

Assessment & Assessment Appeal in APP

The final assessment of assistant professors' competences is based on a) the teaching, supervision and examination observations made by the non-departmental supervisor and departmental supervisor, b) the assignment, and c) the teaching portfolio.

The first draft of the assessment is written by the non-departmental supervisor. It is subsequently discussed with and amended by the departmental supervisor. In assessing the assistant professor, the non-departmental supervisor and departmental supervisor must look at his/her competences within four overall dimensions; the first three are practical dimensions and the fourth is the dimension of development potential.

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

The applied grading scale is absolute. The description of the levels on the scale is devised in such a way that in order to be evaluated as "competent" the assistant professor must be fully capable of carrying out ordinary teaching and exams. The evaluation "competent" is the minimum level demanded if the assistant professor is to continue a university career in the position of associate professor or full professor. At CBS we use a four-point scale in the assessment of assistant professors: "extraordinarily competent", "very competent", "competent" and "not competent".

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

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

The expected level

To reach the expected level, the assistant professor should be able to use established knowledge about didactics, active & research based teaching, (blended) learning, supervision, examination, and formative/summative feedback practices in order to:

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

Assessment appeal

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

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

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

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