Examples of evidence that could be included in a teaching portfolio

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| --- | --- | --- | --- |
| 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/).