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# **PART-TIME TEACHING STAFF AT CBS - MANAGEMENT AND ADMINISTRATION OF DVIPS**

This sub-policy is a supplement to the sub-policy *Research-based education at CBS*. The distribution of responsibilities is apparent from the tables below. **Red text** denotes requirements.

CBS employs a large number of part-time teaching staff (DVIPs), most with a professional background in public-sector and private organisations. To CBS, this group of teachers represents an important resource by bringing professional knowledge and experience into the classroom, contributing to informal and experiential learning. DVIP consists of EL (external lecturers) and UA (teaching assistants).

This sub-policy describes our management of these teachers – and how we evaluate and develop individual DVIP’s competences. Part-time teachers recruited solely for CBS Summer University are not part of the target group, as they are permanent research faculty members at other educational institutions and are hired only for short periods of time.

Each department has its own DVIP policy to support the intentions of this general sub-policy, which includes requirements for the departmental policies. These policies are available on the departments’ websites but can also be accessed via CBS’s website: [Educational Quality and Quality Assurance of educational programmes at CBS](#). The departments must review and evaluate their practices every three years. Educational Development and Quality initiates the process.

Each department must appoint an academic teaching coordinator and a DVIP coordinator; the academic teaching coordinator can also have the role as DVIP coordinator. Coordinating between these two functions is essential for optimal use of DVIP competences. Details on [the quality assurance page on Share](#) will describe who has been appointed academic teaching coordinator and DVIP coordinator at each individual department.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Update and evaluate the department’s DVIP policy (every three years)	The department (monitored by the Dean of Education)
Appointing an academic teaching coordinator (VIP)	Head of department
Appointing a DVIP coordinator (VIP)	Head of department

The departments are responsible for DVIPs, but at certain points in a DVIP’s employment and for certain specific tasks, quality control is conducted at management level. Quality approval is required for the following (elaborated below):

- Exemption from taking the mandatory teaching course: Educational Development and Quality
- Extensions: a second pair of eyes within the department
- Permanent contracts: Dean of Education
- DVIP as course coordinator: Dean of Education
- Teaching Assistant as master’s thesis supervisor: Dean of Education
- Academic integration: status call from the Dean of Education
- Review of departmental DVIP policies: Dean of Education.

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# 1. RECRUITMENT AND EXTENSIONS

As part of the planning of the upcoming semester, needs for recruiting DVIPs are discussed between the head of department/academic teaching coordinator/teaching committee etc. and the department's course coordinators as well as the relevant programme directors. Rules about job advertisements, assessment committees etc. are stated in HR procedures.

## 1.1. REQUIREMENTS

Teaching assistants (undervisningsassistent, UA) and external lecturers (EL) are appointed to departments. Departments organise the assessment of applicants' qualifications according to ministerial rules and CBS requirements (see below). To be appointed, both UA and EL are required to have a master's degree or similar qualifications. The assessment process requires documentation of teaching qualifications – *except when hired only to give supervision* – through either experience or course participation (participation in CBS' course on academic teaching or an equivalent course), see section 1.2. See also section 3.4 about CV updating and developing the teaching portfolio. When hiring DVIPs, their potential contributions to the teaching quality must be assessed.

### UA

A UA must be qualified to independently undertake teaching tasks at elementary level or to undertake teaching as a supplement to research-related teaching CBS requires relevant professional experience as well as qualified and updated knowledge of the relevant academic field.

### EL

To qualify for employment as an EL at CBS, teachers must have qualified and updated knowledge, including contributions to the development of the academic field through either professional activities or:

- professional experience at a level that includes either managerial functions or qualified specialist functions, or
- a record of contributing to the academic field in question through participation in projects and/or publications.

The departmental DVIP policy should include any supplementary departmental requirements for being employed as either a UA or an EL.

<b>TASK:</b>	<b>RESPONSIBLE UNIT</b>
Ensuring that the DVIP fulfils CBS' requirements listed above	Head of department

## 1.2. DOCUMENTATION OF PEDAGOGICAL-DIDACTIC SKILLS

With 1-year contracts, a plan will be made for when the new teacher is to participate in CBS' mandatory course on academic teaching (Learning to teach). With 3-year contracts, there is a deadline of 15 months after the date of employment; a plan must be made at the time when the new teacher is hired. Course participation is monitored by the department (see procedures etc. in section 4.1).

Educational Development and Quality (EDQ) may assess that a different course taken by the DVIP can replace CBS' course. The assessment is based on the documentation provided by the DVIP.

If the DVIP has documented sufficient teaching qualifications through experience, the DVIP does not have to take the CBS course; based on criteria defined by EDQ, the recruiting department (a VIP, e.g. the academic teaching coordinator) assesses the DVIP's pedagogical skills and informs EDQ that the DVIP can be exempted from taking the mandatory course.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Informing a DERFA <sup>1</sup> member in the department about the DVIP's deadline for participating in the CBS course on academic teaching.	The department (e.g. the academic teaching coordinator)

### **1.3. EXTENSIONS AND PERMANENT CONTRACTS**

When a DVIP's contract is extended, the DVIP's competencies are assessed by a senior VIP from the department within the academic field. The DVIP's competencies must be assessed by a second pair of eyes within the department, e.g. the academic teaching coordinator/the DVIP coordinator (must be described in the **departmental DVIP policy**). In addition, the head of department sees the CV, teaching evaluations etc. before approving the extension.

With permanent positions, approval by the Dean of Education of the DVIP's competencies is required. The dean receives the CV, course evaluations for the past three years and a recommendation by the head of department.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Approving a DVIP contract extension	The department
Approving a permanent contract	Dean of Education (via EDQ)

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<sup>1</sup> DERFA is a forum for administrative employees at the departments. DERFA meets at least twice a year. Both HR and E&Q each have one observer at the meetings with a view to increasing knowledge sharing.

## 2. OUR USE OF DVIPS / SPECIAL PERMISSIONS

Knowing which DVIPs we have, their skills, their academic/professional backgrounds etc. is indispensable information in order to use part-time teachers' skills sensibly, including staffing the programmes and courses with the right distribution of VIPs and DVIPs, cf. [Research-based Education at CBS and Allocation of teaching resources](#).

### *DVIP profiles on cbs.dk*

To support heads of department, academic teaching coordinators, course coordinators etc. in allocation decisions, all departments list and update the profiles of individual DVIPs on their departmental website: short presentation/key competencies and academic fields, professional and/or academic experience and pedagogical experience/method skills, incl. whether the DVIP is an approved supervisor. This information is also useful for programme directors when reviewing course evaluations, for master's thesis coordinators at the individual programmes, and for students when choosing project supervisors.

Proposal:

TASK	RESPONSIBLE UNIT
Updating every single DVIP's profile on the department's website	The departments

### 2.1. SPECIAL PERMISSIONS

#### *DVIPs as course coordinators*

All courses (including project modules) at CBS must have a course coordinator, a faculty member who is academically responsible and whose role is to supervise teaching and advise on content development. This person is normally a VIP. In the few cases where a DVIP is assessed to be better suited to undertaking the role, approval from the Dean of Education is required, and the course coordinator will then most often have a research background or be in a research position at another university.

TASK	RESPONSIBLE UNIT
Approval of DVIPs as course coordinators	Dean of Education (via EDQ)

#### *Examinations and supervision*

Ministerial regulations specify that a UA can only conduct examinations by special approval. When assessing individual UAs, the assessment committee must decide whether the UA is qualified to be an examiner, or

whether they have limited or no experience with oral exams and must therefore participate in the online course on oral exams and assessment, which is offered by EDQ – see section 4.1 about monitoring. A VIP must be appointed to supervise exams conducted by a UA.

A UA needs special permission from their department to supervise bachelor’s projects. For a UA to be permitted to supervise master’s theses, the department must apply to the Dean of Education for permission, whereas for an EL, only departmental approval is required. See also section 3.3.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Appointing a VIP to supervise exams conducted by a UA	The department
Approval of a UA as a bachelor’s project supervisor	The department
Approval of a UA as a master’s thesis supervisor	Dean of Education (via EDQ)
Approval of an EL as a bachelor’s project supervisor	The department

# 3. SUPPORTING AND DEVELOPING DVIPS

CBS aims to deliver high quality in the teaching supplied by our DVIPs and to support the DVIP's affiliation with the research environment. At the same time, CBS wants to be a good workplace for this group of teachers; not least because CBS believes that this has positive effects on their teaching quality.

To achieve these aims, DVIPs must be informed about the goals of the specific degree programme within which their teaching takes place, and CBS must provide them with the necessary assistance – both in everyday matters and as regards developing their academic and pedagogical competencies. An essential part of this involves steering the development of competencies and teaching tasks, so that we can adjust the use of our DVIPs to suit our preferences and needs.

For both the initial introduction to CBS and for ongoing support, all departments have administrative staff dedicated to assisting the DVIPs. Their role includes sending invitations for DVIP seminars/workshops and relevant guest lectures at the department, see section 3.2 and see also the best practices in the appendix. They have a knowledge sharing forum across the departments (DERFA); a forum where they meet a minimum of twice a year. These staff members take turns inviting each other to forum meetings and suggesting agenda items. HR and EDQ each have an observer at these meetings, for further knowledge sharing.

In addition, CBS has 1) an [online Teacher Hub](#) (access only for CBS employees) with examination information and 2) department-specific information (contact information etc.) for DVIPs available e.g. on the departmental webpage. The latter has links to both the general DVIP information page and Teacher Hub. The **departmental DVIP policies** must state where this information is available.

TASK	RESPONSIBLE UNIT
Inviting DERFA + HR representatives and EDQ representative to knowledge sharing meetings.	The department (the departments take turns – the DERFA members)
Updating the DVIP info site on cbs.dk	The departments (DERFA)

## 3.1. CONTACT PERSONS

Every DVIP must have a designated VIP contact person (a VIP buddy) at the department to go to with academic issues. This can be e.g. a course coordinator, the coordinator of the relevant research environment, or the DVIP coordinator/academic teaching coordinator. The VIP buddy arrangement must be described in **the departmental DVIP policy**.

### 3.2. INTEGRATION INTO THE ACADEMIC ENVIRONMENT AND INTO THE DEGREE PROGRAMME

DVIPs are remunerated for participating in DVIP-specific seminars/workshops (research and teaching topics) and DVIP networking events at CBS. See best practices in the appendix.

In order to ensure, with mandatory courses/projects, that the individual DVIP knows the context in which the course is being taught, some level of knowledge of the relevant study programme is required. To support this, participation in any coordination meetings/teachers' meetings with the VIP course coordinator is mandatory and remunerated. In addition, course coordinators invite the DVIPs on their courses to any relevant guest lectures.

TASK	RESPONSIBLE UNIT
Arranging DVIP-specific seminars/workshops (research and teaching topics) and DVIP networking events	The department (DERFA member and DVIP coordinator)
Invitations to DVIPs about course coordination/teachers' meetings and guest lectures	The department (course coordinator)

### 3.3. PEDAGOGICAL AND DIDACTIC QUALIFICATIONS

EDQ revises its course offering continuously and considers whether new courses should be developed for DVIPs.

DVIPs are remunerated for participation in non-mandatory CBS courses (EDQ registers the hours); course participation must be approved by the department, also for the sake of respecting the 500-hour limit. DVIP forwards the department's approval of hours for participation in non-mandatory CBS courses to EDQ ([edq@cbs.dk](mailto:edq@cbs.dk)). EDQ registers the hours after the DVIP has completed the course.

#### *Supervision qualifications*

Departmental approval of the individual DVIP's supervising qualifications is required. It is noted in **the departmental DVIP policy** whether the academic teaching coordinator or someone else has this role.

CBS has a mandatory course that is held by the Master's Thesis Counsellor, for DVIPs who will supervise master's theses; a course on supervisor types, supervision models, types of feedback and practical tools (see section 4.1 about monitoring).

EDQ offers – on demand via the course catalogue – an additional course/workshop on master's thesis supervision on theoretical modelling and research methodology. The person responsible at the department may find that participation in this course is required for the specific DVIP to become a supervisor.

Any approved supervision qualifications (e.g. of bachelor's projects or master's theses) are noted in the DVIP's profile text on cbs.dk (see section 2).

As regards DVIPs supervising any type of final project or thesis, **the departmental DVIP policy**, must describe whom the DVIPs can turn to for advice on theory and methodology in the specific projects/theses.

TASK	RESPONSIBLE UNIT
Remunerating DVIPs for participation in non-mandatory pedagogical courses at CBS	EDQ
Approval of supervision qualifications	The department

### 3.4. CV UPDATING

Every three years (in connection with contract extensions and development talks with permanent DVIPs), the departments call for updated CVs and teaching portfolios for their DVIPs (see section 4.2 about monitoring). The CVs must report on the following parameters:

- **Professional work and career:** as a specialist within an area of business expertise (e.g. marketing, finance, accounting, HR) or as a general manager etc.
- **Courses/continuing education:** Participation in courses in e.g. continuing education, Diploma (HD), MBA, executive education or any non-degree courses/qualifications in the field.
- **Teaching experience and pedagogical and didactic competency development (updating of the teaching portfolio):** E.g. professional certifications in the area of teaching, participation in pedagogical/didactic courses, production of or participation in developing teaching materials.

#### *Development requirements*

##### UA

- must follow the developments in their field, to enable them to contribute to developing the teaching content, and
- must participate in academic and/or professional activities in their field.

##### EL

- must follow developments in their field, be able to participate in developing teaching content and programme configuration, and
- must contribute to academic and/or professional activities in their field.

ELs can sustain their relevance through:

- 1) scholarship and related activities (research projects, publications etc.)
- 2) continued professional experience and activities related to their professional backgrounds and experience (consulting, professional development events, courses, publishing on professional issues, etc.)

- 3) for an EL with significant, substantive professional experience who starts publishing: continued professional experience and engagement, or interaction and scholarship related to their professional background and experience
- 4) teaching activities.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Call for updated CVs and teaching portfolios	The department

# 4. MONITORING THE DEVELOPMENT OF DVIPS

It is essential in all our considerations regarding quality that we know what we are doing and that we can document it. That is the precondition for our decisions about what we wish to achieve and how to follow up.

## 4.1. MANDATORY COURSES

Participation in CBS' academic teaching course (Learning to teach), and the two other mandatory courses for specific DVIP categories and specific tasks (supervision of master's theses + instructor course) is registered twice a year. From mid-2025 the department will be able to collect information on course participation in a Power BI app.

### *Credit transfer and dispensation*

In cases where EDQ assesses that a different course taken by the DVIP can replace a mandatory course, EDQ registers is as '*credit transfer*'.

In cases where a DVIP has sufficient academic teaching experience, the DVIP can be exempted from participation in Learning to teach. In these cases, a form is filled in by the department (see section 1.2) and sent to EDQ in order for the course '*dispensation*' to be registered. Practical experience cannot replace the course in supervision of master's theses and the instructor course.

The departments check course participation as often as is relevant. EDQ monitors the follow up.

TASK	RESPONSIBLE UNIT
Registering hours for participation in pedagogical courses, including non-mandatory courses (see also section 3.3)	EDQ
Checking up on participation in mandatory course(s) – see section 1.2	The department (DERFA member)

## 4.2. ACADEMIC/PROFESSIONAL AND PEDAGOGICAL-DIDACTIC DEVELOPMENT

There must be ongoing contact between the individual DVIP and a VIP at the department. The department decides whom (e.g. the course coordinator or the DVIP coordinator) and describes this in **the departmental DVIP policy**.

If poor student evaluations etc. indicate that there is an issue to look into, the course coordinator (or the DVIP coordinator etc.) will call the DVIP for a meeting where any necessary steps are scheduled.

The individual department sends out a call to their DVIPs for updated CVs every three years (in connection with contract extensions etc., see section 3.4.), to map the DVIP's academic and/or professional development activities and update their teaching portfolio. Activities include participation in academic and/or pedagogical seminars/workshops, lectures, articles and media.

A senior VIP assesses whether the individual DVIP has remained sufficiently updated (academically/professionally) and whether the developments in the teaching portfolio are satisfactory.

The department (e.g. the DVIP coordinator) must have a status and development talk with the permanent DVIPs at least every three years. It can be online, and may be in the form of a group conversation. The set-up must be described in [the departmental DVIP policy](#).

If, at any point, the course coordinator etc. assesses that there are reasons for reconsidering the continued employment of a DVIP, the head of department is involved.

#### *The dean's follow-up on academic integration*

Every three years, EDQ sends a call out to the DVIP coordinators for a status on the academic integration of DVIPs, including information on events and participation. The follow-up can also be in the form of a visitation round.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Follow up on CV updating of each DVIP, in connection with contract extensions and development talks with permanent DVIPs	The department (a senior [VIP/faculty member)
Updating the DVIP's profile on the departmental website (see section 2) after the CV updating	The department (DERFA member)
Follow up on the academic integration of DVIPs: status call to the DVIP coordinators	Dean of Education (EDQ)

### **4.3. STUDENT EVALUATIONS**

The teaching by DVIPs is evaluated by the students as part of the course evaluations. Survey results are communicated to the course coordinator, the study board and the head of department, who all monitor the survey results. The head of department can delegate the monitoring task to e.g. the academic teaching coordinator. If a DVIP has received a poor student evaluation, a meeting will be arranged between the DVIP and a relevant VIP at the department, to discuss the teaching evaluation with the DVIP. An appropriate personal development plan will be prepared. The details about what, how and who is involved are described in [the departmental DVIP policy](#). CBS' *Student evaluation of teaching policy* describes how to deal with and follow up on course evaluations in more detail.

<b>TASK</b>	<b>RESPONSIBLE UNIT</b>
Monitoring of DVIP performance as shown in the student evaluations	Course coordinator, study board and head of department

# 5. APPENDIX: BEST PRACTICE

## *Integration into the academic environment and into the degree programme*

- Annual **teaching and research seminar for DVIPs and VIPs**, with broad involvement from the whole department and elements from the various research groups; focusing both on teaching issues and research platforms for further collaboration, thus serving both informative and integrative functions.

Such seminars could also give DVIPs the opportunity to introduce themselves and explain their areas of interest and expertise.

- An annual or biennial **DDVIP networking meeting** to facilitate networking and knowledge sharing among DVIPs – could be cross-departmental.

Programme directors could be invited to present their programmes and potential DVIP teaching needs.

- Limit the invitations to DVIP-focused events and only use **targeted DVIP invitations** with the purpose of decreasing the number of mails and thereby increasing the likelihood of DVIPs reading and responding to invitations.
- Consider whether a **DVIP newsletter** is relevant – or make space for DVIP content in the department newsletters.

The DVIP newsletter could contain research results, presentation of new projects or publications by the researchers at the department, news from the administration, a calendar of upcoming academic and teaching events, and a section with links to relevant pedagogical webinars and courses.

- The individual department's **forum for teaching coordination** should include at least one DVIP member.
- Annual meetings between the individual study programme and the departments that deliver the teaching for the programme, to discuss **integrating DVIPs in the study programme**. Either one joint meeting or one meeting with each relevant department. Suggested participants from the department: the head of department, academic teaching coordinator and any relevant line coordinators.

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