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Final*

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Date: 30-03-2023
Case No.: [Case No.]

Minutes of extraordinary SAMU meeting on March 30, 2023

Participants: Working environment committee representatives: Ulla Øland, Jiri Srba and management representative: Rene Rydhof Hansen. Employee representatives: Lene Even, Florian Lorber, Niels Van Berkel. Management representatives: Peter Axel Nielsen, Helle Westmark. Observer CPH: Andres Masegosa. Minute taker: Diana Plejdrup Frank. Absent: Lene Horn

Item 1. New teaching norms

Appendix: See presentation reg. new teaching norms in FirstAgenda

Background: One item is on the agenda – the new teaching and administration norms at the Department of Computer Science.

The management has worked with a new set of norms to get a better balance. In the past we have accumulated thousands of hours per semester, and this is not sustainable. We need to make room for Continued & Further Education and for work on funding.

New norms (see appendix)

Administrative tasks: Norm sheet will be revised to reflect the lowered teaching norms.

Registration of hours: In future RES will be the system we use for registration of all hours. We already use RES as it is a requirement for all departments at AAU. Aim is to simplify registration and to focus on budgeted hours instead of realized hours.

Capacity (see appendix): Professors: 250 h/s, no recording. Associate and MSO professors: 475 h/s sum 3 years back. Assistant professors. 425 hours, sum 3 years back. Phd students: 125 hours, max 750 hours. The lower teaching norms for professors are lower due to higher expectations on funding.

The sum of hours will be used in the research groups to discuss workloads and in UPU to ensure that some groups are not lifting more teaching than others and to ensure a better transparency and fairness between and in groups.

“Bankbook” is not a term anymore instead we have a workload balancing system. The ability to go on sabbatical is no longer dependent on a sum of hours but must be applied for. In general, there will be no converting of hours to money.

What about implementation?

We need to find out how to teach and supervise in the future. This should be discussed in the research groups in April-August in due time before the next semester. Basically, we need to discuss how we can have the best

possible approach for the benefit of our students and our teaching. The ideas should be collected and further worked with at the department level.

Comments

- What about the comparison between large and smaller courses? The students evaluate courses and there will be a pressure to deliver the same quality independent of the number of students. Large courses also require more administration. That it is a compromise. The desire by some to have some recognition for having large courses. We have 15 courses that are above 100 students and naturally it takes more effort. There will be lower teaching norms for courses less than 100 students. So, we are reducing the norm all together and re-distributing.
- We will still hire student TAs for courses as a step function. Basically, it will be the same but with a small reduction.
- As for the Data Science and Machine Learning education it will be affected when developing a new course? But currently we already run the courses as workshops due to the very few students.
- Group supervision is easier to work with and not as stressful as courses so why do we not put more hours on courses? Being a PBL university there is a lot of learning in supervision. The personal stress level is different for supervision and courses and should therefore be a good mix. Supervision is more flexible. For associate professors we need all to have a mix of this. Over a three-year period, the groups should be able to even this out. The responsibility of courses should be passed on.
- The concern is that no one will volunteer for small courses. Can we do something for setting up new courses e.g., could there be some sort of compensation for this? There is currently no initiative to move back to a flat norm for courses.
- Can there be a cap for big courses, e.g., for 250 students that there will be no additional hours? And if we do free up hours, it might be considered using this for newcomers to a course? The cap for big courses is a good suggestion to be considered. But in the management, we are basically in favor of evening it out for changing the course lecturer every three years.
- Maybe consider fewer hours for supervision of master students as this is often considered more attractive to some supervisors? Normally, we use this argument for the first-year students. Others have argued the opposite. The hope is that it will even out over time. It opens for discussion how we teach so we have better distribution of competence. The three-year rotation is a good opportunity to talk about it again.
- We are summing hours for a three-year period. That is to emphasize the use of hours data for workload decisions. The historical hours will be removed for all of us. That was the intention. Some VIP hoped maybe to exchange their efforts later for a purpose? The willingness to start something up might be less if workload in the past is no longer visible? There is no good compromise in sight on this issue.
- The RES system can extract all kind of data and it can be shared.

Thank you for your very good comments and input to be considered.