

Implementation of SUNDs strategy - action plan for the Department of Biomedical Sciences

Focus: Education

Catalogue of ideas developed by the Department Council (Institutråd) of the Department of Biomedical Sciences.

ACTION POINTS

- A. Establish function as Vice Head of Department for Education (viceinstitutleder for undervisning)
- B. Secure course quality
- C. Secure teaching quality
- D. Recruit PhD students and postdocs to teaching activities

A. Establish function as Vice Head of Department for education

Aim	Secure coordinated educational actions at department level
Actions	<ol style="list-style-type: none">a. write detailed job description, among other things based on action points B-Db. recruitmentc. kick-off meeting/presentation at BMI-VIP meetings

B. Secure course quality

Aim	Secure up-to-date knowledge about job profile, expectations, and education tools.
Actions	<ol style="list-style-type: none">a. Identify and follow-up on “Best practice” courses among those at the Department.b. Reviewing evaluations of BMI courses provided by the Teaching Evaluation Unit at SUND. Align BMI education plan with the action plan for SUND’s Teaching Evaluation Unit (Vice Head of Department for Educations coordinates with BMI’s study and course leaders).c. Conduct an intense seminar for all course and study leaders at the Department to discuss the course leader and study leader job descriptions which are currently being revised by the Faculty (final versions expected end of September 2014). The purpose of the meeting is to (i) make all course and study leaders aware of the official SUND descriptions, (ii) to agree on a joint mode of conduct, (iii) collect information for a possible department-specific addendum containing more practical information and tips & tricks especially for new course leaders.d. Establish annual meetings for all course and study leaders at the Department to exchange general information about new teaching formats, new media, experiences, contact persons etc. Further, use meetings to exchange information about the actual need for (younger) teaching staff and clarify the need for external teachers.e. Establish mentor schemes/transition phase with the previous course/study leader and possibly another course/study leader for additional input.

C. Secure teaching quality

Aim	Obtain/maintain high level of teaching skills
Actions	<ol style="list-style-type: none">a. Implement trial lectures in the recruitment process for tenured staff. If applicants are otherwise equally qualified, preference should be given to the applicant performing best at the lecture and having the best teaching portfolio and teaching evaluations.b. Develop a system that enables assessment of teaching qualifications of teachers at BMI in collaboration with the Faculty Teaching Evaluation Unit, i.e to generate individual teaching portfolios.c. Ensure that the tenured staff receives relevant information about courses, workshops and meetings on teaching, e.g. clicker courses, Absalon café etc., via communication channels and monthly VIP meetings at the Departmentd. Develop “Brush up session” for tenured staff (to be held e.g. in connection with one of the monthly VIP meetings)e. Recommend course on PhD supervision offered by KU for everybody who is getting involved in PhD supervisionf. Offer mentor schemes (kollegasparring)

D. Recruit PhD students and postdocs to teaching activities

Aim	Involvement of PhD students and postdocs in teaching activities as an educative measure in line with the PhD guidelines
Actions	<ol style="list-style-type: none">a. Develop a “matchmaker” database, coordinated by Vice Head of Department for Educations, comprising available teaching opportunities (course leaders) and training/interests profiles of PhD students and postdocs with the purpose of defining the actual need for younger teachers. Implement measures in BMI’s welcome procedures to warrant updates and database entries upon new hirings.b. Offer teaser courses about teaching on a regular basis (alike “Bliv klædt på til at undervise”), e.g. in connection with the lunch meetings for PhD students and postdocs.c. Provide guide for newly employed PhD students (and postdocs) comprising information about teaching opportunities to comply with the decree by the Graduate School for Health and Medical Sciences to gain teaching experience or other dissemination related to the student’s PhD project. The guide must comprise recommendations, e.g. 1st year: introduction course on teaching, mentor scheme; 2nd year: teaching, 3rd year: teaching.d. Establish mentor/supervision schemes for new PhD students.e. Involve supervisors in finding/recommending relevant courses, e.g. by focusing more on the teaching plan which has to be submitted at the time of enrolment.f. Acknowledge the teaching effort, e.g. travel stipend or certificate confirming course participation, teaching activities and impact (a document that is meaningful for the teaching portfolio of the PhD student/postdoc).