

WESTERN SYDNEY
UNIVERSITY



MyVoice
**CHECKLISTS
TO CAPTURE
EVIDENCE
FOR ACADEMIC
ACHIEVEMENT**

PASSIONATE

Western Sydney University is passionate about making a difference, both to our community in Greater Western Sydney and also to the careers and work experience of our staff. The MyVoice Working Group on Career Development for Academic Staff has developed this checklist to assist staff to develop a portfolio that can be used to document evidence of a track record and achievements in teaching, research, engagement and/or governance, including applications for promotion, academic development leave, professional development scholarships, awards and citations, or in seeking other career development opportunities.

This checklist will assist you to identify specific types of both quantitative and qualitative evidence to demonstrate your achievements and support your career development across research, teaching and governance. We encourage you to use this resource and to discuss your portfolio with your supervisor as an aid to identifying goals and evidence for your career progression.

Professor Denise Kirkpatrick
Vice-President and Senior
Deputy Vice-Chancellor
Academic



Cover photo:
Doctor Emma Power,
Senior Research Fellow,
Institute for Culture and Society.

Checklists to capture evidence for academic achievement

THE PROBLEM

Providing evidence of achievements and career development is vital to support the attainment of career goals for all academic staff. This includes but is not limited to applications for employment, promotion, teaching awards, Vice-Chancellors Professional Development Scholarships, Academic Development Programs and other awards. However, many members of academic staff are not aware of the specific pieces of evidence that can be included in their portfolios. The collation of this evidence should be an on-going process that starts as early as possible. It is important to make the distinction between portfolios of evidence and the use of evidence for specific purposes.

THE SOLUTION

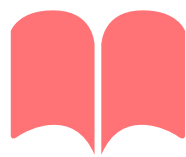
To provide academic staff with checklists of specific types of evidence that can be used to demonstrate their development and/or attainment across three key areas: research, teaching and governance/service. The following checklists have been developed using a variety of internal and external sources. These lists should not be viewed as exhaustive – the range of possible evidence is large and diverse – but they are provided as guidance for academic staff as they develop their portfolios. The collation of evidence is an on-going process that involves discussions with supervisors and mentors.

Please note: The checklists do not denote the structure of the portfolio or an application (for promotion or award etc); rather they provide specific examples of the evidence that can be captured across a range of important areas. It is expected that these pieces of evidence can be incorporated or referred to in a narrative that brings together the achievements and development of the individual. To facilitate the collection of different types of evidence a distinction is made between quantitative and qualitative evidence (see key below). Both can be referred to in a narrative however in this case some quantitative evidence may be best presented in an appendix, and referred to in the appropriate places within the narrative. Entrepreneurial activities on behalf of the University should be placed under whichever field of attainment is deemed most appropriate.



QUANTITATIVE EVIDENCE

i.e. Details may be listed in a table



QUALITATIVE EVIDENCE

i.e. Evidence may need to be contextualised

Experience and Achievement in Research

TIPS FOR CONSTRUCTING A NARRATIVE

Describe your approach to activities and research outputs (500 word limit) indicating the dates these activities were undertaken. You may like to consider these areas:

- Research performance
- Leadership in research
- Research mentoring
- Research collaborations (national and international; with academics, industry, government, community groups etc.)

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 research and its application and integration)?
- Why is your work important (why should others care/how does it contribute to individual, discipline or societal interests/how is it innovative)?
- Who is/will be impacted by your work and how is it significant for them?
- How will it benefit the research activities and culture of your School/Institute and the University as a whole?
- 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 do you offer to address these issues?





Evidence Checklist

EVIDENCE OF QUALITY

Quality refers to the intrinsic merit and academic impact of your research. Quality includes the recognition of the originality of your research by academic peers and the contribution of your research to the discipline:

- Prestigious awards
- Invited keynote addresses
- Prestigious exhibitions or reviews of creative work
- Other esteem measures
- Fellowships
- Sustained record of scholarship
- Memberships
- Thesis examination invitations
- Invitations to sit on editorial boards
- Invitations to be a member of a research grants board
- Invitations to referee articles for publications
- Other invitations/requests





 Peer review and feedback and how you have responded to the feedback

 Evidence of innovation in research methodology and techniques.



EVIDENCE OF IMPACT

Impact refers to the uptake and influence of your research beyond the academic discipline, and the broader social, economic, environmental and/or cultural benefits resulting from your research, for example:

-  Provision of expert advice and consultancy services to community, industry, government and other groups
-  Influence on policy development and public practice
-  Media exposure and public engagement; how you have applied your scholarship to progressing community issues
-  Critique or review of article/play/film which offers a new or original interpretation
- Patents, invention disclosures, trademarks, royalty licences, involvement in spin-off companies
- Documentation provided in support of your work as a professional/expert witness.


COLLABORATIONS

Contributions to Western Sydney University Research Institutes, Centres, Groups or other recognised research concentrations (please make it clear whether these are formally recognised by the University)


Cooperative Research Centres, Centres of Excellence or other major research groupings


Major national and international collaborations

Major industry partnerships

-  Evidence of reciprocity generated through collaboration.

RESEARCH LEADERSHIP AND MENTORING

 Successful management/ leadership of research teams

 Successful mentoring (provide examples of early career researcher, individual and team outcomes), participation in the Western Sydney University Academic Mentoring Program and Researcher Development Events.

Quality outcomes for Honours and Higher Degree Research students (completions, publications).



CURRENT, COMPLETED AND ATTEMPTED GRANTS AND CONTRACTS

Indicate the:

- Project title
- Granting/contracting agency
- Amount received (if any)
- Chief Investigators (listed in the order they appeared on the application)
- Percentage and nature of your contribution in relation to others.

BIBLIOGRAPHY

- Refereed Publications including Accepted/In Press (excluding 'in preparation' and forthcoming)
 - Include percentage and/or nature of contribution if not sole author
- Non-Refereed Publications and Original Contributions including Accepted/In Press
- Peer-reviewed conference abstracts
- Book chapters.

Further Information on Publications (as appropriate within each discipline)

- HERDC category
- Standing of publisher
- Discipline ranking
- Tier ranking
- Rejection rates
- Citation counts, H index (Scopus, Web of Knowledge, Google Scholar, etc.)
- Factors particular to the discipline in publishing (e.g. authorship order, number of first author papers).

PRESENTATIONS

- Invited symposia
- Invited keynote addresses
- Oral and online conference presentations
- Conference poster presentations.





Experience and Achievement in Teaching

TIPS FOR CONSTRUCTING A NARRATIVE

Include a brief introductory statement (500 word limit) of your intentions as a teacher in higher education. It should be:

- a personal narrative written in language that is easy for all to understand
- representative of your experience and practice
- a showcase of your strengths
- include demonstration of activities that support your narrative
- grounded in appropriate scholarship of learning and teaching
- pointing to directions in your future growth as a teacher/educator
- an effective abstract for your teaching portfolio

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

- What do I think is student learning and how does it occur? What is my role and how effective am I?
- How have my contributions to teaching increased in sophistication over time?

- How has my performance in the Scholarship of Teaching contributed to my academic unit's goals?
- Have I achieved my Scholarship of Teaching goals identified in my previous Compass review? 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, e.g. blended learning?
- What is the effect of my teaching on student learning? How do I know?
- What impact has my approach to teaching had in my academic unit, or more widely in the University or sector?
- How have I contributed to Honours and HDR education in my academic unit?
- 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?
- Do I hold a higher education teaching qualification (consider whether this is unusual in my discipline)?

Examples of how to start:

- "The degree to which students are engaged with the subject material is fundamental to their effective learning. Participation and interactivity are principle agents in stimulating this engagement...In my teaching I seek to..."
- "For the past decade my primary teaching goal has been to capture the educational potential of new technologies..."

Evidence Checklist

EVIDENCE OF TEACHING EFFECTIVENESS, CURRICULUM DEVELOPMENT AND IMPACT

A record of units taught and learning and teaching materials developed (include details such as student numbers, teaching mode, unit notes, evidence of the design of resources such as student workbooks/problem sheets/textbooks/online resources/assessment tasks/examples of innovation in teaching and assessment)

Strong student retention rates, student performance, students receiving prizes and awards

Benchmarking of a unit or program against similar units or programs internal to the University

Benchmarking of a unit or program against similar units or programs external to the University (e.g. national curriculum standards or accreditation procedures)

Lists of current and past Honours and HDR students, including outcomes and percentages of your contributions to their supervision

Use of learning resources by others (including textbooks, either within the University or externally)

Prizes or other citations for learning resources

Formal student evaluations of units/courses and teaching (SFUs and SFTs; including strong results relating to the unit design/learning activities/organisation in the unit of study; class room/supervision/teaching practice)


Nomination for a teaching award (institutional and external)


- 📖 Effect on student learning of your initiatives
- 📖 Examples of contributions to developing good HDR supervision practices
- 📖 Examples of your work; curriculum development and learning designs that have been adapted by others
- 📖 Peer review of learning resources, learning activities, and curriculum
- 📖 Formal feedback from members of teaching teams (e.g. clinical teachers, tutors) relating to management
- 📖 Informal, unsolicited student feedback
- 📖 Workplace feedback on students' preparation and performance on placement/clinical settings
- 📖 Formal feedback about your role as a mentor or reviewer from peers
- 📖 Feedback from colleagues who you have had a significant role in mentoring
- 📖 Peer feedback on teaching and supervision practices (including HDR supervision)
- 📖 Records of the development of and feedback regarding the introduction of major innovations
- 📖 Letters from Chairs of relevant curriculum committees or equivalent detailing contribution
- 📖 Reflective journal
- 📖 Annual Course Reports
- 📖 Performance reviews – incorporate 'teaching effectiveness' by referring to SFU/SFTs.






EVIDENCE OF A STUDENT-CENTRED APPROACH TO TEACHING

Use Western Sydney University Academic Standards and Assessment Framework as a foundation; Design, Support, Delivery, Impact.


Document your availability to students and  strategies for connecting with students


-  Document the strategies you employed to facilitate student contact and advising (e.g. emails, vUWS announcements, forums, social media, consultations, optional tutorials, seminars, help sheets)


Record of your students' accomplishments beyond the classroom, e.g. awards, publications


-  Document your strategies for working with individual students or special student groups, such as international students, students with disabilities, students from diverse cultural backgrounds
-  Document approaches to providing feedback to students (include when and how this feedback is provided, and the impact of the approach)
-  Formal student feedback relating to assessment tasks and feedback, engagement and diversity (indicate why this is noteworthy)





-  Examples of students' work; examiners' reports for postgraduate students; independently marked or moderated student work and/or data which demonstrates student learning (with permission from the student to use their work)


-  Assessment 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 Unit Coordinator, Director of Academic Program, Academic Course Advisor 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


-  Informal, unsolicited student feedback (this needs to be deidentified to ensure confidentiality)


-  Feedback from members of learning communities (e.g. school-based)


-  Contribution to wider student, course, school, University and community based activities


-  Contribution to student advising, mentoring

-  Feedback from students and peers relating to role as a student advisor or equivalent

-  Examples of changes that have been made as a result of reflection, feedback or testing

-  Feedback regarding changes made as a result of reflection, feedback or testing

-  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

Quality outcomes for Honours and Higher Degree Research students.

EVIDENCE OF SCHOLARSHIP IN LEARNING AND TEACHING

Teaching is a professional activity that should be informed by research and scholarship. You will be expected to contribute to this field of knowledge, as a scholar and/or researcher. Scholarship of learning and teaching incorporates the practice of evaluating and documenting your learning insights so that they may be shared with others.

Indicate your percentage contribution and your role for the items or activities in which you were involved as part of a team.

-  Document your scholarly approach to teaching (may include your own research into learning and teaching or evidence-based approaches that inform curriculum design)

Research publications relating to learning and teaching


Conference papers relating to learning and teaching


Invitations to speak or hold workshops on learning and teaching


Individual success or membership on a successful team in applying for competitive funding related to teaching and learning


Individual success or membership on a successful team in applying for awards related to teaching and learning (e.g. teaching awards, fellowships, grants). Focus on outcomes, evaluation, and impact

Document professional development, including courses completed, conferences attended, online professional development, training from your industry/ profession

 Adaptation of innovations from other disciplines or contexts


 Documents findings from evaluations you have carried out – comment on actions taken in response to these (could include student surveys, peer review, observations, self-review)


 Peer review of teaching resources demonstrating engagement with the teaching/research nexus


 Feedback from an industry or community partner.



While not necessarily the scholarship of learning and teaching consider also your evidence for:

 Demonstrate how you address the learning and teaching priority areas of the University e.g. approaches for the implementation of research-based learning, blended learning, community engagement (include excerpts from unit resources relevant to the incorporation of current research and/or research techniques into teaching activities and adaptations to curriculum to address priority areas)


 Document innovations in teaching (include excerpts from unit resources)


 Articulate how you use technology in your teaching (provide evidence via teaching resources, learning guides)


EVIDENCE OF LEADERSHIP IN LEARNING AND TEACHING


Provide details of educational leadership roles, e.g. Director of Academic Program, Academic Course Advisor, Unit Coordinator


Provide details of any textbooks you have written or contributed (especially those in widespread use – who uses them?
– How many universities?
– international distribution?
– requests for new editions?)


 How do you demo leadership through administrative/ governance roles?


 Documented engagement in national or international benchmarking. Outline actions arising from your initiatives/ directions /input in these roles


 Document your contribution to institutional planning and governance specific to learning and teaching (Service on or chairing of committees/reviews / policy development/accreditation panels) outline actions arising from your initiatives/directions/ input in these roles

 Document your influence on the school context (and beyond), e.g. “As a direct effect of my influence/input on...”

 Document courses and programs designed, reviewed and revised – indicate your role and impact of your contribution (Except if you have already used as evidence under Curriculum Development previously)

 Contribution to communities/ working groups/projects that have had a positive impact on an aspect of learning and teaching/ academic practice

 Participation in mentoring roles: informally and through formal University programs

 Participation in relevant Communities of Practice.





Experience and Achievement in Governance and Service

Contribution to Institutional Leadership and/or Governance at Western Sydney University and/or the university sector and/or service to the relevant profession or academic discipline and/or service to the community.

Contributions may be individual, or collegial (indicate your percentage contribution and your specific role).

TIPS FOR CONSTRUCTING A NARRATIVE

Identify and describe your service activities (500 word limit) 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 favourable impacts 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/ Institute and/or the University
- Leadership on key education/social issues in the community
- Contributions to the management of a journal, professional association or industry body
- Contributions that enhance University-Community connectivity.

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.



Evidence Checklist

SERVICE TO THE UNIVERSITY

Formal management or governance roles

Active membership and leadership in University and school committees or working parties (inside or outside of the University.)

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 identifies 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, planning and procedures administration, communication, mentoring, participation in University initiatives in a leadership, mentor or policy development capacity

Informal, unsolicited student feedback (this needs to be deidentified to ensure confidentiality)

Letters from Chairs of committees and boards detailing your contribution

Media profile

SERVICE TO THE COMMUNITY

(Directly related to your role at Western Sydney University, not your role as a private individual who happens to be a Western Sydney University staff member)

What impact have you had on the community or an external organisation?

Feedback that specifically acknowledges 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

Contribution to the University/ community collaborations or partnerships

Contribution to educational access

Impact on public policy

Contribution to public debate

SERVICE TO YOUR PROFESSION

Statements from expert peers that identify the specific nature and extent 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*

Advisory/steering groups for competitive grant funded projects

Reviewer for The Australian Awards for University Teaching (AAUT) awards

Statements and/or feedback from service recipients



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