

Guidelines for Teaching Portfolios

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

Guidelines for teaching portfolios at CBS

A. Objective

Guidelines for teaching portfolios in the 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
- b. Evaluations of the applicant's teaching
- c. Examples of prepared teaching material
- 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 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.