Examples of evidence that could be included in a teaching portfolio

|  |  |  |  |
| --- | --- | --- | --- |
| Self-assessment | Professional activities | Measures of student learning | Peer review and recognition |
| * Reflections on educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline, and institution
* Reflections on teaching philosophy and its development over time, as well as the role played in nurturing an academic environment that advances collective educational excellence
* Reflections on teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge
* Reflections on how leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning
* Reflections on any national and global influence in teaching and learning, or impact on advancing educational knowledge, collaboration and/or excellence
 | * Details of courses taught (student numbers, nature of teaching, assessment methods, etc.)
* Details of student support and guidance provided
* Participation in certification and training in teaching and learning
* Samples of course materials
* Mentoring and peer-coaching of teaching colleagues
* Participation in programs of educational reform, innovation and/or development
* Membership of institutional educational committees
* External examiner/trainer
* Participation in teaching and learning conferences/events within and/or beyond their school or discipline
* Active use of ‘Action Research’ methods in their teaching practices
* Invited speaker at key events in teaching and learning
* Reviewer of scientific papers and articles about teaching and learning within and/or beyond own discipline
* Visiting/honorary position held at other institutions
* Active member of teaching and learning research group
* Leadership role in strategic institutional curriculum and/or policy development
* Design and delivery of high-impact course innovation
* Leadership of Quality Assurance or accreditation processes
* External reviewer/trainer/advisor
* Participation in government consultation committees
* Invited speaker at national/global events in teaching and learning
* Participation in and leadership of high-impact national and global educational programs
 | * Student evaluation surveys and student interview feedback
* Informal and unsolicited student feedback
* Pass rates, attrition rates and student progression that can be attributed to specific courses
* Examination/assessment results, benchmarked against other cohorts
* Evaluation of student products or projects
* Retrospective assessment by alumni
* Assessments made by graduate recruiters and employers with respect to specific courses/experiences
* Student and/or institutional prizes/achievements that can be linked to specific course/program
* Student learning journals
* Concept tests (course level)
* Students’ self-reported learning gains (course level)
* Student engagement surveys (course level)
* Assessments made by graduate recruiters and employers
* Students’ self-reported learning gains, student engagement surveys (program or institutional level)
* Program pass rates/progression rates
* Concept tests or standardized tests (program level)
* Institutional surveys of student perception or experience
* Institutional pass rates/progression rates
* Standardized tests (institutional level)
 | * Peer observation of teaching
* Peer review of course content, objectives, and materials and/or teaching portfolio
* Review and letters of reference from teaching mentor
* Letters of reference from: students, alumni, Director of Studies, Head of School, and course/program leaders
* Letters of reference from: staff mentees, external examiners and collaborators
* Authorship of widely used textbooks and e- learning materials
* Pedagogical conference presentations
* Institutional and national teaching awards/fellowships/prizes
* Letters of reference from research collaborators
* Refereed conference and journal publications in teaching and learning
* Research grants and income for teaching and learning development projects
* Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate’s educational approaches
* Reports from collaborators, external impact reports/case studies
* Publications, citations, research grants and income within the field of teaching and learning
* National and global press coverage
* National/global awards and prizes
 |

This table is based on [The Career Framework for University Teaching](https://www.teachingframework.com/).