Department of Psychology

Action plan 2022-2025

Introduction

The strategy 2022-2025 of the Department of Psychology, University of Copenhagen states the following goals:

By 2025 we will be:

- **Recognized as a leading centre for basic and applied psychological research** in Europe, with specific areas of strength that are competitive internationally.

- **A key-player in co-creating and translating psychological knowledge**, building the capacity to use this knowledge to address complex societally-significant challenges through informing policy and practice both locally and within Europe.

- **Providing our students with the best education**, which is firmly based in up-to-date scientific knowledge and which develops their skills to work in a variety of psychological professions.

- **Vibrant and diverse**, a department where we work together to support each other's ambitions while also maintaining a healthy work-life balance.

The actions detailed on the following pages are all targeted towards achieving this outcome. Progress on each action will be monitored to ensure that we are on track for achieving these targets.

1. Being an internationally leading hub of science

Initiatives:

- Forming a research committee to promote research culture, support research activity, and drive forward research-related goals. This would include:
    - Developing the capacity to attract external funding by tightening internal peer-review processes and feedback loops.
    - Developing internal systems and training to promote trustworthy, reliable, and reproducible science (i.e., Open Science).
    - Developing criteria for fairly evaluating research across diverse areas and implementing publication guidelines.
    - Engaging with planned external research evaluations, preparing staff for this, and sharing the results of the exercise.
    - Establishing regular staff research days for sharing work in progress and fostering dialogue across groups and perspectives.

- Improving systems to support the development of early career researchers (including PhD students and postdocs), including:
    - Examining processes for distributing teaching work and forward planning.
    - Revising the provision of workload hours for supervision.
    - Developing networks of support and advice sharing.
    - Creating more opportunities to present work and receive constructive feedback.

- Improving opportunities, infrastructure, and networks to conduct research, including:
    - Examining needs for research support and possibilities to provide this across the department.
    - Establishing reliable means for recruiting participants for lab research, as well as identifying opportunities to link with or create panels to conduct longitudinal research with the wider population.
    - Actively pursuing opportunities for co-funding of research and appointments with external bodies to build capacity.
    - Protecting researcher time and enhancing opportunities for sabbaticals and outward exchange.
    - Enhancing opportunities for inward exchange through high-profile guest researchers and visiting scholars from leading international institutions.

2. Co-creating and disseminating our knowledge widely and openly

Initiatives:

- Seek training to develop staff awareness of how to engage with the media about one's research and expertise (and also when to say "no").
- Recognizing significant contributions to outreach in keeping with the University of Copenhagen's criteria for academic merit.
- Improving the visibility of expertise on our websites and developing a directory of staff who can be contacted by external bodies including media, private and public sectors and interest groups.

- Promoting examples of high-quality psychological research that are likely to be of public interest or relevance to external stakeholders and potential partners, for example through short films, social media, press-releases etc.
- Where possible involving 'experts by experience' in the planning, interpretation and dissemination of research, especially where research involves vulnerable and/ or stigmatized populations.
- Strengthening alliances with municipalities and regions especially around mental health promotion and early intervention, neuropsychology and psychiatry.
- Exploring possibilities for encouraging donations for (basic) research.

3. Inspiring our students and building their professionalism and competence

Initiatives:

- Market analysis to properly understand our position among competing departments in Denmark, our unique strengths in educational areas and the opportunities these present for recruitment of students into professional programs and continuing development.
- Encourage outreach activities that engage with diverse populations of potential students to continually raise the profile and interest in the degree program.
- Work more actively with the employer panel to identify core transferable skills needed in the employment market and where these are being (or could be better) addressed in the program.
- Streamline processes for students to pursue their own interests and to independently develop their skills, for example through research electives and increased capacity to take subjects in neighboring disciplines, as well as supporting opportunities for internships/ volunteering and other forms of placement with academic staff and in the field.
- Improve coordination across courses, and across years and levels (BA & MA), for example through designated meetings among course coordinators to facilitate a broader view of the education.
- Revise the master's program to be better aligned with the new BA and facilitate progression.
- Support the development and implementation of research-based knowledge on effective learning, new educational technologies and best practice in educational delivery.
- Develop a model for conducting Continued Professional Development (CPD) activities in-house and for incentivizing and fairly rewarding engagement with CPD activities.
- Improve opportunities for ongoing development of teaching skills and approaches among staff, both new and established. This could include peer observation and feedback, opportunities for knowledge sharing between staff (including having those completing the pedagogical training to present their projects back to the department), and ongoing teaching skills training events open to all staff.

4. Cultivate a fair, balanced, and inclusive workplace that supports the well-being and ambition of employees

    Initiatives:
    - Establishing a diversity, equality, and inclusion working group.
    - Improving processes for on-boarding of new staff.
    - Revising current workload norms for different tasks to ensure that these accurately reflect time demands of different tasks, roles, and responsibilities.
    - Establishing transparent systems for allocating work, and for assessing and rewarding performance.
    - Developing an informed method for anticipating future workload change and enabling forward planning for this.
    - Working across the department with common themes (e.g., "mental well-being")
    - Creating more opportunities to engage with one another both formally and informally, including research days and events, social gatherings, and other shared activities.
    - Creating more opportunities for dialogue between staff and students, for example regularly scheduled meetings with Psykrådet, active inclusion of students in research events, other informal social gatherings that include both staff and students.
    - Strengthening administrative support to meet new demands within the research and teaching environment and to act on opportunities that arise.
    - Increasing proficiency across the two languages of the department, Danish and English, to ensure smoother communication between staff and to maximize capacities to fully participate in university life.

More specific guiding principles and policies around research, education, impact/ outreach and workplace engagement and behaviour will be developed (or updated from those already there) and posted on the website or the intranet.