**Academic Level E: TPE Rubric**

Domain 1: Excellence in Student Learning and Teaching Practice (Level E 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 linked to international research activities, publication or presentations (eg keynotes) that are internationally recognised, or is an organiser of a significant body of published work. |  | Teaching philosophy forms the basis of a keynote speech or major publication (eg book chapter, journal article) which is nationally recognised.  |  |  | Publications, Conference programs, invitations to present, publish or be involved in international research  |
| 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 taking into account external benchmarking or review. |  | 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 Outline; MyLO screen shots;Links to openly available Unit OutlineStudent feedback; Peer feedback on Unit outline |
| 3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions. | Leadership in disciplinary specific approaches to improving design and implementation of learning and teaching activities drawing on specific pedagogical content knowledge relevant to the relevant discipline or leadership roles in national projects to improve learning and teaching activities |  | 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 |  |  | Tutorial plans, Screen shots, lab manuals, student feedback, peer feedback |
| 4. Prepares and delivers quality lectures (face-to-face and/or online) | Leadership in national or international approaches to improving design and implementation of content through lectures or similar activities or series of lectures are used by other universities through recognition of expertise in the field and quality of lectures |  | Leadership in course or major wide or national) approaches to improving design and implementation of content through lectures or similar activities.  |  |  | Links to lecture notes; lecture recordings; peer/student feedback; invitation to give lecture series, OER |
| 5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate)  | Leadership in national projects – or nationally relevant evaluative activities that have relevance beyond UTAS – in promoting the evaluation of teaching, and/or a general culture of evaluation and improvement and own teaching eVALUate > 80% agreement |  | 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 |  |  | eVALUate reports, improvement plans |
| 6.Improves Student Learning outcomes | Leadership in course or major wide (or national) projects to improve student learning outcomes with reference to learning and teaching generally or disciplinary specific learning outcomes. Explicit use of, or contribution to, disciplinary learning and teaching literature.  |  | Leadership in course or major wide (or national) projects to improve student learning outcomes. |  |  | Lesson plans; Screenshots from MyLO; Student feedback; Review by Unit coordinator or peer |
| 7. Undertakes peer observations of teaching | Leads and supports programs for peer observation, including acting on necessary interventions and/or highlighting excellent practice of colleagues Or is recognised nationally or internationally for leadership of peer learning programs. |  | 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.  |  |  | Websites or documents outlining programs |
| 8. Prepares and/or uses a range of learning technologies and online resources  | Has a national or international profile in using technology enhanced learning and 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 at BLM 4 or above in own units and leads continued enhancement of learning through the use of technology across a course or major |  |  | 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 | Leadership in course or major wide (or national)approaches to improving design and implementation of assessment tasks with reference to disciplinary context drawing on literature or current national or international disciplinary trends. |  | Leadership in course or major wide (or national)approaches to improving design and implementation of assessment tasks |  |  | Example unit outlines, presentations, student feedback, evaluations,  |
| 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 and/or support of colleagues for feedback and feed-forward initiatives.  |  | Leadership in course or major wide (or national)approaches to improving provision of feedback and feed-forward to students, inclusive of evaluation of success |  |  | Peer feedback, student feedback, student eVALUate, examples of feedback or processes used. |
| 11. Uses learning and teaching strategies that support student learning  | Leadership in course or major wide (or national)approaches to improving student learning outcomes in a discipline through, for example: innovative activities, sharing of research, furthering of pedagogical content knowledge |  | Leadership in course or major wide (or national) approaches to improving student learning outcomes.  |  |  | 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 | Leadership of mentoring programs or professional learning programs aimed at enhancing the teaching and mentoring process involved in HDR supervision, including evidence-based evaluations of practice. |  | 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.  |  |  | Reports, workshop programs, student results, websites |
| 13. Undertakes and/or leads quality assurance and evaluation activities at unit level (for e.g. moderation, assessment and compliance) | Leads quality assurance activities at unit (or suites of units) level across national and international higher education settings that bring about measureable outcomes to UTAS courses, and to courses offered by other participating partners.  |  | 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. |  |  | Reports, workshop programs, websites |
| 14. Participates in and/or organises formal teaching activities (for e.g. career development, mentoring, collaboration and leadership in team teaching; peer review) | Leadership of mentoring programs or professional learning programs aimed at enhancing teaching and learning, with commensurate attention to evaluation and continuing improvement of such programs.  |  | Leads or substantially contributes to national professional learning program, or mentors in a senior capacity in a formal national or international scheme. |  |  | PPLP for awards senior mentorOutline of programs ledEvaluation reports on PL programs  |
| 15. Participates in and/or assesses University or National teaching awards | National Teaching Excellence Award recipient and/or invitation to serve on OLT standing committees or selection panel for prestigious national awards (eg Prime Minister’s award for teaching) and/or invitations to speak on awards experience at other national or international universities |  | Success in national award program as an individual applicant or as a program lead  |  |  | Event programsAward certificatesInvitation letters |

Domain 2: **Excellence in contemporary curriculum design and engagement** (Level E 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 or input into leadership in design of a new course or major ( or substantial redesign) including a redesign of assessment or leadership of unit or curriculum design project that is national or internationally relevant |  | 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 |  |  | 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 with a focus on disciplinary expertise.  |  | Leadership in evaluation and review of a course or major, or leadership of evaluation of units or majors that has national relevance |  |  | Unit evaluation reports, Course evaluation/review documentation |
| 3.Management of unit/tutor/major/course  | Effective senior leadership of learning and teaching program at school or faculty level with demonstrated introduction of enhanced processes and influence and involvement beyond the faculty to enhance university wide processes. |  | Effective senior leadership of learning and teaching program at school or faculty level with demonstrated introduction of changed/enhanced processes |  |  | Communications to students and/or teaching team, meeting agendas, role descriptions |
| 4.Online curriculum management  | Leadership at course, school or faculty level of online and/or provision of high quality discipline specific resources for teaching in the online environment |  | Leadership at course, school or faculty level of online initiatives, or of implementation of blended learning.  |  |  | Certificates of completion; reviewed units; students/peer feedback |
| 5.Vocational, clinical pathways and partnerships which address the workforce context  | Leadership, coordination or substantial involvement in programs that promote Vocational, clinical pathways and partnerships which address the workforce context relevant to the discipline – or across the university.  |  | 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.  |  |  | 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 national initiatives, or multiple university projects involving the design or evaluation of curriculum or curriculum partnerships that promote disciplinary education and/or learning and teaching in higher education.  |  | Leads university-wide curriculum design and/or review design or evaluation of curriculum or curriculum partnerships |  |  |  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 national committees , disciplinary groups or facilitation of national communities of practice, or a national reputation in disciplinary communities or practice that promote learning and teaching or education in a specific disciplinary.  |  | Leadership or coordination roles on national committees or facilitation of national communities of practice, or a national reputation in communities of practice. |  |  | School meeting/committee/CoP agendas reports, deliverables, letters of acknowledgment,  |
| 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 have relevance to the discipline and/or the Higher Education sector. |  | Leads national or international projects or grants to support curriculum development, innovation or partnerships that will have relevance beyond the partners of the project |  |  | 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 or substantial contribution to national QA or evaluation activities for the relevant discipline or to learning and teaching more generally or university wide coordination of QA or evaluation  |  | 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. |  |  | 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 internationally or have achieved an international audience |  | Authored more than one textbook or suites of OER that are used beyond UTAS and have achieved an international audience. |  |  | Text book blurbs, reviews |

Domain 3: **Excellence in scholarly teaching** (Level E 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 | Extended professional learning through senior fellowship schemes (eg SEDA), together with associated professional learning or Higher degree qualifications in learning and teaching (in addition to disciplinary based qualifications, eg. Masters of Education [HE] or Masters of Educational leadership) or leadership of, and teaching into, a national or international PD program in Learning and 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).  |  |  | Transcript, certificate of completion, letter of completion, unit outlines, evaluations, websites |
| 2. Learning and teaching workshops  | Leadership of a national or multi-university (non-accredited, or workshop based) professional development program, or contribution of high level resources or programs that are included in national or international workshop programs for L &T professional development. |  | 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. |  |  | Websites or programs, letters of invitation, workshop notes or evaluations |
| 3. Learning and teaching conferences | Keynote or invited speaker at national or international conference, invited convenor for international learning and teaching conference, or disciplinary conference with an education focus |  | 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. |  |  | Conference program, letters of invitation; programs/agendas/ evaluations |
| 4. Learning and teaching grants  | Leadership of more than one large OLT grant, or other competitive teaching and learning/student experience grant over a five year period; Successful large ARC or ARC grant with PhD scholarship and emphasis on learning and teaching. |  | 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 |  |  | WARP |
| 5. Linkage to relevant industry/profession/discipline | Elected or externally appointed role in a national or international industry or professional group that has national disciplinary relevance. Leadership of an employability or work related project or innovation that has national or international relevance.  |  | Elected or externally appointed role in industry or professional group that has national disciplinary relevance.  |  |  | Membership letter, evidence of involvement in events, programs for activities, photographs, media articles, web pages |
| 6. Statement/Plan of learning and teaching scholarship direction | Nationally or internationally focussed leadership or activities, programs or events that promote scholarship of learning and teaching with peers across a discipline or successful support of colleagues to become involved in national or international scholarship initiatives.  |  | 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, interventions in response to trigger for improvement). |  |  | Professional learning plan, feedback on plan, revised plan |
| 7. Engagement with the UK Professional Standards Framework (HEA) | Principal fellow HEA through experience route (engage in mentoring process – year 1; successful application year 2; mentoring or UTAS panel in subsequent years) |  | Preparation of a Principal fellow application and/or mentoring of colleagues for Senior fellowships.  |  |  | Portfolio, peer feedback on portfolio, report on portfolio |
| 8. Peer reviewed publications | Publication in a top quartile learning and teaching or SoTL journal. |  | 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). |  |  | WARP |
| 9. Peer Learning  | Promotion and leadership of peer learning initiatives that is university wide or national or disciplinary focussed (beyond the university) and evaluated and reported upon in the national/international sphere. |  | Promotion and leadership of peer learning initiatives that is university wide or national and evaluated and reported upon in the national sphere.  |  |  | CoP and PLC proposal or report, records of activity, news items, programs for events, presentations, applications for follow up grants |