



The HERDSA Fellowship Scheme

Handbook

HERDSA OFFICE PO Box 6106, Hammondville, NSW Australia 2170
PHONE 61 2 9771 3911
FAX 61 2 9771 4299
EMAIL office@herdsa.org.au

Contents

1. Welcome and Introduction to the Scheme	3
2. Getting started as an Associate Fellow	3
3. Structuring your HERDSA Fellowship Portfolio.....	6
3.1 Overview of the Portfolio.....	6
3.2 Detailed explanation to aid the completion of your Portfolio.....	6
Part 1: Introduction and Context of your Educational Practice.....	6
Part 2: Philosophy of Teaching Statement.....	6
Part 3: Statements and Evidence Addressing the HERDSA Fellowship Criteria	7
Part 4: References and evidence	9
Part 5: Reflective Statement.....	9
Part 6: Curriculum Vitae	9
4. Preparing your Portfolio for submission	10
5. Assessment of your Portfolio	10
6. Joining the HERDSA Fellowship community.....	11
7. How the Fellowship Scheme is administered.....	11
8. The final checklist before submission	12
Appendix 1: Working with a mentor	13
Introduction	13
Expectations of Mentoring.....	13
Growing your mentoring relationship.....	13

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?

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.

What does it involve?

Associate Fellows prepare a Portfolio under the guidance of a mentor and have that Portfolio assessed by two Fellows from the Panel of Assessors.

Why would I bother?

The Fellowship Scheme provides opportunities for:

- Personal and professional development
- Connections: collegiality and collaboration
- Recognition of achievements

The scheme is coordinated by the Fellowships Committee 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.

Note that in the HERDSA Fellowship and this handbook:

- The term '*tertiary education*' is taken to include 'higher education' and 'post-compulsory education'; and
- 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.

2. Getting started as an Associate Fellow

Step 1: Join HERDSA (if you are not already a member)

You will receive a New Members' Pack, which contains your membership number and general information about HERDSA. Your membership number gives you access to the Members' section of the HERDSA website.

Step 2: 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.

Step 3: Working with a Mentor

Once accepted as an Associate Fellow, you will be encouraged to work with a mentor to develop your Portfolio. A number of alternatives are available to you:

1. You can nominate a Mentor yourself within your own tertiary education institution or one nearby so you can have face-to-face meetings.
2. You can request that a mentor be nominated for you.

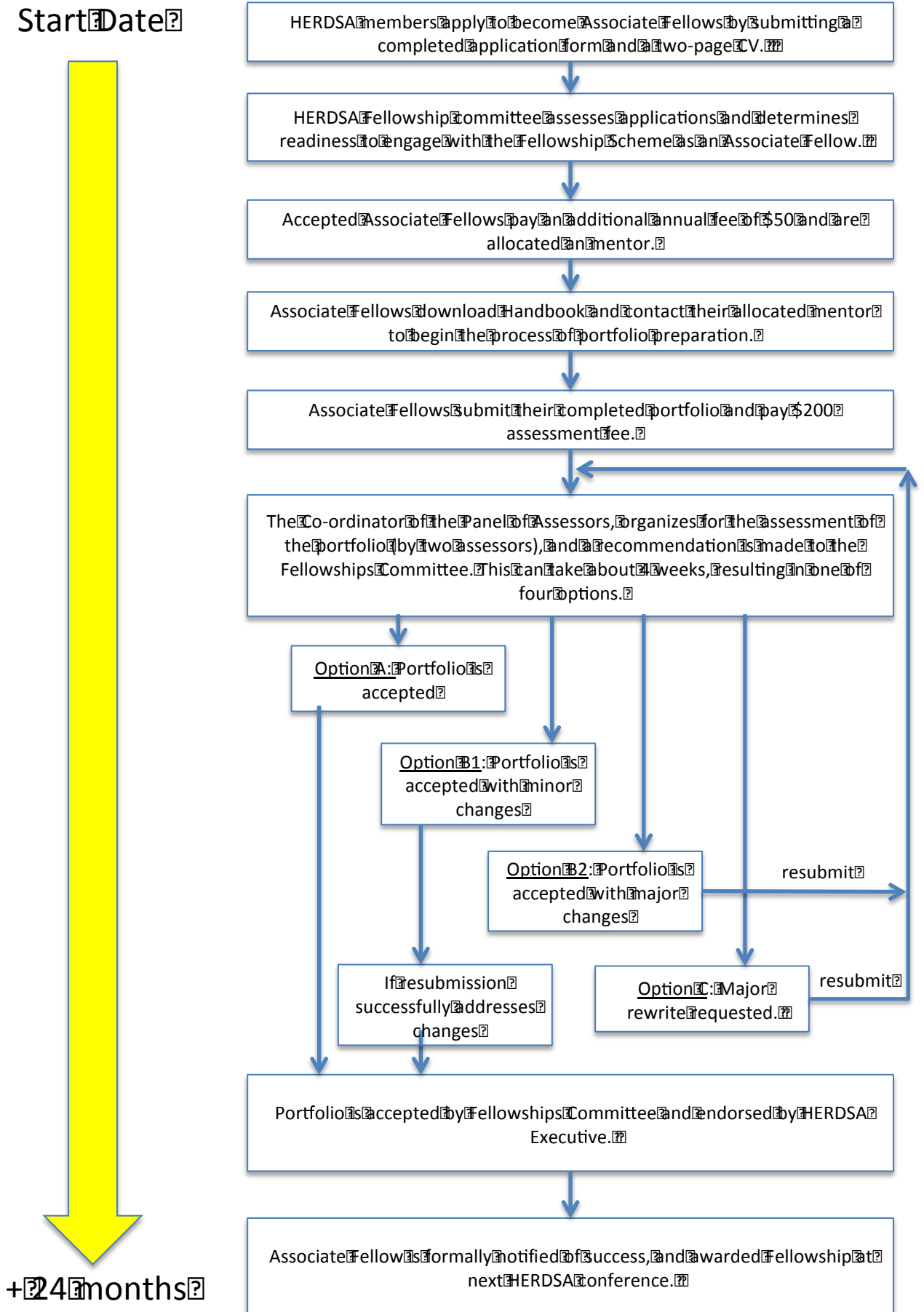
The mentor will normally be a Fellow and your discipline, experience and geographic proximity will be taken into account.

We advise you to contact your Mentor as soon as possible and negotiate a plan of action. Suggestions and advice on how to work with your mentor effectively are included in the Appendix of this handbook.

Step 4. Submitting your Portfolio

You are expected to complete and submit your Portfolio for assessment within 24 months of registering it. If you cannot submit your Portfolio within 24 months of registering, please contact the Fellowships Committee via 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.

A flowchart of the HERDSA Fellowship Scheme Assessment and Award



3. Structuring your HERDSA Fellowship Portfolio.

3.1 Overview of the Portfolio.

There are six parts to the HERDSA Fellowship Portfolio:

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

3.2 Detailed explanation to aid the completion of your Portfolio

Part 1: Introduction and Context of your Educational Practice

Describe the context of your educational practice in relation to your Portfolio. This section can be brief (max 500 words), and 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, and what you try to do to encourage learning. The Philosophy of Teaching Statement provides a rationale for your practice and outlines its theoretical underpinnings. It outlines what you understand 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.

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

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 do, why you do it and what the outcomes are)
2. **Reflection and Learning** (describe what you think about what you do and what you have learnt by doing this)
3. Further specific **Development** (indicate how you would do it differently in the future and why).

Generic instructions for your responses to each criterion

- You have a maximum of 500 words for each criterion.
- 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.
- Explain what you have learnt from previous practice and how you could and will do things differently in the future.
- Please include at *least 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.

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 and/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 and evidence

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.

Evidence

You may include up to 10 additional pages of evidence. Please be aware that 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 may find it useful to discuss your choice of evidence with your mentor.

Evidence may include:

- 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

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 not contain new evidence that has not been discussed within your responses to the criteria above. Please ensure that your evidence is clearly referenced to the appropriate criteria.

Part 5: Reflective Statement

There are three key components of the 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 the 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 6: 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 Arial 11 point font or equivalent for your responses.

If your educational practice cannot be adequately described using the accompanying template, you should seek permission from the Chair of the HERDSA Fellowships committee (office@herdsa.org.au) to use an alternative format for your Portfolio. If you do choose an alternative format, you are responsible for identifying clearly the three compulsory components for each criterion.

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.

Applications must be submitted in electronic format (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.

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:

- 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.)	<input type="checkbox"/>
Part 2	Philosophy of Teaching Statement (500 words max.)	<input type="checkbox"/>
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	<input type="checkbox"/>
	Criterion 2: Assessment encourages and supports learning	<input type="checkbox"/>
	Criterion 3: The needs of different participants are recognised and they are supported in their learning and development	<input type="checkbox"/>
	Criterion 4: The wider departmental, institutional and/or community context for learning is recognised and built upon in improving educational practice	<input type="checkbox"/>
	Criterion 5: Curricula are planned and innovation is introduced to enhance learning	<input type="checkbox"/>
	Criterion 6: Critical reflection to improve educational practice takes place in the light of evidence obtained from different types of evaluation	<input type="checkbox"/>
	Criterion 7: Research and scholarship (disciplinary and pedagogical) are used to enhance participants' learning	<input type="checkbox"/>
Part 4	Collated list of references to support responses to the criteria (2 page max.)	<input type="checkbox"/>
	Appendices containing evidence (10 page maximum)	<input type="checkbox"/>
Part 5	Reflective Statement (500 words max.)	<input type="checkbox"/>
Part 6	Curriculum Vitae (8 pages max.)	<input type="checkbox"/>
	Portfolio Submission: Total 30 pages max	

Appendix 1: Working with a mentor

Introduction

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 you work towards these outcomes you are encouraged to seek the support of a mentor. The choice to have a mentor (or not) is made by each Associate Fellow. You can either find your own mentor or ask for help in matching you with a mentor.

It may be an advantage to work with someone who already holds a HERDSA Fellowship and so is personally familiar with the portfolio development process. If you wish, the HERDSA Fellowships Committee can suggest a mentor for you and put you in contact with them: email them via the HERDSA office. Fellows who put themselves forward as mentors will receive some training in this important role.

You may, however, choose to work with a colleague or colleagues in your own educational context and with whom you have face-to-face meetings to discuss the portfolio development.

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 teaching
- 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
- Having access to someone who is an expert in everything.

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.

Growing your mentoring relationship

Here are some questions and answers to facilitate forming and growing your mentoring relationship.

What characteristics contribute to a successful mentoring relationship?

- Feelings of equality, recognition and respect for difference, honesty, trust, confidentiality, reciprocity, and commitment and mutual excitement for the task (i.e. for becoming a HERDSA Fellow)
- Opportunities for intellectual stimulation through challenge and achievement
- Balancing challenge and support in the relationship
- Patient listening by both partners that values the input of each person
- Both partners being willing to take the time to commit to the relationship
- Taking time to get to know each other as the relationship begins.

What do we do at our first meeting?

- Share your goals for mentoring
- Share your ideas about your expectations for mentoring
- Consider your respective responsibilities
- Consider how long you envisage the mentoring relationship lasting
- Decide how often you are going to have contact (be flexible)
- Decide what form that contact will typically take (e.g. email, phone, Skype) and who will contact whom
- Ensure that you have each others' contact details, and know if there are going to be any extended periods when one of you will be unavailable for the mentoring purposes
- Decide if one of you needs to take notes on what has been discussed.
- Share ideas about how much time you are willing to invest in the mentoring relationship
- Decide what you are going to do if the relationship seems not to be working.

These are the 'ground rules' for your mentoring relationship. Taking time to set these up in the beginning may help to avoid frustration later on and provide a focus for discussion if your expectations are not being met.

What do I do if I have problems contacting my mentor?

Email the convenor of the Fellowships Committee via the HERDSA office (office@herdsa.org.au). The convenor will help you resolve this problem and may suggest an alternative mentor.

What do we do if one of us has problems with the mentoring relationship?

In the first instance discuss the problem together. If the matter cannot be resolved, contact the convenor of the Fellowships Committee via the HERDSA Office (office@herdsa.org.au).