

Utdanningsmelding 2010**Hemil-senteret*****III. Generell kvalitativ presentasjon av resultat, planer, utfordringer og prioriteringer***

The University has the goal to offer research-based teaching programmes at all levels from the bachelor's to the master's degree to the PhD degree. The aim is to provide the possibility for progression through all these levels. Hemil-senteret's contribution has been to establish education programmes in health promotion at all these levels, and to provide opportunities for our best bachelor's students to make the progression. To date three bachelors' students have gone on the master's programmes, and one student has completed bachelors and master's level study at Hemil-senteret. It has been a challenge to make the bachelor's and master's curricula progressive, since some students entering the master's programmes have bachelors degrees in health promotion while others do not. Our strategy is to focus the bachelor's programme more on health promotion at the level of the individual and the group, and focus the master's programme more at the level of health policy and structural interventions at the community of macro levels.

At the Hemil-senteret all students are seen as resources for our research, and the large majority of students undertake research that is directly connected to the research themes of our research groups. Furthermore, a large proportion of master's research projects go on to be published in the international peer review literature.

A special strength of our student mix is the presence of students from the developing world in the master's programmes in Gender and Development and in Health Promotion. These students are funded by the Norwegian Quota programme. In recent years the selection of Quota students has focussed on recruitment through collaborative agreements with education institution in countries in the Global South. While a good many capable students are recruited this way, a number of the best applicants cannot be accepted because they are not covered by collaborative agreements. We hope for a change in policy that will ensure that the best students can be offered study in our programmes.

A special challenge for Hemil-senteret academicians is to protect blocks of time for research, while still carrying out their teaching obligations with a high degree of quality and effectiveness. Our strategy is to admit students every other year, such the teaching in the classroom is concentrated in the first year and student research is concentrated in the second year. With no intake of students in the second year, academicians are more easily able to manage blocks of time for research. This strategy has advantages and disadvantages. Among the latter is the fact that some bachelor's graduates must wait a year after graduation before they can begin master's studies. However, in our evaluation the advantages to research productivity far outweigh the disadvantage. The Faculty of Psychology is considering shifting to a strategy of admission to the master's programmes every Fall semester, which seriously harm our ability to hold large blocks of time for research. We therefore greatly prefer to remain with the present strategy of admission every other year.

Hemil-senteret is responsible for one bachelor's programme and four master's programmes, in addition to contributing to teach in the professional programme in psychology and the PhD programme. In order to extract synergy, in 2010 we established a teaching committee, led by the Deputy Head of Department and having as members the Heads of the three teaching committees and a representative from the psychology programme. In 2010 their

main task has been to develop plans for combined teaching in research methods, and cross fertilisation by having several teachers active in more than one programme. This work will advance in 2011.

An important goal of the University and the Faculty is that the scope of teaching should fit within the financial framework provided by the Government, and that teaching should normally occupy about 46% of our energy and time. We have instituted a successful programme of monitoring the time spent on various tasks related to teaching using a standard protocol developed for use by all Institutes. An analysis of the data shows that on average the full time faculty is close to the target, though there is variation from individual to individual.

A challenge for Hemil-senteret has been to fill some empty teaching positions in a timely manner, and also to cover the teaching obligation of those who are on research sabbaticals. We have managed by using teachers hired on an hourly basis and by hiring a few teaching staff on short term contracts. While this solution has been mostly satisfactory, in some instances it has caused fragmentation in the students' learning experience. We therefore intend in 2011 and beyond to reduce our dependence on temporary teachers, by filling the full time positions that are currently vacant.

Another challenge is to extract as much synergy as possible from our teaching resources. Therefore, the Hemil Centre Teaching Committee has begun the process of developing research methods modules which can be taught across the programmes. In the first instance we are evaluating the possibility for two collaborations, one combining the resources of the two English language master's programmes and the other combining the resources of the two Norwegian language master's programmes. The two Norwegian language programmes receive students at the same time every other year (e.g., 2011, 2013), while the two English language master's programmes take students in alternating years. Therefore the possibility to create joint methods modules in the near future is greater for the Norwegian language programme, and we are looking into the possibility of changing the cycle of one of the English language programmes to better facilitate a joint module.

The University and Faculty place a high priority on internationalisation and on cross-faculty collaboration, and Hemil-senteret has worked in these two arenas in a combined way. We cooperate with the Center for International Health on teaching and research. One of our academicians, Marit Tjomslund, represents the faculty internationally in efforts to create teaching collaboration with universities in other countries. Another Hemil-senteret academician, Gro Th. Lie, occupies a leadership role in the university, responsible to help develop synergy from the many global development initiatives undertaken by all the Faculties.

Finally, regarding student mobility, we have the policy that a large proportion of our students shall spend part of their study time abroad. In the master's programmes this has been accomplished with master's thesis research undertaken in other countries, including Canada, Ghana, the Philippines, and Tanzania, among a large number of other countries.