

Meeting date: 06-11-2024
Meeting place: 1525-626
Meeting subject: AGRO teaching committee

Attendees: Bo Melander; Kim Hebelstrup; Chris K Sørensen; Goswin Heckrath; Ingeborg Frøsig Pedersen; Kirsten Enggrob; Carsten Malisch; Gabriele Torma; Birgit S Langvad

Attendee at annex 5: Bo Vangsø Iversen

Agenda:

1. Welcome and terms of reference for the committee
2. Teaching portfolio v/ Iris Maria Pedersen, CED
3. Pedagogical course
4. Guidelines for budgeting of teaching
5. Collaboration with the degree programme committee
6. AOB

Ad. 1. Welcome and terms of reference for the committee

Bo welcomed the meeting. It was agreed that the meetings/material should be in English.

At the intranet you will be able to see the committees terms of reference, members and minutes from the meetings <https://agro.medarbejdere.au.dk/udvalg-i-agro/teaching-committee>.

Furthermore he referred to the report https://ced.au.dk/fileadmin/ced.au.dk/Rammevaerk_for_meritering/Samlet_rapport_med_bilag_Implementering_af_ny_stillingsstruktur_undervisning_paa_AU.pdf (only in Danish).

You can sign up for the newsletter from Center for Educational Development <https://ced.au.dk/en/about-the-ced/news/newsletter>.

Gabriele participates at this meeting representing ABD. Following this it will be Claus Rasmussen, who represents the section.

Ad. 2. Teaching portfolio

Iris Maria Pedersen from CED gave a presentation on how teaching portfolios could be implemented in the department. The presentation is enclosed.

The presentation defined the following comments:

- It needs to be specified/defined when the different items in the teaching portfolio have been satisfactorily achieved, particularly important for the MUS
- A 12-month teaching portfolio is very short, and employees should keep record of a full portfolio covering all years as well



- The section leaders should be better prepared for interacting with VIP-staff on their portfolio. There is a need to structure the teaching competences during the MUS conversation

At AGRO the template for teaching portfolios was presented at a meeting 25-10-2025. It was agreed that Birgit should make a draft for an article for AGRO Biweekly where the portfolio was presented and some advice on how to implement it in the SDD.

Ad. 3. Pedagogical course

Birgit informed that registration for the pedagogical course is done via the department, and she twice a year makes a note on the intranet/in AGRO Biweekly, informing that next round of registration for the Pedagogical course at AU is open. Every time there are employees who try to register through other channels.

It was agreed that when the next round is open, she will inform the committee members, so that they can remind in the section on the correct procedure.

Ad. 4. Guidelines for budgeting of teaching

Birgit presented a model for allocating resources for the Plant and Food science programme at AU-Viborg.

It was agreed that it should be visible what is teaching, preparation and transport. Furthermore, there should be allocated extra time the first time the course is implemented. And extra time for preparation will be allocated if you are teaching a specific course for the first time (even though the course has been running for several years.

These suggestions will be brought to the management team for decision.

Finally, there was a discussion on resources for high school activities. We need a budget model for this as well. Birgit will take this up with management as soon as possible.

Ad. 5. Collaboration with the degree programme committee in AGRO

Bo Vangsø Iversen was invited to participate under this agenda item. He presented the tasks for the degree programme committee (see presentation).

The teaching committee found that there was an overlap in tasks for the two committees. Therefore, it was suggested that Bo Melander and Bo Vangsø Iversen meet up with the Head of department as soon as possible to have clear definitions of the tasks.

Furthermore, Bo Vangsø Iversen informed that tenure tracks can be course responsible. And finally, it was agreed to exchange minutes between the two committees – education and teaching – should take place to improve flow of information

Ad. 6. AOB

Nothing

THE TEACHING PORTFOLIO IN MUS (SDD)

AGENDA



Background - Danish framework for advancing university pedagogy



The Teaching Portfolio at AU - a tool for development



The MUS dialogue (SDD) - a management perspective



Discussion - How to at Agroecology?

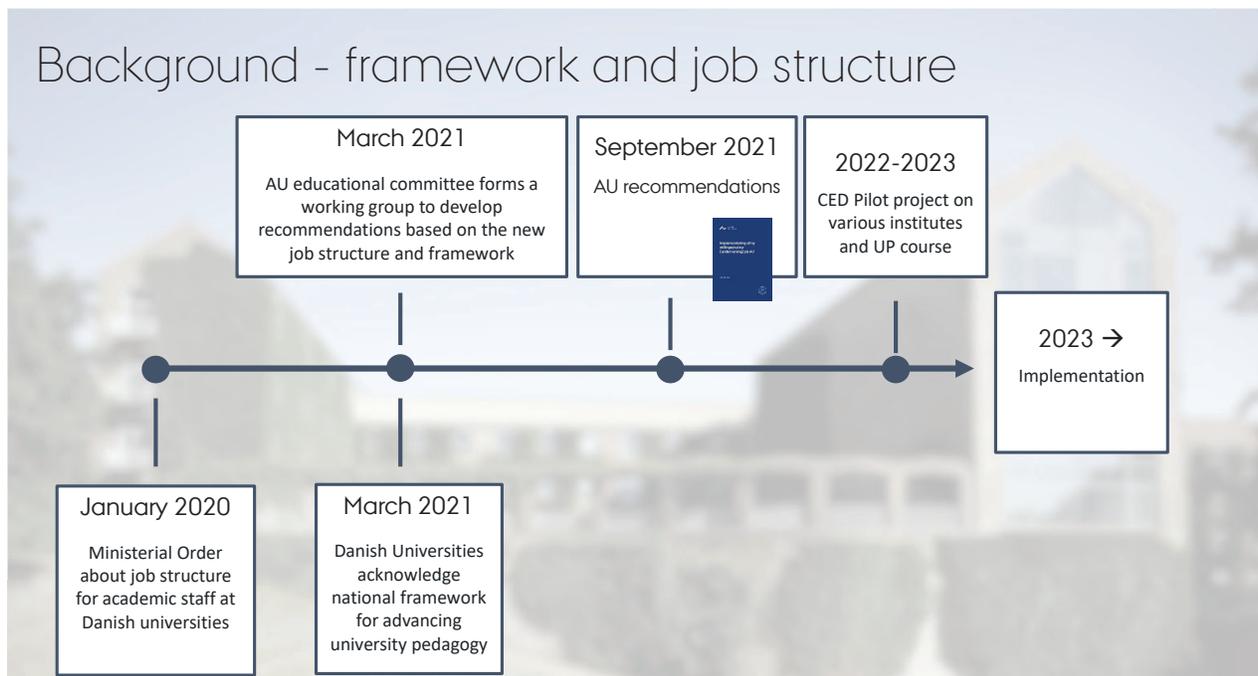
Background - Ministerial order about job structure for academic staff at Danish universities

- All academic staff with teaching obligation must develop and maintain competencies matching task and level
- All staff members who teach must create and continuously maintain a teaching portfolio. The university must have a plan for the maintenance and development of these competencies.
- 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.

Uddannelses- og Forskningsministeriet
BEK nr. 1443 af 11/12/2019



Background - framework and job structure



THE DECISION ON THE IMPLEMENTATION AT AU

AU wants to increase the quality of pedagogical work in a manner, which support coworkers general career path and collegial collaboration

(AU's Implementering af ny stillingsstruktur 2021)

AU senior management team decision:
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.



The existing template for the teaching portfolio at AU is thus adjusted to the framework for advancing university pedagogy from Danish Universities.



WHY?

"The university's most important task is to educate masters students for society [...] Therefore, we continuously develop our programmes, and **we are making a special effort now, for creating the possibility for teachers to develop their teaching competences. We do that by implementing a teaching portfolio.** [...] When discussing teaching with your manager, the teaching portfolio can aid reflection on what competences you want to develop as a teacher, but also what competences the department seek to develop. We hope, that by implementing a systematic use of teaching portfolio, we can support teaching development at Aarhus University – the students deserve it, and we view it both as a tool for you, and for the university."

Berit Eika

Learn more about teaching portfolio in the video below, where Pro-rector for education at Aarhus University, Berit Eika, tells about teaching portfolio.



[AU ressource page: A guide to teaching portfolio](#)



DANISH FRAMEWORK FOR ADVANCING UNIVERSITY PEDAGOGY – A GUIDELINE

- Pedagogical competencies are operationalized – what do you do, and where can you go from here?
- There is a progression from level to level
- Starting point for identifying and discussing pedagogical competences and development
- Illustrates that university pedagogical competencies entail both individual competences and competences for collaboration
- Highlights collaboration with the students

THE OPERATIVE SPACE: TEACHING AND EDUCATION IN PRACTICE – INDIVIDUALLY

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
A TEACHING/ THESIS SUPERVISION	THE FACULTY MEMBER: • can, while under supervision, plan and carry out individual teaching and thesis supervision activities with a focus on the students' learning	THE FACULTY MEMBER: • masters the subject's essential teaching and thesis supervision practices and can independently plan and carry out teaching, thesis supervision and course organisation, taking into account both academic goals and the students' learning prerequisites	THE FACULTY MEMBER: • masters a broad spectrum of teaching and thesis supervision practices • can develop, innovate and experiment with teaching and supervisory practices	THE FACULTY MEMBER: • can analyse, plan, implement, evaluate, improve and re-develop courses, educational elements or entire teaching curricula • can participate in and take responsibility for university pedagogical development and innovation
B ASSESSMENT	THE FACULTY MEMBER: • can, under supervision, organize and carry out assessment in accordance with the academic objectives	THE FACULTY MEMBER: • can independently plan, carry out and evaluate assessments in accordance with the academic objectives	THE FACULTY MEMBER: • has mastered different types of assessment and can ascertain whether the selected assessment type is appropriate • can develop, rethink and develop innovative types of assessment	THE FACULTY MEMBER: • can develop new and innovative assessment types • can take responsibility for ensuring that new types of assessment are spread at the institution
C QUALITY ASSURANCE	THE FACULTY MEMBER: • can, under supervision, contribute to teaching evaluation of own teaching and thesis supervision and to discussions about the evaluation's significance for the development of teaching and thesis supervision	THE FACULTY MEMBER: • can work systematically to develop own teaching and thesis supervision based on the teaching evaluations	THE FACULTY MEMBER: • can develop and test new formats for evaluating own teaching and thesis supervision	THE FACULTY MEMBER: • can contribute innovatively and systematically to the development of teaching quality, so that the institution's teaching, thesis supervision and educational practices are improved

THE COLLEGIAL COMMUNITY: TEACHING AND EDUCATION AS A COLLEGIAL COMMUNITY OF PRACTICE – COLLEGIAL

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
D COLLABORATION WITH STUDENTS	THE FACULTY MEMBER: • can collaborate with the students, assess competences and teaching effectiveness	THE FACULTY MEMBER: • can collaborate with the students, assess competences and teaching effectiveness and work on research	THE FACULTY MEMBER: • can collaborate with the students, bring quality to their teaching and research	THE FACULTY MEMBER: • can lead and develop pedagogical research and development projects
E COLLABORATION WITH COLLEAGUES	THE FACULTY MEMBER: • can participate in collaboration with colleagues, teaching supervision and thesis supervision, including the pedagogical leadership of others	THE FACULTY MEMBER: • can collaborate with colleagues, assess own and others' teaching and thesis supervision, including on the responsibility for course administration	THE FACULTY MEMBER: • can demonstrate, share and disseminate knowledge and act as a starting partner with colleagues for the development of teaching, supervision and research	THE FACULTY MEMBER: • can develop, evaluate and disseminate pedagogical research and development projects
F COLLABORATION WITH SUPERVISORS	THE FACULTY MEMBER: • can assess the quality of one's own, other students' and other supervisors' teaching and thesis supervision	THE FACULTY MEMBER: • can evaluate one's teaching and thesis supervision and other supervisors' teaching and thesis supervision	THE FACULTY MEMBER: • can assess one's pedagogical supervision and other supervisors' pedagogical supervision and other supervisors' pedagogical supervision	THE FACULTY MEMBER: • can contribute to quality assurance of the institution's teaching, thesis supervision and educational practices



THE OPERATIVE SPACE: TEACHING AND EDUCATION IN PRACTICE – INDIVIDUALLY

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
A TEACHING/ THESIS SUPERVISION	THE FACULTY MEMBER: • can, while under supervision, plan and carry out individual teaching and thesis supervision activities with a focus on the students' learning	THE FACULTY MEMBER: • masters the subject's essential teaching and thesis supervision practices and can independently plan and carry out teaching, thesis supervision and course organisation, taking into account both academic goals and the students' learning prerequisites	THE FACULTY MEMBER: • masters a broad spectrum of teaching and thesis supervision practices • can develop, innovate and experiment with teaching and supervisory practices	THE FACULTY MEMBER: • can analyse, plan, implement, evaluate, improve and re-develop courses, educational elements or entire teaching curricula • can participate in and take responsibility for university pedagogical development and innovation
B ASSESSMENT	THE FACULTY MEMBER: • can, under supervision, organize and carry out assessment in accordance with the academic objectives	THE FACULTY MEMBER: • can independently plan, carry out and evaluate assessments in accordance with the academic objectives	THE FACULTY MEMBER: • has mastered different types of assessment and can ascertain whether the selected assessment type is appropriate • can develop, rethink and develop innovative types of assessment	THE FACULTY MEMBER: • can develop new and innovative assessment types • can take responsibility for ensuring that new types of assessment are spread at the institution
C QUALITY ASSURANCE	THE FACULTY MEMBER: • can, under supervision, contribute to teaching evaluation of own teaching and thesis supervision and to discussions about the evaluation's significance for the development of teaching and thesis supervision	THE FACULTY MEMBER: • can work systematically to develop own teaching and thesis supervision based on the teaching evaluations	THE FACULTY MEMBER: • can develop and test new formats for evaluating own teaching and thesis supervision	THE FACULTY MEMBER: • can contribute innovatively and systematically to the development of teaching quality, so that the institution's teaching, thesis supervision and educational practices are improved



THE COLLEGIAL COMMUNITY: TEACHING AND EDUCATION AS A COLLEGIAL COMMUNITY OF PRACTICE – COLLEGIAL

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
D COLLABORATION WITH STUDENTS	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can, in collaboration with the students, create a constructive and learning-oriented teaching environment 	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can, in collaboration with the students, create a constructive and learning-oriented teaching and study environment 	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can, in collaboration with the students, develop and test new initiatives for supporting the teaching and study environment 	<p>THE FACULTY MEMBER:</p> <ul style="list-style-type: none"> can carry out university pedagogical teaching can carry out management functions at the teaching and educational program level
E COLLABORATION WITH COLLEAGUES	<ul style="list-style-type: none"> can participate in collaboration on teaching with colleagues and/or students under the pedagogical leadership of others 	<ul style="list-style-type: none"> can collaborate with colleagues and students on the development and implementation of teaching and thesis supervision, including on the responsibility for course administration 	<ul style="list-style-type: none"> can disseminate, share knowledge and act as sparring partner with colleagues for the development of teaching, thesis supervision and assessment 	<ul style="list-style-type: none"> can conduct discipline-based pedagogical research and development activities can develop teaching, thesis supervision and training in collaboration with relevant external stakeholders
F COOPERATION ON QUALITY ASSURANCE	<ul style="list-style-type: none"> can ascertain the quality of own teaching/thesis supervision and, where relevant, seek out new knowledge and guidance 	<ul style="list-style-type: none"> can ascertain own teaching and thesis supervision competencies and in collaboration with others, develop own teaching and thesis supervision practices 	<ul style="list-style-type: none"> can carry out pedagogical guidance of younger colleagues and peer-to-peer collegial supervision 	<ul style="list-style-type: none"> can contribute to quality development and quality assurance at educational program, department, faculty or institution level



Purpose of the teaching portfolio – a sum up



Employees can describe what they teach, but also broader aspects, such as how they approach different teaching formats, collaborate, experiment, develop and contribute to high quality teaching
→ Recognition of teaching and supervision



Making visible both own needs for developing teaching skills and the institute's needs for competencies.
→ Enhance the competence and engagement in educational tasks.



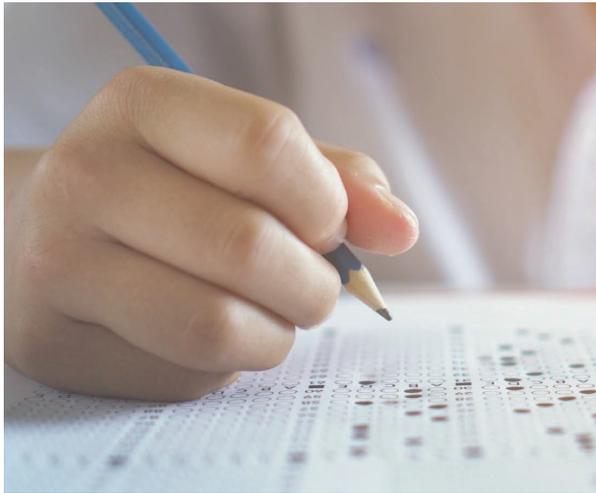
Create a common language for teaching and supervision and a framework for reflection and discussions across teams and faculties



Managerial support of teaching and teachers (MUS)



The teaching portfolio template at AU



Teaching portfolio (template)

Name: _____
 Position: _____
 Portfolio updated (date): _____

Teaching, thesis supervision, exams, and assessment
 Please, use the specifications of the competences A and B in the coloured table below.

Summary of teaching and supervision activities over the past 12 months:
 What, who, upon, how? Adjust with more / fewer rows in the table as needed.

Course / subject	Level	ECTS / number of hours	Type of teaching / learning activities	Number of participants	Type of assessment	Responsibility (my role)

Additional description of my teaching, supervision activities, examinations and assessment work over the past 12 months. Maximum 1,250 characters:



Categories in the teaching portfolio

1. Teaching and supervision tasks (last 12 months) – possibly followed by an elaboration of these
2. Experiences regarding quality assurance of your teaching
3. Collaboration with students
4. Collaboration with colleagues
5. Other contributions to teaching/educational development
6. Own competence development

- Maximum 3 pages in all
- Expect to use 2 hours writing the portfolio every year
- Upload it in MitHR and use it for talking about what is important about your teaching and supervision



PERFORMANCE >< DEVELOPMENT

How can the teaching portfolio become a developmental tool?

The employee perspective

- What do you do?
- What do you want to develop?
- What is the next step (in the framework)?

The management perspective

- What does the employee want to develop? What does he/she need to develop?
- What priorities do we have in the department, and how do we start a conversation about that?

DESCRIPTIONS – A FOUNDATION FOR REFLECTION



EXAMPLES DESCRIPTION OF TEACHING AND SUPERVISION



EX 1: I emphasize a **high degree of variation in the lessons**, for example summarizing two and two from the last time, reflective questions two by two, practical and analytical assignments in groups, role-playing or case studies in groups and summaries all together.



EX 2: I prioritize **clear communication** with students by explaining teaching choices, **setting expectations**, and presenting course material in a relatable way. I use **illustrative examples from current debates or everyday situations to improve understanding** and encourage students to find their own parallels to support a deeper understanding of the material.

Guiding comments in the template:

Describe your initiatives
What do you **emphasize** in your teaching practice?
What are your **strategies**?
Give **examples** from your practice and explain why you find these approaches/strategies important.
Feel free to include any reflections on the topic you think is relevant.



EXAMPLES EVALUATION OF TEACHING AND OTHER FORMS OF QUALITY ACTIVITIES

Evaluations and other data to support the written statements?



EX 1: I collected **feedback from students** by asking for three positive elements and three areas for improvement, which led to meaningful conversations that I believe made them feel heard and valued.



EX 2: I actively seek feedback from students throughout the course and **emphasize shared responsibility for the classroom environment**. Their input allows me to adapt my teaching methods to better meet their needs. I think this approach fosters a positive learning atmosphere and increases student engagement.



EXAMPLES COLLABORATION WITH STUDENTS ON THE LEARNING ENVIRONMENT



EX 1: An **interview with a student** gave much **insight and was an eye-opener** to some of the elements in my lectures. E.g., present fewer theoretical examples, and go through them in a slow and detailed-oriented pace.



EX 2: Over the past year, I've been working with students to **identify digital tools** that enhance their learning experience. Students **can provide valuable feedback** on the ease of use and effectiveness of learning systems, online resources, and educational apps.



EX 3: Peer Teaching and Tutoring: I have experimented with **peer teaching**, where experienced students help their peers understand difficult concepts to create a more **engaging and student-oriented atmosphere**.



EXAMPLES COLLABORATION WITH COLLEAGUES ON TEACHING AND EDUCATION



EX 1: Collaboration with colleagues include, bi-weekly **joint lab meetings for project presentations** and journal clubs, as well **as discussion of lab issues**. For networking, I have initiated and organized a local research network with bi-monthly meetings to **bridge researchers** across different departments and **facilitate student education** under a common research theme.



EX 2: I **have observed** some of my closest colleague's teaching activities. Some use flipped learning and some use more traditional lecturing.



EX 3: I **use dialog with colleagues** mostly as a Q/A about their teaching methods and what has been a success for them. I also had a session with a colleague, who is a former high school teacher, to guide me on how to structure my high school-class visits with "breaks" in the form of short quizzes, some lecturing to **better understand the theory and to evoke interest** in the subject as well as the practical exercises.



EXAMPLES OTHER



EX 1: For my development project I developed a pseudo-course in Brightspace to which my thesis students were invited. It is a platform that features educational technologies supporting **quality assurance practice between myself and students but also among students.**



EX 2: I went through a teaching training during which I learnt how to develop teaching materials, as well as I was made aware of **the challenges of teaching a culturally and linguistically diverse groups, what led me to develop skills of dealing with such challenges.**

For example:

Contributions to educational books or other teaching resources
Digital competencies
Use of learning technologies
Development projects
Course and educational management

Feel free to include any reflections on the topic you think is relevant.



EXAMPLES OWN COMPETENCE DEVELOPMENT AND CONTRIBUTIONS TO COLLEAGUES' EDUCATIONAL COMPETENCIES



EX 1: I have taken three courses; the foundational course in PhD supervision, InTeL – Introduction to Teaching and Learning, and the University pedagogical programme. The pedagogical course was particularly useful as it has directly influenced my teaching method through the development project.



EX 2: My section has bi-weekly meetings where topics of learning interest are presented and discussed openly. **Here insights and experiences are shared between the teachers.** Nice forum for informal dialog. My section also facilitates a Strategy-Day once every year where the overall directions with respect to the education is set.

Describe your initiatives.
For example:

Self-studies
Collegial consulting
Participation in a course or workshop
Networking
Sharing of innovations
Development projects.
Peer-supervision and – feedback

Feel free to include any reflections on the topic you think is relevant.



HOW TO AT AGROECOLOGY?

THE CATEGORIES

What do we understand by e.g.:

- Evaluation of teaching and other quality work?
- Cooperation with students on the learning environment?
- Cooperation with colleagues on teaching and education?

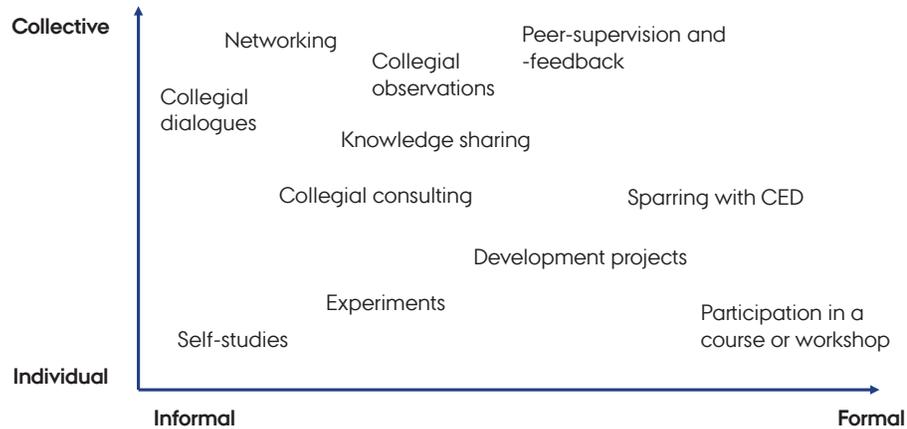


HOW TO AT AGROECOLOGY?

How do we use teaching portfolio to create value?

- Potentials and challenges?
- What should be the focus of the SDD?
- How to ensure quality in the dialogue?
- What are our pedagogical focal points?
- How to include the junior faculty members?
- How to deal with resistance?
- What kind of competence development do we want to initiate?
- How to follow up?

COMPETENCE DEVELOPMENT INITIATIVES



COURSES AND WORKSHOPS AT CED

A few examples:

- Engaging and involving teaching
- Evaluation in practice: methods and opportunities
- Workshop on the pedagogical use of generative AI in teaching
- Designing peer feedback activities using digital tools
- Engaging lectures
- Make your oral exam valuable

Courses, workshops, and online offers
The CED have free competence development offers for both new and experienced teaching staff at Aarhus University

Do you want new knowledge or inspiration? Regardless of whether you want to learn more about learning technologies, get competent feedback from peers, or in some other way develop your teaching practice, the CED certainly has an offer for you.

If, contrary to expectations, you cannot find a course that suits your needs, please feel free to contact us. We offer advice and consultation services on university education and customised solutions if needed.

- Book a consultant
- Sign up for our newsletter
- Follow us on LinkedIn

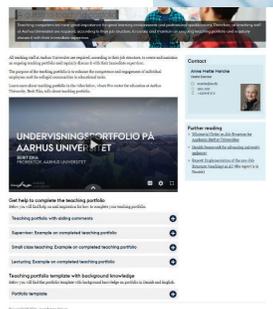
Student teachers Instructors Courses, workshops and online offers for student teachers/instructors	PhD students Courses, workshops and online offers for PhD students	Part-time academic staff DVIP Courses, workshops and online offers for part-time academic staff (DVIP)
Postdocs and assistant professors Courses, workshops and online offers for postdocs and assistant professors	PhD supervision Courses and workshops related to PhD supervision	Senior VIP Courses, workshops and online offers for associate professors, senior associate professors, professors etc.



Read more here:

<https://ced.au.dk/hjaelp-og-vejledning/portfolio>

<https://ced.au.dk/en/help-and-guidance/portfolio>



Uddannelsesudvalg

I. Plante- og Fødevarervidenskab samt Plante- og Jordvidenskab

II. Agrobiologi + MEF

Medlemmer (P&F, P&S)

- VIP
 - Bo Vangsø Iversen (UA, formand)
 - Margrethe Therkildsen (FOOD, studieleder)
 - Hanne Lakkenborg (FOOD)
 - Mette Vestergård Madsen (AGRO)
 - Jim Rasmussen (AGRO)
- Studerende?
 - Ida Astrup Andersen
 - Mette Erlich Breiting
 - Jacob Tønning Ebbesen
 - Amalie Marie Sørensen
- Nat-Tech Uddannelse
 - Sara Lassen (observatør)

Medlemmer (Agrobiologi, MEF)

- VIP
 - Bernd Wollenweber (AGRO, studieleder. UA, formand)
 - Bo Vangsø Iversen (UA, AGRO)
 - Ricarda Engberg (UA, ANIVET)
 - Margrethe Therkildsen (UA, FOOD)
 - Mette Vaarst (ANIVET)
 - Tine Rousing (ANIVET)
 - Luc Janns (QGG)
- Studerende
 - ?
- Nat-Tech Uddannelse
 - Sara Lassen (observatør)

Tasks

- Uddannelsesudvalget skal rådgive den/de uddannelsesansvarlige i udviklingsmæssige og praktiske aspekter relateret til undervisning og uddannelse samt medvirke ved forberedelse af materiale til institutter, studienævn og aftagerpanel, inden for følgende områder:
 - Udvikling af kursusudbud og uddannelsernes faglige og kompetencemæssige profil
 - Pædagogisk og didaktisk udvikling af undervisning
 - Kvalitetssikring og kvalitetsmæssig udvikling af undervisning og uddannelse
 - Sikre at uddannelse og undervisning afvikles i overensstemmelse med universitets kvalitetspolitik

Opgaver

- Rådgive den uddannelsesansvarlige i udviklingsmæssige og praktiske aspekter relateret til undervisning og uddannelse
- Medvirke ved forberedelse af materiale til institutter, studienævn og aftagerpanel, inden for følgende områder:
 - Udvikling af kursusudbud og uddannelsernes faglige og kompetencemæssige profil
 - Pædagogisk og didaktisk udvikling af undervisning
 - Kvalitetssikring og kvalitetsmæssig udvikling af undervisning og uddannelse
 - Sikre at uddannelse og undervisning afvikles i overensstemmelse med universitets kvalitetspolitik

AUs kvalitetsorganisation

- <https://kvalitet.au.dk/technical-sciences/kvalitetsorganisationen>