



Guidelines for teaching portfolios when applying for a position at associate professor and professor level

1. Purpose

According to [Ministerial Order on Job Structure for Academic Staff at Universities \(2019\)](#), the assessment of whether an applicant is qualified for a position at associate professor or professor level must include a teaching portfolio or equivalent documentation for teaching experience and qualifications. Applicants must have completed the university teacher training programme.

A teaching portfolio documents the applicant's teaching experience and qualifications. Documentation of teaching experience may be courses, lectures and coursework, experience with supervision and assessment as well as course and/or educational management.

In recruitment, the purpose of the teaching portfolio is to ensure a systematic documentation and assessment of applicants' teaching qualifications.

These guidelines lay down common requirements for the content and assessment of teaching portfolios.

2. Job categories

A teaching portfolio must be submitted when applying for a position as associate professor and professor as well as other positions at associate professor and professor level in accordance with [Ministerial Order on Job Structure for Academic Staff at Universities](#).

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3. Use of teaching portfolio on the university teacher training programme

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These guidelines should be seen in the context of the 'Guidelines for the university teacher training programme' which state that assistant professors are taught and trained in drafting and using a teaching portfolio. Drafting a teaching portfolio is compulsory and included in the university teacher training programme.

The assistant professor's work with the teaching portfolio during the university teacher training programme may form the basis for making a portfolio which can be used for applying for positions at associate professor and professor level.

4. Teaching portfolio content

In applications, teaching qualifications are documented via a teaching portfolio which consists of a description of the teaching experience and reflections on own pedagogical work, its objectives, methods and implementation. Relevant appendices are submitted along with the description, for example teaching evaluations, own teaching material, statements or exam assignments. Type of documentation is adapted to the specific job posting.

The teaching portfolio should cover the following areas, which are described in [the Pedagogical competence profile](#).

a. Areas of responsibility

Areas of responsibility in relation to teaching (e.g. lecturer, course manager, etc.) must be accompanied by information about types of teaching (e.g. classroom teaching, lectures, supervision, exercises), scope and level (bachelor, master's, postgraduate etc.) listed in an easy-to-read teaching CV.

b. Practice and reflection

c. Knowledge of learning, teaching and education

d. University teacher training

e. Knowledge sharing and sparring with colleagues

f. Pedagogical development projects.

The applicant's reflections on their own pedagogical work, its objectives, methods and implementation can be described under sections b to f. The reflections may be structured in a way that shows the development of teaching skills or highlights a specific theme which the applicant has worked to

develop in their teaching. The reflections should be supported by examples from the applicant's teaching or other educational activities. The examples (e.g. evaluations, teaching material, exam assignments, written supervision of students) can be enclosed as appendices. For further details, please see [the Pedagogical competence profile](#).

Scope and language

The recommended scope for the entire teaching portfolio is a five-page memo and 10 pages of appendices.

If the job posting is in English, the submitted documentation should also be in English. However, appendices can be submitted in Danish. If no language requirement is stated, all documentation and appendices can be submitted in Danish. The faculties may decide to use other languages. In such case, it will appear from the job posting.

5. University requirements when assessing teaching qualifications

General principles when assessing teaching qualifications:

- a. Based on [Criteria for recognising merit](#) and [the Pedagogical competence profile](#), the assessment committee makes an assessment of the applicant's teaching qualifications.
- b. The assessment committee's recommendation should include a detailed and balanced description of the applicant's teaching qualifications on the basis of the submitted material.
- c. The assessment is made in accordance with the weighting of the sub-areas in the job posting.

The assessment should be supported by the following additional criteria:

- a. Teaching experience: The scope, breadth and documented quality of the applicant's teaching experience and formal pedagogical training. Breadth and documentation refer to subject area, institution, target group/level, type of instruction, language of instruction and the applicant's educational level within university teaching.
- b. Teaching qualifications: Integration of educational practice and understanding: The applicant's demonstrated skills in analysing their own teaching, reflecting on decisions about their personal development and making changes to their teaching practice on the basis of educational understanding

and students' learning. In the assessment, emphasis must be placed on documented examples of, for example, teaching materials and course evaluations.

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6. Job interview

The faculties are responsible for ensuring that applicants' pedagogical qualifications are discussed at the job interview and that the relevant head of studies or other person representing teaching participates in the interview.

7. Information for applicants

Guidelines for applicants regarding content of the teaching portfolio are available on the job portal in connection with academic vacancies.

8. Date of commencement

The guidelines were updated on 1 June 2023