

# Memo

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Tel: +4565501518  
Mobile: +4560111518**Title** Teaching portfolio for the Faculty of Business and Social Sciences**Reference:** Ole Friis**Memo sent to:** VILU**Memo sent for  
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## Introduction

SDU's [policy on university pedagogy and pedagogical skills acquisition](#) demand that 'All university teachers have a teaching portfolio documenting their teaching competencies, pedagogical and didactic competencies as well as how they were developed.'

The teaching portfolio supports the pedagogical skills acquisition of the departments, including quality in teaching, and it is a tool to secure that all university teachers live up to the pedagogical and didactic competences required for the position that they occupy. Thereby the teaching portfolio supports the students' learning and the research-based teaching by the university.

## Comprehensive framework

A teaching portfolio from the Faculty of Business and Social Sciences consists of two parts

- A [basic portfolio](#) that is mandatory for all tenure track university teachers
- An extended [portfolio](#) that is voluntary

All tenure track employees with teaching obligations (assistant professors, associate professors, and professors) must have created a basic portfolio. This memo provides the framework for this teaching portfolio.

## Basic portfolio (mandatory)

This mandatory part of the teaching portfolio is a sort of a brief status description of typically 1-2 pages A4.

The basic portfolio consists of four sections:

1. Pedagogical idea/basic view
2. Teaching experience
3. Pedagogical competence
4. Pedagogical skills acquisition plan (NB: voluntary)

### 1. Pedagogical idea/basic view

This section will present personal reflections about problems related to university teaching, e.g.,

- The guiding pedagogical thread of your practice (incl. your teaching beliefs)

- An explanation of the relationship between your pedagogical practice and the aims and competency goals of the relevant educations.
- The pedagogical considerations that govern your choices
- Your view of your own role as a university teacher
- Your expectations of your students
- How you view the pedagogical perspective of your institution
- Anything else relevant

## *2. Teaching experience*

This section will present a summary of previous and current significant teaching tasks. You may supplement the section with experiences in educational development and planning.

- Participation in and responsibility for development and planning of new programmes or revision of existing programmes.
- Anything else relevant

## *3. Pedagogical competence:*

This section describes a typical assistant professor education programme or another qualifying pedagogical education

You may supplement the section with other pedagogical competence and how you obtained it:

- Pedagogical job functions
- Brief courses in pedagogy
- Conferences (with and without a paper)
- Pedagogical development project
- Contributions to pedagogical development
- Informal courses on teaching pedagogy
- Other courses and work with pedagogical relevance
- Anything else relevant

## *4. Pedagogical skills acquisition plan:*

This section is a result of the policy on university pedagogy and pedagogical skills acquisition that requires that by lack of fulfilment of the competency demands - based on the teaching portfolio - a plan will be developed for how and when the competencies will be obtained. Typically, the individual employee will make an agreement with the head of department during the performance and development review. However, this section is voluntary.

## **Enhanced portfolio (voluntary)**

The enhanced portfolio is a justified status description as well as a reflective practice description. The university teacher will put together the enhanced portfolio from the parts shown below that are relevant for the context:

- Personal development
- Teaching methods and methods of assessment: A description and reflection of the teaching methods and methods of assessment used by you.
- Teaching materials: Examples of teaching materials produced by you, including e-teaching materials.
- Education evaluations: Results of student evaluations and follow-up to them.

- Other kinds of education-/teaching evaluations.
- Pedagogical development
- Development of the pedagogical foundation of the educations
- Participation in “colleague sparring”
- Supervision of colleagues
- Pedagogical advising of assistant professors
- Pedagogical development: Of educations, colleagues, development and/or organisation of courses/workshops/seminars with a pedagogical focus
- Dissemination of own experiences and practice or other forms of communicating pedagogical content.

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