Demonstrating that your teaching is informed by Griffith’s seven Principles to Promote Excellence in learning and Teaching

1. Collecting Evidence

Griffith’s Principles to Promote Excellence in Learning and Teaching outline foundation values as well as practical strategies for ensuring quality teaching. Evidence of teaching excellence may be gathered from the following sources of evaluation and reflection:

- Student experiences/feedback (e.g., qualitative and quantitative SET and SEC results, CEQ data);
- Student learning or graduate outcomes (e.g., retention data, content mastery);
- Peer review of teaching reports from colleagues;
- Peer reviewed publications of course or program evaluations;
- Professional or student awards;
- Reflective analyses (e.g., Course Review and Improvement Reports which document for each course, how student, peer and/or other forms of feedback, both negative and positive, have been used to enhance the course content and/or curriculum design and delivery).
- Scholarship in Learning and Teaching - scholarly approaches to learning and teaching through engagement with the literature in relation to teaching practice, and/or publications in learning and teaching.

Figure 5. The 4Q model of evaluation.