## TABLE: Examples of evidence that could be included in a promotion case for each level of teaching achievement, structured within four evidence domains

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