

MPP DVIP POLICY

Management of DVIP

The formal responsibility of DVIPs lies with the Head of Department and is coordinated by the Vice-Head of Department. At MPP the DVIPs are administered by the DVIP recruitment committee (Head of Department, Vice-Head of Department, Head of Secretariat, Administrative officer responsible for DVIP employment, and Education Coordinators). These responsibilities include:

- recruitment (assessment, announcement, extensions);
- contact with DVIPs regarding rules, regulations and other initiatives;
- invitation to relevant activities at the Department (seminars, workshops);
- quality assurance of teaching (such as review and follow up of evaluations);
- control of teaching load and hours.

These tasks can be delegated to relevant parties (such as program directors, course coordinators, group leaders).

All DVIPs at MPP should be affiliated to one of the Department research groups. To facilitate the day-to-day interaction, every DVIP has been assigned a contact person at the Department. This is a senior faculty member, and typically the program or course coordinator where the DVIP has her/his main teaching commitment.

Further, the organization and integration of DVIP is a recurrent theme in the MPP Forum for Research-Based Education. The Forum consists of all Department faculty members with managerial responsibilities on education and includes at least one DVIP member.

Recruitment and extension of DVIPs

MPP recruits DVIPs for three main activities, and subsequently employ DVIPs on 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. MPP is also interested in – where relevant – recruiting graduates from the programs they are meant to teach or supervise, ensuring a high degree of familiarity with curriculum, quality standards, and culture.

Whether a candidate qualifies as an EL or UA can in some cases be difficult to delineate. As a general principle, MPP uses EL for classroom teaching (i.e. not only exercises or supervision). An EL typically has prior teaching experience and pedagogical qualifications or equivalent and is expected to assume a sizable commitment at the Department. MPPs aim is that ELs are connected to a specific program or large course. The category UA is typically

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used for supervision at Bachelor level, or other less complex or qualified tasks, and is generally used for smaller roles or commitments at the Department. In some cases, an UA is also teaching or supervising on Master's level (for which we in those cases seek dispensation). The third and smallest category of DVIPs at MPP are Instructors (IN). These are bachelor students, with a minimum of two years of study, or Master students that perform smaller tasks, such as exercises.

MPP expects that this recruitment guideline will have to be adjusted once the new DVIP employment structure is implemented at CBS.

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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 recruitment committee. This is important to ensure quality of DVIPs as well as for the management of the VIP/DVIP ratio. The assessment of applicants is done by one chairperson, typically the Vice-Head of Department or a permanent staff member appointed by the Vice-Head of Department or by the DVIP recruitment committee.

MPP prefers long-term commitment with DVIPs and strives towards either 3-year contracts based on open announcements or, in some cases, permanent contracts. This policy supports our DVIPs to gain long-term relationships with our permanent faculty and to embed our DVIPs in our research environments. In addition, it supports MPP's strategic development of our educational program and courses. However, in some cases MPP needs to act swiftly and cover immediate and short-term needs (such as parental or sick-leave, cover for large research projects) in which cases MPP uses on 1-year contracts.

Prolongation follows the same procedure as new recruitments. The main difference is that a prolongation procedure includes an extended review of the teaching need in relation to VIP at MPP and CBS as well as existing DVIPs. This review includes dialogue between the DVIP recruitment committee and relevant program directors or coordinators as well as the DVIP in question. This procedure ensures that MPP has the right amount of DVIPs.

Pedagogical competences and development of DVIP

The formal responsibility of quality assurance of pedagogical competences and development lies with the Head of Department and is coordinated by the Vice-Head of Department. Course evaluations are reviewed and followed up on a continuous basis, following the quarterly organization of the courses at CBS. The day-to-day quality assurance, such as pedagogical and curricula development, is delegated to relevant program directors, line coordinators and course coordinators, in liaison with the Vice-Head of Department.

DVIPs at MPP 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 has to be completed after two years. If a DVIP is expected to supervise on Master's level, it is a requirement to complete the course on master's thesis supervision.

The course coordinator is always a VIP faculty, which means that the academic as well as pedagogical responsibility is maintained by MPP faculty. However, DVIPs participate on equal terms with faculty members in coordination meetings on the respective courses and projects etc. placed at the Department, as a minimum, before the course starts up. Current practice involves, especially on large, multi-class courses, e.g. HA(Almen), continuous faculty planning meetings with both VIP and DVIP.

Academic development and integration in the research environment

MPP 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 commitments elsewhere. MPP's 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. MPP's analysis shows that prior relationships with researchers at MPP, length of employment, and embeddedness in specific educational programs are factors that determine the integration of DVIPs at MPP. MPP 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.

MPP's strategy to reach new DVIPs and practitioner DVIPs includes communication and organization of activities. MPP has a specific DVIP email where relevant invitations are circulated, including the MPP newsletter and general seminars and events. To increase participation in Departmental activities, MPP will send a tailored newsletter to the DVIP email list once per semester with MPP as well as CBS wide news and activities.

It has further been a tradition at MPP to hold a yearly teaching and research seminar for DVIPs and VIPs. The seminar has typically balanced a broad involvement from the whole Department and research group specific elements, focusing both on teaching issues and research platforms for further collaboration, thus serving both informative and integrative functions. However, during 2020 and 2021, MPP has instead held biweekly webinars targeting various aspects of online teaching, where DVIPs have been participating when relevant.

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