**Academic Level D: TPE Rubric**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 forms the basis of a keynote speech or major publication (eg book chapter, journal article) which is nationally recognised.  |  | 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.  |  |  | 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  | Leadership in course or major wide projects to review or refine unit outlines or information given to students, or to assist colleagues in planning constructively aligned units.  |  | Unit outlines meet all UTAS requirements Formal assistance/mentoring/peer review is given to colleagues to enable them to meet requirements. |  |  | Unit Outline; MyLO screen shots;Links to openly available Unit OutlineStudent feedback; Peer feedback on UO, Feedback given to peers |
| 3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions. | Leadership in course or major wide approaches to improving design and implementation of learning and teaching activities or leadership roles in national projects to improve learning and teaching activities. |  | Works with colleagues to evaluate, improve and share learning designs and pedagogical approaches that promote student engagement, learning and collaboration with peers.  |  |  | Tutorial plans, Screen shots, lab manuals, student feedback, peer feedback |
| 4. Prepares and delivers quality lectures (face-to-face and/or online) | Leadership in course or major wide or national) approaches to improving design and implementation of content through lectures or similar activities.  |  | 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.  |  |  | Links to lecture notes; lecture recordings; peer/student feedback; presentations, weblinks to lectures, web-based reviews |
| 5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate)  | Leadership in course or major wide approaches – or evaluative activities that have relevance across or beyond UTAS – in promoting the evaluation of teaching, and/or a general culture of evaluation and improvement and own teaching eVALUate > 80% agreement. |  | 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) and own teaching eVALUate > 80% agreement. |  |  | eVALUate reports, data collected through self, peer or student review, improvement plans, reports of projects, newly developed evaluative instruments. |
| 6.Improves Student Learning outcomes | Leadership in course or major wide (or national) projects to improve 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. |  |  | Lesson plans; Screenshots from MyLO; Student feedback; Review by Unit coordinator or peer, reports of projects, websites, papers, survey results |
| 7. Undertakes peer observations of teaching | Leads or coordinates and promotes peer observation or peer review across a course /major or national context, including supporting those involved in the process through training or coaching – and evaluates and improves program or engages in 360 degree leadership surveys or activities to improve leadership skills.  |  | Leads or coordinates and promotes peer observation or peer review, including supporting those involved in the process through training or coaching. |  |  | Formal feedback; self-reflection on feedback; Action plan follow, workshop agendas, reports, web sites, survey feedback |
| 8. Prepares and/or uses a range of learning technologies and online resources  | Utilises technology at BLM 4 or above in own units and leads continued enhancement of learning through the use of technology across a course or major. |  | 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. |  |  | MyLO screen shots, student feedback, peer review of online environment; LOR screen shot, workshop programs, web sites, wikis |
| 9. Incorporates a range of assessment tasks that demonstrate intended learning outcomes | Leadership in course or major wide (or national) approaches to improving design and implementation of assessment tasks. |  | 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, peer reviews, assessment mapping documentation |
| 10. Provides timely feedback to students  | Leadership in course or major wide (or national) approaches to improving provision of feedback and feed-forward to students, inclusive of evaluation of success. |  | Has worked with individual colleagues or with teaching teams to review and enhance feedback and/or mechanisms for providing feedback, and evaluated success. |  |  | Peer feedback, student feedback, student eVALUate, examples of feedback or processes used, reports |
| 11. Uses learning and teaching strategies that support student learning  | Leadership in course or major wide (or national) approaches to improving student learning outcomes.  |  | Explicitly demonstrates, and shares with peers, strategies that, through a range of learning and teaching activities, 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. |  |  | 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 PhD students including mentoring of supervisors, and/or leads a program that is nationally recognised for disciplinary excellence in research higher degree studies. |  | Actively grows numbers of research students, and leads or coordinates a program of explicit research preparation and/or professional learning events to support supervision.  |  |  | Program outlines, websites, handouts, agendas |
| 13. Undertakes and/or leads quality assurance and evaluation activities at unit level ( e.g. moderation, assessment, compliance) | Leads quality assurance or evaluation activities that include external referencing of units or benchmarking or national recognition with national partners on one or more (related) units, or undertakes reviews of suites of units for efficiency and mapping to course/major outcomes.  |  | Engages in quality assurance or evaluation activities include external referencing, or benchmarking or undertakes data-driven reviews of more than one (related unit). |  |  | 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 national professional learning program, or mentors in a senior capacity in a formal national or international scheme. |  | 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. |  |  | Certificate of attendance; Certificate of completion; Academic transcript;Letter from mentor |
| 15. Participates in and/or assesses University or National teaching awards | Success in national award program as an individual applicant or as a program lead. |  | 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. |  |  | Awards, certificate of participation, application for award |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 design of a new course or major, or substantial redesign of a course or major including a redesign of assessment or leadership of unit or curriculum design project that has national relevance |  | Leadership in course/major design that includes consideration /mapping of CLLO and assessment or substantial review of assessment across the course/major.  |  |  | 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  | Leadership in evaluation and review of a course or major, or leadership of evaluation of units or majors that has national relevance |  | 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.  |  |  | Unit evaluation reports, Course evaluation/review documentation, reports  |
| 3.Management of unit/tutor/major/course  | Effective senior leadership of learning and teaching program at school or faculty level with demonstrated introduction of changed/enhanced processes |  |  Coordination of course or major; coordination or leadership of course or year level teams, or major course level program.  |  |  | Communications to teaching team/faculty or schools, meeting agendas, role descriptions, formal course evaluations  |
| 4.Online curriculum management  | Leadership at course, school or faculty level of online initiatives, or of implementation of blended learning.  |  | Leadership or coordination at course or major level of online or blended delivery with an emphasis on effective and innovative use of technology.  |  |  | Certificates of completion; reviewed units; students/peer feedback |
| 5.Vocational, clinical pathways and partnerships which address the workforce context  | Lead a national (or nationally relevant) project or innovation to incorporate work related or employability elements into a course or major together with an evaluation of the project.  |  | Implement and evaluate innovative or exemplary employability or work related elements to a course or major |  |  | 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 university-wide curriculum design and/or review design or evaluation of curriculum or curriculum partnerships |  | Leads major curriculum design or evaluation projects that extend beyond the School, or are available as open courses or involve external parties. |  |  |  Unit review documentation, agendas of meetings, data, plans for review, reports, websites |
| 7. Engagement and service on committees; policy development and Communities of Practice (CoP)  | Leadership or coordination roles on national committees or facilitation of national communities of practice, or a national reputation in communities of practice. |  | 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.  |  |  | School meeting/committee/CoP agendas reports, deliverables, letters of acknowledgment, reports, journal articles, conference presentations |
| 8. Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships | Leads national or international projects or grants to support curriculum development, innovation or partnerships that will have relevance beyond the partners of the project |  | 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. |  |  | 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)  | Leadership of course/major evaluation and review that includes consideration of CLLO in light of AQF, TLOs and any relevant professional standards with reference to national benchmarking partners and/or leadership of QA or evaluation activities that are national or international in nature. |  | 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. |  |  | Data, collated data in reports, review documentation, agendas, planning documents, reports, new unit paperwork |
| 10. Publishes textbooks and publications for undergraduate audiences  | Authored more than one textbook or suites of OER that are used beyond UTAS and have achieved an international audience. |  | Authors textbooks or suites of OER that are used beyond UTAS and have achieved a national audience.  |  |  | Text book blurbs, reviews |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 | Leadership of national professional development schemes or participation in a senior fellowship scheme that involves peer learning and mentoring of senior colleagues, or an additional Higher Education scholarship qualification (eg Masters or PhD).  |  | 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. |  |  | Transcript, certificate of completion, letter of completion |
| 2. Learning and teaching workshops  | Develop, conduct and evaluate learning and teaching workshops to a national/international audience or invitation to conduct workshops at other higher education institutions, at disciplinary conferences or at cross-disciplinary events. |  | Conducts, presents or leads workshop programs that are effective in engaging colleagues across the institution or for a national project or has a presentation role in a learning and teaching workshop at a national level. |  |  | Certificate of completion, letter of completion, workshop agendas, advertising materials, reports, evaluation of events, websites |
| 3. Learning and teaching conferences | Invited to convene national or international conferences, delivers keynotes at national or international conferences or to an international audience. Leads or convenes international national symposia in learning and teaching related field. |  | Coordination or committee role in national conferences, delivers keynotes at national conferences or to a national audience. Leads or convenes national symposia in learning and teaching related field.  |  |  | Teaching Matters/Conference program, registration information, conference presentations, shared reflection on learning from conference  |
| 4. Learning and teaching grants  | Lead of successful OLT large grant, or other L & T competitive grant, or lead or co-lead of ARC with teaching and learning focus or multiple OLT grants over a period of at least 5 years |  | 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. |  |  | 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 | Elected or externally appointed role in industry or professional group that has national disciplinary relevance.  |  | Leadership role or other formal recognition of expertise by an industry/professional group or election to leadership role in a professional or industry body. |  |  | 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 or activities, programs or events that promote scholarship of learning and teaching with peers across a discipline (for example peer review, projects for improvement, intervention in response to trigger for improvement). |  | 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, feedback on plan, revised plan |
| 7. Engagement with the UK Professional Standards Framework (HEA) | Preparation of a Principal fellow application and/or mentoring of colleagues for Senior fellowships.  |  | Preparation (year 1), submission and success (year 2/3) of a Senior Fellow |  |  | Portfolio, peer feedback on portfolio, report on portfolio |
| 8. Peer reviewed publications | More than one paper in fully refereed SoTL journal in a calendar year or a paper and multiple SoTL presentations (eg conference abstracts or papers). |  | Paper published in a fully refereed SoTL journal. |  |  | Posters, papers, programs, journal references, websites, referees reports, editors’ feedback |
| 9. Peer Learning  | Promotion and leadership of peer learning initiatives that is university wide or national and evaluated and reported upon in the national sphere.  |  | Leadership of a peer learning initiative that is university wide or national. |  |  | CoP and PLC proposal or report, records of activity, news items, programs for events, presentations, applications for follow up grants |