

Teaching portfolio supervisor example

Name: Supervisor example						
Position:						
Portfolio updated (date):						
<p>Teaching, thesis supervision, exams, and assessment</p> <p>Please, see the specifications of the competencies A and B in the coloured table below.</p> <p><i>Summary of teaching and supervision activities over the past 12 months: What, who, span, how? Adjust with more / fewer rows in the table as needed.</i></p>						
Course / subject	Level	ECTS / number of hours	Type of teaching-learning activities	Number of participants	Type of assessment	Responsibility / my role
XX	MA	5 ECTS, 14 weeks 3 in-class lessons per week	Small class teaching	13	Written group report and oral group examination Pass/fail	Instructor, responsible for 5 consecutive sessions
Supervision of master thesis	MA	30 ECTS	1-to-1 supervision	3 students	Graded	Regular supervisor
Supervision of prospective PhD students (currently research assistants)	-	-	1-to-1 supervision	2 students		Day by day supervisor
<p><i>Additional description of my teaching, supervision activities, examination and assessment work over the past 12 months. Maximum 1,250 characters.</i></p> <p>Example: <i>I have extensive experience in supervising students working on empirical master thesis projects. My supervision included guidance on methodology, statistical analysis, and collaborative discussions on content, structure, and argumentation in written materials. Since completing my PhD, I have supervised six empirical master thesis projects. While I can't officially serve as the main supervisor due to rank requirements, I have taken on increasing responsibility,</i></p>						

overseeing the entire process from recruitment to thesis submission and article writing. I also supervise two research assistants who applied for the PhD program.

I believe in tailoring supervision to each student's unique needs and adapt my approach accordingly. Continuity and collaboration are essential in my supervision. I conduct weekly one-hour sessions for all students in my research group (typically 3-5 students), addressing project-related issues and serving as a formative evaluation tool. These sessions encourage active student participation, fostering discussion, assessment, and problem-solving among peers. This peer-feedback dynamic enhances the social-relational aspects of supervision and helps students evaluate their own and their peers' work, improving their learning and output.

Evaluation of teaching or courses and other forms of quality activities

Please, see the specifications of the competence C in the coloured table below.

Elaboration on the results of and follow-up on evaluations of teaching or courses (quantitative and qualitative), which I have contributed to over the past 12 months. If relevant, supplemented with a short reflection. Maximum 1,250 characters.

Example: *For facilitating parallel supervision of several bachelor's thesis projects in the same semester, I have created a technology-enhanced learning platform in Brightspace where students can learn through my video lectures how to write a thesis in an academic way. The platform is also linked to EduFlow in which students carry out peer feedback activities applying the knowledge they learned in the video lectures. Using this platform, I can maintain a high level of supervision for a number of students (e.g., 3 bachelor students as the main supervisor and 1 bachelor student as a co-supervisor).*

Collaboration with students on the learning environment

Please, see the specifications of the competence D in the coloured table below.

Elaboration on (results of) my collaboration with students on the learning environment over the past 12 months. Maximum 1,250 characters.

Example: *I serve as the coordinator for the XX course. Here I am the point of contact for the students as the coordinator and continually engage in dialogue with the students. While our course has received largely positive evaluations, I have taken note of several students expressing concerns about the lecture order and the volume of the curriculum. In response to these concerns, I have introduced a set of guidelines to assist students in synthesizing the literature, enriching their understanding of the course materials. These guidelines now feature more tangible examples during lectures, enhancing the learning experience.*

Secondly, I've emphasized the value of engaging in study groups to facilitate deeper discussions of the course material. To facilitate this, I've established an online forum where students interested in forming study groups can connect and collaborate. This approach encourages peer learning and enhances comprehension.

Collaboration with colleagues on teaching and education

Please, see the specifications of the competence E in the coloured table.

Elaboration on (results of) my collaboration with colleagues on learning, teaching, supervision, or education over the past 12 months. Maximum 1,250 characters.

Example: *In my supervisory role, I strive for a collaborative approach with students, flexibly alternating between teaching and partnership methods based on individual needs. To establish a solid foundation, we commence with a pre-supervision meeting to define clear expectations and establish ground rules. Additionally, I sometimes invite my academic mentor to join sessions, particularly when addressing specific student dilemmas, ensuring that our practices adapt seamlessly to each student's unique requirements.*

When it comes to teaching, I actively engage in collaborations with colleagues during certain sessions to enhance our teaching methods and facilitate constructive feedback. This approach is advantageous for both students and instructors and serves as an ongoing quality assurance measure, especially when introducing new learning activities or addressing recurrent teaching challenges.

Other relevant competencies or activities not covered by the above-mentioned

For example, contributions to educational books or other teaching resources, digital competencies, use of learning technologies, development projects, course and educational management, or other activities I would like to point out.

Maximum 1,250 characters.

Example: *In order to support the didactic development of my colleagues, I have participated in a number of dissemination activities concerning my experience and initiatives as a teacher. I have given talks on 'continuous assessment' (2017), 'Student engagement; experiences from own teaching' (2016) and 'Blended learning: Effective Feedback' (2015). Finally, this year I have consulted with Polish university teachers on methods for facilitating activating teaching as a part of them obtaining their Masters of Didactics in Excellent Teaching.*

Own competence development and contributions to colleagues' educational competencies

If needed, see the specifications of the competence F in the coloured table below.

Specification of and reflection on how I have worked with my own and colleagues' pedagogical competencies over the past 12 months, like self-studies, collegial consulting, participation in a course or workshop, networking, sharing of innovations, and development projects.

Maximum 1,250 characters.

Example: *Peer-to-peer supervision: I have collaborated with colleagues about teaching, but I have not been involved in systematic mentoring or peer-to-peer supervision. However, I have a regular dialog with colleagues about my teaching. These dialogs influence how I teach and are important for me to get an overview of the content of courses that are prerequisites for the courses that I teach.*

The Danish Framework for Advancing University Pedagogy in a condensed version:

Levels		Level 1	Level 2	Level 3	Special educational tasks
Individual competencies	A	I have contributed to teaching or supervision activities	I master teaching, supervision, and course organisation	I master a broad spectrum of teaching practices	I take responsibility for educational development
	B	I have contributed to assessments	I carry out and evaluate assessments	I master different types of assessments	I implement new and innovative assessment types
	C	I have contributed to evaluation of my teaching activities	I develop my own teaching practice based on evaluations	I test new formats for evaluating my practice	I systematically contribute to the teaching quality
Collegial competencies	D	I have contributed positively to the learning environment	I collaborate with students on their learning environment	I develop learning environment initiatives with students	I collaborate with students on my educational leadership
	E	I have contributed to collegial collaboration	I collaborate with colleagues on teaching or supervision	I take responsibility for collegial collaboration on education	I conduct educational research and development projects
	F	I have sought out new knowledge about teaching or supervision	I collaborate with others on developing shared practices	I guide younger colleagues or peer-to-peer supervision	I lead collegial competence and quality development
What is my knowledge based on?		3-4 selected educational principles	The discipline's essential teaching and learning issues	The discipline's pedagogical positions and trends	University education theories and recent research
Where do I find help and inspiration?		From senior colleagues and introductory courses at CED	From supervisors and a University Pedagogical Programme	In my community of practice, from AU Educate, and through specialised courses	International networks, own immersion, and collaboration with CED

A level 2 competence implies that you are also competent at the equivalent level 1.

A level 3 competence implies that you are also competent at the equivalent level 1 and 2.

Guide for teaching portfolio at Aarhus University (AU)

Aarhus University aspires to be an attractive university for students and staff alike. An element of this is individualised pedagogical competence development for all teaching staff combined with collegial collaboration on the study environment, supervision, teaching, and curricula. Another essential element is the managerial support and recognition of these individual and collegial efforts.

The use of portfolios at AU supports this aspiration and should not be interpreted as strict rules for coordination or control. The aim of AU's portfolio is to provide a point of departure for reflection and discussions, which furthers development, skills, collaboration, and recognition across the faculties and different academic environments.

In addition, it has been determined in the Ministerial Order on Job Structure for Academic Staff at Universities that all teaching staff at Danish universities must regularly and at least once a year create and maintain a teaching portfolio and discuss their teaching competencies with their immediate superior.

The senior management team at AU has discussed how to combine the ambitions of excellent degree programmes with the requirements established in the Job Structure for Danish higher education and decided that teachers at AU use the Danish Framework for Advancing University Pedagogy to describe their competencies in their teaching portfolio. The regularly updated portfolios will be used during the annual staff development dialogues (SDD) or group development dialogues (GDD) to initiate a mutual agreement about how the faculty members' teaching competencies can be maintained and developed.

You can find the Danish Framework for Advancing University Pedagogy in a condensed version on the previous page. It contains three levels (1-3) and a category for faculty members with special educational tasks. The framework distinguishes between three operative competencies and three collegial competencies. Use the Danish Framework for Advancing University Pedagogy when creating your collected portfolio enclosed in the application for VIP positions and when updating the teaching portfolio.

The scope of the portfolio at AU is a maximum of three standard pages (7,500 characters including spaces). Faculty members should expect to spend two hours each year prior to the annual SDD to create and maintain their teaching portfolio. The document can be uploaded to MitHR as an SDD attachment.

Departments can determine a local practice in addition to the above, taking into account the culture and norms, job satisfaction and commitment, recognition and qualifications while considering the local teaching/supervision contexts.

When applying for positions as assistant professor, associate professor, or professor at AU, attach a teaching portfolio, a CV, a University Pedagogical Programme certificate (or equivalent) in addition to your research documentation. When applying for associate or full professor a broader Teaching Statement can also be required.

Appendix with background knowledge on the ministerial order, framework, and implementation at AU

Ministerial Order on Job Structure for Academic Staff at Universities

As part of the implementation of the new Job Structure at AU, the university is adjusting its use of teaching portfolios. The new Ministerial Order sets forth three clear requirements that are relevant to the implementation of a teaching portfolio at AU:

1. All employees with teaching obligations and their respective supervisors must continuously discuss how to best ensure the maintenance and development of the employees' pedagogical-didactic competencies in the period until the next employee review.
2. All staff members who teach must create and continuously maintain a teaching portfolio. Through a teaching portfolio, the individual's teaching experience and competency development are documented regardless of the level of the position and the terms of the employment (for example full-time, part-time, fixed-term etc.). The documentation of teaching experience may consist of courses, lectures and teaching programmes, experience with supervision and assessment as well as course and/or educational management. The documentation of pedagogical-didactic competency development may consist of a university pedagogical programme or equivalent pedagogical-didactic courses or other pedagogical-didactic competency development. Other elements may also be relevant to the university/department/individual lecturer. It is up to the individual university to decide whether other elements should be included in a teaching portfolio and, if so, which elements.
3. In connection with the advertising of positions at the level of associate professor and professor, a teaching portfolio or equivalent documentation of teaching experience and qualifications must be included in the assessment of whether an applicant is qualified. The applicant is required to have completed a university pedagogical programme or an equivalent programme. In exceptional cases, the university wishes to appoint an applicant who has research qualifications at the level of associate professor/senior researcher, but whose teaching is not assessed to be at an adequate level. The university then must draw up a programme plan to ensure that the applicant can obtain the required pedagogical-didactic competencies within a period of up to two years.

The Danish Framework for Advancing University Pedagogy

In March 2021, the eight Danish universities under the auspices of Universities Denmark approved a joint framework for advancing university pedagogy. The framework is a point of departure for discussions between university management and faculty about desired or required competence development as stipulated in the new Job Structure for Academic Staff at Universities. At the same time, it ensures a necessary focus on university pedagogy when assessing academic qualifications during faculty hiring processes across Danish universities. Therefore, the framework is generic in order to incorporate institutional differences and remain robust relative to local strategic priorities.

The framework is divided into two dimensions of competence: the operative space and the collegial community. The two dimensions stress that good teaching, supervision, and education not only require competent individuals, but that faculty members develop their teaching, supervision, and education skills together. Progress in the operative dimension links to increased autonomy in the organisation while progress in a collegial community links to increased participation in and responsibility for collaboration and joint processes. The two competence dimensions (operative and collegial) translate into 24 sub-competencies. The framework operates with three levels of university pedagogical competencies and an additional category of 'special educational tasks'.

The decision on the implementation at AU

In the spring of 2021, as part of the implementation of the Ministerial Order and framework at AU, the Committee on Education appointed a broad cross-university working group with Pro-rector Berit Eika as chairperson. On October 5 2021, the working group submitted their report with a number of recommendations to the Committee on Education, including recommendations for the new portfolio. The recommendations were discussed during consultations with the five faculty management teams in January and February 2022, adjusted based on the received suggestions, further discussed, and finally approved by the Committee on Education and later by the senior management team (15 June 2022).

The working group's recommendations, the adjustments from the consultations and the senior management team's approval of the recommendations involve:

1. Because of the Ministerial Order, AU implements a new teaching portfolio that all teaching staff must continuously maintain.
2. The continuous mandatory teaching portfolio is part of the annual staff development dialogues (SDD), leadership development dialogues, or group development dialogues (GDD) or equivalent. Hence, HR adjust the guidance for supporting the dialogue.
3. The existing template for the teaching portfolio at AU is adjusted to the framework. There is still a lot of development and pilot testing to be done before a suitable format is ready. CED is assisting AU in this effort.
4. AU's new teaching portfolio is limited to a maximum of 7,500 characters including spaces, equivalent to three pages.
5. The content of the portfolio will include:
 - An overview and specification of own teaching, supervision, and dissemination
 - An example of evaluations or other kinds of quality assurance along with a reflection on it
 - An example of collaboration with students and colleagues on teaching, supervision, or dissemination
 - Documentation of completed pedagogical and teaching competence development
 - Additionally, the portfolio can include other themes determined locally (faculty/department)
6. A teaching portfolio is included in the assessment of applicants' qualifications during faculty hiring. If an applicant without university teaching qualifications is hired, the department must develop a two-year plan for the upgrading of qualifications.

7. The requirement of a teaching portfolio applies to teaching postdocs, assistant professors, researchers, associate professors, senior researchers, and professors, while taking into account the level of the position. To implement this requirement, departments ensure that their international applicants understand how to complete a portfolio by developing and publishing an exemplary, concrete, and realistic teaching portfolio based on AU's template. CED can provide assistance as needed.

8. In addition to the four points above (4-7), associate professors and professors must attach a teaching statement. This will also be exemplified.