

Åbent brev til studerende på Psykologi og ledelsen på Københavns Universitet

Som undervisere og forskere på Institut for Psykologi vil vi hermed udtrykke stærk bekymring og afstandstagen fra den aktuelle blokade af vores institut, som er foretaget af en gruppe studerende. Aktionen forsøger at omgå demokratiske beslutninger i vores Studienævn, den underminerer vores muligheder for at organisere undervisning som eksperter inden for vores fagfelter, og den er en alvorlig belastning for vores arbejdsmiljø.

Påstandene der motiverer blokaden synes at være baseret på misforståelser, og vi håber, at situationen kan løses op når dette bliver klart. For eksempel blev beslutningen om at revidere pensum i Udviklingspsykologi ikke taget af instituttets ledelse, men demokratisk (og med stort flertal) i vores Studienævn på basis af en indstilling fra undervisergruppen i faget. Mere generelt har et stort flertal af instituttets videnskabelige personale allerede argumenteret for, at psykologiuddannelsen ikke er ved at blive fagligt ensrettet. Tværtimod er den i stigende grad blevet opdateret med de mange perspektiver og udviklinger, som man finder i den internationale psykologi (<https://uniavisen.dk/ansatte-psykologiuddannelsen-paa-koebenhavns-universitet-er-ikke-ensrettet/>). Denne åbenhed er også afspejlet i mange ansættelser af videnskabeligt personale fra andre lande end Danmark i de senere år; værdsatte kolleger, der desværre har måttet oplevet megen modstand og kritik, som det også er tilfældet i den nuværende situation.

Instituttets ledelse er allerede gået langt for at imødegå de bekymringer, der er fremsat af studerende (<https://psy.ku.dk/om/strategi/blokade/>). Det mest håndgribelige resultat af denne dialogproces er tre kommende ansættelser på professor- og lektorniveau inden for humanistisk/SUI psykologi. Dette vil naturligvis lede til markant bedre muligheder for undervisning og opgavevejledning inden for disse felter. Som kolleger byder vi en yderligere styrkelse af disse dele af psykologien velkommen, inklusiv mere samarbejde gennem en tættere integration i vores forskerklynge-organisation.

Vi bakker op om vores institutledelse, vores Studienævn og vores undervisningskolleger i denne vanskelige situation, og vi håber, at universitets ledelse vil gøre det samme.

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Open letter to students of Psychology and the leadership at the University of Copenhagen

As teachers and researchers at the Department of Psychology, we wish to express strong concern and disapproval of the recent blockade of our department by a group of students. The action attempts to bypass democratic decisions made in our Study Board, it undermines our ability to organize teaching as experts within our fields, and it is a serious hazard to our work environment.

The claims motivating the blockade seem to be misguided, and we hope that the situation can be resolved when this is made clear. For example, the decision to revise the curriculum in Developmental Psychology was not made by the department leadership, but democratically (and with a large majority) in our Study Board on the basis of a suggestion from the teaching group in the course. More generally, a large majority of the department's scientific staff have already argued that the psychology education is not being narrowed down. On the contrary, it is increasingly up-to-date with the many perspectives and developments in international psychology (<https://uniavisen.dk/ansatte-psykologiuddannelsen-paa-koebenhavns-universitet-er-ikke-ensrettet/>). This openness is also reflected in many hirings of scientific staff from outside Denmark in recent years; valued colleagues that unfortunately have experienced much resistance and criticism such as in the current situation.

The department leadership has already gone a long way to meet the concerns voiced by students (<https://psy.ku.dk/om/strategi/blokade/>). The most tangible result of this dialogue process is three upcoming hirings at professor and associate professor level within humanistic psychology and community psychology. This will of course lead to markedly better capacity for teaching and thesis supervision in these fields. As colleagues, we welcome further strengthening of these areas of psychology, including more collaboration via closer integration in our research cluster organization.

We support our department leadership, our Study Board, and our teaching colleagues in this difficult situation, and hope that the university leadership will do the same.

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