**Self Voice**

Self voice is one of the key evidence sources for QTI. When an instructor reflects in writing on the work of teaching, the process can enable deeper understanding of what worked, what didn’t work, and what could be done in the future.

Teaching portfolios, regular review processes on the path to tenure, or annual evaluation activities all offer opportunities for self reflection.

An individual’s teaching reflections benefit professional practice through both formative development during a semester and summative evaluation at the end of a term. Taking time to reflect on teaching, whether in real time or at the end of the term allows for continuous improvement and supports both scholarly and goal-oriented teaching.