The teaching performance expectations for each academic level at UTAS are outlined below. These expectations range across all three domains of the TPEs and are flexible to fit with individual academic career aspirations and pathways. Academics are required annually to demonstrate both quantitative and qualitative evidence of teaching quality and performance. Each of the academic levels has a set of requirements which academic staff are required to meet for performance development reviews and in preparation for applying for promotion. Each academic staff member needs to provide evidence of achievement against each of the domains in the TPEs. It is recognised that academics may change their focus as they progress through their career and focus more deeply on areas. The scope of activities in each domain is not prescriptive nor are they exhaustive. It must be emphasised that it is not expected that each and every activity under each domain is to be achieved. Other examples that may not be listed can be used to demonstrate performance and achievement and staff should be encouraged to do so.

### Academic Categories

When planning career conversations, academic staff need to consider:
- **Balanced Academic**: This fits with the categorisation of 40% Research; 40% Teaching; 20% Community Engagement/Professional Service. Most teaching activity is based in Domains 1 and 2, with staff undertaking professional development in learning and teaching in Domain 3. For a balanced academic, they would be expected to develop a research identity in an identifiable theme area or discipline (refer to RPEs).
- **Teaching Focused Academics**: These academics fall into two streams, those staff (from English Language Centre, VET sector at AMC, Central Science Laboratory and CUPP) that are focused on Domain 1 and Domain 2 with some professional development in Domain 3. The second stream includes TILT staff and Teaching Scholars, who will have a heavy focus in Domain 3, especially on the scholarship of teaching and learning in higher education.
- **To assist staff in balancing the RPEs, the TPEs with Community Engagement/Professional Service staff may draw from Domain 2, which is largely focused on curriculum, community and professional service activities.**
- **Research focused academics** (particularly Levels D and E) can focus on research (RPEs) instead of scholarship (Domain 3). These academics will need to demonstrate evidence of a scholarly approach to teaching at the school or faculty level.
- **Staff have to demonstrate both quantitative (see activities with an asterisk**) and qualitative indicators over their career. The PSF is both a quantitative and qualitative indicator. Quantitative indicators such as pass rates/retention/attrition may be used to build a case about improvement to units/courses and can include team teaching collaboration. Some indicators are not available each year (for example course reviews), while others may take one to two years to deliver (e.g. SOTL publication). Some indicators can be counted as research or teaching but academics will have to decide if it is within the RPEs or the TPEs.

### Academic Levels

#### SCOPE OF ACTIVITY

<table>
<thead>
<tr>
<th>Level</th>
<th>Domain</th>
<th>Phase of Activity</th>
<th>Phases of Career</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A</td>
<td>Domain 1</td>
<td>Develops a statement of teaching philosophy/ideals or self-reflection journal</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<tr>
<td></td>
<td></td>
<td>Prepares units which clearly communicate learning outcomes, teaching and learning activities and assessment</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<td></td>
<td></td>
<td>Conducts tutorials, practical classes, demonstrations, student field excursions; clinical sessions and student seminars</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<td></td>
<td></td>
<td>Prepares and delivers quality lectures and seminars (face-to-face and/or online)</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<td></td>
<td></td>
<td><strong>Under takes teacher/unit evaluations for (e.g. vETs)</strong></td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<td></td>
<td></td>
<td><strong>Improves student learning outcomes (retention, pass rates; attrition ratios, student retention projects)</strong></td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<tr>
<td></td>
<td></td>
<td><strong>Undertakes peer observations of teaching</strong></td>
<td>B onwards</td>
<td>B onwards</td>
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<td></td>
<td></td>
<td><strong>Prepares and/or uses range of learning technologies and online resources (e.g. MOOCs, Open Educational Resources)</strong></td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<tr>
<td></td>
<td></td>
<td><strong>Designs a range of assessment tasks that demonstrate intended learning outcomes</strong></td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<td></td>
<td></td>
<td><strong>Provides timely feedback to students</strong></td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<td></td>
<td></td>
<td><strong>Incorporates learning and teaching strategies that support student learning</strong></td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<td></td>
<td></td>
<td><strong>Undertakes supervision and training of Honours (Masters)/Postgraduate research students</strong></td>
<td>B onwards</td>
<td>B onwards</td>
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<td><strong>Undertakes quality assurance activities (e.g. moderation, curriculum mapping of learning outcomes, generic attr and bullying in classrooms, AQF alignment and compliance)</strong></td>
<td>B onwards</td>
<td>B onwards</td>
<td>B onwards</td>
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<td></td>
<td></td>
<td><strong>Participates in and/or organises formal teaching activities (e.g. career development, mentoring, collaboration and leadership in team teaching, peer review)</strong></td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<td></td>
<td></td>
<td><strong>Participates in and/or assesses University or national teaching awards</strong></td>
<td>B onwards</td>
<td>B onwards</td>
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<td></td>
<td></td>
<td><strong>Undertakes unit and course evaluation and review</strong></td>
<td>B onwards</td>
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<td></td>
<td></td>
<td><strong>Contributes and/or manages unit/tutorial/course (including cross-campus courses/ collusion, website development)</strong></td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<tr>
<td></td>
<td></td>
<td><strong>Participates in and/or manages online curriculum management for (e.g. online resources, communication activities, assessment, interactive tools)</strong></td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
<td>A, B, C, D, E</td>
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<tr>
<td></td>
<td></td>
<td><strong>Undertakes formal leadership roles in curriculum design, development, review and partnerships</strong> (for e.g. mentor, chairing a review, advisory role, peer reviewer of curriculum)</td>
<td>C, D, E</td>
<td>C, D, E</td>
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<td><strong>Demonstrates and/or leads engagement and service on committees; policy development and Community Practice (CoP)</strong></td>
<td>C, D, E</td>
<td>C, D, E</td>
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<td>C, D, E</td>
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<tr>
<td></td>
<td></td>
<td><strong>Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships</strong></td>
<td>C, D, E</td>
<td>C, D, E</td>
<td>C, D, E</td>
<td>C, D, E</td>
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<td></td>
<td><strong>Undertakes quality assurance of curricula, frameworks and standards, accreditation</strong></td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<td></td>
<td><strong>Participates as an expert panel in the development and accreditation of qualifications</strong> (through membership of key internal and external bodies)**</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
<td>B, C, D, E</td>
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<td></td>
<td><strong>Undertakes formal leadership roles in curriculum design, development, review and partnerships</strong> (for e.g. mentor, chairing a review, advisory role, peer reviewer of curriculum)</td>
<td>C, D, E</td>
<td>C, D, E</td>
<td>C, D, E</td>
<td>C, D, E</td>
</tr>
</tbody>
</table>
### DOMAINE 1

#### Scope of Activity

**Level A**
- Preparing unit materials
- Conducts unit design and development (including assessment)

**Level B**
- Designs and produces unit materials
- Develops unit outlines and teaching resources
- Leads the design of the unit

**Level C**
- Designs and produces unit materials
- Develops unit outlines and teaching resources
- Leads the design of the unit

**Level D**
- Designs and produces unit materials
- Develops unit outlines and teaching resources
- Leads the design of the unit

**Level E**
- Designs and produces unit materials
- Develops unit outlines and teaching resources
- Leads the design of the unit

#### Activities

- **Conducts tutorials, practical classes, demonstrations, workshops, etc.:** Facilitates student learning by interacting with students in a classroom or online environment.
- **Contributes to coordination of unit and unit modules:** Adapts assessment methods to meet the needs of different student groups.
- **Participates in professional development activities:** Engages in professional learning opportunities to enhance teaching effectiveness.

### DOMAINE 2

#### Scope of Activity

**Level A**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level B**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level C**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level D**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level E**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

#### Activities

- **Participates in workshops:** Engages in peer learning and networking opportunities.
- **Prepares and presents tutorial/lecture material:** Organizes and delivers educational content.
- **Participates in course evaluation:** Collects feedback to improve teaching effectiveness.

### DOMAINE 3

#### Scope of Activity

**Level A**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level B**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level C**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level D**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

**Level E**
- Conducts tutorials, practical classes, demonstrations, workshops, etc.: Facilitates student learning by interacting with students in a classroom or online environment.

#### Activities

- **Participates in workshops:** Engages in peer learning and networking opportunities.
- **Prepares and presents tutorial/lecture material:** Organizes and delivers educational content.
- **Participates in course evaluation:** Collects feedback to improve teaching effectiveness.

### DOMAINE 4

#### Scope of Activity

**Level A**
- Participates in interdisciplinary projects and activities involving the development of new curricula, frameworks and standards, and practices.

**Level B**
- Participates in interdisciplinary projects and activities involving the development of new curricula, frameworks and standards, and practices.

**Level C**
- Participates in interdisciplinary projects and activities involving the development of new curricula, frameworks and standards, and practices.

**Level D**
- Participates in interdisciplinary projects and activities involving the development of new curricula, frameworks and standards, and practices.

**Level E**
- Participates in interdisciplinary projects and activities involving the development of new curricula, frameworks and standards, and practices.

#### Activities

- **Conducts tutorials, practical classes, demonstrations, workshops, etc.:** Facilitates student learning by interacting with students in a classroom or online environment.
- **Participates in workshops:** Engages in peer learning and networking opportunities.
- **Prepares and presents tutorial/lecture material:** Organizes and delivers educational content.
- **Participates in course evaluation:** Collects feedback to improve teaching effectiveness.