Presenting a Case Based on Teaching Achievement
for Senior Promotions cases.

General
Eligible academic, teaching or research staff may apply for promotion to Principal Teaching Fellow or Professor on the basis of teaching achievement. To evaluate a promotion case dependent on assessment of teaching achievement, the Academic Promotions Committee will require evidence of the quality of teaching achievement.

It is expected that the base evidence itself will reside in a teaching record. Such a record is normally termed a "portfolio", the contents of which are records kept and owned by the member of staff for him or her to select from to make different presentations according to audience and purpose.

Candidates are required to include a summary of the evidence within their CV but not the portfolio itself. This is much the same as submitting a list of research publications, together with a statement of their importance in the field, but not the publications themselves.

Evidence of Teaching Achievement
Evidence of teaching achievement should demonstrate both competence and innovation. The best evidence available to those in a judgmental position is the recognition that has been received (mainly internal of teaching competence or excellence).

It is the responsibility of the candidate to seek evidence by requesting documented evaluation of teaching activities by peers or students, or by participating in teaching activities which are openly visible to the Head of Department and colleagues. Two very different examples of this is to lead (or initiate) a joint staff/student seminar or discussion or to publish a textbook or other types of teaching materials. Similar examples can be found for enabling activities.

Elements of a Teaching Portfolio
The contents of a portfolio will vary considerably from teacher to teacher and discipline to discipline. A short list of categories in which evidence could be required is as follows:

1. Contributions to teaching and learning
2. Outcomes
3. Recognition

Within these categories, there are many possible forms of evidence to attest to the excellence of teaching performance and teachers will no doubt be creative in providing them. The emphasis throughout should be on quality, not quantity.
The following is a list of examples within each of the above categories. It is completely open-ended, non-prescriptive and non-prioritised. It is given solely to stimulate creativity in building a personal teaching record.

Contributions to teaching and learning

a) For each course taught (undergraduate or postgraduate)

(i) Course details:
- title, level and nominal contact hours
- average student numbers
- years taught
- course text (if any)
- lecture, laboratory, fieldwork, seminar, other
- project, essays or dissertation required

(ii) Documentation produced for students:
- course aims and objectives
- supplementary material
- course work definition (e.g. problem papers, essay topics, etc.)
- written examination papers, or other assessment papers

(b) General contributions

(i) Innovation
- In curriculum and/or course development
- In use of special teaching methods and/or special learning resources
- In assessment methodology

(ii) Self-improvement
- Account of times teaching observed by peers and of peer observations done
- Account of quality assessment observations by external agencies
- Record of courses and conferences attended
- Involvement with teaching support activities
- Service as a teacher or facilitator in the local community
- Self-assessment of teaching performance

(iii) Teaching and learning research and development
- Involvement with local, national or international activity
- Research and development publications in the area of teaching and learning conference presentations
- Production of teaching materials, e.g. video tapes, learning packages
- Publication of textbooks
Outcomes

- Results from formal student evaluation questionnaires
- Results of student examinations or other assessments
- Products of student learning (publications, exhibitions, projects, etc.)
- Student progress (to advanced cognate courses, higher degrees)
- External examiners’ reports on courses taught

Recognition

- Appointment as course co-ordinator/supervisor
- Accreditation of courses by professional bodies
- Departmental leadership in teaching
- Membership of Departmental Teaching Committee or equivalent
- Receipt of awards for teaching
- Professional teaching qualifications achieved
- Provision of courses on teaching
- Providing mentorship to colleagues
- Acting as a Visiting Examiner at other Institutions
- Solicited authorship of texts or sections of text
- Editorship or referee for journals in area of teaching
- Fellowship of, and/or offices of responsibility in, relevant professional bodies
- Involvement with external quality audit or assessment
- Service as an advisor on teaching and learning in the local community
- Unsolicited written evidence (e.g. published reviews of textbooks)
- Documented opinion (e.g. published reviews)
- Relevant extracts from minutes of committees and/or working groups
- Receipt of grants for aspects of teaching and learning development

It is suggested that a teaching portfolio documents achievement for about five years prior to presenting a promotion case, however achievements before this date can also be taken into account.

For those appointed recently, it is strongly advised that the mentor should be fully involved in initiating the portfolio, and that the candidate should attend the induction courses provided which will give training in how to build a relevant portfolio.