

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

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

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

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