

Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7) - Level A > Level B > Level C

	Level A	Level B	Level C
Professional learning	<ul style="list-style-type: none"> Complete Tutoring@UniSA (according to role) Complete Teaching@UniSA (mandatory for new staff at levels A, B and C) Attend other relevant workshops Peer observation of a colleague's learning environment / teaching / learning materials Develop knowledge and skills in the Scholarship of Teaching and Learning (SoTL) 	<ul style="list-style-type: none"> Complete Introductory Seminar for New Course Coordinators (according to role) Contribute to and/or systematically participate in, professional learning or disciplinary engagement in the area Develop SoTL knowledge and skills Engage with disciplinary teaching networks Peer observation / review of a colleague's learning environment / teaching / learning materials 	<ul style="list-style-type: none"> Completion of Introductory Seminar for New Program Directors (according to role) Contribute to and/or systematically participate in professional learning or disciplinary engagement in teaching and learning Peer observation / review of a colleague's learning environment / teaching / learning materials Develop / apply SoTL knowledge and skills in the Scholarship of Teaching and Learning Engage with disciplinary teaching networks
Artefacts	<ul style="list-style-type: none"> Teaching resources and learning activities related to professional practice and industry Evidence (report) of peer review 	<ul style="list-style-type: none"> Peer review report and plan for improvement Course-wide teaching and learning resources and activities related to professional practice and industry Scholarly learning and teaching outputs (e.g. conference paper, invitations to provide workshops) Feedback from tutors on course coordination Recognition of contribution (e.g. Teaching award, professional association citation and/or industry, testimonial from senior colleague on learning and teaching contribution) Grant application (successful and unsuccessful) and outcomes 	<ul style="list-style-type: none"> Collection of program-wide teaching and learning resources and activities related to professional practice and industry External benchmarking report of program design Feedback from Course Coordinator on program design and coordination Report from community partners and feedback on discipline, major or program / student outcomes (e.g. A35A) Scholarly learning and teaching outputs (e.g. conference and journal papers, invited workshops and plenaries) Recognition of contribution (e.g. Teaching award, professional association citation and/or industry, testimonial from Head of School) Student support initiative (e.g. Peer Assisted Study Session / Study Buddies) and related resources Peer review report and plan for improvement Grants application (successful and unsuccessful) and outcomes
Reflections	<ul style="list-style-type: none"> Supported reflective practice and plan for improvement of teaching and learning Continuous reflection in / on practice leading to improved teaching and student learning 	<ul style="list-style-type: none"> Critical reflective practice leading to improved teaching and learning Reflection on role as a mentor 	<ul style="list-style-type: none"> Critical reflective practice for improved leadership in teaching and learning Critical reflection on your role as a mentor Where applicable, critical reflection on role as program director based on A35A data and collegial feedback
Student voice / feedback / outcomes	<ul style="list-style-type: none"> Agreement rates appropriate to context from the University's official teaching and course evaluation tool Qualitative feedback, e.g. focus groups, qualitative comments, minute papers Student outcomes (e.g. engagement, retention, success rates, progression, experience, grade distributions) 	<ul style="list-style-type: none"> Agreement rates appropriate to context from the University's official teaching and course evaluation tool Qualitative feedback, e.g. focus groups, qualitative comments, minute papers Student outcomes (e.g. engagement, retention, success rates, progression, experience, grade distributions) 	<ul style="list-style-type: none"> Agreement rates appropriate to context from the University's official teaching and course evaluation tool Qualitative feedback, e.g. focus groups, qualitative comments, minute papers Student outcomes (e.g. engagement, retention, success rates, progression, experience, grade distributions)

Portfolio of evidence of professional & personal effectiveness (Criteria 6 & 7) - Level C > Level D > Level E

	Level C	Level D	Level E
Professional learning	<ul style="list-style-type: none"> • Completion of Introductory Seminar for New Program Directors (according to role) • Contribute to and/or systematically participate in professional learning or disciplinary engagement in teaching and learning • Peer observation / review of a colleague's learning environment / teaching / learning materials • Develop / apply SoTL knowledge and skills in the Scholarship of Teaching and Learning • Engage with disciplinary teaching networks 	<ul style="list-style-type: none"> • Explicit contribution to professional learning or disciplinary engagement in teaching and learning • Leadership of peer review • Participation in and contribution to professional teaching and learning association(s) and discipline teaching networks (e.g. Engineering Education Australia, ANZAHPE, AABSS, HERDSA, AARE) • Leadership and sharing of knowledge and skills in the SoTL • Participation in internal teaching and learning committees 	<ul style="list-style-type: none"> • Leadership of professional learning at the (inter)national level • Leadership of peer review • Leadership of professional teaching and learning association(s) within the discipline or across disciplines • Leadership and sharing of knowledge and skills in the SoTL at the international level
Artefacts	<ul style="list-style-type: none"> • Collection of program-wide teaching and learning resources and activities related to professional practice and industry • External benchmarking report of program design • Feedback from Course Coordinator on program design and coordination • Report from community partners and feedback on discipline, major or program / student outcomes (e.g. A35A) • Scholarly learning and teaching outputs (e.g. conference and journal papers, invited workshops and plenaries) • Recognition of contribution (e.g. Teaching award, professional association citation and/or industry, testimonial from Head of School) • Student support initiative (e.g. Peer Assisted Study Session / Study Buddies) and related resources • Peer review report and plan for improvement • Grants application (successful and unsuccessful) and outcomes 	<ul style="list-style-type: none"> • Recognition of contribution (e.g. Teaching award, professional association and/or industry citation, testimonial from Head of School or Pro-Vice Chancellor, adjunct position at other institutions) • Review and report on program teaching materials, curricula, student learning outcomes <i>across</i> the School or Division • Plans and resources for peer review training in a discipline / School / Division • Scholarly learning and teaching outputs (e.g. conference and journal papers, book chapters, invited workshops, plenaries and keynotes) • Peer review report (e.g. for promotion) • Grant application (successful and unsuccessful) and outcomes 	<ul style="list-style-type: none"> • Evidence of significant curriculum and/or disciplinary contribution at the (inter)national level) • Recognition of contribution at the (inter)national (e.g. Teaching award, Fellowships, professional association and/or industry citation, testimonial from Pro-Vice Chancellor, adjunct position at other institutions) • Scholarly learning and teaching outputs at the (inter)national level (e.g. conference and journal papers, book chapters / books, invited workshops, plenaries and keynotes) • Peer review report • Grant application (successful and unsuccessful) and outcomes
Reflections	<ul style="list-style-type: none"> • Critical reflective practice for improved leadership in teaching and learning • Critical reflection on your role as a mentor • Where applicable, critical reflection on role as program director based on A35A data and collegial feedback 	<ul style="list-style-type: none"> • Critical reflection leading to improved practice based on peer observation / review • Self-reflection on leadership roles and specific contributions to teaching and learning 	<ul style="list-style-type: none"> • Self-reflection on breadth and depth of leadership contribution to teaching and learning
Student voice / feedback / outcomes	<ul style="list-style-type: none"> • Agreement rates appropriate to context from the University's official teaching and course evaluation tool • Qualitative feedback, e.g. focus groups, qualitative comments, minute papers • Student outcomes (e.g. engagement, retention, success rates, progression, experience, grade distributions) 	<ul style="list-style-type: none"> • <u>For personal improvement:</u> Agreement rates appropriate to context from the University's official teaching and course evaluation tool and/or qualitative feedback, e.g. focus groups, qualitative comments, minute papers • <u>For program quality assurance at School / Division level:</u> Course Experience Questionnaire, International Student Barometer, University Engagement Survey 	<ul style="list-style-type: none"> • <u>For personal improvement:</u> Agreement rates appropriate to context from the University's official teaching and course evaluation tool and/or qualitative feedback, e.g. focus groups, qualitative comments, minute papers • <u>For quality assurance of teaching and learning across the Division / University:</u> Course Experience Questionnaire, International Student Barometer, University Engagement Survey