



The HERDSA Fellowship

Handbook

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1. Welcome and Introduction to the Scheme

Welcome to the HERDSA Fellowship Recognition and Development Scheme. By applying to join the Scheme as an Associate Fellow, you signal your intention to prepare a learning and teaching Portfolio and to become part of an active international community of HERDSA Fellows. The purposes of the HERDSA fellowship scheme are to:

1. Improve the quality of educational practice through critical reflection
2. Recognize and reward good educational practice
3. Offer an avenue for peer collaboration.

The HERDSA Fellowship Scheme provides you with an opportunity to be part of a vibrant community of practitioners and researchers interested in improving teaching and learning in tertiary education.

Who is the scheme for?

You must be a current HERDSA member to engage in the Fellowship process. The Fellowship Scheme is for academics or leaders who have made a significant personal commitment to the improvement of teaching and learning in a tertiary education context. Associate Fellows and Fellows may come from a range of positions including: discipline-focused academic, educational developer, student support, or leadership roles. While applicants do not need to have been working in higher education for many years, they should have enough experience to be able to both reflect on the practice and gather evidence to support their statements.

Note that in the HERDSA Fellowship and this handbook:

- i. The term '*tertiary education*' is taken to include 'higher education' and 'post-compulsory education'; and
- ii. The term '*teaching*' is used to refer to a wide range of activities in higher education which encourage and support learning: conventional higher education courses; online and distance education as well as academic development activities; learning support events and activities; and leadership in educational practice.

You are encouraged to respond to the criteria and standards in the way that best suits your particular situation.

What does it involve?

Associate Fellows prepare a Portfolio under the guidance of a mentor, who is a current HERDSA Fellow. The process involves an extended period of reflective practice, prompted and supported by the mentor, aimed at a better understanding of the applicant's identity as a higher education educator. The reflections are framed by focusing on a series of criteria that comprise the completed portfolio. The provision of valid evidence to authenticate statements throughout the portfolio is essential to meeting the standards of the Fellowship. On submission, the portfolio is assessed by two Fellows from the Panel of Assessors.

Why would I bother?

The Fellowship Scheme provides opportunities for:

- iii. Personal and professional development
- iv. Connections: collegiality and collaboration
- v. Recognition of achievements

The scheme is coordinated by the Professional Learning Portfolio of the HERDSA Executive. We welcome any feedback you might have about the Fellowships Scheme or this Handbook. Contact us at office@herdsa.org.au.

The following steps are required to become a HERDSA Fellow:

i. Apply to be an Associate Fellow

Register for the Fellowship Scheme by completing the application form (which you can download from the Fellowship section of the HERDSA website) and electronically submitting it, along with a two-page CV, to HERDSA (office@herdsa.org.au). The Fellowship Committee will then assess your application and advise you of their decision on your readiness to engage with the Fellowship Scheme. Those accepted become Associate Fellows and will be required to pay an additional annual registration cost of \$50 on top of their HERDSA membership.

ii. Engage in the Fellowship process (6 – 24 months)

One of the aims of the HERDSA Fellowship Scheme is to help you to develop a reflective approach to your educational practice and to support you as one of a community of educational scholars. As an Associate Fellow working towards these outcomes, you will need the support of your mentor.

A number of alternatives are available to you:

- You can nominate a Mentor who is a current HERDSA Fellow from within your own tertiary education institution or one nearby so you can have face-to-face meetings.
- You can request that a mentor be nominated for you.

Suggestions and advice on how to work with your mentor effectively can be found in the *HERDSA Fellowship Growing your Mentoring Relationship* document. Note that your mentor takes an active role in supporting you through the reflective process required to achieve Fellowship. You will need to meet with them regularly throughout the process.

Your mentor will support you in preparing your portfolio, and will provide constructive feedback on drafts. They will also recommend when it is time for you to submit it for assessment. Your mentor cannot guarantee, however, that a portfolio will be assessed as meeting the required standard; this is the judgment of the two independent assessors.

If the Panel of Assessors determines that a portfolio requires further work, then your mentor will assist by providing examples of what you might be able to do to meet the requirements. Your mentor will not broker on your behalf with the assessors, nor with the Fellowships Committee, but may seek clarification or further information, in order to assist you to address the assessors' feedback.

Expectations of Mentoring

Mentoring is a way for you to:

- Receive advice on how to approach writing the portfolio
- Receive feedback on the progress of your portfolio
- Discover new ideas and surface new insights into your practice
- Be constructively challenged to think in new ways
- Receive encouragement to complete your portfolio.

Mentoring is not:

- One person dominating, directing or controlling your decisions
- Someone criticising or disparaging you
- Someone providing unlimited time or resources
- Someone providing expertise in everything.

iii. Submit your Portfolio

You are expected to be an Associate Fellow working through the fellowship process for at least 6 months before completing your portfolio but you have up to 24 months to complete and submit your Portfolio

for assessment. If you cannot submit your Portfolio within 24 months of registering, please contact the HERDSA Office (office@herdsa.org.au). You may be able to request an extension for situations beyond your control, such as illness or personal difficulties. There is an additional \$200 fee on submission of your Portfolio to cover the administration costs of assessment.

Table 1 The HERDSA Fellowship Process

Apply to become an Associate Fellow	
<p>Your role:</p> <ul style="list-style-type: none"> • Make sure you are a current HERDSA member • Submit the Application Form • Submit your CV • Pay fee 	<p>HERDSA's role</p> <ul style="list-style-type: none"> • Assess application and determine readiness to engage with Fellowship Scheme • If approved, allocate mentor • Communicate with both mentor and mentee sending relevant documentation
Engage in the Fellowship process (6-24 months)	
<p>Your role:</p> <ul style="list-style-type: none"> • Read all Fellowship and Assessor documentation • Contact mentor and agree on process, meeting dates, outcomes • Critically reflect on your recent experiences (i.e. within the past 2 years), collate relevant evidence, engage with the scholarly literature, develop an action plan for each criterion • Develop a portfolio that meets the portfolio criteria 	<p>Mentor's role:</p> <ul style="list-style-type: none"> • Read all Fellowship and Assessor documentation • Meet regularly with your mentee • Support mentee to engage with scholarly literature; acknowledge different perspectives; critically reflect; consider feasible actions for further development; and collate relevant evidence for each criterion • Provide constructive feedback for each element of the portfolio
Submit Portfolio	
<p>Your role:</p> <ul style="list-style-type: none"> • Ensure all elements of the portfolio criteria are adhered to (including word limit, evidence collation, etc.) • Submit portfolio to the HERDSA office (office@herdsa.org.au) • Pay assessment fee to HERDSA via your homepage on the HERDSA webpage 	<p>HERDSA's role</p> <ul style="list-style-type: none"> • Organise assessment of portfolio by two assessors • Alert Associate Fellow of portfolio outcome • Portfolio is accepted as-is • Portfolio is accepted with minor changes and requires resubmission • Portfolio is accepted with major changes; requires resubmission and reassessment • Major re-write required; requires resubmission and reassessment
Become a HERDSA Fellow	
<p>Your role:</p> <ul style="list-style-type: none"> • Resubmit as required until portfolio accepted • Attend HERDSA conference to be awarded Fellowship or notify HERDSA office to have documentation sent to you. 	<p>HERDSA's role</p> <ul style="list-style-type: none"> • HERDSA Executive endorses Fellowship • Formally notifies Associate Fellow of success • Awards Fellowship at next HERDSA conference or send documentation to Fellows unable to attend

2. Structuring your HERDSA Fellowship Portfolio

Overview of the Portfolio.

There are six parts to the HERDSA Fellowship Portfolio. These are minimum requirements for submission and assessment:

Part 1	Introduction and Context of your Educational Practice	500 words max
Part 2	Philosophy of Teaching Statement	500 words max
Part 3	<p>Statements addressing the HERDSA Fellowship Criteria:</p> <p><i>Criterion 1:</i> Educational practice demonstrates a concern for Learning</p> <p><i>Criterion 2:</i> Assessment encourages and supports learning</p> <p><i>Criterion 3:</i> The needs of different participants are recognised and they are supported in their learning and development</p> <p><i>Criterion 4:</i> The wider departmental, institutional and/or community context for learning is recognised and built upon in improving educational practice</p> <p><i>Criterion 5:</i> Curricula are planned and innovation is introduced to enhance learning</p> <p><i>Criterion 6:</i> Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation</p> <p><i>Criterion 7:</i> Research and scholarship (disciplinary and</p>	Each criterion: 500 words max
Part 4	Collated list of references that support responses to the criteria	2 pages max
	Appendices containing evidence that authenticate responses to each aspect of the criteria	10 pages max
Part 5	Reflective Statement	500 words max
Part 6	Curriculum Vitae	8 pages max
	Total pages	30 pages max

3. Components of the Portfolio: Detailed explanation to aid the completion of your Portfolio

Part 1: Introduction and Context of your Educational Practice

Describe the current context of your educational practice in relation to your Portfolio. This section should be brief (max 500 words) but should provide the assessors with sufficient information to understand the context in which you work. It is not an assessable component of your application. It may include details about your: university; professional discipline; teaching responsibilities; and who are your learners.

Part 2: Philosophy of Teaching Statement

This is an important part of your Portfolio. The values and principles articulated in your philosophy of teaching statement must be evident in your responses to each criterion elaborated below.

Explain your philosophy of educational practice, including your principles and values. Explaining the origins of these beliefs usually adds extra depth to your statement. Illustrating, briefly how your beliefs

impart you practice to encourage learning is important. The Philosophy of Teaching Statement (max 500 words) provides a rationale for your practice and outlines its theoretical underpinnings. It outlines what you believe by excellent teaching and discusses your view of students and their learning. The role of evaluation, professional development and how you disseminate your ideas about teaching will also be addressed. There is an expectation that you will include references to the literature that support your principles and values.

A good resource about how to construct a Philosophy of Teaching Statement is:

Schönwetter, D.J., Sokal, L., Friesen M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: a conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*, 7:1, 83-97.

Part 3: Statements and Evidence Addressing the HERDSA Fellowship Criteria

For each criterion there are three compulsory elements to write about:

1. **Description and Outcomes** (describe what you did, why you did it and what the outcomes were) [include link to evidence and link to scholarly literature]
2. **Reflection and Learning** (critically reflect on what you think about what you did and the outcomes and what you have learnt from it) [include link to evidence and link to scholarly literature]
3. Further specific **Development** (indicate how you will do it differently in the future, with a concrete action plan, and why) [include link to evidence and link to scholarly literature].

Generic instructions for your responses to each criterion

- It is advised to use *one specific example* relevant to each criterion to demonstrate your educational practice and indicate why this example was chosen. Evidence from previous Fellowship Portfolios suggests that elaborating on one specific example in relation to each criterion is better than trying to cover everything.
- Remember it is not necessarily all about your achievements. This is not an award or promotion application. It is about demonstrating that you engage in reflective practice in a continual cycle of improvement.
- You have a maximum of 500 words for each criterion.
- Draw on current practice - preferably practice should not be more than 1 or 2 years old.
- Assessors will expect you to adequately address the three elements described above in each criterion.
- Remember, for each criterion, that your response must include **evidence of outcomes, reflection** and plans for further **development** and be linked with your philosophy of teaching statement.

Some questions are provided below to guide your response to each criterion. These are examples only, and you are encouraged to discuss your response and choice of examples with your mentor or peers.

Criterion 1: Educational practice demonstrates a concern for learning

Describe how your practice encourages learning in your educational context.

For example, think about your responses to these questions:

- How do you make a conscious effort to be an effective role model for thinking and practice in your profession or discipline?
- What steps do you take to extend the range of learning activities that you draw upon in your teaching/academic development/learning support?
- What approaches do you use to help participants to reflect upon their own learning intentions, behaviour, and practice, and to develop effective skills for lifelong learning?

Criterion 2: Assessment encourages and supports learning

Describe the assessment methods that you use to determine if your educational practices facilitate the achievement of learning outcomes for your students or participants.

For example, think about your responses to these questions:

- What strategies do you use to provide immediate feedback to participants to help them improve their performance?
- How do you identify for participants the specific strengths and weaknesses of their performance and offer precise feedback about how to improve?
- In what ways do you ensure that your assessment methods accurately assess the learning outcomes that you intended, including **the** knowledge, attitudes, and behaviours and/or skills of the participants?

Criterion 3: The needs of different participants are recognised and they are supported in their learning and development

Describe how you support the learning and development of individuals from a diversity of backgrounds.

For example, think about your responses to these questions:

- How do you assist students from equity and other demographic sub-groups to participate and achieve success in their learning?
- How do you encourage participants to become aware of the potential for learning from each other and the benefits of working in groups?
- How do you provide personal assistance to participants, and/or refer them to the range of resources and agencies that are available to assist them?

Criterion 4: The wider departmental/institutional/community context for learning is recognised and built upon in improving educational practice

Some aspects of teaching and learning are influenced by the institutional, political and social contexts in which they occur. Specifically, consider how you recognise and respond to departmental/institutional/community issues to enhance your educational practice.

For example, think about your response to these questions:

- How do you contribute to decision-making processes in your professional context in order to enhance teaching and learning?
- How do you make use of your professional associations to raise issues of curriculum concern for the discipline?
- How do you maintain your familiarity with national or local policy directions, monitor effects on teaching and learning, and voice your concerns in appropriate forums?

Criterion 5: Curricula are planned and innovation is introduced to enhance learning

Formal course/subject requirements, content, teaching/academic development/learning support methods, assessment policies and practices and the provision of learning resources are all aspects of academic practice which will have an impact on participant learning. Describe how you plan curricula to encourage and enhance participant learning.

For example, think about your response to these questions:

How do you ensure that there is consistency between your educational objectives, your approach and the ways you teach, and the ways you assess?

How do you build upon participants' life experiences in your curriculum design? What opportunities do you give participants to choose aspects of coursework or assessment that are relevant to their interests and experience?

In your teaching context, how have you applied innovations to enhance curriculum design?

Criterion 6: Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation

Evaluation of educational practice for purposes of development involves collecting information from a range of sources by a range of methods and reflecting on that information prior to making changes. Describe how you evaluate your teaching.

For example, think about your response to these questions:

- How do you find out about the approaches participants take to their learning and the ways in which your educational practice and/or your subject design affects that approach?
- How do you use the information obtained from student assignment and examination work in evaluating your educational practice/or your subjects?
- What opportunities do you make to receive feedback on your educational practice from colleagues?
- What strategies (for example: action research, peer review, focus groups, etc.) do you employ to reflect upon your educational practice and identify areas for development?

Criterion 7: Research and scholarship (disciplinary or pedagogical) are used to enhance participants' learning

Describe how you use research and scholarship in your teaching to encourage and enhance learning.

For example, think about your responses to these questions:

- What strategies do you adopt to help participants to become researchers, and to look critically at accepted knowledge and practice in your discipline or profession?
- How do you make explicit the forms of thinking and writing in your discipline, and help participants develop competence in these?
- How do you stay in touch with developments in educational practice in your own discipline or profession?

Part 4: References

The HERDSA Fellowship application is intended to foster a scholarly approach to enhancing your educational practice. A demonstration that your practices are grounded in a theoretical and scholarly basis will be strengthened by the inclusion of appropriate references highlighting your principles and values. Please include no more than 2 pages of references.

Part 5: Evidence

You must include up to 10 additional pages of evidence. The selection and presentation of evidence is part of the skill of crafting an effective Portfolio. The purpose of the evidence you include is to support the arguments or claims in response to each criterion. 'Evidence' may be a description or analysis of an artifact, rather than the artifact itself. For example, provide an analysis of your student-feedback rather than the original questionnaires. You should discuss your choice of evidence with your mentor for each criterion.

Evidence may include, amongst other things:

- citations from students and colleagues
- assessment data, student and peer feedback and information on how you used it
- extracts from course or unit outlines
- photographs, frameworks, and process diagrams
- emails and communications from colleagues or students (de-identified)

Your choice of evidence and examples is up to you. However, your Portfolio should include only examples and evidence covering current or recent aspects of your experience.

This section should only contain evidence that is referenced in your responses to the criteria above. Label and annotate your evidence so that it is clearly linked to the appropriate criteria.

Part 6: Reflective Statement

There are three key components of the final Reflective Statement that your response will address:

1. Your thoughts on your actions in relation to your educational practice, and, specifically, how you have enhanced your practice in recent years;
2. Your assessment of how the activities that you have undertaken have fostered engagement with the HERDSA community and/or the wider teaching and learning field; and
3. An explanation of the key things you have learnt through preparing your HERDSA Fellowship Portfolio, and how you will use that learning in your future teaching and learning.

This section of your Portfolio has a maximum of 500 words.

Part 7: Curriculum Vitae

Include a selective Curriculum Vitae (8 page maximum) outlining your relevant career and professional achievements to date.

4. Preparing your Portfolio for submission

Prepare your Portfolio using the Portfolio template, available for download from the Fellowship pages of the HERDSA website. Please use Calibri 11 point font or equivalent for your responses.

The maximum length of a HERDSA Fellowship application is 30 pages plus the cover sheet. The cover sheet is the first page of the template.

Portfolios must be submitted as either Word or Adobe Acrobat pdf format, and electronic files should aim not to exceed 2Mb. Send your application by email to office@herdsa.org.au.

You may submit your Portfolio as an *ePortfolio* using an appropriate ePortfolio platform. Should you wish to do this, you must follow the Portfolio requirements outlined above and clearly identify all compulsory components. Send your link to your portfolio to office@herdsa.org.au.

On receipt of your Portfolio, the HERDSA office will advise receipt by email and you should then go into your home page and use the left tab to pay the \$250 Portfolio assessment fee.

5. Assessment of your Portfolio

1. Your Portfolio will be assessed by two Assessors from the Panel of Assessors. It would be helpful for you to read the "Fellowship Portfolio Assessment Guide" (available from the Fellowship section of the HERDSA website) so that you understand how your Portfolio will be assessed and rated. Your response to each criterion is judged according to an "acceptable/not yet acceptable" standard. Gaining an 'acceptable' standard on each of the criteria, the philosophy of teaching, and the reflective statement is a requirement for the award of the HERDSA Fellowship.
2. Your response to each criterion must also show evidence of critical reflection related to the required elements and be consistent with your teaching philosophy. Reflection is your analysis of the effectiveness, the degree of success and the rationale behind your own practices and the lessons you have learnt from your approaches to educational activity.
3. You may find it helpful to use the Assessors' rubric as a personal checklist prior to submission.

4. The assessment process follows the model used for the examination of postgraduate dissertations. The assessors' identity is not revealed to you. This is to encourage greater objectivity and rigour in the assessment process. Your disciplinary area and institutional context are taken into account in the choice of the assessors. Normally assessors will not come from your own institution.

5. The assessors will independently assess the Portfolio using the rubrics in the "Fellowship Assessment Guide" (available for download from the Fellowship page of the HERDSA website). The Assessor has four weeks to submit their assessment report. The convenor of the Panel of Assessors then makes an overall assessment of the portfolio from one of four options.

Option A: Portfolio is accepted as is.

Option B1: Portfolio is accepted with minor changes, which are overseen by the Fellowship Subcommittee.

Option B2: Portfolio is accepted subject to major changes and is resubmitted to the Panel of Assessors via the HERDSA office.

Option C: Major revisions requested. Assessment of resubmissions through the HERDSA office will be completed by the Panel of Assessors again.

6. The above process can be completed as many times as required, until Option A or B1 are managed by the Fellowships Committee in which case they recommend the award of the Fellowship, to be ratified by the HERDSA Executive.

7. If you dispute an assessment decision you have the right of appeal to the HERDSA Executive. The Executive's decision is final.

6. Joining the HERDSA Fellowship community

As a HERDSA Associate Fellow you will:

- have access to the Fellowship section of the HERDSA website;
- be eligible to attend exclusive HERDSA Fellowship networking events and professional learning workshops; and
- be entitled to utilise the acronym 'AFHERDSA' to demonstrate publicly you have achieved recognition for your teaching.

As a HERDSA Fellow you will also:

- have access to the Fellowship section of the HERDSA website;
- be eligible to attend exclusive HERDSA Fellowship networking events and professional learning workshops;
- be entitled to utilise the acronym 'FHERDSA' to demonstrate publicly you have achieved recognition for your teaching;
- be eligible to be a mentor for new HERDSA Fellowship candidates after appropriate training; and
- be eligible to join the HERDSA Fellowship Panel of Assessors after appropriate training.

In order to keep your HERDSA Fellowship status you are required to pay the annual fee of \$50 in addition to your HERDSA membership. This fee helps to fund networking events and professional learning workshops for HERDSA Fellows.

7. How the Fellowship Scheme is administered

The HERDSA Executive is responsible for the Scheme. The Executive has appointed a group among its members to serve on the HERDSA Fellowships Committee. The Committee is responsible for monitoring the scheme and making recommendations to the Executive concerning Fellowships to be awarded. It co-opts other members where necessary.

Quality assurance

The overall standards of the Scheme are monitored by the HERDSA Executive. An external examiner will monitor a proportion of the Portfolios and their assessment every 3-5 years and will then report to the Executive through the HERDSA Fellowships Committee.

Complaints

If anyone has a complaint regarding the assessment procedure or any aspect of the operation of the Scheme, the complaint should be made in writing to the HERDSA Fellowships committee in the first instance. If the complainant is unsatisfied with the response of the Committee they may appeal in writing to the HERDSA Executive to adjudicate the matter. The Executive's decision is final.

8. The final checklist before submission

Before you submit your final Portfolio, use this checklist to ensure to make sure that your Portfolio contains all the essential elements for assessment and that it is within the required word or page limit.

The Six Portfolio Components:		Tick the Box
Part 1	Introduction and Context of your Educational Practice (500 words max.)	
Part 2	Philosophy of Teaching Statement (500 words max.)	
Part 3	Statements and evidence addressing the HERDSA Fellowship Criteria (500 words max. for each criterion)	
	Criterion 1: Educational practice demonstrates a concern for learning	
	Criterion 2: Assessment encourages and supports learning	
	Criterion 3: The needs of different participants are recognised and they are supported in their learning and development	
	Criterion 4: The wider departmental, institutional and/or community context for learning is recognised and built upon in improving educational practice	
	Criterion 5: Curricula are planned and innovation is introduced to enhance learning	
	Criterion 6: Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation	
	Criterion 7: Research and scholarship (disciplinary and pedagogical) are used to enhance participants' learning	
Part 4	Collated list of references to support responses to the criteria (2 page max.)	
	Appendices containing evidence (10 page maximum) NB: each aspect (description and learning, reflection and learning, future development) of every criterion should have a related piece of evidence	
Part 5	Final Reflective Statement (500 words max.)	
Part 6	Curriculum Vitae (8 pages max.)	
	Portfolio Submission: Total 30 pages max	