

CESU's faculty development model

The Undergraduate Unit of Centre for Health Sciences Education conducts educational research and provides service to the programs of Faculty of Health, AU. This includes curriculum development and innovation, assistance with testing and exams, and leading the faculty development program.

Faculty development includes all activities that the teachers pursue to improve their knowledge, skills, and behaviors as teachers and educators in health sciences education, and as educational leaders and managers.

CESU's faculty development model outlines the continuous educational competence development of Health's faculty. It includes courses and practice-oriented development activities carried out in partnerships between CESU, the departments, the programs, and the academic environments at Health.

CESU's model aligns with AU's Strategy and Principles for Pedagogical and Didactical competence development and is an integrated part of **Health's Principles for Pedagogical and Didactical Competence Development and Health's Annual Cycle for Quality assurance of the educations** (see appendix 1).

The Model

CESU's faculty development model applies the principle of **distributed competence development and knowledge mobilization** in a continuous collaboration between CESU's pedagogical experts and participating key teachers in the academic environments at Health. Distributed competence development supports an innovative and learning-oriented culture where educational competence development is rooted in the local professional environment in the departments.

Taking point of departure in the annual quality assurance cycle, and in close dialogues with head of department and program directors, CESU contributes with pedagogical expertise to development within the identified focus areas for development of teachers and the curriculum.

Each program at Health has its own **CESU contact person, an expert in education** (see appendix 2). The CESU contact person participates as an observer in the annual status meetings (cf. Health's annual cycle of quality assurance) and provides pedagogical support to the programs and teachers according to issues identified in need of improvement or development.

In CESU's faculty development model distributed competence development is attained through contextualized courses (see appendix 3) and the involvement of **educational ambassadors** in context-specific projects and courses.

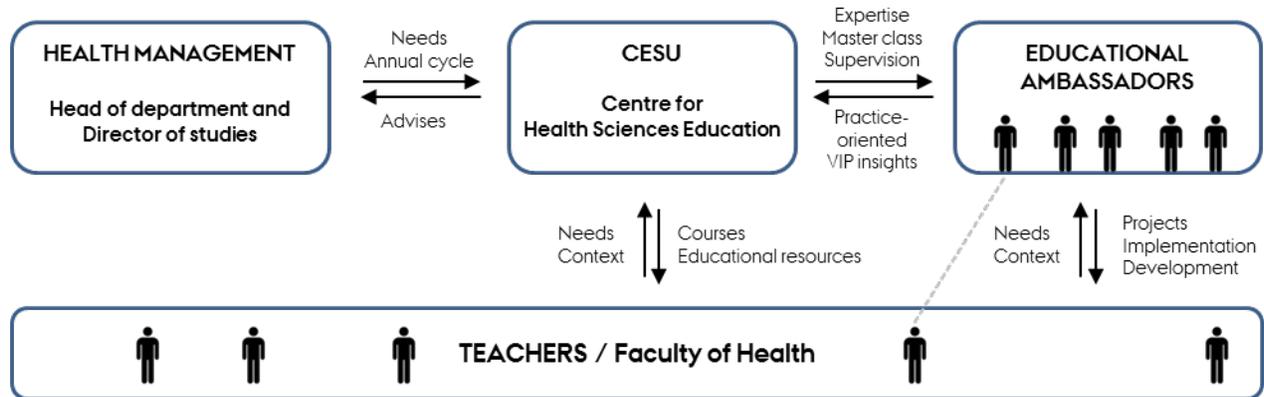
The educational ambassadors join CESU's **Educational Ambassadors' network**. The network ensures knowledge mobilization across programs and offers workshops and masterclasses for the ambassadors.

CESU offers a range of **general courses** to the broad audience of teachers. These include basic courses for new faculty and courses related to educational IT; a pedagogical program for assistant professors in

collaboration with the other faculties at AU, UPNET; a program for supervisors of graduate students; courses on presentation skills for PhD students; and courses for student teachers. A number of these courses are already implemented (see appendix 3).

Figure 1 illustrates the organization of CESU faculty development model. The following pages describe in detail the role of Educational Ambassadors and some financial aspects.

Figure 1: CESU's faculty development model



Educational Ambassadors

The Educational Ambassadors is a group of selected key faculty members who are closely linked to their own teaching context, and who are willing to contribute to the distribution and professionalization of faculty and curriculum development and thus promote knowledge mobilization and ideas about educational subjects in their local context.

The role of the educational ambassador

The Educational Ambassadors Network involves 10-15 faculty members with an explicit interest in and focus on educational issues. The role of the educational ambassadors is to conduct educational projects and implement these projects in their local contexts and subjects. In this way, the educational ambassadors act as educational developers, facilitators and change agents in his/her own subject area. The roughly estimated time consumption for each educational ambassador is 10 days/year.

As an educational ambassador, the faculty member will:

- participate in educational ambassadors network activities
- carry out educational projects in the local context together with fellow teachers
- implement didactic tools in selected subjects
- contribute to courses in collaboration with CESU

In order to support the educational ambassadors and develop their competences as educational developers and change agents, CESU will provide:

- two master classes per year
- educational ambassadors network activities
- individual supervision and consultancy on project implementation
- expertise within higher health education and curriculum development

Who may be an educational ambassador?

It is expected that **each of the five departments have 1-5 educational ambassadors**. Each of the five departments at Health has distinctive challenges and sizes (see appendix 5), and they may choose to select their educational ambassadors in different ways. However, every faculty member who may wish to engage in educational development and act as an educational ambassador is welcome to do so.

The educational ambassador may already work with educational leadership responsibilities, because he or she already works as a director of studies, a semester coordinator, a team leader, or a course leader.

Below are three examples of educational ambassadors:

THE CHANGE AGENT

Semester coordinator Trine Tandrup Lamm, professor, Department of Clinical Medicine. Trine is in charge of the planning of all teaching at 4th semester at the medical master's degree program. Being an educational ambassador Trine (and a CESU supervisor) initiates the reorganization of large class lectures into student-activating team-based learning sessions. She engaged three key teachers in the project, who participated in meetings, workshops, preparation and testing of the team-based learning sessions. In this way, she has worked as a **change agent** by starting and maintaining an important change in teaching and learning methods.

THE PROGRAM DEVELOPER

Course leader Louise Binow Kjær, chief consultant, Department of Clinical Medicine. Since 2011 Louise has been the driving force in developing and implementing a 30 ECTS course in professionalism which runs through all six semesters of the medical master's degree program. Louise developed this unique program in collaboration with a large and diverse group of colleagues, and she continues to develop a series of courses for new teachers in the program. In addition, Louise has presented the project in international research conferences and is continuing to conduct training sessions in communications skills training

THE TEAM LEADER

Team leader Dr. X, Department of Biomedicine. X is coordinating a team of approx. 10 teachers in one particular subject area. When X becomes an educational ambassador he (and a CESU supervisor) would initiate the implementation of a new and innovative educational tool by engaging and committing his team of teachers in the educational project. The educational project would include individual supervision and participation a masterclass, a workshop for the team of teachers, an implementation phase in which X is the project manager, and an evaluation of the intervention. Most likely, the work as an educational ambassador will result in a sustainable change of the micro-culture of teaching excellence in this particular subject.

To ensure that educational ambassadors have skills and knowledge to perform their role as educational developers, facilitators and change agents, CESU facilitates activities in the Educational Ambassadors Network and provides masterclasses within relevant educational subjects.

The masterclasses will be developed by CESU – partly after needs assessment among the recruited educational ambassadors – and they will cover theoretical and practical aspects on pedagogical themes such as curriculum planning, didactic methods, teacher training, guidance and supervision, evaluation and assessment, educational IT as well as educational leadership and organizational matters.

The master class series comprises of 1 ECTS workload courses held approximately two times per year coordinated and hosted by CESU. The 1 ECTS Masterclass has 8-12 h preparation package including literature, online resources, tasks and assignments, 8 h work meeting (in-class activity), and 8-12 h follow up, report delivery or feedback.

Example: 1 ECTS Masterclass in curriculum development

- 8-12 h preparation package including:
 - 2 articles and a book chapter
 - Blackboard course site with two online assignments
 - A task to prepare a draft of elements in a relevant course
- 8 h work meeting
 - Related agenda
 - Focus on feedback on assignments and prepared draft
- 8-12 h follow up, report delivery or feedback
 - To enable an agile loop with commitment and shared awareness.

Incitements for being an educational ambassador

Bearing in mind that models for recognition and rewards should always reflect local cultures, the CESU faculty development model suggest a number of incitements:

Recognition: The educational ambassadors will enjoy appreciation and acknowledgement in terms of credits and course certificates. For example, the completing of several courses and masterclasses might become equivalent to a Certificate and Diploma (to be decided) in Health Sciences Education. In addition, educational ambassadors will have direct access to expert resources within faculty development and higher education as well as access to the network of other educational ambassadors. Finally, the educational ambassadors will be known as leaders within the scholarship of teaching and learning and thereby enjoy their colleagues' and leaders' acknowledgement.

Award: The Faculty of Health could establish a new award (for example 50.000 Dkr.) to support and promote the personal and professional development of health sciences educators (see for example: the

ASME EDU Educator Innovator Award). The educational ambassadors and/or the group of teachers working together with the educational ambassador may win an award for the most innovative or outstanding educational project.

Grants: Each department could invite faculty members (a team of teachers or a single teacher) to submit a bid for a small grant (for example 50.000 – 100.000 Dkr.) to support a small-scale practice-based research study on educational development, curriculum development, or evaluation of a teaching innovation (for example tests or application of EDU-IT) in the field of health sciences education.

Salary supplement: Providing a salary increment or a bonus for excellent education is a possibility within the framework of ordinary pay negotiation.

Financial aspects

The main cost of CESU's faculty development model is time and human resources. This includes time spent by CESU's educational consultants, educational ambassadors from the departments, and the individual teachers that participates in courses and/or educational development initiatives.

In CESU's faculty development model each unit carries the cost of the time spent by its own employees. CESU will carry the cost of servicing the Health Educators Network through reductions in time spent on other activities. CESU has a fixed budget for running courses and educational activities (secretarial assistance, materials, food and other supplies). In case additional budget is needed this will be negotiated with Faculty of Health. Budget for specific projects is not included in CESU's basic budget.

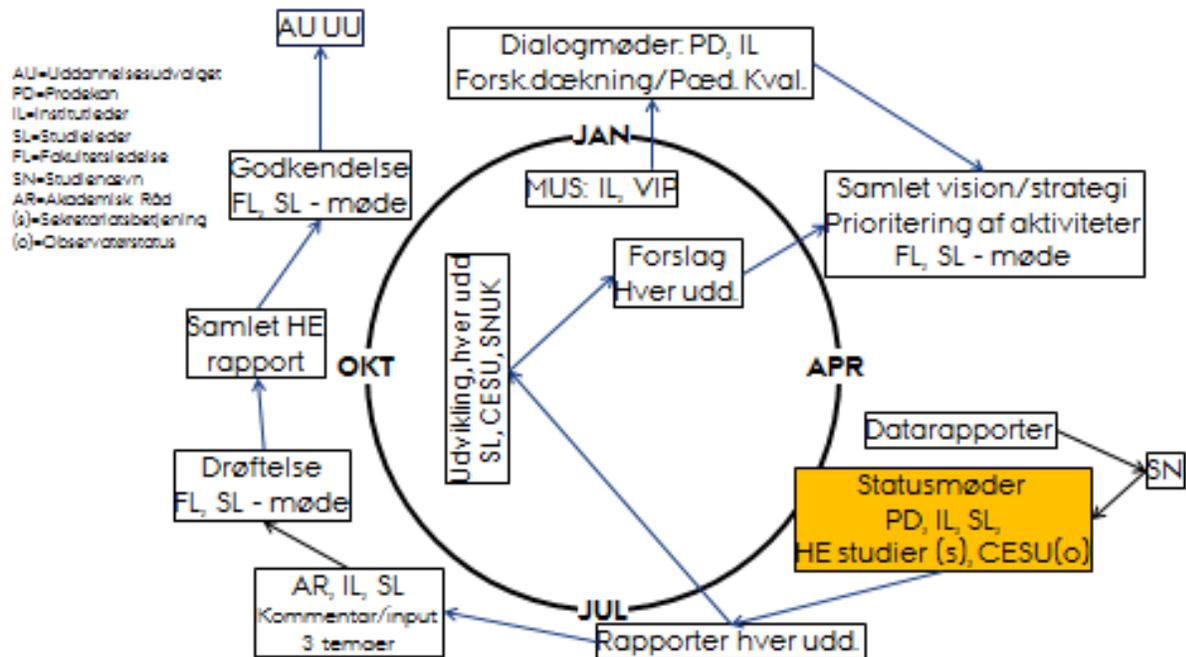
The department where an ambassador works will carry the cost of the ambassadors' time spent on taking part in training activities and development initiatives. The amount of time spent by the individual ambassador will vary according to the departments' needs and wishes. An estimated average is 2-5 days per month.

In case of additional cost related to various incitements (awards, pay supplements, educational conference attendance, etc.), this will be covered by the ambassadors' departments.

Budgets for educational projects must be covered by Health's and Departments' budgets for Strategic Pedagogical Development or by application to AU's central funds for these kinds of activities. In addition, external funding may be applied for. CESU can provide assistance and partnership in applications.

The faculty development model's principle of distributed competence development implies that the educational ambassadors carry out educational projects in the local context together with fellow teachers. Thus the model assumes that any teacher at the Faculty of Health participates in faculty development courses and/or activities initiated by the educational ambassador corresponding to 2 days per year (0.5 ECTS per year). Part-time teachers' participation corresponds to 1 day per year. However, currently there is no specific requirement for how much time a teacher must spend on his/her educational development.

Appendix 1: Health's annual cycle of quality assurance



Appendix 2: CESU contact persons (pr. 01.01.2016)

Departments	Head of department	Director of studies	CESU contact persons
Department of Clinical Medicine	Kristjar Skajaa	Medicine: Per Höllsberg	Peter Musaeus
Department of Forensic Medicine	Christian Lindholst	Medicine: Per Höllsberg	Peter Musaeus
Department of Biomedicine	Thomas G Jensen	Medicine: Per Höllsberg	Peter Musaeus
Department of Odontologi and Oral Health	Eva Sidelmann Karring and Anne B. Christensen	Dentistry: Eva Sidelmann Karring	Lotte O'Neill
		Clinical dental technician: Lene Martinussen	Lotte O'Neill
		Dental hygienist: Lene Martinussen	Lotte O'Neill
		Surgery assistant: Lene Martinussen	Lotte O'Neill
Department of Public Health	Søren K Kjærgaard	Public Health: Mette Vinther Skriver	Peter Musaeus
		Sport Science: Kristian Raun Thomsen	Mette Krogh Christensen
		Health Science: Cecilia Ramlau-Hansen	Mette Krogh Christensen
		Optometry and Visual Science: Cecilia Ramlau-Hansen	Mette Krogh Christensen
		Master in Clinical Nursing: Cecilia Ramlau-Hansen	Mette Krogh Christensen
		Nursing: Kirsten Frederiksen	Mette Krogh Christensen
Graduate School at Health	Lise Wogensen Bach	Helene Nørrelund	Mette Krogh Christensen

The CESU contact person is responsible for inviting Head of department and Head of studies to dialogue meetings. The meetings could have the following agenda:

Status and documentation: Learning analytics + key data from the annual report.

Needs: What are the educational needs of the teachers of this particular education?

Advice: CESU can give advice on specific educational topics, projects or challenges.

Information: New trends in the field of university teaching and learning; news from CESU.

Appendix 3: List of CESU courses

See: <http://cesu.au.dk/kurser/>

CESU sikrer "Faculty Development" gennem målrettede pædagogiske uddannelses tilbud til underviserne på Health. Vi udvikler og afholder kurser for undervisere på alle karrieretrin. Se vores aktuelle kurser her.

PERMANENT STAFF AND PART-TIME TEACHERS (D-VIP)

- Feedback to improve student learning
- Leaders in Education at AU
- Educational IT
 - Det gode spørgsmål
- Blackboard
 - Basic course in Blackboard
 - Advanced course in Blackboard
 - Blackboard course with your colleague
- Communication courses for communication teachers
 - Communication 1 and 3
 - Communication 2 and 5
 - Communication 6
 - Evaluation and development workshop
- Basic course in PhD Supervision
- Team-based learning
- Case-based learning
- Assessment - multiple choice course

ASSISTANT PROFESSORS AND POST.DOCS.

- Activating teaching
- Teacher training programme (Adjunktpædagogikum)
 - Module 1
 - Module 2 supervision - forelæsning
 - Module 3
 - Module 4

PHD STUDENTS

- Teacher training programme for PhD students
- Research presenter and educational informatics

STUDENTS

- Teacher training programme for student assistants at AU Health
- Elective course in teaching for medical students
- Introduction to digital exams

HENVENDELSE OM DENNE SIDES INDHOLD:
METTE THIESSON RASMUSSEN

REVIDERET 21.12.2015

Appendix 4: Implementation plan

2016	Activity	CESU participants
January	Principles for CESU Faculty Development Model and Health Educators' Network: written report with deadline January 12th 2016 . (Discussion in the Dekanat ultimo January 2016)	MKC + group
	Arrange CESU-meeting with CESU contact persons for the purpose of updating colleagues on the Faculty Development Model and their role in it.	MKC + CESU contact persons
February	Presentation of the Faculty Development Model at the Fakultetsledelsesmøde March 29, 2016.	MKC
March	Department-specific dialogues via contact persons for the purpose of clarifying expectations and searching for teachers to be educational ambassadors.	CESU contact persons
	Development of masterclass: <i>Educational development in higher education contexts.</i> Announcement of course date for the CESU Masterclass	MKC + AMM or PM
April	Inclusion of 10-15 teachers in the educational ambassadors' network.	CESU contact persons
	Development of masterclass: <i>Educational development in higher education contexts.</i>	MKC + AMM or PM
May	Individual supervision of the educational ambassadors. The supervision is conducted by CESU.	CESU contact persons
	Pilot test of masterclass.	CESU
June	CESU Masterclass for educational ambassadors: <i>Educational development in higher education contexts.</i>	MKC + AMM or PM
July	Midterm evaluation of the CESU Masterclass and educational ambassadors' network.	MKC + CESU
August	Planning of CESU course programme 2017.	Head of undergraduate unit
	Development of masterclass: <i>Blended learning theory and</i>	To be decided...

	<i>practice or Student-activating teaching methods.</i>	
September	Planning of CESU course programme 2017 and announcements of course dates for 2017.	Head of undergraduate unit
	Development of masterclass: <i>Blended learning theory and practice or Student-activating teaching methods.</i>	To be decided...
October	Individual supervision of the educational ambassadors. The supervision is conducted by CESU.	CESU contact persons
	Pilot test of masterclass	CESU
November	CESU Masterclass for educational ambassadors: <i>Blended learning theory and practice or Student-activating teaching methods.</i>	To be decided...
December	Individual supervision of the educational ambassadors. The supervision is conducted by CESU.	CESU contact persons

Appendix 5: Staff at Faculty of Health

For this report, we generated an overview of the total number of staff at Health related to type of employment in order to estimate the need for faculty development and target the initiatives described in this report.

Type of employment	Total number employed	Scientific		Technical		Other staff	Ph.D.	Percent
		VIP	DVIP	TAP	DTAP			
Total number of staff.....	4818	613	2576	839	387	8	395	100,0
The Department of Biomedicine.....	673	170	226	161	34	2	80	14,0
The Department of Clinical Medicine.....	1846	202	1194	144	60	2	244	38,3
The Department of Forensic Medicine.....	65	9	3	42	4	0	7	1,3
The Department of Public Health.....	732	98	450	37	94	0	53	15,2
The Department of Dentistry.....	303	122	69	87	13	3	9	6,3
The School of Oral Health Care.....	267	3	100	128	36	0	0	5,5
Deans Office.....	18	0	0	15	3	0	0	0,4
Administration.....	596	0	282	209	104	1	0	12,4
HE Centers.....	162	6	131	9	14	0	2	3,4
Basic sector.....	35	0	35	0	0	0	0	0,7
INNO-X.....	2	0	0	1	1	0	0	0,0
Center for Health Collaboration	4	1	0	3	0	0	0	0,1
Board of studies	87	1	85	0	1	0	0	1,8
Health.....	28	1	1	3	23	0	0	0,6

NOTES: VIP: Scientific personel, DVIP: Parttime scientific personel,
TAP: Technical Personel, DTAP: Parttime technical personel

SOURCE: HR Aarhus University, 01.05.2015