**Thinking about assembling evidence, for when applying for senior roles and awards through the learning and teaching route**

**Sally Brown and Phil Race, December 2020**

| **What are you doing/ have done?** | **How can you evidence it?** | **How can you disseminate/share your work more widely?** | **How can you demonstrate your contribution goes beyond the normal?** | **Additional notes** |
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| Mentoring junior colleagues who are new to teaching, learning and assessing. | Qualitative positive quotes from people you have mentored over the years. | Could you and one of your mentees write it up or talk about the experience at a workshop or in a publication?  Have a look at this for example: Stevens, D.D., Emil, S. and Yamashita, M., 2010. Mentoring through reflective journal writing: A qualitative study by a mentor/professor and two international graduate students. *Reflective Practice*, *11*(3), pp.347-367. | Most people do some mentoring. To show sustained commitment, it should be more than one person in more than one year. Your line manager, HoD or someone else who knows your work might provide a supportive quote about how helpful this is to the department. | If you are not mentoring yet, read up about it and start doing it. Classic text on mentoring is Clutterbuck, D., 2004. *Everyone needs a mentor*. Universities Press. |
| Contributing to your university’s Post Grad Cert HE or simila | “For the last five years s/he has regularly run sessions in the PGCert on my innovative approach to groupwork”  (PGCHE course leader) | You could go to a national or international T&L conference e.g. SEDA [https://www.seda.ac.uk/events](about:blank)  Assessment in HE [https://ahenetwork.org/](about:blank)  HERDSA [https://www.herdsa.org.au/conference](about:blank)  Advance HE [https://www.advance-he.ac.uk/](about:blank) All Ireland Society for Higher Education [www.aishe.org](http://www.aishe.org) | This shouldn’t just be a one-off session, but a sustained and/or substantial commitment. | Make sure you know it’s innovative by checking out T&L publications with this or similar titles in journals like Assessment and Evaluation in HE, Studies in HE, Innovations in Learning and Teaching. International, Active learning in HE . |
| Writing for publications about L&T. | Articles in newsletters, T&L magazines like [https://www.seda.ac.uk/educational-developments](about:blank), blogs, etc or for more formal publications like T&L journals (see above right).  Chapters or whole books (edited or authored) on T&L.  Textbooks also demonstrate invaluable evidence of T&L commitment. | Publications imply evidence but you can follow up by being invited/ offering to give workshops/ seminars and presentations (paid or unpaid) within your HEI or beyond to showcase your work.  Keep a record of how many attend, and retain any positive comments on your sessions.  In the case of your books, your publisher may help you with book signings etc. | Use Google Scholar or similar so you can cite the number of citations your T&L output has received and check out if international writers have cited you so you can demonstrate your international impact.  For books, you can cite book reviews, especially in T&L journals.  Keep a record of how many attend your presentations and workshops, and retain any positive comments on your sessions to add to your qualitative comments showing your impact. | If you want to show impact, don’t be shy about offering sessions to other HEIs, especially beyond national borders based on your published work often they will pay fees as well as your expenses and it’s a great way to travel. |
| Leading an innovative project that is likely to help others improve their teaching and learning. |  | Can you run a session on it for your university’s T&L conference? Write for your own or another HEI’s T&L newsletter/journal? Write for any of the big T&L journals? (see box above right) Present at an institutional, national or international T&L conference? (see above). | These tend to be more impressive if someone has funded you at a university, national or international level e.g. AdvanceHE or National Forum for Enhancement in T&L in HE, seehttps://www.teachingandlearning.ie/news-events/national-seminar-series/  Evidence is even more meaningful if you can show others have gone on to borrow your approaches and apply them themselves. | Make sure it’s innovative by doing a google scholar search on your project title. Don’t claim credit for it until the project is complete, ideally at least a year later. |
| Win an award at an institutional/ national or international level or one awarded by your professional or subject body. | The award itself: e.g. VC’s President’s award, Golden Robe, Golden Globe award Innovative Law/Chemistry/ Nursing etc Teacher of the Year. National Teaching fellowship (UK) or CATE awards (for teams of staff). [https://www.advance-he.ac.uk/awards/teaching-excellence-awards/national-teaching-fellowship](about:blank) or 3M award (Canada) | Many of the awards e.g., NTF, Carnegie etc have well developed networks for award winners with mailing lists and conferences and events which can be very supportive and productive, enabling you further to showcase your work. | Institutional awards provide kudos and national/ international awards demonstrate excellence that strongly support your application. For example, many UK HEIs recognise achievement of National Teaching Fellowship as providing very strong evidence satisfying many of the criteria for their institutional recognition as Assistant or Associate Professors/ Professors. | It comes hard for some people to put themselves forward for awards but “shy bairns get nowt” as we say in the NE of the UK  Some are student nominated, some require a submission, if the latter, you need evidence and supportive quotes. |
| Gain accreditation for your teaching. | SEDA offers a variety of routes <https://www.seda.ac.uk/fellowships>  Advance HE offers 4: Associate, Fellow, Senior Fellow, Principal Fellow see <https://www.advance-he.ac.uk/fellowship/your-routes-fellowship> | SEDA has a marvellous mailbase list and AdvanceHE provides regularly email updates and has networks for PFs and SFs, NTFs and CATE award winners. | For many UK HEIs Advance HE expects Senior or Principal Fellowships or equivalent for senior T&L appointments/ Professorships/ PVC (T&L). | Advance HE fellowships are awarded internationally: for example, in 2020 12% Principal Fellows were from outside the UK. |

**Types of evidence:** These should be both **qualitative** (positive comments from students, peers, line managers, external examiners etc) and **qualitative,** including (such as improved retention, employability or employment stats for your students, or evidence of improved success and achievement (more students do better). They make a greater impact if, for example with student quotes, you can show that these are not just selected from a few students but actually **representative** of most students (e.g. “85% students commented that my teaching was very good or outstanding”). Don’t be afraid to use **graphs and tables** where they make your case more strongly. These can be *inter alia* **solicited** (don’t be shy to ask people for comments you can quote), **unsolicited,** **spontaneous comments, testimonials** and/or **commendations** by national or international figures. These are especially valued: it may seem cheeky to ask, but many are only to willing to help if they value/use your work/ideas/approaches.