Southern Cross University

HR Services

Guide to the Academic Staff Portfolio

A New Approach: Boyer at SCU

Traditionally at SCU academic practice has incorporated three main pursuits – teaching, research and community engagement. The University has treated these as independent streams of work, with little recognition for the integrated nature of academic work and its connection to the broader mission of the University.

Academic staff, however, are well versed in the challenges this model presents and have struggled to accurately assess, review and develop a holistic approach to their academic practice given the constraints inherent in this approach.

Ernest Boyer (1990) is his landmark publication *Scholarship Reconsidered*: *Priorities for the Professoriate* reconceptualised an expanded and integrated view of academic practice through four areas of Scholarship: Teaching, Discovery, Integration, and Application. The traditional areas of teaching, research and community engagement are reinterpreted within each of the four areas of Scholarship.

Boyer (1990) broadly defined scholarship as creative intellectual work that is validated by peers and communicated. He (1996, p 135) identified six standards by which all scholarship might be measured: clear goals, appropriate procedures, adequate resources, effective communication, significant results, thorough self critique. He also highlights four sources of evidence of performance – self assessment, peer assessment, student assessment and partner or broader community assessment and has written on the value of an academic staff portfolio in recording and presenting such evidence.

Definitions of the four domains of scholarship are:

Scholarship of Teaching – includes scholarly activities which are directly related to pedagogical practices. This scholarship engages students in the discovery, evaluation and transmission of information about their own learning processes. Teaching itself is a subset of the Scholarship of Teaching.

Scholarship of Discovery – includes basic or original research and adds to the stock of human knowledge through the discovery or collection of new information. This scholarship is concerned with free inquiry, disciplined investigation and the pursuit of new knowledge.

Scholarship of Application – encompasses scholarly activities that apply knowledge to challenges in society. Social problems define the agenda for scholarly investigations through engaging the community in investigating and developing solutions to consequential problems.

Scholarship of Integration – involves scholarly activities which are interdisciplinary or interpretive. This scholarship has a focus on making connections across disciplines, drawing together isolated facts or placing information in broader contexts.

As well as these, SCU recognises the importance of Service to the University, professions and the community.

Community Engagement and Service

Community Engagement is a critical component of academic practice at SCU. The founding act of the University describes a principal function as being "the provision of courses of study or instruction across a range of fields, and the carrying out of research, to meet the needs of the community"[1]

At SCU, community engagement incorporates both citizenship and scholarship activities. Overall, community engagement can be evaluated in terms of process and impact. The process of community engagement involves building capacity, responding to identified needs, and working in partnership. The impact of community engagement is assessed through clarifying relevance, scholarly outputs, receptiveness, satisfaction, and mutual benefit.

Scholarly community engagement activity is an important element of each of the four forms of Scholarship, in particular the Scholarship of Application. This type of activity positions the process of involvement, partnership and extension of academic practice through community engagement as a critical aspect of scholarship. It positions social problems and their community contexts as the site for scholarly investigation.

Citizenship activity is considered to be service. It is evaluated in terms of your civic contribution as an academic to the community, the University and your professions. Service itself is a subset of community engagement.

The community engagement activities of the University should reflect its mission. The University's Mission incorporates a strong commitment to regional Australia and the central role it plays in contributing to sustainability within its regional footprint. SCU aspires to be an 'engaged university' where its engagement with its surrounding communities is based on a mutually beneficial exchange of knowledge and expertise

SCU Vision:
Southern Cross University will be recognised for enriching our communities through the excellence of our scholarship and the achievements of our graduates.

SCU Mission:
We equip our students to live a life they value and to be effective global citizens. We do this by creating inspirational and engaged learning experiences by staff who actively practice scholarship. We extend internationally recognised educational opportunities for our diverse student body, including those from rural and regional communities.

We create and apply knowledge in partnership with our communities in fields that are regionally relevant and globally significant.

Source: Southern Cross University Strategic Plan 2011-15.

[1] NSW Government. (1993). *Southern Cross University Act 1993*. Section 6.2(c).

The Academic Staff Portfolio

A portfolio is a mechanism through which you can record the events of your academic career and source and demonstrate evidence for the development of academic quality. The maintenance of such a portfolio enables you to take a scholarly approach to all aspects of your work as you reflect on the work you do, the evidence for the quality of your work, the ways in which you can use the evidence for the development of your teaching and research practice, and to provide a space for long-term scholarly critique on all aspects of your work.

Trigwell, Martin, Benjamin and Prosser (2000) suggest that an academic staff portfolio provides:

- A record of events and results and our reactions to them
- Data on which to base reflective discussion
- Opportunity for us to challenge ourselves and what we do
- Impetus to take action that is informed and planned
- The means to develop a personal philosophy of teaching and research

The use of an academic staff portfolio is to document the systematic and scholarly enquiry into all aspects of your work as an academic. You can use aspects of an academic staff portfolio to suit a variety of different reasons including:

- Professional learning in relation to your role as an academic
- Improvements in the quality of your practice as an academic
- Development and maintenance of an overall research plan
- Informing your development as a leader and manager
- Guiding your decisions on how you focus your community engagement to best effect
- Applying for grants, awards, Academic Promotion and Special Studies Leave, and
- Participating in the annual Performance Management Development and Review.

In the process of preparing a portfolio you will find that it will be useful to stimulate reflection and evaluation of your work to support improvement. It will aid in planning for professional learning, documenting evidence of your areas of strength and helping identify areas you may wish to develop. As such, you will need to continuously collect evidence for your portfolio and to review the statements in your portfolio on at least an annual basis to ensure it is an up to date record of your experience and achievements.

The Academic Staff Portfolio at Southern Cross University

The University has an interest in the development of its staff and is committed to continuous improvement in relation to the key areas:

- Scholarship of Teaching
- Scholarship of Discovery, Application and Integration
- Service

At SCU, the Academic Staff Portfolio (AP) is a requirement for all continuing and fixed term academic staff as part of the process for developing their Academic Staff Activity Profile, undertaking Performance Management, Development and Review and applying for Special Studies Leave and Academic Promotion.

This document is a guide for staff to assist in the completion of an Academic Staff Portfolio.

The AP consists of seven sections defined by their purpose at Southern Cross University:

Folio 1: Personal Details
Folio 2: Scholarship of Teaching
Folio 3: Scholarship of Discovery, Application and Integration
Folio 4: Bibliography, Grants and Consultancies
Folio 5: Service
Folio 6: Professional Practice, Professional Learning and other activities
Folio 7: Three-Year Staff Activity Profile and Performance Management Development and Review

Folio 1 is to record your personal details and a summary of the overall AP. Folios 2, 3, 5 and 6 are designed to lead employees through a process of recording and reflecting on their experiences and achievements over their career. Folio 4 provides for a record of outputs in publications, grants and consultancies. Folio 7 documents the Three-Year Academic Staff Activity (ASAP) profile negotiated with your supervisor and the record of annual Performance Management, Development and Review (PMDR) discussions between you and your supervisor.

Who should complete the Academic Staff Portfolio?

Continuing and fixed-term academic employees complete Folios 1-7 of the Academic Portfolio. Academic employees appointed as Research only or Teaching Focused employees should complete the sections of the AP relevant to their role. Staff on contracts of 12 months or less should consult with their supervisor about the need to complete the AP.

Folio 7 should be prepared, in draft form, by you for discussion at Academic Staff Activity Profile (ASAP) and PMDR meetings with your supervisor. Folio 7 will be completed and signed by both you and your supervisor in finalising the Academic Staff Activity Profile and the PMDR for each year.

The completed Folios 1-6 and the draft Folio 7 should be submitted to your supervisor two weeks before the scheduled Academic Staff Activity Profiles and/or PMDR meeting.

A copy of the finalised Folio 7 is to be forwarded to HR Services. All other Folios are to be kept by the employee.

When should the Portfolio be completed?

The AP will be completed by all fixed term and continuing academics each year ahead of PMDR meetings. The initial exercise is likely to involve some time and preparation if you are not used to a portfolio approach, however subsequent years will be less demanding as it will be an exercise in refining your AP, that is, adding information on new achievements, and deleting information that is no longer relevant.

You will find it useful to be adding progressively to your portfolio as you go about your work.

Employees applying for Academic Promotion and Special Studies Leave (SSL) will need to submit their AP as well as their application for Academic Promotion or Special Studies Leave and indicate dates on which their 3 most recent PMDRs were completed.

Evaluation and Reflection

Evaluation and reflection are integral components of the AP process. In Folios 2, 3 and 5 you are asked to identify your achievements or review your performance and then evaluate and reflect on your performance in the Scholarships of Teaching, Discovery, Application and Integration and in the area of Service.

Evaluation is providing evidence to demonstrate how successful or effective you have been. The evidence you choose to use for evaluation in any of the Folios can be diverse – it can be quantitative and qualitative.

Reflection is critically reviewing your performance with the view to and considering ways of improving your practice. In reflecting on your performance you are asked to make a statement about what you have learned, what was positive about the action/experience and what you intend to do differently in the future.

For more information and examples of Evaluation and Reflection please see Folios 2, 3 and 5.

Listing evidence

A key feature of an Academic Staff Portfolio will be listing evidence of your performance in support of the claims you may make. How you select your evidence is a very personal matter and will be based on your work context and discipline. This guide contains suggestions for evidence you may use. These are not exhaustive lists and you should consider including other sources of evidence where they demonstrate your success and/or development in particular areas. The important thing to note is that you will need to **systematically** record evidence throughout the course of each year.

Over a period of time you may chose to delete dated material from your portfolio as the significance or relevance of particular evidence may change. You need to ensure, however that you have current data to inform the PMDR process each year.

You may be wondering 'how far back in my career do I go to complete my AP?' Whilst there are no time limits to consider, think about how you plan to use your AP. If you are completing your AP for PMDR purposes, the focus is on the past years' events. If you are planning to use your AP for Academic Promotion or Special Studies Leave then you will need to include events from across your academic career in order to demonstrate sustained performance over a period of time. As you regularly update your AP over time, your AP will summarise your career achievements and key learning events that have facilitated your growth as an academic

What is appropriate to include in the Academic Staff Portfolio?

The AP is to include a summary of your major accomplishments and selected evidence that substantiate your commentary. The document will highlight any changes you have made to your approach to academic work on the basis of reading, student and peer evaluation, research you have conducted and participation in professional learning activities.

Underpinning the portfolio is SCU's Quality Framework which involves the steps of Plan, Implement, Monitor, Review and Improve. Employees completing the AP will need to work through this process. As such it is appropriate to include activities that did not meet the stated outcome as well as those that were successful.

Using technology to complete the AP

SCU is investigating options to automate links between the AP and systems such as the Research Management System, the Student Feedback System and Aurion. In the future, an e-portfolio will be

investigated. As an interim measure, employees will need to access their information on these systems in order to complete their AP.

Deciding where to record particular work

In most cases deciding where to record your work within the AP will be an easy matter, however given the integrated nature of academic work, this decision will not always be straightforward. Additionally, discipline specific practice may vary a providing a legitimate context for different approaches to placing particular examples of work within the AP.

There are no hard and fast rules on where particular types of work should be recorded, however, the following will serve as a guide:

- The definitions at the start of each Folio offer some guidance on what is recorded in each section
- Decide whether the work you have undertaken is scholarly work, that is, work that demonstrates:
  - clear goals
  - well designed and rigorous methodology
  - communication to appropriate communities of practice and/or through reputable publications
  - significant results
  - a thorough critique
- Scholarly work should be reflected in Folio 2 Scholarship of Teaching or Folio 3 Scholarships of Discovery, Application and Integration or Folio 4 Bibliography, Grants, Consultancies. Other work may be appropriately placed in Folio 5 Service or Folio 6 Professional Practice, Professional Learning and Other Activities.

- Work back from the evidence you are providing as this may give you an indication about where the work should be recorded

- Reflect on your own work profile and the percentages you have negotiated to spend in each academic area.

Talk through any outstanding issues with your supervisor.

FOLIO 1 – Personal Details

This section prompts for personal, employment, previous appointments, qualifications, awards and memberships. Include awards and memberships that are relevant to your work as an academic. The final section in this folio is an Executive Summary which provides for a summary of your work and what you are highlighting in your folios. Include in this the balance between the scholarships of teaching, discovery, application and integration, and service, which you aim to achieve. The Executive Summary is a synopsis of your academic career as reflected in the AP. Ideally, it should be completed after you have completed other sections of the AP

FOLIO 2 – Scholarship of Teaching

Definition

Teaching is a scholarly activity that engages students in learning. It is informed by an individual academic's scholarship, research, consultancy and/or professional practice. In the SCU context teaching aims to ensure that students are provided with effective learning opportunities regardless of location or mode of study. It encompasses a wide range of approaches including face-to-face teaching with large and small groups, technology-mediated teaching, community engaged learning, one-to-one consultations, postgraduate supervision, supervising students' experiences in work-based settings, advising students, assessing students' work, providing feedback on students' progress, preparing teaching and course resources, and contributing to curriculum design and development.

The **Scholarship of Teaching** is a process involving:

- The collection and selection of evidence about one's teaching effectiveness;
- Reflection on one's teaching practice and the learning of students within the context of a particular discipline and the units that one teaches;
- Engagement with the scholarly contributions of others on teaching and learning; and
- Communication and dissemination of aspects of practice and/or theoretical ideas about teaching within a discipline or more broadly in the higher education community.

2.1 Teaching philosophy (500 word limit)

A philosophy is a theory underlying a sphere of activity or thought. When we consider what makes up our teaching philosophies, we are trying to identify and define theoretical bases that shape our pedagogical approaches, our beliefs and values about teaching and how learning occurs. A philosophy of teaching statement underpins the way we teach, and it influences the way our students approach their learning. Usually the philosophy of teaching statement takes primary place at the beginning of a teaching portfolio. It serves as a guide to the contents of the portfolio, and operates as a unifying statement that sets the scene for what is to be explicated, discussed, analysed, and reflected upon.

A teaching philosphy statement for this portfolio should be:

- A maximum of 500 words
- A personal narrative—using language that is easy for all to understand
- Evidence of your sincerely held beliefs
- Representative of your experience and practice
- A showcase for your strengths
- Pointing to directions in your future growth as a teacher/educator
- An effective **abstract** for your teaching portfolio

In order to develop a teaching philosophy, you may want to think about:

- How do people learn? How do I facilitate that learning?

- What goals do I have for my students?
- Do my students meet the goals I have set for them?
- Why do I teach the way that I do?
- What seems to be working in my teaching? How do I know this?
- What are my future goals for growth as a teacher?

The document Developing a Philosophy of Teaching will provide further support for writing a teaching philosophy statement. This document is a printed version of a workshop on developing a philosophy of teaching, and provides suggestions as to how to get started in the writing of a teaching statement. Additionally, there are many resources on the internet that provide guidance on how to write a philosophy of teaching statement and show examples from different disciplines. Three of these resources have proven useful are shown below.

Iowa State University. Centre for Excellence in Learning and Teaching (1998). *Writing a Teaching Philosophy Statement.* Available at: http://www.celt.iastate.edu/teaching/philosophy.html

The Ohio State University, University Centre for the Advancement of Teaching (2009). *Writing a Philosophy of Teaching Statement.* Available at: http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html

University of Minnesota, Centre for Teaching and Learning (2008). *Writing Your Teaching Philosophy*. Available at: http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/background/index.html

Have a look at the following lists of things to do and things to avoid when writing a philosophy of teaching statement".

To Do	To Avoid
Make broad statements about your beliefs. **Anchor these** to something concrete, such as a personal story or example. **Ground** your teaching philosophy in your discipline. Share insights about teaching in your particular field/discipline/area. **Enunciate** your particular approach to learning that guides the design of your learning for students and influences your teaching practice. Explain this approach by using an example from your teaching practice.**Ensure** that your philosophy is **well written**. Remember, your philosophy is a writing sample that you are sharing with others. **Adopt** a tone of humility**;** be careful not to sound as if you know all there is to know about teaching. **Teaching i**s about the students. Make sure to include how your students reacted to your teaching- it is important to paint a picture of yourself with your students. **Get** a second opinion on what you have written. Share your philosophy with mentors, peers, other staff members. **Don't work in isolation.**	**Do not rehash your CV**- a teaching philosophy is not a laundry list of what you have done. A philosophy needs reflection on your experiences and what **YOU** have learned about effective teaching and how to implement it. **Do not focus** on the courses that you have taught. There is a place to list your teaching responsibilities and details relating to these in your portfolio. Instead, focus on how it is that **you go about teaching.** **Do not make** broad statements about your beliefs without anchoring those statements in concrete examples and/or personal stories. **Do not write** about your research. Rather, show ***how your research informs your teaching practice***. **Do not try** to be the perfect teacher, one who has achieved everything. A teaching philosophy is a work in progress, ever-evolving.

Be yourself. People will know when you are exaggerating, boastful, or insincere. Let people hear your *authentic* voice in your philosophy. Include the future in your writing. Everyone should acknowledge the areas where they need to learn and grow.	

Keep in mind that there is no standard format to a teaching philosophy statement and that it is a document in progress. As your teaching changes and your professional identity grows, your teaching philosophy will also change and grow. So revisit it periodically and rewrite it as your beliefs and experiences progress and change.

Sample Philosophy of Teaching Statements can be found at the three sites referred to on page 8. You will notice different approaches across these examples. Further information on how to structure the philosophy of teaching statement will be provided at workshops on the AP

2.2 Coursework Teaching

Record details of your teaching commitments and indicate your Student Feedback Average of Overall Satisfaction for each of your commitments.

2.3 Supervision honours and research students (Masters, PhD, Post-Doctoral)

Provide details of higher degree supervision including those students from other institutions.

2.4 Other teaching activities

Record other teaching activities such as development of effective teaching resources , provision of effective student feedback, development of reliable and meaningful assessment, development of curricula at course or unit level, development of innovative approaches to teaching, development of learning communities amongst students and/or employees, curriculum review at work unit or faculty level, tutor training, teaching students with special needs, delivering your teaching in partnership with community organisations, mentoring colleagues in teaching and learning, activities undertaken to encourage student retention.

2.5 Evaluation and reflection

This section asks you to evaluate and reflect on evidence of your teaching. Although there is a difference between evaluation of the evidence and reflection on that evidence, both should be written about through the lens of your teaching philosophy. Some definitions to assist:

Evaluation is a summing up of how successful you have been in the nominated actions using the evidence you have provided to support the proposition. The evidence you use for evaluation of your teaching can be diverse – it can be quantitative and qualitative. See Examples and Types of Evidence section on p. 10 below.

Reflection is a process which applies a critical lens to the evidence you have gathered about your teaching, and reflects on what it is that you have achieved, in relation to that evidence and your teaching practice. A reflective statement is a statement about what you have learned, what was positive about the action/experience, and what you intend to do differently in the future.

Take a look at the following example:

Evaluation How successful have you been? Use evidence to support your argument including student evaluations.	**Reflection** Reflect on your evidence and teaching practice. What have you learned? What was positive about the action/experience? What do you intend to do differently in the future?
An assessed wiki was introduced to help prepare students for online group work and to lead them into the major task later in the session. The informal feedback from students (comments, emails) indicated that they thought the wiki useful and helped them work together. The quality of work presented for the major task appeared higher than in previous years. Student feedback scores were higher than in previous years and comments confirmed they found the assessment of the wiki helped with the next task.	Based on the formal and informal feedback, I am much more confident that the wiki was useful for the students and helped them develop the key skill of groupwork. In the next offer I would like to explore how this tool could be used further in the unit to build critical analysis. My approach to teaching has traditionally been based on giving lectures and assessing through essays and my use of the wiki in assessment has caused me to consider other areas in my teaching where I can offer more flexibility and incorporate some of the Web 2.0 tools available to me. I will need to undertake for development in using the Web 2.0 technologies.

Ways of organising different sources and types of evidence are listed below. These have been adapted from The University of Western Australia, *Guidelines for Academic Staff* (2009), available at: http://www.catl.uwa.edu.au/tcf/guidelines

Designing and Planning of Learning Activities and/or Programs
Example Sources of Evidence
Unit resources which demonstrate: • Appropriate and varied use of learning activities • Creative and innovative approach to teaching • Effective structuring of learning • An understanding of how the content fits in to a wider curriculum /course • A scholarly approach to curriculum design Effective unit coordination including: • Effective preparation of tutors • Organised, well prepared unit and resource resources • Effective management of teaching teams Contribution to curriculum development / review Contribution to leadership in the design and planning of learning activities through one or more of the following activities: • Leadership of curriculum development/review • Peer reviewer or mentor to a colleague in the area of unit development Unit assessor or course coordinator
Example Types of Evidence
Peer review of learning resources, learning activities, and curriculum Benchmarking of a unit or program against similar units or programs Use of learning resources by others (either within the university or externally) Letters from Chairs of relevant curriculum committees or equivalent detailing contribution Strong results in formal student feedback relating to the unit design, learning activities, and organisation in the unit of study Nomination for a teaching award for a program or curriculum Formal feedback from members of teaching teams (clinical teachers; tutors) relating to management; student feedback relevant to the management of a teaching team Feedback from employees who you have had a significant role in mentoring

Teaching and Supporting Student Learning
Example Sources of Evidence
Range, level, and type of teaching (including supervision)

Evidence of:
- Use of a student centred learning approach
- Creative and innovative approach to teaching
- Collaborative teaching approaches
- Self-reflective teaching practices

Evidence that chosen techniques are:
- Successful in supporting student learning
- Appropriate to the learning context

Evidence of contribution to the development of employees through mentoring relationships, peer review or teaching teams

Example Types of Evidence

Peer feedback on teaching and supervision practices

Formal student feedback relating to class room/supervision/teaching practice

Informal, unsolicited student feedback

Workplace feedback on students' preparation and performance on placement /clinical settings

Nomination for a teaching award

Formal feedback about your role as a mentor or reviewer from peers

Assessment and Giving Feedback to Learners

Example Sources of Evidence

Contribution to the development of reliable and valid assessment tasks

Provision of:
- Clear criteria and guidance on assessment tasks
- Timely, explanatory, diagnostic feedback

Considered use of:
- A variety of assessment tasks (formative and summative)
- Types of assessment to facilitate students' full demonstration of their learning
- Flexibility for individual students and sensitivity for diversity, disability

Evidence of academic leadership in assessment through one or more of the following activities:
- Contribution to the development of capstone experiences; student learning outcomes for a major/program; graduate attribute statements etc.
- Contribution to or leadership of a moderation exercise

Acting as a mentor or peer reviewer in relation to assessment

Example Types of Evidence

Formal student feedback relating to assessment tasks and feedback.

Examples of students' work; examiners' reports for postgraduate students; independently marked or moderated student work and/or data which demonstrates student learning

Quality outcomes for Honours and Higher Degree Research students Tests of student learning which show evidence of students adopting a deep approach to learning Excerpts from unit resources relating to assessment and feedback Formal feedback from the course coordinator or equivalent about your role as a mentor, reviewer, moderator of assessment etc. Peer review of the quality of assessment tasks and level of learning specified
Developing effective learning environments and student support and guidance
Example Sources of Evidence
Demonstrated effective practice (in curriculum development and teaching practice) in: • Cultural diversity • Principles of equity • Indigenous studies • Promotion and support of student engagement • Development of learning communities • Respect and support for the development of students as individuals • Supporting students with special needs Providing guidance and support outside of the formal classroom environment Demonstrated engagement with a number of learning and teaching communities (formal or informal) within or external to the university, academic leadership of such communities Formal role in relation to the provision of student advice
Example Types of Evidence
Formal student feedback relating to engagement and diversity Informal, unsolicited student feedback Feedback from members of learning communities Contribution to wider student, course, faculty, university and community based activities Contribution to student advising, mentoring Feedback from students and peers relating to role as a student advisor or equivalent

Integration of scholarship, research and professional activities with teaching and supporting learning
Example Sources of Evidence
Teaching and learning research incorporated into practice

Evidence of:
- Teaching and learning scholarship in the practice of teaching and curriculum development
- Publication in teaching and learning
- Self-reflective practice

Classroom research

Inclusion of discipline based research in to curriculum

Evidence of the use of innovative and recent research in curriculums and teaching activities

Contribution to the development of new curriculum which incorporates recent research across a course/program

Promotion of the teaching/research nexus within the discipline

Research led teaching (incorporating authentic research experiences)
- Evidence of research-led teaching in curriculum design and teaching practice
- Undergraduate honours supervision
- Coordination of honours programs

Inclusion of discipline based research into curriculum
- Work-based learning activities
- Integration of industry partnerships in to teaching

Coordination of discipline/program based programs in work-based learning

Development of partnerships with industry at the discipline/work unit level

Example Types of Evidence

Publications, conference participation relevant to teaching and learning research

Research indicators relating to research in teaching and learning

Membership on a successful team, or individual success, in applying for Awards, Grants,

Competitive funding related to teaching and learning (eg. teaching awards, fellowships, grants); outcomes of project

Excerpts from unit resources relevant to the incorporation of current research in to teaching activities

Peer review of teaching resources which demonstrate engagement with the teaching/research nexus

Peer review of curriculum resources

Excerpts from unit resources demonstrating the use of research techniques in undergraduate teaching

Peer review of teaching resources

Honours student completions/grades

Feedback from industry partners

Evaluation of Practice and Continuing Professional Learning
Example Sources of Evidence
Systematic participation in continuing professional learning in teaching Self-evaluation of practice using a range of sources of evidence, particularly in relation to new or innovative practices Feedback is used to enhance teaching practice Evidence of the quality of student learning is consistently sought and acted upon Contributions to the professional learning of others (e.g. mentoring, participation as a peer reviewer)
Example Types of Evidence
Teaching qualifications or completion of other professional learning programs relevant to teaching Reflective journal; active teaching portfolio. Examples of changes that have been made as a result of reflection, feedback. Interpreted results from student and peer feedback and excerpts from relevant unit material where this evidence has been used to change practice Results from tests of student learning and evidence of how they were acted upon. Examples of leadership and contribution in professional learning and evaluation

When reflecting on evidence you may consider questions such as those listed below.

- How has my performance in the Scholarship of Teaching contributed to my work unit's goals?
- Have I achieved my Scholarship of Teaching goals identified in my previous PMDR? If so, what has facilitated or hindered this; if not, what have been the barriers and how could they be managed in the coming year?
- How does my work as a teacher align with the University's goals and objectives in relation to teaching and learning?
- How do I use student feedback to improve my teaching practice and student outcomes?
- How does current discipline and educational research inform my teaching?
- How will I improve or build on my current performance?
- In what areas of my teaching do I need to expand the range of evidence I am collecting?
- What professional learning activities can I identify that would enhance my practice, performance or role?

FOLIO 3 – Scholarship of Discovery, Application and Integration

SCU recognises that there are many legitimate forms of research. The University is guided by the writings of Boyer (1997) in terms of relevant definitions of such Scholarship. At any time, an academic employee may

be undertaking activities in one or more of the categories of Scholarship of Discovery, Application and Integration.

Definitions

The **Scholarship of Discovery** encompasses those scholarly activities which extend the stock of human knowledge through the discovery or collection of new information. Such scholarship exhibits a dedication to free enquiry, disciplined investigation, and the pursuit of knowledge for its own sake. It includes, but is not limited to, what is sometimes referred to as basic or original research. The Scholarship of Discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

The **Scholarship of Application** is defined as the application of knowledge to consequential social problems. It applies and contributes to human knowledge. The Scholarship of Application is helpful to individuals as well as institutions and can involve using societal problems to define the agenda for scholarly investigation. New intellectual understandings can arise from the act of application. Community engagement is a critical aspect of this form of scholarship. The Scholarship of Application is not Service (eg serving on committees etc.), but has a civic dimension as organizations, community, government, or emergent societal issues define the agenda for scholarship. It involves using knowledge for development and change within an individual's special field of knowledge. It requires the same level of intellectual rigour as the other forms of Scholarship. Research that for example, involves industry or community partners, the advancement of clinical and other practice or commercialisation of research etc will likely be defined as Scholarship of Application. A rule of thumb may be to consider the demarcation between the ARC Discovery and ARC Linkage schemes with the latter aligned with Application.

The **Scholarship of Integration** is concerned with giving meaning to isolated facts, putting them in perspective, making connections across disciplines, placing specialties in larger context, illuminating data in a revealing way and often educating the non-specialist. Scholarship of Integration may take the form of interdisciplinary work. It will involve critical analysis and interpretation. It may create new perspectives or make connections within and between disciplines, bringing fresh insights to bear on original research. It may provide a context for specialist knowledge, connecting knowledge and discovery into larger patterns and contexts and transcending disciplinary boundaries to give meaning to isolated facts. It may identify meanings that are not obvious to disciplinary researchers.

3.1 Scholarship of Discovery, Application and Integration – Describe your approach to these areas *(500 word limit)*

An effective research statement accomplishes three key goals:

- It clearly presents your scholarship in non-specialist terms;
- It places your research in a broader context, in your discipline area and societally; and
- It lays out a clear road-map for future accomplishments

Another way to think about the success of your research statement is to consider whether, after reading it, a reader is able to answer these questions:

- What do you do (what are your major accomplishments; what techniques do you use; how have you added to your field, what are the main themes in your Scholarship of Discovery, Application and Integration)?
- Why is your work important (why should others care/how does it contribute to individual, discipline or societal interests)?
- Who will be impacted by your work and how is it significant for them?
- Where is it going in the future (what are the next steps, and how will you carry them out in your new job)?

- What are the general questions of enquiry informing your research or creative work?
- What skills and expertise to you offer to address these issues?

Use later sections for recording publication achievements, oral presentations and project funding.

3.2 Review, evaluate and reflect on your performance in the Scholarship of Discovery, Application and Integration

Review

Describe your activities and research outputs in one or more of these scholarly areas, indicating the dates these activities were undertaken.
You may like to consider the following areas relating to these areas:

- Research performance
- Leadership in research
- Research mentoring
- Research collaborations

Sources and Examples of Evidence:

The quality of your research can be determined by impact and esteem as well as the nature and extent of your research activities and outcomes. The evidence supporting your claim against research criteria will of course vary depending on your experience and level of academic appointment.

Generally, contributions to this section of the collection of evidence could include:

Research Planning and Outcomes:

- A description of your overall research plan
- Copies of research grant applications and outcomes
- Copies of referees' comments and how you have dealt with them
- Copies of papers you have published
- Extracts from other works that cite your own
- Citation indices or Google Scholar citation data if no standard citation system is available
- Email from publisher for material accepted for publication but not yet appeared
- Email from publisher for material submitted for refereeing
- Your contribution to a research team
- Evidence of the impacts of your work in terms of national and international recognition, for example your text book may be used by other Universities

Memberships:

- Senior category of membership of professional societies and associations
- Membership of government advisory bodies, committees of inquiry and boards of management
- Membership of international delegations in the your area of expertise
- Leadership in professional societies and associations as demonstrated by the holding of executive office

Invitations/Requests:

- Speak at scholarly meetings or conferences
- Serve as a referee or adjudicator for major national and competitive award-granting schemes or organizations

- Serve as external examiner in other higher education institutions
- Chair or speak at major international conferences
- Serve as a visiting academic in other higher education institutions or as visiting academic in government departments and agencies
- Edit special issue journals, books or appointments to international journal editorial board
- By other institutions to provide expert opinion
- Serve as external member on high level selection committees
- Externally supervise on research projects
- Supervise PhD students at other institutions
- By publications, to referee journal articles or provide editorial services
- By the judicial system,to serve as a professional witness

Specifically sources of evidence and examples of evidence relating to each Scholarship area may include:

Scholarship of Discovery
Example Sources of Evidence
Demonstration of how your scholarly activity has contributed to the overall stock of human knowledge Demonstration of how your scholarly activity reflects inquiry that opens up new ideas Evidence of scholarly rigour or innovation
Example Types of Evidence
Publications Grant applications and successful grant bids Awards Citation index analysis or equivalent Invited plenary papers Other measures of esteem, such as fellowships, sustained record of scholarship, memberships, invitations/requests, invitations to referee articles for publications Peer review and feedback and how you have responded to the feedback Evidence of innovation in research methodology and techniques
Scholarship of Application
Example Sources of Evidence
Demonstrated application of scholarly investigation to social problems Drawing on existing knowledge for the purpose of designing solutions to social challenges Improving information or improving community access to scholarly ideas and information to address social challenges Demonstrated application of your discipline of expertise in the performance or capacity of community, government, industry and other groups

Example Types of Evidence
Invitations to provide scholarly input on projects with a community focus Indications of how your research has benefited a community partner Research informed by collaboration with a community partner Evidence of reciprocity generated through collaboration Contract for commissioned research Record of expert advice and how it has influenced policy and/or decision making in community, industry, government or other groups Patents, royalty licenses, involvement in spin-off companies Media activity detailing how you have applied your scholarship to progressing community issues Documentation provided in support of your work as a professional witness
Scholarship of Integration
Example Sources of Evidence
Demonstrations of how your scholarly activity is interdisciplinary or interpretive Demonstration that you have connected isolated facts, placed known information into broader contexts and/or made connections across disciplines Demonstration of how your scholarly activity has identified meanings not evident to disciplinary researchers
Example Types of Evidence
Reviews of your creative works Critically acclaimed performance or papers Academic prizes Evidence of significant international, national and local interdisciplinary collaborations and their outcomes Invitations to participate in research in disciplinary areas outside your own Invitations to present at national or international conferences, recognition by senior scholars in a field not traditionally your own discipline Grant applications and winning external grants for the pursuit of integration scholarship activities

Reflection for Scholarship of Discovery, Application and Integration: In this section, it is important to demonstrate your ongoing commitment to research and how your research plans are sustainable, relevant and manageable. Bearing this in mind, some questions that might prompt your reflection on these criteria are listed below.

- How has my performance in the scholarships of discovery, application and integration contributed to the Work Unit's goals?
- Have I achieved scholarship of discovery, application and integration goals identified in my previous PMDR? If so, what has facilitated or hindered this; if not, what have been the barriers and how could they be managed in the coming year?
- Have I undertaken Special Studies Leave this year and how are the outcomes of this reflected in my performance in these scholarships?
- In identifying my most significant publications, what distinguishes these in my field and from my other publications?
- Has my research influenced practice or thinking in the field?
- Does my research have a national or international standing?
- How have my contributions through refereeing, examining, or other peer esteem indicators impacted on the research community?
- How has my scholarly activity generated impact within and outside the University?
- Where I have been unsuccessful in securing grants or having a publication accepted, what have I learnt?
- How do contribute to the development of less experienced researchers?
- How has my performance in the scholarships of discovery, application and integration contributed to the Work Unit's goals?
- Have I achieved scholarship of discovery, application and integration goals identified in my previous PMDR? If so, what has facilitated or hindered this; if not, what have been the barriers and how could they be managed in the coming year?
- How will I improve or build on my performance in the future?
- Who aligns with my field of interest and may be a potential collaborator in the future?
- Which publications will I target and when?
- Which granting bodies will I target and when?
- What will I do to improve upon or expand my evidence for the scholarship of discovery, application and integration?
- What professional learning activities would I like to undertake that could enhance this research activity?

Review the following examples of Evaluation and Reflection for the Scholarships of Discovery, Application and Integration

Evaluation Evaluate the quality of your work using evidence. Quality refers to the merit and impact of your research	**Reflection** Reflect on your research activities and the major past, present and future themes of your work. .
Scholarship of Discovery	
Two papers accepted for presentation at International Conferences: the International Conference of Learning and the 36th Annual Conference of Learning. One paper published in the International Journal of Learning ERA eligible list; H index of 1.	As an early career researcher, I have focused on publishing in ERA eligible list journals and developing international recognition for my Scholarship of Discovery. To enable this, I have focused on collaborations in order to ensure my research methodology is rigorous and I have specifically sought collaborations with experts in this area to supplement my existing skills and so that I can learn further from their expertise. My goal for this coming year is to publish 2 papers in ERA eligible list Journals in my field and to increase my H ranking to 2.
Scholarship of Application	
My collaborations with Regional Development Australia have enabled me to partner with the RDA to develop a joint submission for funding from the Enterprising Regions Program to establish a pilot program for start up businesses within a sustainability framework. This program seeks to impact address the issue of sustainability in business in the Northern Rivers region. I was notified of the successful outcome of this application ($100,000, Reference Number ERP 008) in May and will commence work in earnest in July.	The development process for this research has involved building a strong and collaborative relationship with the RDA. It has also involved working directly with a range of businesses as potential program participants to develop a research plan that is response to their needs whilst generating key insights into my research around the application of various sustainability models for business and to specifically test my hypothesis that utilising a sustainability framework makes good business sense. I anticipate at least 2 publications from this pilot program and have already commenced planning for these. The strength of the partnership with RDA has generated mutual interest to pursue further research together. I also anticipate a long and constructive relationship with the RDA that will continue to have reciprocal benefits for SCU and the RDA.
Scholarship of Integration	
My current research combines my current discipline of Information and Communication Technology and the delivery of training programs for local health professionals in remote and rural communities, particularly in the allied health fields of public health.	I am proud of this initiative as it clearly demonstrates the importance of collaborations and the opportunities this can bring. I have invested considerable time and effort the relationship building elements in the early stages of this arrangement. A key learning has been to ensure consistency in terminology and approach as language and methodology can vary across disciplines.

I have initiated a tripartite approach between Health and Human Sciences, TLC and SCU Business School to progress this field of research. To date this group has published two papers based on a recent collaboration with the NSW Department of Health. The papers have been in ERA eligible journals. Additionally, I have been invited on behalf of the group to speak at an International Health Conference on innovations in service delivery later this year.	This arrangement is already reaping benefits on a professional and institutional level. The feedback from the NSW Department of Health was very positive. I think having this experience will make it easier next time around as I will be able to identify some of the potential challenges – there is more potential for another publication on scholarly collaboration across disciplines.

FOLIO 4 –Bibliography, Grants and Consultancies

This folio records your published and non-published papers, presentations you have made, grants and consultancies. When completing this Folio, please attach your IRMA print out. Add any information about articles submitted for review and/or accepted for publication since the ERA capture survey period or other information not captured through ERA reporting. Refer to SCU's Research@SCU website http://www.scu.edu.au/research/index.php/63/ for more information on ERA.

4.1 Bibliography

Refereed publications are defined by ERA and non-refereed and original contributions comprise the rest of the University categories.

4.1.1 Published Refereed Publications List your refereed publications, most recent first. In this section, record books, book chapters, journal articles and conference full proceedings. Provide the full citation details including the author order and total number of authors; whether or not this journal is on the ERA eligibility list and whether or not you have reported this publication to the Research Publication Data Collection 2010. **Indicate your four most significant publications with an asterisk.**

4.1.2 Published Non-refereed publications, conferences and original contributions including accepted/in press List all non-refereed publications, conferences and original contributions - most recent first, providing full citation details including author order and number of authors and whether or not you have submitted this for the Research Publication Data Collection.

4.1.3 Submitted for publication (include in Press/Forthcoming publications-refereed and non-refereed)

Record any publications you have submitted but have not yet received confirmation that they will be accepted. Record author order and number of authors and whether or not the journal is on the ERA eligibility list .

4.1.4 Further information on publications (if required)

Provide further information on publications if required, for example: discipline specific information on the relative importance of a particular publication

4.1.5 Presentations/Esteem

List invited symposia and invited keynote addresses, and oral or online presentations or posters presented at conferences -list most recent first. Record the author order and total number of authors for each activity.

4.2 Grants

4.2.1 Grants, contracts and project funding

List all current and completed grants, contracts and funded projects. Record the title, the funds provider, the amount received, the Chief Investigators and internal staff members (in order) specify your contribution and indicate the type of grant and if the grant is a National/International Competitive Grant. Include in this section any industry based grants managed through Schools and any other type of grant. Contributions may include salary, instrumentation use and other in-kind contributions.

4.2.2 Grants, contracts and project funding submitted

List all submitted applications for national and international competitive grants, contracts and project funding where you are yet to be notified of the outcome or where you were unsuccessful in winning the grant. Record the title, the funds provider, the applied amount, the chief investigators and internal staff members (in order), your contribution. Indicate the type of grant and if each submission was to a National Competitive Grant. Include in this section any industry based grants managed through Schools and any other type of grant. Contributions may include salary, instrumentation use and other in-kind contributions.

4.3 Consultancies

Include current consultancies and contracts and other efforts to gain funding, including the funds provider, the received amount, the chief investigators and internal staff member, your contribution to the consultancy and indicate whether or not this work has been approved under the Outside Work Policy.

FOLIO 5 – Service

As a subset of your overall community engagement activity, service refers to your role as an active citizen of the University, the community and relevant profession. Service draws on your expertise and experience in a practical civic context. While it does not involve the rigour required for scholarship, the University acknowledges that these activities may be related to, or a part of, broader community engagement activity that is integral to the scholarly activity described in Folios 2 and 3. For example, coordinating a range of stakeholders in a community engaged learning activity constitutes service to the community and may also underpin your Scholarship of Teaching. A service activity that links to the University mission whilst enhancing and extending the impact of scholarly activity is highly desirable.

Service may involve undertaking management or committee roles, discharging responsibility as a Course Coordinator, School Director Teaching and Learning, School Director of Research and/or School Director of Higher Degree Research Training, organising conferences or seminars, fulfilling a leadership role in a professional association or relevant community organization, coordinating community engaged learning or research activity, editorial work for journals or publishers, or providing public comment. The University desires its employees not to just serve passively in such roles and so evidence of taking an active leadership role in some activities is required. Service activities must be related to the SCU Strategic and School or Centre's Operational Plans.

5.1 Review, evaluate and reflect on your performance in service

Review - identify and describe your service activities across the three forms of service: service to the University, service to the community, and service to your profession. For each role and contribution that you describe it is important to indicate the nature and duration of the role. It is also advantageous to identify how you know that your contribution generated impact for the University, the community, or the profession.

You may like to consider activities that relate to the following areas:

- Key roles within your School and/or the University
- Leadership on key social issues in the community
- Contributions to the management of a journal, professional association or industry body
- Contributions that enhance University-Community connectivity.

Evaluate – provide evidence to indicate the nature and extent of the impact of your activities. Consider evidence such as:

- Leadership roles in the community that have relevance to your field of expertise
- Partnerships with community organisations for research or teaching
- Participation in professional learning that builds skills and capacity in the community
- Fostering participation of community organisations in University activities
- Pro-bono work that enhances the effectiveness of relevant community organisations
- Activity as a peer reviewer; media comment
- Significant contributions that deliver substantial benefits for colleagues, the University, your discipline or the community
- Editorial and publishing related work
- Informing and contributing to public debate in areas relating to your academic expertise
- Dissemination of knowledge that impacts community members, practitioners or policy makers;
- Effecting change in University operations related to stakeholder feedback
- Coordinating student learning that benefits community organisations and groups
- Sustained leadership in a University governance role

Examples of Sources and Types of Evidence are listed below

Service to the University
Example Sources of Evidence
Sustained leadership in a University governance role Managing high level relationships that provide tangible benefits to the University Regular contribution to the central service function of the University • Media comment • Community engagement • Marketing and recruitment • Alumni and scholarships • Staff recruitment processes

- Student services
- Equity and diversity

Sustained contribution to the creation of a positive student experience and a vibrant University life

Effecting change in University operations related to soliciting participation of community and industry organisations

Ongoing contribution to the development of a collegial and supportive work environment

- Mentoring staff
- Coordination of activities that foster peer exchange and collaboration

Example Types of Evidence

Active membership and leadership in University and school committees

Participation in recruitment and selection of staff

Contribution to a positive student experience through support of extracurricular activities, such as student clubs, student interest groups, secondary school outreach and career guidance

Feedback that indentifies the specific nature and extent of your contribution to staff performance, student experience, or University culture and operations

Unsolicited feedback on the effectiveness of your contribution to a policy or strategy development process

Informal, unsolicited student feedback

Letters from Chairs of committees and boards detailing your contribution

Media profile

Service to the community

Example Sources of Evidence

Pro-bono work that enhances the effectiveness of relevant community organizations

Leadership roles in the community that have relevance to your field of expertise

Participating in collaborative endeavours with schools, industry, community groups or public agencies

Informing and contributing to public debate in areas relating to your academic expertise

Providing expertise in the evaluation of public programs, policies or acting as an expert witness

Managing mutually beneficial partnerships with community and industry organisations for research or teaching focused activities

Dissemination of knowledge that impacts community members, practitioners or policy makers

Example Types of Evidence

Feedback that specifically acknowledge the nature and impact of your contribution and its significance

Media that profiles the nature and extent of your contribution in an identified community

Nomination for a reputable award

Invitation to serve on review panels, public enquiries or membership of international delegations

Written works for popular and non academic publications including newsletters and magazines directed to agencies, professionals and other specialised audiences

Service to your profession
Example Sources of Evidence
Significant contribution to editorial and publishing of scholarly journals and edited works Key contributions to peak meetings, conferences and symposia in your area of expertise Key roles within professional associations directly relevant to your area of expertise Service on state, national or international bodies such as the ARC, NHMRC and similar reviewing and funding panels Contribution to the design and delivery of continuing professional development programs that specifically aim to strengthen your profession and/or discipline Pro bono professional practice
Example Types of Evidence
Statements from expert peers that identify the specific nature and extend of your contribution and impact Feedback that acknowledges the specific nature and extent of your contribution and its significance to the profession Invitations to executive roles in professional associations Invitations to editorial roles in scholarly journals or significant published works Invitations to provide keynote or chairing roles at regional, national and international symposia Statements and/or feedback from service recipients

Reflect - When reflecting on evidence you may consider questions such as those listed below.

- How can I demonstrate that my Service contributions have been effective and made an impact?
- What roles do I perform that support and advance the profile of the University in the region, nationally and internationally?
- How have the initiatives I have been involved in improved the broader student experience?
- What has been the impact of my service activity on the relationship between the wider community and the University?
- How proactive have I been in my efforts to promote sustainability and growth of the University in relation to service in the community?
- What is the nature of the leadership I have demonstrated within the community, professional, commercial or industry sectors?
- Have I undertaken teaching and learning or research activities in partnership with community or industry organisations?
- What is the impact of my contributions to University committee work?
- To what extent has my service work aligned with SCU's Strategic Plan and the Operational Plan of my Work Unit?
- How will I improve or build on my performance in service?

Review the following example of Evaluation and Reflection for Service:

Evaluation How effective have you been? What impact has your contribution generated? Use evidence to support your argument including solicited and unsolicited feedback.	**Reflection** Reflect on your contribution as an active citizen. What have you achieved? What was positive about the action/experience? What do you intend to do differently in the future?
I was invited by Gold Coast City Council to Chair their Community and Cultural Development Standing Committee. The role required the demonstration of leadership and significant knowledge of social policy in the region. During this time I have coordinated four significant consultation processes related to the development of social policies related to community service provision within the local government area. My research background and discipline expertise was directly relevant to this process and I have been able to connect the policy development process to the body of research that I am actively contributing to. As a result significant advances have been made since the various policies have been implemented. I have received a recognition award by the Council and also a letter of thanks from the General Manager citing my contribution and impact.	This contribution to the community has been mutually beneficial. Not only has the community benefitted from the implementation of evidence-based social policy that is consistent with best practice, but importantly I have been challenged to think about the relevance and impact of my research as an academic. The experience has helped to further the University's mission and set in place a range of policies that seek to address significant social disadvantage. The most positive aspect of this experience has been the way in which it has challenged my view of what it means to be an academic and the scope and relevance of my role. In the future, I will prioritise my service contributions so that those activities I pursue will draw on and benefit from my scholarly pursuits. This way I can develop relevant relationships to a range of community organisations whilst ensuring that my service activities to generate the greatest possible social impact.

FOLIO 6 –Professional Practice, Professional Learning and Other Activities

For information on your professional learning history for example, workshops, seminars, please go to Aurion Self Serve or the work unit who offered the professional learning activity. .You will also need to add professional learning opportunities you participated in that were offered by other agencies or institutions for example, conferences.

6.1 Professional Practice

In this section, record any professional practice you have undertaken where you have been remunerated for this. Professional practice is recognised as one way academic staff retain currency in their discipline or profession. It may also be a requirement of accreditation. Where professional practice is undertaken on a pro bono arrangement, please record this in Folio 5 Service**.**

Example

Professional Practice Activities	
Year	2011 One day per week engaged in clinical psychology to ensure currency of skills and maintain accreditation. I integrate my reflections from my professional practice into the scholarship of teaching and enhance the case studies and examples I offer students to further their learning

6.2 Professional Learning activities

List professional learning activities, including any mandatory programs for probationary employees, completion of workshops, short courses and teaching qualification programs. Activities may include those offered by Teaching and Learning, Division of Research, HR Services or by an external organisation. Use this section to record any Professional Continuing Education activities you have completed.

Example

Professional Learning Activities	
Year	2011 Completed Staff Selection and Interview Skills - this workshop provided me with the skills and knowledge to enhance my service provision to the University. I am now able to make myself available for staff selection panels 2011 Attended the International Labour Conference – this experience extended my understanding of current issues in labour law and management. Additionally, I was able to extend my international network of contacts in these areas of expertise. I plan to continue discussions with 2 contacts that may lead to scholarly collaborations in 2012.

6.2 Any other relevant activities

List other relevant activities including consulting and University-sponsored outside work including Directorships, professional witness (if you have performed scholarly work in undertaking these activities you may prefer to record them in Folio 2 or 3)

FOLIO 7 Three Year Staff Activity Profile and PMDR

This Folio is initially drafted by you and then finalised after discussions between you and your supervisor.

This section records the goals and strategies for a three year period that have been negotiated between you and your Supervisor as part of the Academic Staff Activity Profile. The PMDR, also developed in conjunction with your supervisor, reviews your achievements over the last 12 months and reflects the goals and strategies for the next 12 months.

The objectives of Academic Staff Activity Profile are to:

- Maximise employee satisfaction and career development by tailoring individual work profiles
- Meet work unit requirements
- Improve overall productivity

In order to meet these objectives, flexibility and joint responsibility are key. Supervisors will only endorse work profiles that facilitate the achievement of School or Work Unit objectives and that can be accommodated in conjunction with other employees' work profiles.

The starting point for negotiations should be a work profile of 60% Scholarship of Teaching, 30% Scholarship of Discovery, Application and Integration and 10% Service. You and your supervisor should then consider School or Work Unit objectives and your interests; your strengths and career plans to negotiate the final Academic Staff Activity Profile. The following minimum allocations apply: 20% Scholarship of Teaching, 20% Scholarships of Discovery, Application and/or Integration and 10% Service. Workloads are then calculated on the basis of the agreed workprofile.

Work profiles can be averaged over the 3 year period. Work profiles can be renegotiated during the 3 year period at the request of either you or your supervisor.

The purpose of PMDR is to

- Provide a record of your objectives for the period ahead.
- Summarise your reflected in the AP, relating to the previous year's objectives as assessed by you and your supervisor
    - your agreed professional learning plan; and
    - any issues relating to career planning (including changes in personal circumstances, interests and objectives) including plans for SSL and/or Promotion
- Indicate plans for leave and outside work
- Signal an interest in changing the mix of duties in the Academic Staff Activity Profile. This must be discussed with your supervisor as the major factors governing any decision to change the mix of duties undertaken by you will be the ability to meet the following criteria for the academic role in question:

    - the operational requirements of the work unit; and
    - your personal desire for the career change that is involved in such a variation to the mix of duties.
    - to address any pre-retirement plans that you may have the Head of Work Unit may from time to time raise with employees their intentions in relation to retirement, as part of a broader canvas of succession management and workforce planning in a unit.

7.1 Institutional Goals

Ensure your 3 year and annual performance goals link with SCU and School or Work Unit goals by recording the relevant goals in this section.

7.2a, 7.3a, 7.4a 3 Year Performance Goals

Draft your proposed 3 Year performance goals:

- Scholarship of Teaching 7.2a,
- Scholarships of Discovery, Application and Integration 7.3a
- Service 7.4a

7.2 b 7.3b and 7.4b Annual Performance Goals

Draft your proposed annual performance goals:

- Scholarship of Teaching 7.2b,
- Scholarships of Discovery, Application and Integration 7.3b
- Service 7.4b

Take time to prepare for your PMDR meeting. Prepare your draft Folio 7 Three Year Activity Profile and PMDR send your completed Academic staff portfolio to your Supervisor at least two weeks before the agreed time of the PMDR meeting.

The activities you have undertaken during the past 12 months should be detailed throughout your AP. Record your achievements in Folios 2-5 as appropriate to your type of appointment, ie Teaching and Research or Research Only.

Some goals may be able to be quantified, eg a target number of publications or an improvement in course rating results. Some goals will require qualitative indicators. Some areas of success in teaching, for example, might best be assessed in terms of what others have achieved, eg the quality of Research Higher Degree supervision might be measured in terms of completion rates, publications, outcomes for students. Other goals eg in research, might be determined by the parameters of the project.

7.5 Leave, Career and Outside Work Plans

An important component of Work Unit planning concerns managing the various forms of leave. A maximum accrual of 8 weeks annual leave exists and the Enterprise Agreement now provides for employees with excess leave to be 'directed' to clear leave. It is strongly recommended that you plan to take four weeks annual leave each 12 months. Discuss your plans for annual and long service leave with your supervisor and record proposed dates in this section.

Plans for Special Studies Leave and Academic Promotion are to be discussed and recorded in this section. Initial feedback from the supervisor should reflect the supervisor's assessment of the suitability of the employee for SSL and/or Academic Promotion and include suggestions for preparation ahead of applying for SSL and/or Academic Promotion. Supervisors are also to provide advice on the proposed timing of applications.

Proposed Outside Work and Conference Attendance are also to be recorded in this section. Employees are required to apply for Outside Work using the Outside Work Application Form in accordance with the Outside Work Policy.

7.6 Professional Learning Plan

Prepare a learning plan, 7.5 for discussion with your supervisor. Supervisors are expected to provide career advice and constructive feedback to support career development. Take time to reflect on your activities and the direction you are going in your career, including the timing of an application for promotion, or any changes in your situation, such as an intention to retire (to allow for succession planning). Another point to consider is any interest you may have in changing the activity profile of your current role. Professional Learning plans may be general to take advantage of opportunities as they arise during the year. You may like to consider the benefits of a mentor, particularly if you are in the early stages of your career or have a particular learning need that could be addressed through dialogue with someone who has had similar experiences. Your supervisor will provide feedback on any intentions you may have for Academic Promotion and Special Studies Leave; in particular about whether they see you as a suitable candidate for these programs at this time.

Supervisors will ensure that commitments recorded in this section are achievable in relation to budgets and time.

Employees and supervisors will take responsibility to ensure commitments to Professional Learning recorded in this section are met.

The Supervisor and employee each keep a copy of this document and produce it at the next annual PMDR meeting

CHECK LIST

When you have completed this Folio, you and your supervisor should check that the following questions have been answered:

- How well am I doing?
- What are my strengths and weaknesses?
- What am I expected to do?
- How does my contribution align to my School or Work Unit's Operational Plan? How can I do a better job/make better progress?

What professional learning will help me achieve these goals and develop as an academic

- How should I be developing my career?
- What changes to personal circumstances do I foresee?

Feedback and Further Information

To provide feedback on the AP or if you would like further information, please contact HR Services on x73667.

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