

IT related courses develop continuously. They require frequent updating, meaning they converge and interact with other courses in relatively short cycles. They thus require an ongoing coordination with respect to content and interfaces to other courses. Currently, identifying, hiring, socializing, coaching and helping DVIPs falls onto line coordinators and other research and teaching staff. These are individuals with whom the external lecturer collaborates on teaching activities, and they often know each other on a personal basis. To increase the use of DVIPs, while maintaining quality and still achieving the purpose of easing the pressure on research staff, DIGI has set up the following working practices focusing on stronger integration of DVIPs to daily routines.

DIGI increasingly employ external teachers (DVIPs). The extent of each DVIP's teaching varies considerably. The DVIPs constitute a vital human resource, adding competencies and practical experience that complement DIGI's teaching faculty. The IT studies are characterized by a number of courses that require hands-on experience i.e., project management, change management and innovation & entrepreneurship. The majority of DVIPs are recruited from our alumni who are engaged with these topics in their daily practices. Furthermore, the IT studies have a central component of skill based activities such as programming where practitioners offer a central contribution.

As a rule of thumb the DVIPs start as teaching assistants (UA). The UAs are enrolled in the studies and are entitled to do lab-exercises and tasks closely connected to syllabi developed by the DIGI faculty. The external lecturer (EL) has as a minimum a master degree and has typically worked in industry for some years or has been working as UAs. ELs work more independently teaching parts of or full mandatory courses under supervision of the line coordinator. Updates on syllabus and teaching portfolio are done in collaboration with the line coordinator. In those cases where ELs are involved in teaching electives it is done in collaboration with a DIGI faculty, who is the course coordinator. DVIPs are not included in the supervision catalogue for master theses whereas that is the case for bachelor theses. In case of specific requests from students dispensation can be given for DVIPs to supervise master theses on an ad hoc basis.

In recognition of the CBS DVIP policy it is the master-thesis coordinator's responsibility to pay specific attention to coordinate and supervise DVIPs who are granted dispensation to supervise master theses.

Recruitment

The department works with forecasting of teaching needs on a continuous basis. As part of the forecasting the DVIP needs is discussed among the study program director, the line coordinators, the local study administration and the Head of Department.

Positions as DVIPs are announced in an open call where practitioners are encouraged to apply together with other applicants.

DIGI is regularly approached by practitioners, who are interested in engaging with CBS as teachers. If their CV is relevant, the HoD will invite these people for a meeting to clarify whether there is a basis for collaboration and to get a first idea of their potential as teachers and in particular their area of interest and expertise. If the first impression is positive, the HoD asks the relevant DIGI programme and line coordinators to conduct a second interview.

Once the Assessment Committee has submitted its evaluations of applications received for a particular opening, it is the HoD, in consultation with the relevant DIGI VIPs, who makes a shortlist of candidates. The

preferred candidate(s) are invited for a formal interview with the HoD and/or relevant line coordinator before a decision is made.

Extension of employment is assessed on the basis of teaching-evaluations along with an assessment of potential for improvement in case of lower evaluations.

Pedagogical competences and development of DVIP

Once an external teacher has been employed, the day-to-day responsibility for preparing the teacher for his/her teaching assignment and interacting with him/her rests with the relevant course coordinator and line coordinator backed by DIGI's teaching support staff. The didactics of the specific learning activities is discussed in detail with the course coordinator who provides help and support if needed.

The DVIP is introduced to the learning resources provided by the department i.e. the recording room and the dedicated staff who helps with online teaching materials. The study secretariat provides a detailed introduction to the Learning Management System; Canvas.

ELs are required to attend:

Pedagogical training from the CBS Teaching & Learning unit.

The teacher-meetings which are held twice a year for all faculty involved in the study.

Academic development and integration in the research environment

DVIPs are invited to participate in all relevant academic activities at DIGI: PhD defenses, inaugurals, guest lectures, workshops, seminars and conferences. They are encouraged to participate in the weekly department meeting to stay updated on CBS related news and discussions on education and research that are discussed at the department meetings.

An ongoing dialogue with the relevant line coordinator and the course coordinator is the most important and efficient way of monitoring and developing an external teacher's performance. In addition to this the course coordinator, the relevant Study Board and the Head of Department monitor all DVIPs' student evaluations. If results are not satisfactory, the line coordinator will take action, involving the DVIP in question to jointly arrive at an understanding of such challenges that may have to do with the course design and/or the perceived quality of the DVIP's performance.

DVIPs are also encouraged to regularly consult courses/workshops offered by CBS Teaching & Learning beyond the obligatory 'Learn to Teach' course.

Management of DVIP

The secretariat monitors the DVIPs teaching hours and status of their affiliation and manages timely renewal of temporary contracts and potential transfer to permanent contracts. The Head of Department is always involved in decisions regarding renewal of DVIP contracts and transfer to permanent DVIP positions.

The secretariat maintains an online repository of DVIP relevant information including guidelines, overviews of processes, and the general CBS DVIP policies. Upon employment a DVIP is granted access to the online repository and is guided through the different materials and made aware specific CBS requirements such as updated CVs. Part of the repository is a folder with CVs of the DVIPs which are updated on an annual basis.

The day-to-day management of DVIP is closely connected to the relevant line coordinator along with colleagues who co-teach the specific courses involving the DVIP.

In brief the VIP-DVIP relationship is governed by the following principles:

- *Learning from best practice*: the line coordinator will set up transparent standard processes for identifying DVIP possibilities (needs and talents), hiring, onboarding (administrative and social), pedagogical training (if needed) and continuous development.
- *The 'pairing model'*: DVIPs are first introduced to teaching at CBS as part of a team, and not facing the challenge on their own. This is combined with including DVIPs into the department life to the largest possible extent. These are offered to DVIPs who want to take advantage of closer contact to the department, but are not enforced as mandatory procedures.
- *Continuous scouting*: DIGI continuously builds a pool of external talents, who know CBS' ways for working and have demonstrated pedagogical skills (e.g., our own graduates from both genders) that can be leveraged similarly to the internal pool of teaching resources.
- *Benefitting from skills from industry*: DIGI pro-actively identify the courses and even create new courses where it makes sense to have DVIPs; characterized with low speed of change, loose coupling to other courses, focus on skills rather than research-based understanding, and availability of external competence on the subject.