

# Post doc position with a special focus on Faculty Development in Higher Education in the Digital Age

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The Department of Marketing at Copenhagen Business School (CBS) invites applications for a vacant position as post doc in faculty development in higher education in the digital age. The successful applicant will be part of the cross-departmental project on Research in Blended Learning (RiBL), which will run until the end of 2022. The aim of the project is the construction of new knowledge about the future of technology-supported teaching and learning in Higher Education and its consequences and prospects for student learning. The RiBL project reflects CBS's firm commitment to a continuous development of faculty and innovative pedagogical approaches, both online and offline. Besides being part of RiBL, the applicant will be affiliated with the department of marketing at CBS, which is a main contributor to the blended learning agenda.

The department of marketing focuses on contributing to a holistic understanding of the interactions and activities in the marketplace, and, towards that end, we draw on other academic disciplines to the extent that these disciplines improve the quality of our marketing research. The research of the Department covers several areas such as consumer behavior, business-to-business marketing, branding, corporate social responsibility, design, international marketing, strategic marketing, neuro science, and tourism marketing. Faculty members use a wide range of methods. The Department also is involved in teaching a palette of courses including branding, marketing strategy, digital marketing and sales management, business-to-business marketing, design, international marketing, and tourism marketing. Further, the department of marketing is in the forefront of implementing blended learning at CBS and contributes to research on blended learning and faculty development across and outside of CBS.

### Responsibilities

- A main responsibility is the contribution to the RiBL-project over the full duration of the post doc period.
- To publish in the higher ranked peer reviewed international journals (AJG-rank 3, 4 or 4\* or journals of similar impact and quality).

- Seeking and establishing research collaborations with international researchers.
- Carry out research-based teaching and supervision, i.e. within faculty development.
- Rejuvenating existing sessions, courses and teaching programs and contributing to innovative new ones.
- Promoting CBSs academic reputation.
- Communicating findings to the public in general and to CBSs stakeholders in particular.
- Demonstrate citizenship by, for example, active participation in the regular research activities at the department, CBS, and wider discipline community.

The proposed position will focus on faculty development in higher education in the digital age. We welcome applicants who fully embrace the opportunities and challenges of the digital age and who have expertise in quantitative/mixed methods, as well as theoretically advanced and practically relevant ideas and experiences within faculty development.

The digitalization of education is influencing teaching in higher education in several ways, for example, by providing new opportunities for interaction with students outside the face-to-face encounter and new forms of feedback to students. Moreover, the traditional transmission-oriented lecture increasingly is conducted online, freeing up resources for more dialogue and engagement in the classroom. These changes challenge established teaching practices and foster new requirements for competence development amongst faculty and, accordingly, also changes to faculty development programs beyond the training of faculty's digital skills. Research about faculty development in higher education in the digital age may touch upon some of the following questions:

- Which teaching competences are needed in higher education in the digital age, and what are the implications for faculty development?
- How does teaching and learning in the digital age affect the relationship between teachers/students and students/students, and what are the implications for faculty development?
- What implications does teaching in the digital age have for the well-being of teachers in higher education (i.e. satisfaction, self-construal, self-efficacy, etc.), and what are the implications for identity construction and faculty development?
- How is teaching and learning in the digital age affected by differences in digital knowledge and skills between digital immigrants and digital natives, and what are the implications for faculty development?
- How does teaching and learning in the digital age affect current roles of teachers, students and staff, and what are the implications for faculty development?

Although not comprehensive, these questions illustrate that faculty development programs in the digital age need to change more fundamentally than offering courses on teaching technologies. Specifically, the candidate is expected to (1) provide state of the art knowledge about the consequences the digital age has on faculty's developmental needs and their implications for faculty development programs. (2) develop a research project that reflects – some of - these needs, and (3) provide implications for faculty development in the digital age.

The post doc. is a non-tenured 2-year position with research obligation but can be extended to three years with an extra teaching obligation. To fulfill the requirements of the position, the applicant

chosen is expected to be physically present on a regular basis and actively participate in the teaching and research activities of the Department. The successful applicant has the opportunity to participate in the assistant professor program at CBS on teaching principles and methods in order to fulfill the pedagogical requirements made to apply for associate professorship.

### **Qualifications**

The successful applicant must hold or be close to obtaining a PhD and have an international profile. The applicant must have published in higher-ranked journals. In addition, the applicant must have excellent teaching qualifications. The applicant must have professional proficiency in English (written and spoken). We encourage applicants with a social-science background in i.e. psychology or sociology. Applicants, who can demonstrate an international profile with evidence of professional development research and/or teaching and learning research with real impact on theory and/or practice, are especially welcome.

Copenhagen Business School has a broad commitment to the excellence, distinctiveness, and relevance of its research and teaching. Candidates, who wish to join us, should demonstrate enthusiasm for working in an organization of this type (highlighting, for example, relevant business, educational, and dissemination activities).

For further information please contact: Professor (MSO) Thyra Uth Thomsen, e-mail <mailto:tt.marktg@cbs.dk>. Appointment and salary will be in accordance with the Ministry of Finances agreement with the Central Academic Organisation.

### **Application**

The application must be sent via the electronic recruitment system.

An application must include:

1. A motivated statement of why the candidate applies.
2. An initial outline of a potential research project (maximum of five pages).
3. Proof of qualifications and a full CV, including information indicating experience in research management, industry co-operation and international co-operation.
4. Documentation of qualifications within teaching & learning.
5. A complete, numbered list of publications (indicating titles, co-authors, page numbers and year) with an \* marking of the academic productions to be considered during the review. A maximum of 10 publications for review are allowed. Applicants are requested to prioritize their publications in relation to the field of this job advertisement.
6. Copies of the publications marked with an \*. Only publications written in English (or another specified principal language, according to research tradition) will be taken into consideration.

We will use shortlisting when reviewing the applications. 3-5 applications will be shortlisted. An expert committee will be reviewing the shortlisted job applications. The committee's assessment of the shortlisted candidates will be submitted to the person in question.

Copenhagen Business School must receive all application material, including all appendices (see items above), by the application deadline. Details about Copenhagen Business School and the department are available at <http://www.cbs.dk>.

**Application due:** 1/15/2019

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With some 21.500 full and part-time students, 630 full-time faculty members, 200 PhD and 680 administrative staff CBS is a unique business-oriented university with a full portfolio of Bachelor, Masters, MBA/EMBA, PhD and Executive programmes delivered in English and Danish. Our academic staff includes internationally-recognised experts in classical business disciplines as well as in philosophy, history, psychology, sociology, law, political science, information systems, culture and languages.