of textbooks and teaching aids for students. 10. Assists in the protection of the health and life of the students during the educational process, as far as possible monitors the observance of the rules of internal order by the students.
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	<p>acquisition of the scientific degree " Doctor of Science";</p> <p>4. meet the minimum national requirements under (https://docs.google.com/spreadsheets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzg2ilasU/edit#gid=1016473912 ; Appendix 2);</p> <p>5. not to have plagiarism in the scientific papers proven in accordance with the statutory procedure.</p> <p>(2) The academic position "associate professor" shall be held on the basis of competition and selection.</p> <p>(3) A competition for holding the academic position "associate professor" shall be opened if the respective teaching or research workload can be ensured according to the respective regulations of the higher school or the scientific organization.</p> <p>The competition is conducted by a seven-member scientific jury. At least three of the members of the jury are external to the respective university or scientific organization and at least three are professors. Within 14 days after the deadline for submission of documents, the scientific jury decides to admit the candidates for evaluation and appoints two reviewers for the admitted candidates, at least one of whom holds the academic position</p>			<p>11. In the performance of his / her duties he / she shall be responsible for:</p> <ul style="list-style-type: none"> • The observance of the Regulations for the structure and the activity of NBU and the internal normative acts for its implementation; • Adherence to curricula, study programs and study schedules; • Observance of labor discipline. <p>12. Knowledge of internal regulations.</p> <p>13. Fulfillment of other obligations assigned by the direct supervisor.</p> <p>Demanded hours of teaching – 180 h.</p> <p>Detailed information in Appendix 1: https://docs.google.com/spreadsheets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzg2ilasU/edit#gid=304017536</p> <p>The associate professors do not attend courses on university pedagogy, because they have such courses, while they were doing their PHD education and in their individual plan there were such courses.</p> <p>The associate professors teach in all BA and Master programs, and also they could have courses in PhD programs; they could be part of Scientific jury or supervisors of</p>
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	<p>of "professor". The other members of the jury prepare opinions. Reviews and opinions end positively or negatively.</p>			<p>students, who are writing their Bachelor, Master or PhD thesis.</p>
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<p>Professor</p>			<p>Demanded hours of teaching – 180 h.</p> <p>Detailed information in Appendix 1: https://docs.google.com/spreadsheets/d/1ildy-w0GYgw_qPNoJh5M8ie2-WMewW7Slrzg2ilasU/edit#gid=304017536</p> <p>The professors do not attend any courses on university pedagogy.</p> <p>The professors teach in all BA and Master programs, and also they could have courses in PhD programs; they could be part of Scientific jury or supervisors of students, who are writing their Bachelor, Master or PhD thesis.</p>	<p>Main responsibilities:</p> <ol style="list-style-type: none"> 1. To carry out teaching activities with a workload, according to the approved for the respective category in the Ordinance on the employment of teachers at NBU or according to what is agreed in the contract. 2. To conduct the school hours, according to the schedule prepared by the "Study" department. 3. To participate in the development of new courses, exercises and seminars. 4. To consult with students. 5. To lead the research activity of doctoral students. 6. To participate in the management of graduates. 7. To present for discussion problems that have arisen in the teaching and research work. 8. To work in the relevant scientific field, to participate in scientific conferences, symposia and seminars, to publish papers in scientific journals. 9. To participate in the development of textbooks and teaching aids for students. 10. Assists in the protection of the health and life of the students during the educational process, as far as possible monitors the observance of the rules of internal order by the students.
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				<p>11. In the performance of his / her duties he / she shall be responsible for:</p> <ul style="list-style-type: none">● The observance of the Regulations for the structure and the activity of NBU and the internal normative acts for its implementation;● Adherence to curricula, study programs and study schedules;● Observance of labor discipline. <p>12. Knowledge of internal regulations.</p> <p>13. Fulfillment of other obligations assigned by the direct supervisor.</p>
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University of Konstanz

Academic position	Regulation of the Federal State of Baden-Württemberg	Institutional hiring requirements	Institutional job responsibilities	Institutional job expectations
Put in the title of the professional academic position e.g., PhD, professor.	Write down main characteristics from the national framework that the universities have to live up to regarding the teaching dimension of the employee.	<p>This is the space for descriptions about what documentation is required when new academic staff is hired.</p> <p>Examples: How is it secured that they have teaching experience, have taken part in university pedagogy courses, etc.</p> <p>Who is the hiring committee?</p>	<p>How does the university/department operationalize the abstract demands set out by the national policy?</p> <p>How many hours of teaching is demanded?</p> <p>Does the employee have to follow courses on university pedagogy—if so, what are the learning targets of the courses?</p>	<p>Does the university or department have any further expectations for the academic staff member that are not strict requirements?</p> <p>Are they e.g. expected to be willing to teach at both the BA and MA, take part in the PhD school or engage in the social environment?</p>
Academic Staff (PhD/Postdoc)	<p><u>Landeshochschulgesetz (LHG) §52 (1):</u> “Academic staff are civil servants and employees under private law who are bound by instructions to perform academic services in accordance with their job description within the scope of fulfilling the university's tasks, in particular in science, research, teaching and further education. Scientific services also include the</p>	<p>Selection process for academic staff is usually done on an individual basis by professors; teaching experience can be a criterion, but there are no general institutional hiring requirements.</p>	<p><u>Lehrverpflichtungsverordnung (LVVO) §2 (1) 6:</u> “Academic staff according to § 52 LHG at universities and colleges of education who perform their official duties</p> <p>a) perform equal shares of their duties in research and teaching,</p>	<p>Taking part in university pedagogy courses is encouraged, but not mandatory:</p> <p><u>Code of Practice for Doctoral Researchers at the University of Konstanz/:</u></p>

	<p>performance of teaching tasks. [...] The description of official duties shall be issued by the Rectorate on the proposal of the Dean's Office or the Rector of the Academy of Studies. [...] Academic staff members are entitled to the preparation of a task description, which also specifies the scope of teaching duties. Task descriptions are subject to change according to the needs of the university."</p>		<p>7 to 13 semester hours per week, b) predominantly in the field of research, 5 to 12 semester hours per week, c) predominantly in teaching, 13 to 19 semester hours, d) exclusively in teaching, 20 to 25 semester hours"</p>	<p>"The University of Konstanz is proud to offer a wide variety of continuing education opportunities. Our Academic Staff Development unit and integrated university didactics team offer numerous options and events for doctoral researchers to develop their competencies in research and teaching."</p> <p><u>Konstanz Code of Practice for Postdoctoral Researchers:</u> "At the University of Konstanz, we expect our junior researchers to participate in teaching to an extent that is conducive to improving their overall qualifications. We support our junior researchers' university didactics training."</p>
<p>Junior Professor / Tenure-Track-Professor</p>	<p>LHG §51 (2) 2. (2) In addition to the general requirements under civil service law, the following are prerequisites for the appointment of junior professors</p>	<p>LHG §51 (6) "In order to prepare the appointment proposal, the rectorate, in consultation with the faculty, shall form a selection committee which shall be chaired by a member of the rectorate or a member of the dean's</p>	<p>LVVO §2 (1) 4 "Junior professors, if they have been positively evaluated, 6 semester hours, otherwise 4 semester hours"</p>	<p>Additional voluntary teaching-related evaluation criteria according to the <u>Statute for Junior Professors & Statute for Tenure-Track-Professors:</u></p>

	<p>1. [...]</p> <p>2. Pedagogical aptitude, which must be demonstrated by experience in teaching or training.</p>	<p>office of the faculty in which the position is to be filled; the faculty concerned shall have the right to propose candidates for the selection committee. The professors shall have the majority of votes in the selection committee; it must also include at least one expert from outside the university, two women with expertise in the field, the equal opportunity representative, and one student.”</p>	<p>Evaluation criteria according to the <u>Statute for Junior Professors & Statute for Tenure-Track-Professors:</u></p> <ul style="list-style-type: none"> “- Brief explanation of the integration into study programs - Naming of the courses held and brief description of the course content - Explanation of the teaching forms, applied didactics and methodology - Teaching evaluation by students as well as statement of the student representation - Advising and supervision of students (e.g. involvement in examinations, supervision of final theses) - Internationality (e.g. supervision of international students and doctoral candidates, <p>teaching in English or other foreign languages)</p> <p>Documentation of teaching performance can take the form of a teaching portfolio.”</p>	<p>“- Supervision of doctoral theses and other activities for the promotion of young scientists</p> <ul style="list-style-type: none"> - Transfer activities (with business, administration, society or politics) or cooperation with practical areas - If applicable, listing of own continuing education measures (e.g. university didactics).“ <p><u>Konstanz Code of Practice for Postdoctoral Researchers</u></p> <p>Taking part in university pedagogy courses is encouraged, but not mandatory:</p> <p>”At the University of Konstanz, we expect our junior researchers to participate in teaching to an extent that is conducive to improving their overall qualifications. We support our junior researchers’ university didactics training.”</p>
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<p>Professor</p>	<p>LHG §46 (1) 2.</p> <p>“The university professors shall independently perform the duties incumbent upon their university in accordance with § 2 in the fields of science and art, artistic development projects, research, teaching and continuing education in their subjects in accordance with the more detailed provisions of their employment contracts. Their full-time duties shall also include,</p> <p>[...]</p> <p>2.</p> <p>To participate in tasks of quality development of studies and teaching and in study counseling, in particular also by participating in advanced training courses”</p> <p>LHG §46 (2)</p> <p>(2) “Within the framework of the regulations applicable to their employment, university teachers shall be obliged to teach courses in their subjects in all degree programs. Within the framework of the regulations applicable to their employment, they shall</p>	<p>LHG §48 (3)</p> <p>“(3) Notwithstanding sentence 11, the rectorate, in consultation with the faculty, shall form an appointment committee for the preparation of the appointment proposal, which shall be chaired by a member of the rectorate or a member of the dean's office of the faculty in which the position is to be filled; the faculty concerned shall have the right to propose candidates for the appointment committee. The professors have the majority of votes in the appointment committee; it must also include at least one expert from outside the university, the equal opportunity representative, and one student; the committee may consult an expert from the field of subject and university didactics. The appointment committee must include at least two expert women and two expert men; in addition, § 10 paragraph 2 sentence 2 (goal of equal representation of women and men) shall apply. The obligations under sentence 3 shall be pointed out in an appropriate manner. If the professorship to be filled is associated with duties at the University Hospital, a member of the Hospital Executive Board and an expert person appointed by the Hospital Executive Board shall be entitled to participate in the meetings of the appointment committee with</p>	<p>LVVO §2 (1) 1</p> <p>“§ 2</p> <p>Extent of teaching obligations under service law</p> <p>(1) The following teaching obligations apply:</p> <p>1.</p> <p>Professors at universities and colleges of education as a rule 9 semester hours per week, in derogation thereof</p> <p>a)</p> <p>professors who are predominantly engaged in non-teaching activities pursuant to section 46(1) sentence 3 of the LHG, 2 to 8 semester hours per week,</p> <p>b)</p> <p>professors who have a focus on teaching according to § 46 paragraph 1 sentence 6 LHG, 10 to 12 semester hours per week”</p>	<p>Didactic training offered by the Academic Staff Development are open to professors but attendance is not required:</p> <p><u>Code of Practice for Effective Teaching</u></p> <p>“Additionally, the University of Konstanz offers its faculty the free space to enhance their teaching methods.”</p>
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	<p>implement the decisions of the university bodies taken to ensure the provision of teaching."</p> <p>LHG § 47 (1) 2.</p> <p>(1) In addition to the general requirements under civil service law, the following shall be prerequisites for the appointment of professors</p> <p>[...]</p> <p>2.</p> <p>Pedagogical aptitude, which must be demonstrated by experience in teaching or training or by participation in advanced and further training courses in university didactics" (university-specific criteria, see Habilitationsordnung on the right)</p>	<p>voting rights. In the case of W 3 professorships, the appointment committee shall draw up a proposal for appointment, which should include three names, and obtain external and comparative expert opinions; in the case of artistic professorships at music and art colleges, external expert opinions shall suffice. The dean of studies or the head of the study area shall comment on the applicants' abilities and experience in teaching. The individual members of the appointment committee may submit a special vote, which must be attached to the appointment proposal. The appointment proposal requires the approval of the Faculty Council or the Local Senate; the Basic Regulations shall regulate the participation of the Senate. Insofar as the professorship to be filled is associated with tasks in the University Hospital, the approval of the Hospital Board is also required. In deviation from sentence 1, the rector of the DHBW Academy of Studies at which the position is to be filled shall form an appointment committee in agreement with the DHBW Presidential Board, which he or she shall chair unless a member of the DHBW Presidential Board assumes the chair or transfers it to a representative. Sentences 2 to 4 and</p>		
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		<p>6 to 9 shall apply in all other respects.”</p> <p><u>Recruiting Guidelines</u> <u>„Berufungspolitik und wertschätzendes Berufungsverfahren für die Besetzung einer W3-Professur an der Universität Konstanz“</u></p> <p>“It is recommended that three representatives (one from each of the following status groups one from each of the following status groups: professors - academic staff - students). including the dean of studies or the professor appointed by him or her. The dean of studies or the professor appointed by him or her, who devotes his or her special attention to the qualification of the candidates in teaching. These representatives can obtain information from the university didactics department about instruments for testing teaching competence.”</p> <p><u>Habilitationsordnung</u> “§ 7 Proof of special pedagogical aptitude</p> <p>(1) Proof of special pedagogical aptitude can be provided by: 1. holding courses related to the degree program in agreement with the subject(s) concerned at the University of Konstanz or at another university for at least two semester</p>	
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		<p>hours per week in each case in at least three semesters, if the study commission(s) responsible at the University of Konstanz has/have issued a positive opinion, usually based on teaching evaluation results, or</p> <p>2.</p> <p>a) the presentation of the Baden-Württemberg Certificate for University Didactics and</p> <p>b) the holding of courses related to the course of study in agreement with the subject(s) concerned at the University of Konstanz or at another university for at least two semester hours per week in each case in at least one semester, if the study commission(s) responsible at the University of Konstanz has/have issued a positive statement, which as a rule is based on teaching evaluation results, or</p> <p>3.</p> <p>a) proof that part of the Baden-Württemberg Certificate in Higher Education Didactics (at least 100 work units) and, within this framework, at least Module I have been successfully completed, and</p> <p>b) the holding of courses related to the course of study in agreement with the subject(s) concerned at the University of Konstanz or at another university for at least two semester hours each in at least two semesters, if the study commission(s) responsible at the University of</p>		
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		<p>Konstanz has/have issued a positive statement, usually based on teaching evaluation results.</p> <p>(2) If no teaching evaluation results are available, the study commission(s) responsible at the University of Konstanz will determine, in consultation with the applicant, a course belonging to a degree program at the University of Konstanz. The applicant must teach at least one unit of two hours in this course. As soon as a course has been determined, the chairperson(s) of the study commission(s) shall indicate this in writing to the members of the study program commission(s) at least one week before the date. The study commission(s) shall decide on the proof of special pedagogical aptitude.</p> <p>(3) Comparable evidence in the field of university didactics acquired outside the state of Baden-Württemberg will be recognized if they meet the recognition criteria of the University Didactics Center Baden-Württemberg.“</p>		
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University of the Aegean

Teaching and Learning Support Office

There is no specific policy imposed by law about teaching & learning in Greece. Higher education institutions or departments had the possibility to create their own teaching and learning policies, but this has not so far been a priority for them. Nevertheless, on the occasion of the intensification of the procedures about the quality assurance in universities, under the guidance of the Hellenic Authority for Higher Education (HAHE), Greek universities have started deliberation with their communities about the creation of frameworks for teaching & learning and the relevant support of teaching staff and students as well. In this very framework, the government has recently encouraged the creation of Units for the Supporting of Teaching & Learning. At the moment, only 3 universities have created TLSO's. Among them, the UAegean's "Teaching and Learning Support Office."

Academic position	National regulation	Institutional hiring requirements	Institutional job responsibilities	Institutional job expectations
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<p>PhD Candidates</p>	<p>The selection of PhD candidates takes place at the Assembly of the Department, after the recommendation of a 3-member committee, consisting of members of the Teaching and Research Staff (Faculty) of the Department, without teaching experience required (Law 4485/2007, article 38).</p>	<p>On the proposal of the Assembly of the Department and a joint decision of the Ministers of Education and Religious Affairs and of Economy and Finance, can be assigned to PhD candidates the assistance of members of the Teaching and Research Staff (Faculty) at undergraduate and postgraduate level with hourly pay that burdens the institution's budget (Law 3685/2008, article 9, par. 3, subpar. e).</p>	<p>PhD Candidates may be employed as academic fellows by decision of the Assembly and act of the Chair of the relevant Department, for the conduct of teaching, clinical and research work, determined by the contract signed between the academic fellow and the Rector of the relevant Higher Education Institution (HEI). The employment of the above can be full or part time. In case of full-time employment, the teaching work may not exceed sixteen (16) hours of weekly employment, of which a maximum of six (6) hours may concern the teaching of a theoretical course, while in the case of part-time employment the obligation to provide teaching work is reduced according to the employment rate (Law 4009, article 29, par. 7 as in force).</p>	<p>-</p>
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Postdoc	The selection of the Postdoctoral Fellows takes place at the Assembly of the Department, after the recommendation of a committee, consisting of members of the Teaching and Research Staff (Faculty) of the Department, without teaching experience required (Regulations for Postdoctoral Fellows of the University of the Aegean).	The Department may assign additional educational work, within the framework of its undergraduate and postgraduate programs, to the Postdoctoral Fellow, provided that this is not contrary to the obligations of the research (Regulations for Postdoctoral Fellows of the University of the Aegean).	-	-
Special Teaching & Laboratory Staff:				
Educators under Presidential Decree (P.D.) 407/80	The selection is made by the Assembly of the Department without teaching experience required. They carry out educational-teaching work in proportion to that of the Teaching and Research Staff (Faculty) members	-	The employment of the above can be full or part time. In case of full-time work, the educational-teaching work is at least 6 hours per week, while in the case of part-time work the teaching hours are reduced depending on the percentage of employment/ employment rate.	-

<p>Academic Scholars/Fellows (either through European National Strategic Reference Framework (NSRF) Program or without it)</p>	<p>The selection is made by the Assembly of the Department without teaching experience required. They carry out educational-teaching work.</p>	<p>-</p>	<p>The employment of the above can be full or part time. In case of full-time work, the educational-teaching work may not exceed sixteen (16) hours of weekly employment, of which a maximum of six (6) hours may concern the teaching of a theoretical course, while in the case of part-time employment the obligation to provide educational-teaching work is reduced depending on the percentage of employment/employment rate.</p>	<p>-</p>
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Special Teaching Staff (S.T.S.)	<p>The selection is made by the competent body without teaching experience required.</p>	<p>-</p>	<p>The members of the Special Teaching Staff (S.T.S.) category provide special educational - teaching work in Higher Education Institutions (H.E.I.s) and they are assigned an independent teaching work. To this category belongs the teaching staff that teaches foreign languages or the Greek language as a foreign, physical education, design, as well as fine and applied arts.</p> <p>The S.T.S. members are required/obliged to attend the university premises/facilities/campus twenty-two (22) hours per week for a minimum of, distributed in at least four working days and to provide any form of educational-teaching work with a number of teaching hours proportional to that of Teaching and Research Staff (Faculty) members (at least 6 hours per week), as well as any kind of scientific-research work.</p>	<p>-</p>
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<p>Laboratory Staff Research Scientist (L.S.R.S.)</p>	<p>The selection is made by the competent body without teaching experience required.</p> <p>By decision of the Assembly of the relevant Department, it can be assigned to the members of the L.S.R.S. category an independent educational-teaching work.</p>	<p>-</p>	<p>The members of the Laboratory Staff Research Scientist (L.S.R.S.) category provide laboratory - applied teaching work in H.E.I.s, which consists mainly in conducting laboratory and clinical exercises, as well as conducting practical exercises in the fields of application of the relevant sciences. Holders of a doctoral degree, or members of the Final/higher Grade may be assigned an educational-teaching work, teaching of deepening courses in small groups of students under the supervision of the Faculty Professors and may participate in the supervision of undergraduate theses or other tasks.</p> <p>The L.S.R.S. members are required/ obliged to attend the university premises/facilities/campus twenty-two (22) hours per week for a minimum of, distributed in at least four working days and to provide any form of educational-teaching work with a number of teaching hours proportional to that of Teaching and Research Staff (Faculty) members (at least 6 hours per week), as well as any kind of scientific-research work.</p>	<p>-</p>
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Special Technical Staff (S.T.S.)	<p>The selection is made by the competent body without teaching experience required.</p> <p>By decision of the Assembly of the relevant Department, it can be assigned to the members of the S.T.S. category an independent educational-teaching work.</p>	<p>-</p>	<p>The members of the Special Technical Staff (S.T.S.) category provide infrastructure work in the general operation of H.E.I.s, offering specialized technical laboratory services for the better execution of their educational, research and applied work.</p> <p>The S.T.S. members are required/ obliged to attend the university premises/facilities/campus twenty-six (26) hours per week, at a minimum, and to provide any kind of specialized technical laboratory work.</p>	<p>-</p>
Teaching and Research Staff (Faculty)				

<p>Assistant Professors</p>	<p>Carry out educational-teaching work</p>	<p>The election to the position of Assistant Professor requires, among others, at least three (3) years or independent teaching, after obtaining the doctoral degree in the field of the Department in Higher Education Institutions (HEIs), or cognate institutions abroad, or a recognized professional work of a similar level in a relevant scientific field, or work in recognized research centers in the country or abroad, or participation for a fee in organized research programs.</p> <p>For the election/advancement of the Assistant Professor and in order their teaching ability to be judged, candidates are required to submit a document of the evaluation of their teaching work, and conduct a trial course attended by students and members of the electorate and the 3-member recommendation committee (that is, the evaluators of the candidacy).</p> <p>Also, every six months, the teaching/didactic ability of the serving Assistant Professors is evaluated, per lesson, through questionnaires filled in by the students, in the context of procedures applied by the Quality Assurance Unit of the Institution. Following are the processing of the data by the Department and suggestions for improvement.</p>	<p>The Assistant Professors deliver undergraduate and postgraduate courses, teach in tutoring or seminars, in laboratories or clinics, included in the Curriculum of Studies of the Departments, to which they belong or in another Department or in Curricula of Studies in the relevant Higher Education Institution (H.E.I.), at least six (6) hours per week (Law 2530/1997, article 2).</p>	<p>-</p>
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<p>Associate Professors</p>	<p>Carry out educational-teaching work</p>	<p>The election to the position of Associate Professor requires, among others, at least four (4) years of independent teaching, after obtaining the doctoral degree in the field of the Department in Higher Education Institutions, or cognate institutions abroad, or a recognized professional work of a similar level in a relevant scientific field or work in recognized research centers in the country or abroad.</p> <p>For the election/development of the Associate Professor and in order to judge their teaching ability, candidates are required to submit a document on the evaluation of their teaching work, and conduct a trial course attended by students and members of the electorate and the 3-member recommendation committee (that is, the evaluators of the candidacy).</p> <p>Also, every six months, the teaching/didactic ability of the serving Associate Professors is evaluated, per lesson, through questionnaires filled in by the students, in the context of procedures applied by the Quality Assurance Unit of the Institution. Following are the processing of the data by the Department and suggestions for improvement.</p>	<p>The Associate Professors deliver undergraduate and postgraduate courses, teach in tutoring or seminars, in laboratories or clinics, included in the Curriculum of Studies of the Departments, to which they belong or in another Department or in Curricula of Studies in the relevant Higher Education Institution (H.E.I.), at least six (6) hours per week (Law 2530/1997, article 2).</p>	<p>-</p>
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<p>Full Professors</p>	<p>Carry out educational-teaching work</p>	<p>The election to the position of Full Professor requires, among others,</p> <p>a) at least six (6) years of independent teaching, after obtaining the doctoral degree in the field of the Department, with a documented contribution to the formation and teaching of the material of at least two courses or work in recognized research centers of the country or abroad or a recognized professional work in a relevant scientific field.</p> <p>b) Postgraduate teaching experience consisting of teaching for at least three years in Postgraduate Programs of Higher Education Institutions (HEIs) of the country or abroad or supervision, in the capacity of supervisor, of at least one successfully completed doctoral dissertation, from its inception to its completion or participation in three-member advisory committees of at least two doctoral dissertations that have been successfully completed or directorship for at least three years of recognized Research Institutes or at least three years in the position of director/tress in International and European Organizations.</p> <p>For the election/development of the Full Professors and in order to judge their teaching ability, candidates are</p>	<p>The Full Professors deliver undergraduate and postgraduate courses, teach in tutoring or seminars, in laboratories or clinics, included in the Curriculum of Studies of the Departments, to which they belong or in another Department or in Curricula of Studies in the relevant Higher Education Institution (H.E.I.), at least six (6) hours per week (Law 2530/1997, article 2).</p>	<p>-</p>
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		<p>required to submit a document on the evaluation of their teaching work, and conduct a trial course attended by students and members of the electorate and the 3-member recommendation committee (that is, the evaluators of the candidacy).</p> <p>Also, every six months, the teaching/didactic ability of the serving Full Professors is evaluated, per lesson, through questionnaires filled in by the students, in the context of procedures applied by the Quality Assurance Unit of the Institution. Following are the processing of the data by the Department and suggestions for improvement.</p>		
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Paris 8

Academic position	National regulation	Institutional hiring requirements	Institutional job responsibilities	Institutional job expectations
ATER (Attachés temporaires d'enseignement et de recherche)	Statutes governed by the decree of the Education Code n°88-654 of 7 May 1988 Anyone with a PhD or doctorate can apply. No particular requirement in terms of teaching skills.	Applications are examined taking into account the progress and interest of scientific work but also the teaching experience of the candidates. In some disciplines (literature, languages, history), some of the candidates are civil servants (CAPES or Agrégation) of the Education Nationale.	192 HTD for teaching or 96HTD for a half position	Teaching at the bachelor's level but also at the master's level if necessary.
PRAG (Professeur agrégé de l'enseignement du second degré français)	Statutes governed by the law n° 83-634 of 13 July 1983), and "fonction publique de l'État" (law n° 84-16 of 11 January 1984 Secondary school teachers that can be recruited into higher Education.	Publication of vacancies The publication of vacant or likely to be vacant positions for secondary school teachers in higher education institutions, must be done by the higher education institution to which these positions are assigned; Application phase The criterias and calendar (duration of the publication and submission of applications in particular) will be determined by each higher education institution, which will specify the characteristics of each post as well as the composition of	Hourly volume: 384h 100% teaching position. Colleagues can follow all training courses offered by the university. Can be relieved of 50% of their duties for research activities (PhD in progress)	Teach at both BA and MA level.

		<p>the application file (including compulsory documents).</p> <p>Selection of candidates The operations will take place according to a common calendar for all the institutions.</p>		
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PhD

Decree of the 25 May 2016 establishing the national framework for training and the procedures leading to the award of the national doctoral diploma

Doctoral students may be awarded a fellowship, accompanied by a teaching load or a task to valorise research data.

At Paris 8 the PhD student can be a:

- PhD student with a scholarship,
- PhD students with a regular fee,
- PhD students in self-study

Training is being developed for doctoral students in charge of teaching: a) A session in the first semester during which doctoral students can express their needs and apprehensions;

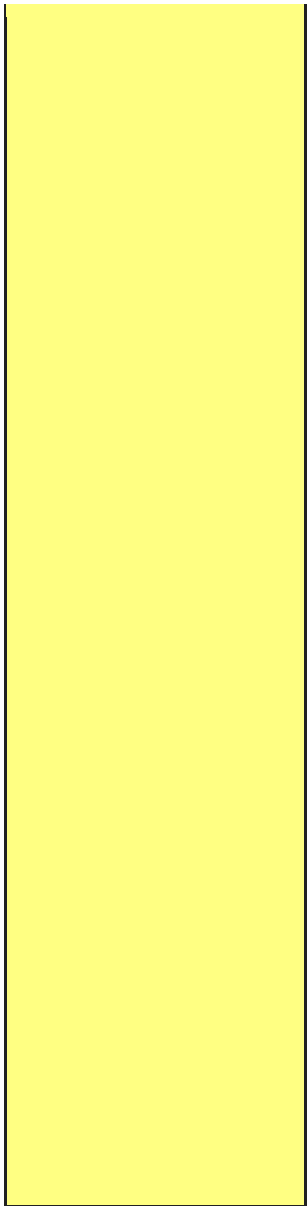
b) Another one in the second semester so that they can take stock of their experience.

Five to six major themes are proposed:

- How do I schedule 13 class sessions?
- How to build a session?
- What place should be given to presentations?
- What kind of teaching methods, what kind of rigour to adopt (what place and form to give to teaching aids?)

Teaching load of 64HTD per year, over three years for doctoral contracts
Trainees in national education (CAPES or agrégation) who benefit from a doctoral contract must complete 128 hours of teaching in order to receive tenure. Experimental project implemented before the pandemic: implementation of pedagogical workshops (6h) for all doctoral students with teaching responsibilities

Teach at BA level. MA level in some cases.



- What interaction between teacher-researchers and students in and out of the course?

<p>Postdoc</p>	<p><u>Article 7 of the Law No. 2020-1674 of 24 December 2020</u> established the post-doctoral contract under public and private law.</p> <p>The primary content of the time limited postdoc is research, but teaching can be a part of it. The university distributes the workload themselves. It is subject to a request for concurrent activity.</p>	<p>A postdoc contract intervenes no later than 3 years after the PhD is obtained, for a minimum of one year and a maximum of 3 years, and renewable once up to a total duration of 4 years.</p> <p>In Paris 8, both Artec and the UPL propose the postdoctoral contract.</p>	<p>The post-doctoral contract aims to better support doctors in their professional transition period towards permanent positions in public or private research. It provides enhanced rights in terms of continuing education, support for career development and even gap periods, with the aim of developing the skills expected by public and private employers.</p> <p>At Paris 8 postdocs are usually hired with external funding. The postdoc does exclusively consist of research. It is possible for postdocs to carry out teaching assignments in the context of multiple jobs.</p>	<p>Teach at BA level. MA level in some cases.</p>
<p>MAST and PAST</p>	<p>Statutes governed by the decree of the Education Code n°91-267 of 6 March 1991 and Decree n°85-733 of 17 July 1985</p> <p>Professions-oriented posts, with teaching and research missions</p>	<p>Prove professional experience directly related to the teaching subject</p> <p>hold one of the diplomas mentioned in article 23, paragraph 1 of decree n° 84-431 of 6 June 1984</p>	<p>Hourly volume: 96h for half posts for 3 years (renewable as much as desired) or 192HTD for full time posts for 3 years (renewable once)</p>	<p>Teach at both BA and MA level.</p>

<p>MCF</p> <p>Maîtres de conférences</p>	<p>Statutes governed by the decree of the Education Code n°84-431 of 6 June 1984).</p>	<p>1st step. To be registered on a qualification list. Conditions to be fulfilled in order to be registered: to be either a holder of a doctorate or an equivalent qualification (article 23 of decree n°84-431). The list is examined and decided by the National University Council</p> <p>2nd step. Pass a competitive recruitment exam opened by universities. For each competition, a selection committee is set up to choose the candidates for the jobs.</p> <p>3rd step. The successful candidates are appointed as trainee MCF for a period of one year by order of the Minister in charge of higher education.</p> <p>At the end of the training period, the trainee MCF are either granted tenure, or maintained as trainees for a period of one year, or reintegrated into their original role, or dismissed if they are not civil servants.</p>	<p>For professors and MCFs, a whole section of the staff training plan is devoted to :</p> <ul style="list-style-type: none"> - Accompanying teachers in the field of university and digital pedagogy, - Supporting career teacher-researchers when they take up their duties (decree of 9 May 2017), - Develop foreign language skills, especially in scientific English <p>Note: a training program for MCF HDRs is currently being written. It will aim to accompany future thesis directors in the training of doctoral students. It will present:</p> <ul style="list-style-type: none"> - the specificities of the supervision of a thesis, compared to a master's thesis; - how to set the work schedule ; - how to integrate doctoral students into a research group ; - how to combine thesis writing and scientific production ; - how to terminate a thesis supervision; etc. <p>The national framework requires MCFs to do 192 hours of TD. Professors can only do 128 hours of lectures. Since its creation, in most of the disciplines taught from the bachelor to the master, Paris 8 has erased this disparity in the volume of teaching hours by mixing CM and TD equally in the teaching services: an MCF as well as a professor teaches the same number of hours</p>	<p>It is customary for MCFs to be able to teach master's seminars, in the same way as professors. The objective of these measures is to guarantee student audiences a diversity of teachers at different stages of their career and research.</p>
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Professor

Statutes governed by the decree of the Education Code n°84-431 of 6 June 1984).

Similarly to the procedure for MCFs, Professors also have to pass a competition. In order to become a professor, it is necessary to obtain a habilitation to direct research work (i.e.) Habilitation à diriger des recherches (HDR)

For professors and MCFs, a whole section of the staff training plan is devoted to :

- Accompanying teachers in the field of university and digital pedagogy,
- Supporting career teacher-researchers when they take up their duties (decree of 9 May 2017),
- Develop foreign language skills, especially in scientific English

Note: a training program for MCF HDRs is currently being written. It will aim to accompany future thesis directors in the training of doctoral students. It will present:

- the specificities of the supervision of a thesis, compared to a master's thesis;
- how to set the work schedule ;
- how to integrate doctoral students into a research group ;
- how to combine thesis writing and scientific production ;
- how to terminate a thesis supervision; etc.

Teach at both BA and MA level.
Teach/supervise/assess PhDs.
Take part in the doctoral school's teaching programme.
Doctoral seminars: These seminars are intended to be as open as possible in terms of the number of doctoral students they welcome, and they must not be based on any territorial logic or compartmentalisation between laboratories.

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Programmes offered to support all teaching and research staff:

Digital workshop series "Working with digital technology in higher education and research" (7 workshops per year, from November to May)

Current research activities increasingly involve the manipulation of digital content (data, corpus, images, sounds, illustrations). Based on concrete research and teaching activities, the series of workshops offered by the library's researcher service presents digital tools and services for the processing, enhancement, dissemination and preservation of scientific information.

Training " Teaching at a distance in higher education (6 modules)

Training modules "Teaching at a distance in higher education" or support for teachers-researchers in the transition from face-to-face courses to digital.

Through the 6 training modules, the SCD of Paris 8, in collaboration with other University bodies, aims to support teacher-researchers in teaching with digital technology, to share tools, to offer solutions and to provide answers to questions about these new activities.

Trainings in the framework of the Open Access Week (2 trainings and one meeting per year)

The participation of the university library in the Open Access Week (international week in favour of open access to scientific publications), has been concretized by the organization every year of trainings and workshops (Open Access, Hal, DMP, Nakala...) and a meeting on the theme of open access, the future of academic research and knowledge sharing.

Training in the framework of the CasuHALathon (one training per year)

Within the framework of the CasuHALathon, a national event aiming to encourage researchers to massively deposit their publications on the Hal portal, the BU proposes annually a practical workshop of deposit of publications in HAL as well as creation of the HAL identifier (IdHAL) and the HAL CV.

Personalized support for researchers and laboratories

The opening of publications and research data represents a major challenge for the dissemination of knowledge. The library assists laboratories and researchers in questions relating to the management, archiving, dissemination and promotion of research publications and data. The services to researchers offer a :

- support for the development of Open Science,
- support for actions related to open data at Paris 8,
- monitoring the needs of Paris 8 researchers in terms of research data,
- assistance in drafting a Data Management Plan.