

University guidelines for teaching portfolios when appointing academic staff at the University of Copenhagen

1. Purpose

These guidelines for teaching portfolios when appointing academic staff at the University of Copenhagen are intended to ensure systematic documentation and assessment of applicants' teaching qualifications. The guidelines are based on section 5 of Ministerial Order no. 242 of 13 March 2012 on the Appointment of Academic Staff at Universities, which states that: "The university is empowered to lay down general rules for documentation of the applicants' qualifications and for the scope of the material that applicants are allowed to submit for assessment."

2. Categories of positions

Teaching portfolios are to be submitted when applying for positions at associate professor and professor levels, cf. [Job Structure for Academic Staff at Universities](#) 2013. However, the teaching portfolio is only to be used in connection with positions involving teaching.

3. Use of teaching portfolios in teaching and learning in higher education training

These guidelines should be read in connection with the University guidelines for the Teaching and Learning in Higher Education Programme (TLHEP). These guidelines specify how assistant professors are to receive teaching and practical training in the development and ongoing use of a teaching portfolio. The development of a teaching portfolio is an obligatory and integrated aspect of the TLHEP.

Work on teaching portfolios in the TLHEP can form the basis for development of a portfolio for use in applications for positions at associate professor and professor levels.

4. The content of a teaching portfolio

Teaching qualifications are to be documented through the use of a teaching portfolio, including a description of teaching experience and reflections concerning one's own teaching work, including the objectives and methods. The relevant attachments should be enclosed with the description, e.g. student evaluations, teaching materials, statements or examination papers. The choice of documentation should be adapted to the application for the specific position.

The teaching portfolio should include the following areas, which are explained in more detail in the [University of Copenhagen Pedagogical Competence Profile](#):

a. Areas of Responsibility

Areas of responsibility in relation to teaching (e.g. teaching exercise classes, course coordinator, etc.) supplemented with information about the types of teaching (e.g. exercise class teaching, lecturing, supervision), extent and level of education (undergraduate, graduate, postgraduate teaching etc.) in a well-arranged teaching CV.

b. Practice and reflection

c. Knowledge of learning, teaching and the study programme

d. Training in the pedagogy of university teaching

e. Knowledge sharing and peer supervision

f. Pedagogical development projects

The applicant's reflections regarding her/his own work with teaching, the objectives that this work has had, the methods and how it has been carried out, can be described under items b-f. The reflections can be structured to show the development in the applicant's teaching, or to illustrate a particular theme that the applicant has developed in his or her teaching. The reflections should be substantiated with examples from the applicant's teaching or other pedagogical activity. The examples (e.g. student evaluations, teaching material, examination papers, or written examples of supervision work) can be included as attachments. See the University of Copenhagen Pedagogical Competence Profile for further information.

Extent and language

The suggested extent of the total teaching portfolio is a five-page brief and ten pages of attachments. The faculty is free to make other specifications.

If the job advertisement is in English, the documentation should be delivered in English, though the attachments can be submitted in Danish. If no requirements are made regarding an English application, the documentation and attachments can be submitted in Danish. The faculties are free to specify the use of other languages.

5. University requirements regarding the assessment of teaching qualifications

General principles in the assessment of teaching qualifications:

a. The appointment committee submits an assessment of the teaching qualifications of the respective applicants referring to the University of Copenhagen Pedagogical Competence Profile.

b. The assessment made by the appointment committee should include a detailed and specific description of the applicant's teaching qualifications on the background of the submitted materials.

c. Assessment is in accordance with the weight placed on the specific areas in the job advertisement.

Criteria for the assessment of teaching qualifications:

- a. Teaching experience: The extent, breadth and documented quality of the applicant's teaching experience and formal pedagogical training. 'Breadth' refers to experience with subject, institution, target group/level, teaching form, teaching language, and the applicant's level of formal pedagogical training.
- b. Teaching competence: The integration of teaching practices and pedagogical understanding, i.e. the applicant's demonstrated competencies as the basis for their own pedagogical understanding - focusing on the students' learning - to analyse their own teaching, to make reflected decisions about its further development and to carry out changes to their own teaching practice. The assessment should place emphasis on documentation in the form of submitted examples of e.g. teaching materials and evaluations.

6. Employment interview

The faculties should ensure that the applicant's pedagogical qualifications are included in the employment interview and that the relevant head of studies or another person relevant in a teaching context participates in the interview.

7. Information provided to the applicant by the faculty

Together with the advertisement for the position, the faculties should refer applicants to these guidelines and the faculty rules for the length and language of the application. This information is to be accessible for internal and external applicants alike, as well as foreign applicants. It must be clear where and from whom further information can be acquired, and whether or not the material can be submitted electronically.

The faculties should provide a description of what the appointment committee is to do if the applicant fails to provide a teaching portfolio, including whether or not the committee can request additional information.

8. Commencement

These guidelines come into effect for applications and assessments regarding positions announced as of 1 January 2011.

These guidelines were revised on 1 January 2017.