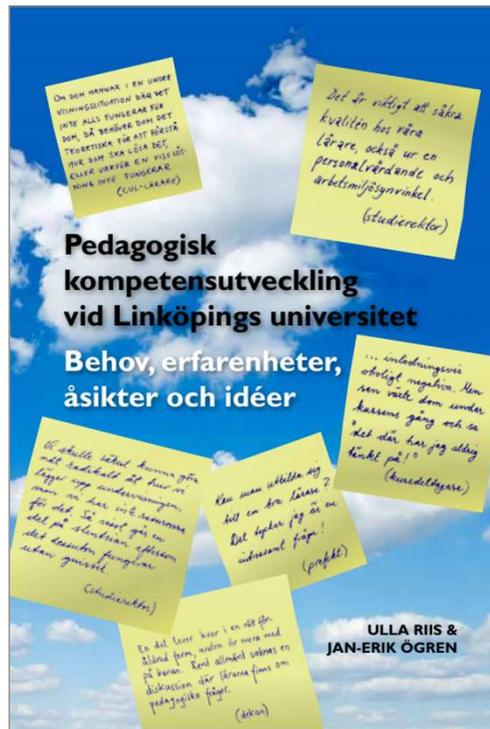


Experiences from reorganization of a TSDC

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The Evaluation (2012)



CUL (Center for Teaching and Learning) was established in 1996.

A new vice-chancellor was appointed in 2011 and she started a pedagogical initiative.

A part of this was an external evaluation of the support for development of pedagogical competence.

The report *Development of Pedagogical Competence at LiU – Needs, experiences, views and ideas* was presented in december 2012.

Some observations and recommendations

- The qualifying courses work well and are clearly connected to the employment procedure.
- There has been little renewal in the last years, especially in the area of ICT and learning.
- The role of the board is unclear.
- The center should be allowed to do research.
- Qualifying courses in HE pedagogy should be viewed as being a part of the regular university teaching. This means that syllabuses should be handled in the same way, the staff should have regular teaching positions, the same quality assurance procedures should be used etc

How did the TSDC staff react?

- The new vice-chancellors pedagogical initiative was received with enthusiasm.
- The external evaluation report was received with cautious optimism.
- However, during 2012 (the evaluation phase) and 2013 (waiting for a decision from the vice-chancellor) no larger development projects could be initiated.
- Periodic insecurity about future organization seems to be common among Swedish TSDCs.

The Reorganization (2013-2014)



The vice-chancellor decided to replace CUL with Didacticum from July 1, 2014. A new set of instructions were issued, and a new board was appointed. Some of the recommendations in the evaluation report were followed.

A new manager was appointed from the start, and a deputy manager was recruited at the start of 2015.

All previous staff had to reapply for positions at Didacticum. (It was not as dramatic as it may sound, since everyone is formally employed at one of our departments.)

The new organization

- New instructions with a clearer focus on support for the whole academic career, and not just introductory qualifying courses.
- ICT and learning became important, while "non-academic" IT courses (e.g. MS Office) moved to the IT department.
- A new board with the deputy vice-chancellor as chair, and the vice deans as some of the members.
- Deputy manager
- No research activities, but at least a scientific advisory board

Some reflections on our current situation

- Better connections to faculties, departments etc, both through representation on the board and by inviting department heads to regular meetings.
- Natural partner in strategic discussions.
- Newly recruited teachers working with ICT and learning

Recommendations for reorganizations

- Make it quick
- Be very clear about the goals
- Make a transition plan
- Create stable long term conditions

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