**Academic Level B: TPE Rubric**

Domain 1: Excellence in Student Learning and Teaching Practice (Level B academics need to report against 3 areas of activity in this Domain)

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| Area of activity | Exceed expectations | | Meet expectations | | Not met | Evidence (Examples only – preferably linked and/or included in ePortfolio) |
| 1. Develops a statement of teaching philosophy/principles | Develops a teaching philosophy that has been peer reviewed and feedback acted upon with explicit links to relevant learning and teaching literature. The teaching philosophy has been successfully used for a specific purpose (eg UTAS teaching citation). |  | Develops a teaching philosophy for a specific purpose (eg teaching merit certificate, probation portfolio) that has been peer reviewed and feedback acted upon with links to the literature. |  |  | Teaching philosophy; Marked up versions of Teaching philosophy with feedback |
| 2. Prepares unit outlines to communicate learning outcomes, teaching & learning activities & assessment | Unit outline meets all UTAS requirements, is uploaded to MyLO, available prior to week 1 of Semester and includes sufficient detail to guide students and has been peer reviewed and/or is publicly available. |  | Unit outline meets all UTAS requirements, is uploaded to MyLO, available prior to week 1 of Semester and includes sufficient detail to guide students |  |  | Unit Outline; MyLO screen shots;  Links to openly available Unit Outline  Student feedback; Peer feedback on UO |
| 3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions. | Plans for, design and conducts tutorials incorporating new or substantially revised material incorporating student centred approaches and collaborative activities. |  | Plans for, design and conducts tutorials incorporating new or substantially revised material |  |  | Tutorial plans, Screen shots, lab manuals, student feedback, peer feedback |
| 4. Prepares and delivers quality lectures (face-to-face and/or online) | Writes/Produces new presentations of content for the f2f or online environment |  | Writes new lecture materials or refreshes lectures/presentations for the online environment |  |  | Links to lecture notes; lecture recordings; peer/student feedback; |
| 5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate) | Unit eVALUate or individual teacher eVALUate 80% agreement and/or results feeding into improvement plan. Quantitative and qualitative data explicitly feeds into improvement plan. |  | Unit eVALUate or individual teacher eVALUate at least 60% agreement with plan for improvement |  |  | eVALUate reports, improvement plans |
| 6.Improves Student Learning outcomes | Works with colleagues to design evidence-based improvement to own, or colleagues’ activities (within and/or beyond a unit) to develop students’ learning and achievement of course (or major) level learning outcomes based on previous observations or feedback, or with reference to L & T literature |  | Designs new activities to develop students’ learning and achievement of learning outcomes based on previous observations or feedback, or with reference to L & T literature |  |  | Lesson plans; Screenshots from MyLO; Student feedback; Review by Unit coordinator or peer |
| 7. Undertakes peer observations of teaching | Engages in formal peer observation of teaching as an observer and observee; compiles a plan of action or change based on the experience of peer observation. The report and action plan is used for a specific purpose (eg teaching award, promotion application, unit or course review, scholarly writing). |  | Engages in peer observation of teaching as an observer and observee; compiles a plan of action or change based on the experience of peer observation |  |  | Formal feedback; self-reflection on feedback; Action plan following POT |
| 8. Prepares and/or uses a range of learning technologies and online resources | Utilises technology enhanced learning at the UTAS Blended Learning Model level 3 or above and produces online resources for students that can be made available as shared or open educational resources in discipline area and/or actively shares approach to Technology enhanced learning with colleagues. |  | Produces online resources for students, adds to the online resources and activities available to students or produces open educational resources in discipline area  UTAS BLM Level 2 or above |  |  | MyLO screen shots, student feedback, peer review of online environment; LOR screen shot |
| 9. Incorporates a range of assessment tasks that demonstrate intended learning outcomes | Assessment tasks conform to the Guidelines for Good Assessment and include the use of early low stakes assessment (to gauge engagement) by week 3, assessment prior to week 7, and the use of the MyLO Grades tool. |  | Assessment tasks are explicitly linked with intended learning outcomes and these are noted in the unit outline |  |  | Relevant page from unit outline, assessment schedule. |
| 10. Provides timely feedback to students | Has engaged with peer and student feedback on the effectiveness and timeliness of feedback and feed forward mechanisms employed in the unit and improved where necessary. |  | Provides feedback or feed-forward to students eg.through technology, incorporating multiple perspectives (eg peer and self-review), engaging students with feedback in a timely manner (in order to inform future assessment). |  |  | Peer feedback, student feedback, student eVALUate, examples of feedback or processes used. |
| 11. Uses learning and teaching strategies that support student learning | Creates an effective learning environment (on campus, situated or online) through attention to Universal Design for Learning for Learning (accessible, welcoming, incorporating a range of learning and teaching strategies) and providing support resources where appropriate |  | Creates an effective learning environment for students that recognises and extends prior learning and provides scaffolding towards intended learning outcomes; directs students to appropriate support and services |  |  | Student feedback; Peer observation report; Examples of resources given to students; Example lesson plans, Screen shots from MyLO; peer review of online environment. |
| 12. Undertakes supervision and training of Honours/Postgraduate students | Supervision of more than one Honours student as primary or lead supervisor. Participation in professional learning events to support supervision and/or programs to support research preparation of students. |  | Supervision as a member of a team for HDR student and/or supervision of Hons students. Attendance at professional learning event to support supervision. |  |  | WARP record, letter of attendance at PL event, faculty records for Hons supervision. |
| 13. Undertakes and/or leads quality assurance and evaluation activities for a unit (for e.g. moderation, assessment, compliance) | Leads/coordinates QA/Evaluation activities for a unit team. |  | Participates in QA/Evaluation activities as a member of a unit team. |  |  | Record of attendance/agenda of meetings or workshops, data, annual unit reports. |
| 14. Participates in and/or organises formal teaching activities (for e.g. career development, mentoring, collaboration and leadership in team teaching; peer review) | Undertakes Quality Matters peer review course, Grad Cert units beyond ELT 501, undertakes mentorship as part of a formal program (eg Ascillite), organises peer review initiatives in School or conducts a formal peer review. |  | Undertakes formal Professional development such as ELT 501; Quality Matters, or engages in a formal mentoring arrangement. |  |  | Certificate of attendance; Certificate of completion; Academic transcript;  Letter from mentor |
| 15. Participates in and/or assesses University or National teaching awards | Engaged in the UTAS teaching award process (successful citation or program award PPLP for awards with view to further UTAS or national award) |  | Engaged in the UTAS teaching award process (successful TMC – and Professional learning plan or PPLP for awards with view to citation or program award) |  |  | Letter of participation from PPLP coordinator, TMC and Professional Learning Plan, Application and or award |

Domain 2: **Excellence in contemporary curriculum design and engagement** (Level B academics need to report against 3 areas of activity in this Domain)

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| Area of activity | Exceed expectations | | Meet expectations | | Not met | Evidence  (Examples only – preferably linked and/or included in ePortfolio) |
| 1.Unit/curriculum design and development (including assessment) | Unit is exemplary and used as a reference point to others.  Unit design has been (at least informally) peer reviewed. |  | Prepares unit according to policy requirements with reference to the LTAS@UTAS, Blended learning 1-5, Good Assessment guide documents, and assessment health check documents.  (ie Unit has been designed to confirm to the Blended Learning Model, level 2) |  |  | Unit outline, Unit overview in MyLO, exemplar assessment tasks and rubrics, peer review of unit outline or of online unit (eg through Quality Matters).  Peer review report or checklist from peer review/assessment health check or Blended Learning Model 1-5 |
| 2.Undertakes unit and course evaluation and review | In addition to unit evaluations leads or substantially contributes to course evaluation through data collection, analysis or review; involvement in unit peer review (eg Q M) |  | Leads unit evaluations and provides report drawing on data |  |  | Unit evaluation reports, Course evaluation/review documentation |
| 3.Management of unit/tutor/major/course | Undertakes some leadership or coordination role in the unit or course, or coordinates sessional teachers |  | Participates in the management of the unit with teaching team |  |  | Communications to students and/or teaching team, meeting agendas, role descriptions |
| 4.Online curriculum management | Oversees online component of a large unit, participates in design of new/refreshed units or contributes to open educational resources. |  | Participates in professional development of online curriculum design or management (eg QM rubric course) |  |  | Certificates of completion; reviewed units; students/peer feedback |
| 5.Vocational, clinical pathways and partnerships which address the workforce context | Initiate or lead outreach activities which address the workforce context; integrates industry, vocational, clinical experience into teaching. |  | Implement outreach activities which address the workforce context; integrates industry, vocational, clinical experience into teaching |  |  | Outlines of activities, invitations to events, media articles, teaching resources, letters from industry partners |
| 6. Leadership roles in curriculum design, development, review and partnerships | Undertakes some leadership in review, design or development of curriculum or collaborative curriculum initiative or leads design of Breadth unit |  | Designs new unit or actively contributes to design of course-wide curriculum through activities such as mapping, external referencing/comparison with similar offerings, collection of data/feedback from stakeholders |  |  | Unit review documentation, agendas of meetings, data, plans for review |
| 7. Engagement and service on committees; policy development and Communities of Practice (CoP) | Active participation in faculty committees and/or policy development or CoPs outside the Faculty. |  | Contributes to school meetings and school based committees or school/faculty CoPs through setting some agendas/initiatives service on working groups |  |  | School meeting/committee/CoP agendas reports, deliverables, letters of acknowledgment, |
| 8. Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships | Contributes to writing successful internal, or submitted external, grants in curriculum development or innovation and/or negotiates collaborations in curriculum initiatives. |  | Contributes to the writing of internally or externally submitted grants for curriculum development or innovation and/or contributes to partnerships and collaborations in projects for curriculum initiatives or innovations |  |  | Agendas, Grant proposals, Grant submissions, outcomes of grants, letters/emails from collaborators |
| 9. Undertakes and/or leads quality assurance and evaluation activities (for e.g. moderation, curriculum mapping of learning outcomes, assessment, AQF alignment and compliance) | Uses data to inform moderation and quality assurance activities and/or leads curriculum or assessment mapping activities |  | Collects, collates and analyses data for quality improvement, contributes to reviews of standards or for accreditation and/or curriculum or assessment mapping activities. |  |  | Data, collated data in reports, review documentation, agendas, planning documents, reports, new unit paperwork |
| 10. Publishes textbooks and publications for undergraduate audiences | Authors or co-authors text book chapter, publications or OER used for undergraduates |  | Contributes to texts, publications or OER used for undergraduates |  |  | Text book blurbs, reviews |

Domain 3: **Excellence in scholarly teaching** (Level B academics need to report against 2 areas of activity in this Domain)

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| Area of activity | Exceed expectations | | Meet expectations | | Not met | Evidence  (Examples only – preferably linked and/or included in ePortfolio) |
| 1.Formal preparation/induction or professional development in HE teaching | Participates in a postgraduate certificate unit that extends beyond foundation **(** ELT 501) and/or other certified/formal course eg Teaching Online Essentials and/or Quality Matters or teaches into a formal/certified / or accredited course. |  | Participates in a formal/certified / or accredited course (eg one of ELT 501, 506 or equivalent postgraduate cert units); Teaching Online Essentials or Quality Matters |  |  | Transcript, certificate of completion, letter of completion |
| 2. Learning and teaching workshops | Conducts, presents or has a presentation role in a learning and teaching workshop either centrally or at faculty level. |  | Attends more than one learning and teaching workshop that has been identified through a personal needs analysis (eg to support online teaching, or working with international students) |  |  | Certificate of completion, letter of completion, reflection on learning, needs analysis for PL |
| 3. Learning and teaching conferences | Contributes a paper presentation to national teaching and learning conference (either general conference [eg HERDSA], or discipline specific [eg AAEE]) |  | Contributes a paper presentation to Teaching Matters conference or other learning and teaching conference |  |  | Teaching Matters/Conference program, registration information, reflection on learning from conference |
| 4. Learning and teaching grants | Successful in obtaining an OLT extension or seed grant or other national teaching and learning grant, or has been successful in obtaining a TDG as a leader of the application team or conducts a learning and teaching project for improvement. |  | Has attended workshops or engaged with PPLP for grants, and been a member of a team who has submitted a successful TDG or submitted an OLT extension or seed grant, or has been involved with a teaching focussed project. |  |  | Letter to indicate involvement, report of PLC, programs or agendas for activities from CoP, PLC, grant applications or Intent to Submit |
| 5. Linkage to relevant industry/profession/  discipline | Committee or coordination role of a professional, discipline or industry group or event. |  | Engages in activity with, or as a member of**,** professional society, discipline or industry group |  |  | Membership letter, evidence of involvement in events, programs for activities, photographs, media articles, web pages |
| 6. Statement/Plan of learning and teaching scholarship direction | Professional learning plan for scholarly engagement in L & T reported against for Performance Management – and goals have been met with process shared with colleagues or engages in formal peer review process with action plan for improvement. |  | Professional learning plan developed, feedback sought, and refinement of plan after feedback. Peer review or mentoring engaged in to develop professional learning plan. |  |  | Professional learning plan, feedback on plan, revised plan |
| 7. Engagement with the UK Professional Standards Framework (HEA) | Submission of a Fellowship portfolio or gaining Fellowship status through accredited route |  | Building portfolio for Fellowship |  |  | Portfolio, peer feedback on portfolio, report on portfolio |
| 8. Peer reviewed publications | Poster, abstract or contribution to paper on SoTL project in external L & T conference or journal/professional publication. |  | Abstract or contribution to paper of SoTL project in L & T in an internal conference. |  |  | Posters, papers, programs, journal references, websites, referees reports, editors’ feedback |
| 9. Peer Learning | Leadership of aSoTL focused CoP or Peer Learning Circle, or leadership of a project from the PLC/CoP |  | Participation in a Peer Learning Circle |  |  | CoP and PLC proposal or report, records of activity, news items, programs for events, presentations, applications |