

Guidelines for creating your teaching competency profile

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This teaching competency profile has been developed to help you assess your current level of teaching expertise and to document the advancement of your teaching competencies as a (assistant, associate or full) professor at Technische Universität München.

Building on the manual entitled [A Competency Model for University Educators](#), the competency profile encompasses four key competency areas, each of which comprises competencies that can be assessed in terms of an introductory, advanced, and master level. As shown in the overview below, these four key areas – consisting of *Developing a teaching plan (D)*, *Implementing a teaching plan (I)*, *Organizing your framework for teaching (O)*, and *Reflection and refining your teaching competencies (R)* – cover the following 29 teaching competencies:

Developing a teaching plan (D)	Implementing a teaching plan (I)	Organizing your framework for teaching (O)	Reviewing and refining your teaching competencies (R)
You have the competencies required for...	You have the competencies required for...	You have the competencies required for...	You have the competencies required for...
D1 conceptualizing learning outcomes	I1 establishing and maintaining contact with students	O1 shaping the parameters of your teaching tasks	R1 reflecting on your skills and designing innovative approaches
D2 crafting a teaching strategy	I2 presenting your material ex cathedra (monologue-style)	O2 building and maintaining a high-quality infrastructure	R2 requesting feedback and handling it constructively
D3 designing on-campus teaching unit	I3 explaining your material interactively (dialogue-style)	O3 deploying teaching assistants to best advantage	R3 integrating your teaching tasks into your scope of duties
D3.1 choosing course content	I4 leveraging your instructional methods and media	O4 embarking on collaborative teaching projects	R4 handling slip-ups and thorny teaching situations
D3.2 drafting teaching unit agendas	I5 steering group dynamics		
D3.3 selecting instructional methods and media	I6 mentoring project groups		
D4 "co-directing" self-study phases	I7 providing academic counseling		
D5 compiling course materials	I8 using feedback to promote learning		
D6 devising examinations	I9 conducting and scoring examinations		
D6.1 choosing suitable exam formats	I9.1 holding oral exams		
D6.2 formulating exam questions	I9.2 holding written exams		
D6.3 designing exams from a competency-building angle	I9.3 correcting and grading written exams		

Of particular importance are the *core competencies* (highlighted in blue above). These competencies:

- are indispensable to **building and maintaining a high standard of excellence in academic teaching and learning**, as defined on the basis of current higher education pedagogy research,
- are vital to the **success of your daily teaching practice** as a university educator, and
- will be essential to the **professionalization of your academic teaching practice**.

Preparing Your Profile and Setting Your Goals

Determining your current status (i.e., baseline level of proficiency)

To familiarize yourself with these teaching competencies and the criteria for each level of expertise, please refer to the [Competency Model for University Educators](#). Using the [Data sheet: Initializing and updating your teaching competency profile](#), please evaluate your current level of proficiency. For each of the 29 competencies listed, how would you rate yourself?

Defining your target state (i.e., developmental objectives)

Next, select at least five competencies where you would like to advance to a higher level of expertise. Three of these should be core competencies; you are free to choose additional competencies as desired. Briefly describe how your teaching practice will benefit from academic teacher training focusing on your competencies of choice.

Identifying further competency enhancement opportunities (via interim and final self-assessments)

To pinpoint any competencies that may necessitate further training, two additional self-assessments will be required: Within the first few semesters, an interim self-assessment will indicate the areas where you may need to invest in supplementary seminars. Your concluding self-assessment, to be performed another 1-2 semesters later, will finalize your teaching competency profile, which may represent the starting point for your [teaching portfolio](#) and preliminary peer review.

Services

The [Data sheet: Initializing and updating your teaching competency profile](#) is the point of departure for your personal competency profile.

We will be glad to provide personal support! Contact us at <http://www.prolehre.tum.de>