**Academic Level C: TPE Rubric**

Domain 1: Excellence in Student Learning and Teaching Practice (Level C 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 | Teaching philosophy incorporated into a successful UTAS Teaching Award (teaching excellence or sustained commitment) or national citation or expanded as a component of a presentation or publication. |  | 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). |  |  | Teaching philosophy; Marked up versions of Teaching philosophy with feedback; award application, abstract of presentation or publication |
| 2. Prepares unit outlines to communicate learning outcomes, teaching & learning activities & assessment | Unit outlines meet all UTAS requirements  Formal assistance/mentoring/peer review is given to colleagues to enable them to meet requirements |  | 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 is publicly available. |  |  | Unit Outline; MyLO screen shots;  Links to openly available Unit Outline  Student feedback; Peer feedback on UO, Feedback given to peers |
| 3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions. | Works with colleagues to evaluate, improve and share learning designs and pedagogical approaches that promote student engagement, learning and collaboration with peers. |  | Plans for, design and conducts tutorials incorporating new or substantially revised material incorporating student centred approaches and collaborative activities. |  |  | Tutorial plans, Screen shots, lab manuals, student feedback, peer feedback |
| 4. Prepares and delivers quality lectures (face-to-face and/or online) | Works with colleagues to evaluate, improve and share lecture material or lecture design/activities - or makes lectures or content openly available for peer use, review and improvement. |  | Writes/Produces new presentations of content for the f2f or online environment |  |  | Links to lecture notes; lecture recordings; peer/student feedback; presentations, weblinks to lectures, |
| 5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate) | Works with colleagues to design evidence-based improvement to own, or colleagues’ units – drawing on a range of evaluative sources (eg eVALUate, peer review, student feedback, self-review, literature). |  | Unit eVALUate or individual teacher eVALUate 80% agreement and/or results feeding into improvement plan. Quantitative and qualitative data explicitly feeds into improvement plan. |  |  | eVALUate reports, data collected through self, peer or student review, improvement plans |
| 6.Improves Student Learning outcomes | Works at course (or major) level to improve student learning outcomes across a course or major with reference to the relevant TLOs, the Graduate Quality Statement, and using evidence gathered from students and peers. |  | 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 |  |  | Lesson plans; Screenshots from MyLO; Student feedback; Review by Unit coordinator or peer |
| 7. Undertakes peer observations of teaching | Leads or coordinates and promotes peer observation or peer review including supporting those involved in the process through training or coaching. |  | 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). |  |  | 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 4 or above, and actively promotes this approach with colleagues, or through open sharing of resources. |  | Utilises Technology Enhanced Learning (TEL) 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 TEL with colleagues. |  |  | 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 | Has worked with individual colleagues or with teaching teams to review and enhance assessment tasks and/or to ensure that assessment tasks across a major or course conform UTAS best practice. |  | 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, peer reviews, assessment mapping documentation |
| 10. Provides timely feedback to students | Has worked with individual colleagues or with teaching teams to review and enhance feedback and/or mechanisms for providing feedback, and evaluated success. |  | Has engaged peer and/or student feedback on the effectiveness and timeliness of feedback and feed forward employed in a unit, and improved where necessary. |  |  | Peer feedback, student feedback, student eVALUate, examples of feedback or processes used. |
| 11. Uses learning and teaching strategies that support student learning | Explicitly demonstrates through a range of learning and teaching activities, strategies that support a diverse cohort of students to learn and achieve learning outcomes. This will be demonstrated through inclusive practice and through explicit attention to differing backgrounds and learning needs. |  | 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 |  |  | 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 | Actively grows numbers of research students, and leads or coordinates a program of explicit research preparation and/or professional learning events to support supervision. |  | 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. |  |  | Program outlines, websites, handouts, agendas |
| 13. Undertakes and/or leads quality assurance and evaluation activities at unit level ( e.g. moderation, and assessment, and compliance) | Leads quality assurance or evaluation activities include external referencing, or benchmarking or undertakes data-driven reviews of more than one (related unit). |  | Leads/coordinates QA/Evaluation activities for a unit team. |  |  | Evaluation documentation, Faculty L & T/ULTC/Senate briefing notes or reports |
| 14. Participates in and/or organises formal teaching activities (for e.g. career development, mentoring, collaboration and leadership in team teaching; peer review) | Leads or substantially contributes to an accredited or faculty-wide or university-wide professional learning program, or mentors in a senior capacity in a formal scheme of professional leaning or 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. |  |  | 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 Teaching Excellence award) with view to national award, or contribution to the UTAS awards program as a mentor. |  | Engaged in the UTAS teaching award process (successful citation or program award PPLP for awards with view to further UTAS or national award) |  |  | Awards, certificate of participation, application for award |

Domain 2: **Excellence in contemporary curriculum design and engagement** (Level C 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) | Leadership in course/major design that includes consideration /mapping of CLLO and assessment or substantial review of assessment across the course/major. |  | Unit is exemplary and used as a reference point to others.  Unit design has been (at least informally) peer reviewed. |  |  | Unit outline, Unit overview in MyLO, exemplar assessment tasks and rubrics, peer review of unit outline or of online unit (eg through Quality Matters) |
| 2.Undertakes unit and course evaluation and review | Evaluation or review of course/major with respect to particular triggers for review (as a result of data collected from or about the course), or in response to priorities such as BLM, assessment review. |  | Conducts unit evaluations and leads or substantially contributes to course evaluation through data collection, analysis or review; involvement in unit peer review (eg QM). |  |  | Unit evaluation reports, Course evaluation/review documentation |
| 3.Management of unit/tutor/major/course | Coordination of course or major; coordination or leadership of course or year level teams, or major course level program. |  | Undertakes some leadership or coordination role in the unit or course, or coordinates sessional teachers. |  |  | Communications to students and/or teaching team, meeting agendas, role descriptions |
| 4.Online curriculum management | Leadership or coordination at course or major level of online or blended delivery with an emphasis on effective and innovative use of technology. |  | Oversees online component of a large unit, participates in design of new/refreshed units or contributes to open educational resources. |  |  | Certificates of completion; reviewed units; students/peer feedback |
| 5.Vocational, clinical pathways and partnerships which address the workforce context | Implement and evaluate innovative or exemplary employability or works related elements to a course or major. |  | Initiate or lead 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 | Leads major curriculum design or evaluation projects that extend beyond the School, or are available as open courses or involve external parties. |  | Undertakes some leadership in review, design or development of curriculum or collaborative curriculum initiative or leads design of Breadth unit. |  |  | Unit review documentation, agendas of meetings, data, plans for review |
| 7. Engagement and service on committees; policy development and Communities of Practice (CoP) | Leadership or coordination roles on University wide committees or facilitation of communities of practice that are national, have national significance, or involve those beyond the university. |  | Active participation in faculty committees and/or policy development or CoPs outside the Faculty. |  |  | 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 of successful external grants, national projects or grants to support curriculum development, innovation or partnerships, or contributes to major national projects as UTAS lead. |  | Contributes to writing successful internal, or submitted external, grants in curriculum development or innovation and/or negotiates collaborations in curriculum initiatives. |  |  | Agendas, Grant proposals, Grant submissions, outcomes of grants, letters/emails from collaborators |
| 9. Undertakes and/or leads quality assurance and evaluation activities (e.g. moderation, curriculum mapping, assessment, AQF alignment and compliance) | Leadership of course or major team in course/major evaluation and review that includes consideration of CLLO in light of AQF, TLOs and any relevant professional standards. |  | Uses data to inform moderation and quality assurance activities and/or leads 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 textbooks or suites of OER that are used beyond UTAS and have achieved a national audience. |  | Authors or co-authors text book chapter, publications or OER used for undergraduates |  |  | Text book blurbs, reviews |

Domain 3: **Excellence in scholarly teaching** (Level C 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 an advanced level/research based postgraduate certificate units (eg ELT 505, 507), courses or fellowship schemes. Leads university wide induction or introductory programs. |  | 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. |  |  | Transcript, certificate of completion, letter of completion |
| 2. Learning and teaching workshops | Conducts, presents or leads workshop programs that are effective in engaging colleagues across the institution or for a national project or or has a presentation role in a learning and teaching workshop at a national level. |  | Conducts, presents or has a presentation role in a learning and teaching workshop at whole of faculty level. |  |  | Certificate of completion, letter of completion, reflection on learning, needs analysis for PL |
| 3. Learning and teaching conferences | Coordination or committee role in national conferences, delivers keynotes at national conferences or to a national audience or leads or convenes national symposia in learning and teaching related field |  | Contributes a paper presentation to national teaching and learning conference (either general conference [eg HERDSA], or discipline specific [eg AAEE]). |  |  | Teaching Matters/Conference program, registration information, reflection on learning from conference |
| 4. Learning and teaching grants | Co-lead successful OLT large grant, or other L & T competitive grant or leads a learning and teaching project for improvement that involves collaboration with colleagues. |  | 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. |  |  | Letter to indicate involvement, report of PLC, programs or agendas for activities from CoP, PLC, grant applications or Intent to Submit, project plan or report. |
| 5. Linkage to relevant industry/profession/  discipline | Leadership role or other formal recognition of expertise by an industry/professional group or election to leadership role in a professional or industry body. |  | Committee or coordination role of a professional, discipline or industry group or event. |  |  | Membership letter, evidence of involvement in events, programs for activities, photographs, media articles, web pages |
| 6. Statement/Plan of learning and teaching scholarship direction | Leadership and mentoring of colleagues to prepare professional leaning plans that encompass scholarly engagement in L & T, or for a formal peer review process. |  | 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, feedback on plan, revised plan, peer review documentation. |
| 7. Engagement with the UK Professional Standards Framework (HEA) | Preparation (year 1), submission and success (year 2/3) of a Senior Fellowship. |  | Submission of a Fellowship portfolio or gaining Fellowship status through accredited route. |  |  | Portfolio, peer feedback on portfolio, report on portfolio |
| 8. Peer reviewed publications | Paper published in a fully refereed SoTL journal. |  | Poster, Abstract or contribution to paper on SoTL project in external L & T conference or journal/professional publication. |  |  | Posters, papers, programs, journal references, websites, referees reports, editors’ feedback |
| 9. Peer Learning | Leadership of a peer learning initiative that is university wide or national. |  | Leadership of aSoTL focused CoP or Peer Learning Circle, or leadership of a project from the PLC/CoP. |  |  | CoP and PLC proposal or report, records of activity, news items, programs for events, presentations, applications for follow up grants |