**TEACHING INSIGHTS - 7**

**POSSIBLE DATA SOURCES TO DRAW ON WHEN PROVIDING EVIDENCE ABOUT YOUR TEACHING**

When considering sources of data to draw upon in gathering evidence for promotion and teaching award applications, it’s important to reflect on and include multiple sources of data and to select relevant evidence to support specific claims.

### COURSEWORK TEACHING

- Unit outlines containing documentation of particular processes and outcomes
  - Class/lecture outlines documenting examples of practices
- Student evaluations of teaching and other forms of student feedback (e.g., letters from past students)
- Peer review records
- Deans/Head of Department’s commendation
- Assessment artefacts (assignment tasks, marking criteria etc)
- Assessment outcomes that demonstrate enhanced student learning
- Successful teaching research and development grant applications
- Documentation of grant outcomes
- Scholarly publications on teaching (conference papers, letters to the editor, items for Faculty bulletins, manuals for staff development workshops etc)
- Documentation of leadership in teaching activities (invitations, workshop outlines etc)
- Evaluations from a teaching workshop for colleagues
- Qualifications in teaching and learning – assessment outcomes, documentation of assignments and feedback
- Documented external recognition
- Invitations to teach beyond your own faculty or university

### RESEARCH HIGHER DEGREE SUPERVISION

- Handouts or other documentation of particular supervisory processes and strategies
- Examples of completed supervisory tools or resources used with candidates student evaluations of supervision and other forms of student feedback on supervision – letters from past students, citations from past students, extracts from acknowledgments in theses, student reports
- Peer review records
- Deans/Head of Department’s commendation
- Assessment artefacts (feedback scripts on drafts, excerpts from examiners reports or feedback to supervisors) successful teaching research and development grant applications dealing with supervision
- Documentation of student outcomes
- Documentation of requests for supervision scholarly publications reporting on (your) supervision
- Documentation of leadership in supervisory practices, invitations, workshop outlines, policy & process innovations
- Evaluations from a supervision workshop for colleagues
- Qualifications in teaching and learning relevant to postgraduate supervision – grades, documentation of assignments and feedback from such qualifications
- Invitations to supervise at other universities and other documented external recognition
- Awards for supervisory excellence (SUPRA/faculty)

### LEARNING SUPPORT

- Unit outlines containing documentation of support processes and resources
- Student evaluations and other forms of student feedback (e.g., letters from past students)
- Dean’s/Head of Department’s/Director’s commendation
- Scholarly publications and papers reporting on your program (and responses to them)
- Documentation of leadership within the University (invitations to speak, workshop/seminar outlines etc)
- Evaluations from workshops/programs for colleagues
- Documentation of recognition beyond the University (invitations to speak, workshop/seminar outlines)
- Evidence of demand for program, including increase in numbers over time
- Evidence of increased student retention
- Evidence of increased student participation in delivering programs e.g., as student mentors
- Continued funding/resourcing for program/service
- Awards received for program/service e.g., University of Sydney Union award

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"Teaching Insights" should be read in conjunction with Academic Board Policies: [http://sydney.edu.au/policies/]