



February 2019

Description of academic appointments, pedagogic guidelines, new and current lecturers' pedagogic skills enhancement, lecturers' academic qualifications and research-based study programmes

Appointments

The faculty publishes information concerning the requirements for applications for academic posts based on national regulations and with the UCPH HR rules, including the *University guidelines for Teaching Portfolios when Appointing Academic Staff at UCPH*.

Academic posts: The Head of Studies and student representatives sit on the appointment committee for all permanent posts.

Part-time academic posts: Most of the successful applicants for part-time academic posts have completed a PhD programme, including the Teaching and Learning in Higher Education programme for PhD students, and have teaching experience monitored by the PhD supervisor.

Pedagogic guidelines

The Faculty of Theology's pedagogic development work is based on the University of Copenhagen framework for research-based education and *University guidelines for the Teaching and Learning in Higher Education programme*. The faculty assures sound pedagogic principles for its study programmes via regular evaluations and ongoing discussions in the academic environments. Course evaluations are designed to ensure that specific priority areas are identified.

Since 1996, the faculty's practice has been that all assistant professors are required to take the Teaching and Learning in Higher Education programme. The Head of Studies at the Faculty of Theology works with TEACH – Teaching Centre Humanities at the Faculty of Humanities on the organisation and implementation of the academic part of the programme. The Head of Studies is responsible for the quality assurance of the academic part of the course taken by lecturers from the faculty. As part of this programme, assistant professors must compile teaching portfolios according to *Memorandum on the teaching portfolio for continuous reflection on ones' teaching process* to reflection on own teaching process and which, on completion of the course, are included in a written evaluation of the participant's teaching qualifications. At the end of the programme, the pedagogic supervisor and the academic supervisor evaluate the participants' teaching competences.

Pedagogic skills development

With due reference to *Policy guidelines for deploying and developing the skills of full- and part-time academic staff at the University of Copenhagen*, The Faculty of Theology has drawn up the *Policy for deploying and developing the skills of full- and part-time academic staff at the Faculty of Theology*. The faculty uses the descriptions below to ensure that lecturers have the necessary competences in pedagogic theory and practice.

New lecturers: Prior to each semester, all new lecturers – irrespective of the nature of their appointment – are called in for a short seminar with the Head of Studies, about pedagogic and practical issues related to teaching at the faculty. This includes forms of courses and exams, compendia printing/e-compendia, evaluation procedure, etc. Introductory sessions on the use of the University's e-learning system, Absalon, are provided as needed. As far as possible, part-time academic staff are offered a short course in university teaching upon appointment.

Permanently employed and part-time academic staff: The faculty provides opportunities for regular pedagogic skills development for all of its lecturers, both those who are permanently employed and part-time academic staff. Regular courses and theme days on pedagogic topics are arranged. Associate professors and professors may, if they wish – where it is deemed appropriate and agreed with the Head of Studies and Head of section and centres – take continuing courses in university teaching. Subjects related to university teaching and learning are also discussed regularly at staff seminars and meetings. A significant part of the ongoing pedagogic development takes place in conversations in research groups, where reports for each course of study are presented and discussed as per the faculty's evaluation procedures. It is the responsibility of the Head of Studies to ensure that follow-up work is done on any pedagogic needs and wishes connected with the ongoing course evaluations. The evaluation of the academic and pedagogic quality of the teaching forms part of the course evaluations, and the results of those form part of the faculty's work on developing the qualifications and pedagogic competences of the individual members of the academic staff and of their annual performance and development reviews.

Improving the lecturers' academic qualifications

With due reference to *Policy guidelines for deploying and developing the skills of full- and part-time academic staff at the University of Copenhagen*, the faculty has drawn up the *Policy for deploying and developing the skills of full- and part-time academic staff at the Faculty of Theology*. The subject elements (teaching and supervision) are the responsibility of active researchers who are qualified as assistant professors, associate professors or professors, and who conduct research as part of their duties. The close relationship between the faculty's study programmes and the academic organisation means that the research duties serve to assure academic development. Ensuring the ongoing skills development of academic staff is part of the duties of Heads of section and centre, and is one of the themes for staff performance and development reviews, at which the range and quality of the employees' research activities are discussed. The Heads of section and centre are responsible for following up on any causes for concern. Each year, funding is earmarked to enable the permanent academic staff to attend international conferences or similar. Academic seminars are held regularly under the auspices of research groups.

Lecturers who teach in English are offered the opportunity to upgrade their qualifications in English as a teaching language at UCPH's Centre for Internationalisation and Parallel Language Use (CIP). The assessment of their English language skills is included in course evaluations on courses taught in English.

If, due to lack of resources, it is not possible for permanent academic staff to provide teaching, an academic assessment must be made of the external lecturer, if he or she is not employed in an academic position elsewhere. It is faculty policy that all lecturers, regardless of their terms and conditions of employment, must be qualified to at least PhD level.

Research-based study programmes

The faculty's definition of research-based study programmes is grounded in the definition provided by the University in *Values underpinning pedagogic quality and quality culture*. The research base for the study programmes is reflected in the way in which they are organised and run. The Faculty of

Theology defines the research base as the impact of research on its study programmes on several different levels. All subject elements are developed and handled by active researchers, based on the most advanced knowledge in their academic area. The content of the study programmes is based on the latest research in the area. The approach to the subject is via up-to-date academic theory and methodology. For every course, all three levels must be considered to varying degrees and with different weighting. The lecturers and supervisors are therefore active researchers. The teaching material includes knowledge corresponding to the current level of research in the area. The individual subject elements (courses) are developed in the respective research groups, which are made up of permanent academic staff. This ensures that the academic content of the courses is on a par with the most advanced research. Students acquire academic competences and ways of working that enable them to conduct independent research.

Work on developing study programmes is done by the Study Boards, on which there is parity between academic staff and students. This is designed to ensure that the study programmes as a whole, and their general content, both reflect current research and are consistent with the students' understanding of their own academic standards.

As part of the programme evaluation every year, the Head of Studies draws up a research matrix showing the programmes' study activities, the course organisers and main lecturers for the study activities, and their links to the research environments.

To maintain and guarantee the research base for the study programmes, annually checks are made of the full-time/part-time academic staff ratio and STÅ/full-time academic staff ratio and other relevant indicators as part of the quality assurance work.

The Head of Studies reports every six years of research quality, when the faculty has completed a research evaluation.