

## **Guidelines for Teaching Portfolios**

To ensure a systematic documentation and assessment of applicants' teaching qualifications CBS introduce guidelines for teaching portfolios. Applications for associate professorships, professorships with special responsibilities and professorships must be accompanied by teaching portfolios, if the positions include teaching.

### **Guidelines for teaching portfolios at CBS**

#### **A. Objective**

Guidelines for teaching portfolios in the appointment of academic staff at CBS serve to ensure a systematic documentation and assessment of the applicants' teaching qualifications. The guidelines have authority in s. 6 of the Ministerial Order on the Appointment of Academic Staff at Universities of 25 April 2008, which stipulates that "the university may lay down general rules for documentation of applicant qualifications, including rules for the amount of material subject to assessment."

#### **B. Job categories**

Teaching portfolios must be applied in the assessment of applicants for associate professorships and professorships - including other positions at professor and associate professor level, cf. the Circular on Job Structure for Academic Staff at Universities and the appurtenant memorandum about job structure. Teaching portfolios, however, should only be applied in positions with teaching duties.

#### **C. Teaching portfolio content**

The teaching portfolio must be organised according to the template below by including documentary material wherever possible, and by reflecting on pedagogical competences.

1. Documentary material
2. Reflections on the pedagogical competences of the applicant

##### **1. Documentary material:**

a. A pedagogical CV.

An overview of teaching assignments (including supervision, examination and exam planning), and if possible, course management or programme management carried out by the applicant. Course management is understood as management of courses, projects, etc., programme management is understood as management of programmes, concentrations, etc.

b. Evaluations of the applicant's teaching.

c. Examples of prepared teaching material.

This includes compendia, but also cases, games, etc. The material should not be annexed, a short description of the material will suffice.

d. If possible, written feedback on teaching activities.

e. If possible, assessments of the applicant's teaching.

f. Copies of diplomas from pedagogical courses and programmes.

g. If possible, participation in conferences on teaching, learning, course and programme management.

h. If possible, written material (papers, books, chapters) about university teaching, course and programme management.

i. Other documentary material.

Documentation should be composed in relation to the specific vacancy announcement.

## **2. Reflections on the pedagogical competences of the applicant:**

The applicant's reflection on his/her own pedagogical competences must partly be related to the documentary material, and partly be related to the applicant's ambitions in teaching and education. The aim is to create an idea of how the applicant works with teaching and course management and of the potential that is being demonstrated.

The reflection can be structured in a way that shows the development in the applicant's teaching or illustrates a specific theme that the applicant has developed during teaching. The reflection should be substantiated by examples of the applicant's teaching activities or other pedagogical activities.

In regard to professors and professors with special responsibilities, it is essential that applicants document the interaction between their teaching and their research and in that context present their visions regarding research-based teaching.

#### **D. Requirements for assessment of teaching qualifications**

These requirements should not preclude the appointment of academic staff with limited teaching experience. In such special cases, a competence development plan for the pedagogical qualification of the employee should be prepared.

##### **1. Assessment committee practice when assessing teaching qualifications:**

- a. The assessment committee's recommendation must include a description and assessment of the employee's course and programme management qualifications on the basis of the submitted material.
- b. The assessment must be made in accordance with the below criteria and the weighting of the different elements of the vacancy announcement.

##### **2. Criteria for assessment of teaching qualifications:**

- a. The extent, breadth and documented quality of the applicant's teaching experience, course and programme management experience and other experience within pedagogy. Breadth should be understood as taught courses, institution, target group/level, type and language of teaching. As far as documentation of quality is concerned, the assessment attaches importance to documentation in the form of presented examples of teaching material and teaching evaluations as well as written assessments of the applicant's teaching competences.
- b. The connection between the applicant's pedagogical practice, pedagogical competences and understanding of his/her own capability and development potential.

#### **E. Extent**

Portfolio max. 5 pages, appendices max. 10 pages.

#### **F. Effective date**

The guidelines for application and assessment shall apply to vacant positions announced as at 1 January 2014.

