

## BHL DVIP POLICY 2024

This document describes how BHL has implemented CBSs policy for '[Managing Part-time Faculty at CBS](#)'. The BHL DVIP policy is revisited annually to ensure that BHLs DVIP strategy and DVIP practice are aligned.

The formal responsibility of DVIPs lies with the Head of Department (HoD) and is delegated to the Vice-HoD (Education).

### *DVIP Coordinators*

The overall coordination of DVIPs is carried out by the DVIP coordinators in close coordination with the Academic Teaching Coordinators. At BHL, there are two Academic Teaching Coordinators, who also have the roles of DVIP Coordinators. They are:

- BHL (exclusive CBS Law): Vice-HoD (Education), Professor Trine Bille
- CBS Law: Associate Professor Henrik Andersen

## 1. Recruitment and extension of DVIPs

### *DVIP Recruitment Committee*

The recruitment and extension of DVIPs at BHL are administered by the DVIP recruitment committee (HoD, Vice-HoD (Education), Head of Secretariat, Administrative officers responsible for DVIPs, and DVIP coordinators).

The responsibilities of the DVIP Recruitment Committee include:

- Employment of different DVIP categories
- Announcement and assessment
- Extensions and permanent contracts
- Documentation of pedagogical-didactical skills

### *DVIP categories*

BHL recruits DVIPs in three categories: External Lecturer (EL), Teaching Assistant (UA/TA) and Instructors (IN). The majority of DVIPs are ELs, which consists of two different competency profiles: a) academic staff from other universities and academics whose employment is solely or mainly based on part time teaching; and b) practitioners from the public and private sector with an interest in teaching and supervising. An EL must have prior teaching experience and pedagogical qualifications and/or professional experience at a level that includes either managerial functions or qualified specialist functions. An EL is expected to assume a sizable commitment at the Department. BHLs aim is that ELs are connected to a specific program or large course.

BHL is also interested in – where relevant – recruiting graduates from the programs they are meant to teach or supervise in, ensuring a high degree of familiarity with curriculum, quality standards, and culture.

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Whether a candidate qualifies as an EL or UA can in some cases be difficult to delineate. As a general principle, BHL uses EL for classroom-teaching and supervision at Bachelor level and - with special approval - master thesis level. It is the thesis course coordinator from a program, together with the program directors, that assess an ELs qualifications to supervise master thesis and approval by HoD is required (this can be delegated to Vice-HoD (Education) or Academic Teaching Coordinators).

The category UA is generally used for smaller roles or commitments at the Department, such as teaching tasks at elementary level, but they can also with a special approval from BHL/CBS Law be used to supervise at Bachelor level. In some cases, a UA is also teaching or supervising on Master's level (approval by the Dean of Education is required).

The third and smallest category of DVIPs at BHL are Instructors (IN). These are bachelor students, with a minimum of two years of study, or Master students that perform smaller teaching tasks, such as exercise classes.

#### *Announcement and assessment*

Recruitment of DVIP is normally initiated by the identification of a teaching need by program directors, line coordinators or course coordinators. However, every recruitment is administered and overseen by the DVIP committee. This is important to ensure quality of DVIPs. The assessment of applicants is done by one chairperson, typically a permanent staff member appointed by the DVIP coordinator or by the DVIP committee.

BHL prefers long-term commitment with DVIPs and strives towards 3-year contracts based on open announcements. This policy supports our DVIPs to gain long-term relationships with our permanent faculty and to embed our DVIPs in our research environments. However, in some cases BHL needs to act swiftly and cover immediate and short-term needs (such as parental or sick-leave or cover for buy outs due to large research projects) in which cases BHL uses 1-year contracts.

#### *Extensions and permanent contracts*

Extensions follow the same procedure as new recruits. The main difference is that a prolongation procedure includes an extended review of the teaching needs in relation to VIP at BHL and CBS as well as existing DVIPs. This review includes dialogue between the DVIP committee and relevant program directors or coordinators as well as the DVIP in question. Furthermore, the HoD approves the extension. HoD receives the CV and teaching evaluations and the assessment and recommendation by the DVIP committee. This procedure ensures that BHL has the right number of DVIPs with the highest level of teaching and supervisory quality.

For permanent positions, the preparation and initial assessment at departmental level follows the same procedure as for extensions. However, approval by the Dean of Education of the DIPs competencies is required. The

dean receives the CV, course evaluations for the past three years and a recommendation by HoD.

#### *Pedagogical-didactic qualifications*

DVIPs at BHL are expected to successfully complete at least two pedagogical courses at CBS. As a minimum, a DVIP must take the mandatory course 'Learning to teach', which for 3-year contracts must be completed within 15 months. If a DVIP is expected to supervise on Master's level, it is a requirement to complete the course on master's thesis supervision. It is the DVIP committee that is responsible for monitoring the pedagogical qualifications, with support from HR and T&L. The administrative officers responsible for DVIP are registering the DVIPs participation in pedagogical courses.

For new employments, a plan will be made for when the new DVIP will participate in the mandatory courses. It is the responsibility of the DVIP buddy (see below) that such an agreement is in place. The follow-up is made by the administrative officers responsible for DVIP employment - as soon as the administrative support tools are in place (power BI, T&L, HR).

## **2. Supporting and monitoring the development of BHL's DVIPs**

Supporting and monitoring the development of BHLs DVIPs includes the following tasks:

- Quality assurance of teaching and supervision of bachelor and master theses (such as review and follow up on evaluations)
- Integration into education and academic environment
- Pedagogical-didactic qualifications.
- Control of teaching load/hours and CV/website updating

The different tasks for supporting and monitoring the development of DVIPs at BHL are delegated to relevant parties, as will be explained below.

#### *Integration into the education and academic environment*

In general, BHL strives to include the DVIPs in departmental activities where this is relevant for both parties. At times, this is challenging due to the nature of the employment as DVIPs all are part-time positions and DVIPs usually have their main commitments elsewhere. BHLs academic DVIPs are rather well embedded at least in the educational activities, such as pedagogical and curriculum development, and some are also integrated in the research activities. BHLs analysis shows that prior relationships with researchers at BHL, length of employment, and embeddedness in specific educational programs are factors that determine the integration of DVIPs at BHL.

BHL is also committed to finding ways to include DVIPs that are from business communities or are otherwise less integrated, i.e. who are more difficult to reach, and engage in academic development beyond the specific educational activities they are contracted to perform.

BHL's strategy to reach new DVIPs and practitioner DVIPs includes communication and organization of activities (such as teaching related workshops; research seminars and talks). BHL has a specific DVIP email where relevant invitations are circulated, including the BHL newsletter and general seminars and events, and a monthly overview of workshops and courses from Educational Development & Quality (EDQ).

We also refer to the Department's DVIP pages on cbs.dk: [General CBS Homepage for DVIP's](#)

#### *Course coordinators*

The course coordinator is always a VIP faculty, which means that the academic as well as pedagogical responsibility is maintained by BHL faculty. However, DVIPs teaching a course participate on equal terms with faculty members in coordination meetings on the respective courses, as a minimum, before the course starts up. Current practice involves continuous faculty planning meetings with both VIP and DVIP.

#### *Program directors and study boards*

It is the responsibility of the program directors to monitor and assure the quality of teaching and supervision at their program(s), including DVIPs' teaching. Student evaluations are an important part of the quality assurance system, and course evaluations are reviewed and followed up on a continuous basis in the study boards. If there are issues with the quality of teaching, the course coordinator and the program director will talk to the DVIP and make a plan for improvement. In cases where this is not possible, the program director is required to contact the Vice-HoD (Education).

Furthermore, program directors are required to invite DVIPs (together with VIPs) to a meeting with teachers at the program at least one time per year.

#### *DVIP contact person (DVIP buddy)*

Every DVIP is assigned a contact person (DVIP buddy) at the Department. This is a senior faculty member, and typically the program or course coordinator where the DVIP has hers/his main teaching commitment.

The DVIP buddy is available for academic and pedagogical questions, including supervision.

The DVIP buddy is required to have a status and development conversation (mini-MUS) with their DVIPs at least every third year. It can be online, and it can also be in the form of a group conversation. In the conversation, the contact person follows up on the DVIPs teaching, as well as relevant integration activities (workshops, seminars, pedagogical initiatives).

The DVIP buddies will get 2 Prophix hours per DVIP per year for this task.

#### *Unit directors*

All DVIPs at BHL are affiliated with one of the Department's three units (Law, EEL, GCL). The placement in a Unit follows the placement of the DVIP buddy.

The unit directors of each unit will invite the DVIPs to one of the unit's seminars or workshops at least once per year. This is organized in collaboration with the Vice-HoD (Education).

#### *Administrative officers responsible for DVIP*

It is the administrative officer responsible for DVIP employment that controls the teaching load and hours of the DVIPs. This can be delegated to other administrative officers in the team.

Furthermore, the administrative officers have the responsibility to collect DVIPs short CVs, to be uploaded and visible on the department's website. The CV's will be updated on biannual basis.

#### *Educational Forum*

BHL has an educational forum headed by the Vice-HoD (Education). The forum meets at least four times per year to discuss important educational projects and issues in the department.

The forum consists of program directors from the department. One DVIP will be selected to participate in these meetings to get the perspective from DVIPs.

*Last updated: January 2025 by Trine Bille, Henrik Andersen and Lucie Helena Alexanian.*