

DVIP Integration

For many years, the Department has employed a significant number of DVIPs. We have two types of DVIPs: external lecturers and teaching assistants; currently, there are 89 DVIPs. Most DVIPs teach courses, supervise projects, and assess written exams. DVIPs may be responsible for elective courses, but only in exceptional cases; the Department's explicit policy is that courses should rely on faculty members as being course coordinators.

External lecturers and teaching assistants are employed for three years at a time. A contract may be renewed twice and then no more. The former may teach up to 780 hours per year, the latter may teach up to 500 hours after which a dispensation needs to be made (that may allow a total of 700 hours). With many students following the Department's elective courses, the number of DVIPs is likely to remain high in the near future. Accordingly, we have devoted substantial attention to how the Department can integrate its DVIPs in the research and teaching environment to deliver on our promise of excellence in teaching.

Recruitment and extension of DVIPs

As for recruitment, the Department requires DVIPs to have a relevant degree at the same level they teach. Prior to their recruitment, DVIPs must submit a copy of their CV and diploma, and their grade point average must place them in the top 50%. Although we prefer DVIPs with an educational background in marketing, in special cases the Department will recruit (mostly on a short-time basis) DVIPs with expertise in other strategically important areas. Furthermore, DVIPs usually are employed elsewhere, and no DVIP should have been out of work for more than three years. Experience at educational institutions other than the university level is not sufficient. Also, DVIPs ideally should only rarely simultaneously be involved with teaching at lower-level institutions including Danish 'professionshøjskoler.' Although most DVIPs have no direct research experience, they have current knowledge of marketing practices and also are embedded in industry networks and therefore are valued teaching resources. We no longer hire our Ph.D. students if they are not employed somewhere else or they enter into a VIP position.

Recruiting DVIPs is the responsibility of faculty members who experience a need for additional teaching capacity on their courses. When a need has been identified, the position is advertised. The following details broadly what then happens. The DVIP Coordinator discusses with the colleague(s) who have identified a need for additional teaching capacity to discuss the candidates' applications. Is their CV relevant? Do they have an interesting competence profile? Do they have a command of theoretical knowledge, relevant practical experience, quality of presentation skills, and other factors? Would they be able to teach on the course(s)? Finally, do they have a broader profile (so that they could engage in several courses and programs)? The best candidate will be identified, and a case put forward to the Head of Department who—if agreeing—signs off after which the candidate is offered the position.

Relevant candidates for DVIP positions often have demanding positions in industry, which does not present a major challenge to the Department's recruitment though, because

candidates often already are affiliated with the Department. Thus, current candidates can help draw the attention of other relevant candidates when there is a possibility for teaching in the Department. Subject / line coordinators also may use their own networks to scout DVIPs. Most often, it is the course-responsible faculty member who handles the search for DVIP candidates in the latter case.

Before DVIPs are extended, the VIP contact person (typically the course / line coordinator(s)) will inform in good time the DVIP Coordinator (or the Education Advisor if the DVIP Coordinator is absent) that a DVIP's employment is about to expire, and whether it is recommended (based upon the DVIPs' student evaluations) that the DVIPs should be extended. The DVIP Coordinator (or the Education Advisor) will review this recommendation (that has attached relevant information in a succinct manner, for example, student evaluations) and inform the VIP contact person and the Secretariat in good time about whether or not to extend employment. In addition, the Head of Department will see the DVIP's CV, teaching evaluations, and other relevant materials before an extension is offered.

Finally, the course / line coordinators) will—when 'their' DVIPs update their CVs every three years (see below)—check whether the DVIPs have stayed sufficiently updated (both academically and professionally), and whether the developments in the teaching portfolio are satisfactory. If there are grounds for concern, the course / line coordinator(s) will inform the DVIP Coordinator (or the Education Advisor if the DVIP Coordinator is absent).

Pedagogical competences, supervising skills, and development of DVIPs

To facilitate the integration of DVIPs, the Department has established the role of a DVIP Coordinator, who is granted an appropriate number of Prophix hours to fulfill this responsibility. The DVIP Coordinator, together with the Secretariat, is responsible for

- Updating DVIPs' CVs when they are hired and then again when their employment is extended (if this is the case). This includes listing DVIPs' academic and / or professional development activities, as well as teaching portfolio. The updating of CVs will happen when an e-mail is sent out.
- Drawing DVIPs' attention to our two annual DVIP events, but also the Department's and our research clusters' other seminars, as well as relevant pedagogical courses offered by Copenhagen Business School, for example on how to supervise thesis students.
- Keeping track of DVIPs' attendance at yearly events.
- Drawing up a list of teaching responsibilities.

Accordingly, the Department employs several tactical considerations and proposals related to DVIPs pedagogical development and assessment. The personal development conversation with candidates, as well as candidates' professional development are described next.

First, course / line coordinator(s) will:

- Meet with their DVIPs before semester start and again after the teaching has been completed and the teaching evaluations have been produced. These meetings are mandatory.

- As part of the above meetings, discuss the course(s) and, more broadly, the degree program(s) with their DVIPs to ensure that they know the context in which the teaching of the course is taking place.
- If necessary (e.g., because of a poor student evaluation), meet and discuss the teaching evaluation with the DVIP (resulting in an appropriate personal development plan). Participation in such meetings is mandatory.
- Meet more informally with their DVIPs at our two annual DVIP events and our Department's seminars.
- Consider the pipeline of DVIPs and draw up a list of potential DVIPs for future teaching needs.

Second, the following pedagogical seminars are available:

- One half-day seminar for all DVIPs once every year (this seminar is held at Copenhagen Business School, as DVIPs have asked for this). This seminar presents DVIPs with recent marketing trends and faculty members' current research. This seminar also may raise and discuss general issues. This seminar features strong professional content, designed to keep DVIPs up to date with current research in the marketing field generally and in the Department specifically. The seminar also is an important arena for networking among DVIPs and between faculty and DVIPs.
- One half-day pedagogical development seminar once every year. This seminar addresses new and relevant pedagogical challenges for DVIPs. It is coordinated with the Department's Education Advisor.
- Seminars within the Department, for example, research seminars and research-cluster seminars, inaugural lectures, Ph.D. defenses, etc.
- Courses / workshops offered by CBS Teach: the mandatory teaching courses "Learn to Teach" (14 ECTS hours are given) and "Master Thesis Supervision" (3.5 ECTS hours are given), as well as other non-mandatory courses. The Secretariat and the subject / line coordinators inform DVIPs about non-mandatory courses that could be of interest.

To maintain and improve collaboration among faculty, the Secretariat, and DVIPs, all three groups are invited to the two yearly seminars. These seminars are appreciated widely as a good opportunity for DVIPs to introduce themselves and explain their areas of interest and expertise, as well as meet faculty and learn about their research and teaching activities.

Academic development and integration in the research environment

When taking up the position, a DVIP is encouraged (we are contemplating making this a requirement) to follow courses offered by Teaching & Learning. Some of these courses are mandatory, and DVIPs get hours for taking the courses.

Realistically, the Department would like DVIPs to participate in at least one academic seminar (duration: half-day) every three years and—if DVIPs could be given hours for their participation—two such seminars every three years. These seminars feature presentations from members of industry or faculty who discuss their current research and teaching. In addition, these seminars have an interactive character and as such provide a nice opportunity

to address DVIPs' issues and touchpoints. As discussed in the previous section, we organize two yearly seminars and announce them well in advance.

The Department continues to consider whether the above non-mandatory seminars and courses should be mandatory and to what extent. This is difficult because we cannot police this. Also, we rely heavily on DVIPs, and they are not highly paid so there is a limit to what DVIPs 'will accept'. We are considering asking DVIPs to attend two events over a three-year period. In addition, to ensure a good relationship with the DVIPs, the Department regularly will ask them for their opinion on the state of affairs in the Department (on topics that are relevant to their teaching activities) and on the seminars and courses that are organized on their behalf.

Quality control: 'management' of DVIPs

When candidates have accepted an offer, the Department appoints two point-of-contact people (i.e., the course / line coordinator(s) and TAP colleague from the Secretariat) who can help introduce the newly appointed DVIPs and find their way in the Department and facilitate communication between current DVIPs, faculty, and the Secretariat. The course / line coordinator(s) also discusses the DVIP's academic and pedagogical development when this is relevant. DVIPs can also contact the course / line coordinator(s) with questions related to running oral exam/access assignments in question; this includes being aware of relevant CBS and ministerial rules. In our recruitment, we ensure that DVIPs are qualified; this includes being able to supervise. In those rare cases where DVIPs would have questions on theory and methodology in projects or theses, the DVIPs will contact the course / line coordinator(s) in the first place. In addition, a short introductory guide has been created with the aim to make the new DVIPs feel comfortable with the Department. Once appointed, the DVIPs should in their daily work report to course / line coordinators, as well as to the Secretariat, which detail the rules and regulations and planning of modules. Although the monitoring of DVIPs' performance ultimately is the responsibility of the Head of the Department, a mentoring system delegates this practice to course / line coordinators although the Head of Department meets with DVIPs when this is necessary. In addition, DVIPs participate on equal terms with other faculty in course coordination meetings, and guidelines for assessment and written exams are discussed at separate examiner meetings.

For permanent DVIPs, the DVIP Coordinator will conduct a group meeting with all DVIPs at least once every three years for a status and development talk.

Mutual feedback between the DVIP and faculty (i.e., course / line coordinator) takes a future orientation and typically is given annually. The discussion is mostly informal and focused on the DVIP's own reflections, student evaluations, and the DVIP's opportunities for future activities. If course evaluations fall below 3.0, the discussion should address how to tackle problems, for example, participation in a pedagogical course. If such efforts fail to improve the course evaluation, the Department will require either a change in teaching responsibilities (e.g., another course) or termination of employment. Copenhagen Business School also has mechanisms put in place to deal with this issue: Teaching & Learning offers a palette of relevant courses that the DVIPs can follow. Finally, the external examiners, in their reports, note when they are concerned about the quality of examiners or about disparities.

Finally, our DVIP colleagues harbor an arsenal of knowledge, skills, and competences. Therefore the Department has considered initiatives on how to make better use of these assets. One initiative has been the creation of a competence catalogue where DVIPs list their competences (in terms of topics and methodologies).

Other information

All DVIPs are listed on [the departmental website](#). All DVIPs will—when their employment begins—receive the Department’s strategy document with all its appendices. This document contains information about the Department’s leadership group, working committees, and research clusters, amongst other.