Development Program for New Academic Staff

Guidelines for Participants

University of Technology Sydney

January 2013

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Overview of the program

Welcome to your new academic position at UTS. The aim of this development program is to support your learning and development as a lecturer or associate lecturer during your first two years in this university. It is intended to complement and support your normal academic work. You will work with your academic supervisor, identified in your letter of offer of employment, to negotiate your overall program, and will be given a 25% reduction in your teaching load based on your Faculty's workload policy. The program is designed to enable you to tailor activities to suit your needs, goals and Faculty context while also providing some core components.

You will meet with your supervisor and negotiate your program before the end of your first six months of employment. The program is designed to have 50% core and 50% elective activities.

Core activities are:
1. **Developing your Academic Portfolio**. The portfolio is intended to be a record of your reflection, development and achievements as an academic over time (see Appendix A). You should discuss your developing portfolio with your supervisor, and may use aspects of it to provide evidence for formal probation review, progression and/or promotion processes.
2. **Evaluating your own teaching**. Evaluating teaching in at least one subject each teaching session is a requirement for all teachers at UTS. For staff on probation, the major teaching duties in each teaching session will be evaluated.
3. **UTS orientation sessions:** The half-day welcome for all new UTS staff (offered by the Human Resources Unit four times per year) and Developing your academic career at UTS workshop and Market session for new academic staff and other orientation workshops (offered by the Institute for Interactive Media and Learning each semester).
4. **Two foundation subjects from the Graduate Certificate in Higher Education Teaching and Learning (GradCertHEd)**: Student learning and teaching approaches; Course design and assessment (see Appendix B), along with the course introduction. Recognition of prior learning is available if you have completed similar subjects at other universities.
5. **Approximately 30 hours of other professional development workshops, seminars, online activities of your choice, as negotiated with your supervisor**. You may choose from activities offered by your Faculty or university activities such as workshops on research grants or research supervision, or sessions from other GradCertHEd subjects.

Elective activities may include any activities that you and your supervisor agree are relevant for your professional development. A typical sequence of activities for the program for a participant starting at the beginning of the year is shown on the next page. Examples of elective activities and sample programs can be found on pages 8-10.

When you and your supervisor have agreed on your program, you will document your agreement. Copies of the agreement are sent to the Dean of your Faculty and HRU and to IML for information. A sample agreement proforma is given on page 7.
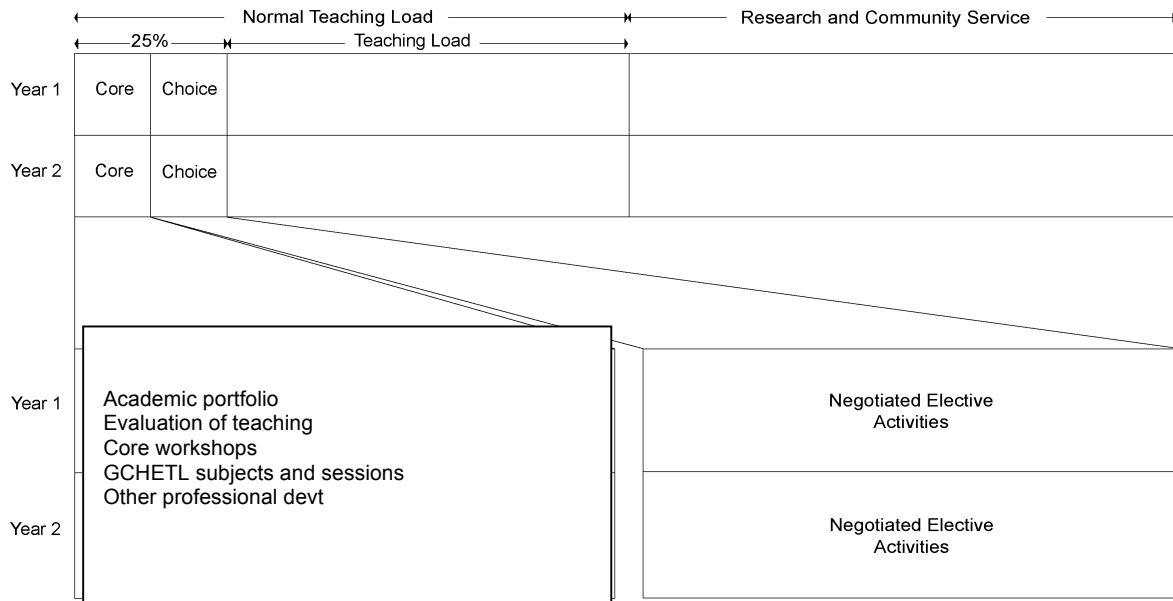
Typical development program sequence

	Core (Compulsory) Components (50%)	Elective Activities (50%)
Year 1	**Developing your academic portfolio** 　This involves documenting and reflecting on your academic work and development. (see Appendix) **Evaluation of your own teaching** **Workshops/ professional development activities:** Core sessions for all participants: • UTS Welcome to all new staff [HRU] • Academic orientation sessions for recently appointed academics, including Developing your academic career at UTS and Support for staff and students - Market session, and sessions on teaching and learning at UTS [IML] •　Scholarship and dimensions of academic work and 　careers (mid-year) (IML)	To be decided by negotiation between new staff member and supervisor. (Elective activities should be chosen to be useful for the new staff member's development, and to assist them to make a good start in their academic career at UTS. Elective activities can include time to undertake research and/or teaching preparation and to get teaching and/or research programs under way. See further examples in Appendix A.)
Year 1 or 2 Or part in each year	**GradCertHEd Foundation subjects:** •　First session: Introduction to the course and developing your portfolio (start of semester 1) •　Student learning and teaching approaches subject (semester 1) •　Course design and assessment subject (semester 2) **Other formal professional development activities** For example: •　Teaching and learning, assessment and UTSOnline workshops [IML] •　Research issues eg applying for grants, ethics issues, intellectual property [RIO] •　Research supervision issues [UGS, IML] •　Other eg project management [HRU], computer skills [HRU] Women@UTS activities [E&D] •　Faculty-based workshops relevant to your academic development [Faculties]	
Year 2	**Developing your academic portfolio** **Evaluation of your own teaching** Any activities not completed in Year 1	To be decided by negotiation between new staff member and supervisor.

IML=Institute for Interactive Media and Learning; HRU = Human Resources Unit, UGS=University Graduate School, ITD=Information Technology Division, RIO = Research and Innovation Office

How much time should I be spending on the program?

As you will receive a 25% reduction in your teaching load, it's assumed that you'll be spending a similar amount of time on the program. We estimate that this will be about 4.5 hours per week averaged over the year, or 225 hours in total. This includes time for all your core and elective activities. Formal face-to-face contact time in core workshops, Graduate Certificate sessions and other professional development activities are likely to involve a maximum of around 80 hours over the two years of the program.

			Normal Teaching Load	Research and Community Service
		25%	Teaching Load	
Year 1	Core	Choice		
Year 2	Core	Choice		

Year 1	Academic portfolio Evaluation of teaching Core workshops GCHETL subjects and sessions Other professional devt	Negotiated Elective Activities
Year 2		Negotiated Elective Activities

Development Program

What if I've done something similar to the core activities before?

The program is intended to assist your further development. If you have done something very similar to the core activities at another university or can demonstrate recognition of equivalent prior learning through other means, you should negotiate this with your academic supervisor.

You may need to consult with staff from the Institute for Interactive Media & Learning about how your prior learning relates to the core GradCertHEd subjects. Past evaluations have shown that these offer valuable perspectives for experienced and less experienced university teachers and assist teachers to adapt to the UTS context. Teaching experience per se does not necessarily qualify as prior learning. Recognition of prior learning is not usually given for the Student Learning component of the Student Learning and Teaching Approaches subject unless you have done equivalent tasks at another university. If you and your supervisor do agree that your prior learning is equivalent to the foundation subjects, then you should substitute other subjects or further elective activities.

I'm in a part-time (fractional) academic position. What am I expected to do?

The development program outlined in this guide is intended for participants employed at .7 of a full time load or above. If you are employed for less that this, you should negotiate with your supervisor to do a proportionally scaled down version.

What is my supervisor expected to do?

You and your supervisor should negotiate together about ways in which she or he can assist you to work towards your professional development goals. Your supervisor is expected to:

- confirm that a genuine 25% reduction in your teaching load will be available;
- discuss and agree your development program with you, consulting where necessary with support groups within the university. In doing this, you and your supervisor should consider ways in which the development program can assist you to meet probation requirements.
- ensure your agreement is documented and send copies to the Dean of the Faculty, to HRU (the HR partner for your area); and to IML for information (Enza Mirabella)
- support and monitor your activities throughout the program. Usually this would involve a few formal meetings where you agreed on your program and documented progress throughout the two years, but also informal chats on a regular basis. It is also useful for your supervisor to suggest colleagues who can offer you mentoring or advice with particular aspects of your work, for example grant writing or teaching large enrolment subjects.

How does the program relate to probation?

The development program is formally separate from the processes of probation but it makes sense to see them as complementary. In the planning discussion with your supervisor, you will have addressed the following areas:

1. Your broad professional goals
2. Specific Goals and Activities for the current year:
     (i) Teaching Activities
     (ii) Research, Scholarship, Consulting activities etc
     (iii) Contribution to the University and the community
3. Professional Development Needs and Priorities
4. Agreed Professional Development Activities
5. Sources of support and assistance available to you

It is sensible for your development program activities to address the Professional Development Needs and Priorities that you have identified, and include the Agreed Professional Development Activities. As you develop your Academic Portfolio, you will be including and reflecting on evidence of your achievement of your specific goals, as well as your broader professional development.

SAMPLE AGREEMENT PROFORMA

Development Program for New Academic Staff: Participant Development Agreement

................................(participant) and .... (supervisor) have agreed that ....(participant) is receiving an overall 25% reduction in their teaching allocation over two years.

We have identified and agreed on the following development priorities and needs ....

We have agreed that .... will participate in the following program of activities:

Year 1
Core activities
Development of an academic portfolio
Evaluation of teaching
Subjects from the Graduate Certificate in Higher Education Teaching and Learning:

Core workshops and sessions:
The following professional development options:
...

Elective activities:
....(describe briefly and include any Faculty or other support that has been agreed)

Year 2
Core activities
Development of an academic portfolio
Subjects from the Graduate Certificate in Higher Education Teaching and Learning:

The following professional development options:
...

Elective activities:
....(describe briefly and include any Faculty or other support that has been agreed)

We agree that we will monitor the planned program over these two years, and that the second year activities may be renegotiated at the end of the first year.

Signed.....................................Participant   Supervisor   Date

Example Elective Activities

Fifty percent of the program in each year has been left as elective activities, to allow the new staff member to focus some time on areas that are most useful for their own learning and development. It's important to note that the focus should be on activities that have the main intention of benefiting the new academic's learning and career development. Activities that are new for the person but where the main benefit is to the academic unit should be included on workplans under service to the university rather than included as professional development activities.

Any one or combination of activities such as those listed below, along with others agreed by the participant and their supervisor, could be used to make up the 50% electives of the program.

- mentoring in specific or general areas
- time to establish research
- time to make progress towards a research degree if the participant does not already have one
- time to prepare for teaching or develop specific teaching resources (in addition to normal preparation time)
- supported research proposal development
- new staff discussion groups or Faculty specific development programs
- research workshops offered by the university (e.g. on research project management)
- research methods subjects/courses at UTS or elsewhere
- teaching and learning workshops from IML and/or faculty
- personal development e.g. conflict resolution
- departmental seminars
- research (postgraduate) supervisor forums or workshops
- participation in departmental journal clubs/writing syndicates
- completion of the project subjects in the Graduate Certificate in Higher Education Teaching and Learning (GradCertHEd) (See appendix C)

Example programs

These two examples illustrate possibilities and are not intended to be prescriptive. They assume that the participant is given a 25% reduction in their teaching evenly across Years 1 and 2.

Example 1: Research focus

Year 1
Core (compulsory) components (50%)

- Academic portfolio including reflection on all areas of work, but with a particular emphasis on research development

- Orientation workshops completed

- One GradCertHEd subject completed.

- Workshop options: Applying for internal research grants, Research ethics issues, Briefing for new supervisors, Supervisor forums for research supervisors

Example Elective activities (50%)

- additional research workshops (ARC grants forum)

- participation in a research and writing group in the department

- Participation in a Faculty or departmental research cluster, with active mentoring. The new member of staff is teamed with an experienced researcher in a common research area. The aim of this program is to prepare joint applications for funding and set up industry contacts for research, and the participant will be funded to present a conference paper at an international conference. They will reflect on their research development in their Academic Portfolio.

Year 2
Core (compulsory) component (50%)

- Academic portfolio including reflection on all areas of work, but with a particular emphasis on research development

- One GradCertHEd subject completed.

- Workshop options: Project management web-based package, Intellectual property, Supervisor forums

Example Elective activities (50%)

- Continuation of the mentored research development activities commenced in year one.

Example 2: Teaching and learning focus

Year 1
Core (compulsory) components (50%)

- Academic portfolio including reflection on all areas of work, but with a particular emphasis on teaching and learning

- Orientation workshops completed

- Two Grad Cert HEd subjects and workshops completed.

- Workshop options: Workshops on groupwork and assessment in the Faculty, UTS Teaching and Learning forum

Example elective activities (50%)

- A program of observing and reflecting on some colleagues' classes, having a mentor observe and give feedback on their teaching, reading literature on teaching and learning in their area, introducing and evaluating a small innovation in their classes, and aim for completion of the Graduate Certificate in Higher Education Teaching and Learning over the two years. The participant also agrees to attend Faculty research seminars

Year 2
Core (compulsory) component (50%)

- Academic portfolio including reflection on all areas of work, but with a particular emphasis on teaching and learning

- Workshop options: assessment, course design, applying for internal research grants, dealing with difficult people

Example elective activities (50%)

- Presenting a paper at the UTS Teaching and learning forum, preparing and presenting a joint paper for a conference on teaching and learning in their area and attending the conference, and completion of the remaining subjects in the Graduate Certificate in Higher Education Teaching and Learning.

The Academic Portfolio

What is an Academic Portfolio and what should it include?

An Academic Portfolio is an organised record of your academic experiences, achievements and professional development over a period of time. It consists of a collection of documents which illustrate the variety and quality of work that you do, along with your reflections on these documents and on your development over time. A portfolio can be kept in a variety of ways: in a folder with sub-sections, in a series of files in your filing cabinet, or in electronic form with a file of supporting documentation.

Your portfolio will be basis of many of the performance and development activities you will undertake throughout your academic career. There are three major areas of academic work that you should include in your portfolio:

- teaching and educational development
- scholarship and the advancement of knowledge and its applications
- contributions to the university and the community.

You should include some evidence of your participation and reflection in each of these areas, although at any point in your academic career your work is likely to have a greater focus on some areas than on others. If your appointment is at level B (lecturer) or higher, you would consider a fourth aspect, that of leadership within the university. As well as including these areas of academic work, try to include an overview section where you review your activities in relation to your overall goals and career plans.

Developing an Academic Portfolio is intended to help you to improve your current practice through reflection and self evaluation. We suggest that all academics develop a portfolio for their professional development and as an aid to identifying goals and evidence for career progression. Extracts from a portfolio will be particularly useful when you are required to provide evidence for probation review, progression or promotion processes.

These guidelines suggest that you develop your Portfolio to encompass the major areas of academic practice. As each academic's experience and context will be different there is no expectation that all Academic Portfolios will be similar. Rather they should contain evidence of individual academic achievements and experiences, with reflections on these experiences.

Getting Started

Developing a portfolio is an ongoing process. As your portfolio develops over time, you will include documents that provide evidence of a wide range of activities and achievements, along with your reflections on these documents. Getting started means beginning to create a framework and sections for your portfolio that you find useful and can continue to use, then adding one or two items at a time as you engage with different aspects of your work. "Alison's portfolio" and "Salena's portfolio" (see boxes on the next pages) show examples of what could be compiled over the course of a semester.

There is no single right way of keeping a portfolio. Whatever method you use, you should try to add to your documents and reflections on a regular basis, both to assist your professional development and so that your portfolio will be up-to-date for occasions when you discuss your academic progress with your supervisor or are planning an application for promotion.

Example 1: Alison's portfolio

Alison is a new Associate Lecturer whose immediate goals include learning to teach effectively in tutorials and lectures, and commencing a PhD.

This is what her portfolio contains by the end of her first semester:

Overview and personal information

- the statement of goals that she negotiated with her supervisor
- a copy of her CV
- a career timeline which she did during a career planning workshop

Teaching

- a brief description of how she sees her role as a teacher in lectures and tutorials
- an outline of the subject she co-ordinates with notes on changes for next time
- handouts from the Student Learning and Teaching Approaches subject with her reflections on her teaching ideas and practices in her tutorials
- a summary of student responses to an open-ended questionnaire about her tutorials, with her comments about actions to take
- student feedback results and accompanying short reflections

Scholarship and research

- a series of notes about a possible topic for her PhD proposal
- an application for School conference funding, which includes a statement about the relevance of the conference to her research development

Service to the university and the community

- a copy of her response to an email from the Head of School asking for suggestions for improving the School's orientation for new students.

The following sections of these guidelines provide specific advice on developing different sections of your portfolio. For the three major areas of academic work we have included some brief advice in three categories:

- describing what that aspect of your work means to you, including possible questions for reflection
- sources of evidence you could include in documenting that aspect of your work
- questions for making a self evaluation of your achievements and development

The ideas described above are suggestions. Each portfolio is specific to the individual and your portfolio is likely to have more emphasis in some areas than in others. Remember that an effective Academic Portfolio will include both documentary evidence and personal reflections, e.g. a subject outline that you have developed with a written reflection on the effectiveness of the outline in terms of student learning and the changes you may make as a result.

Example 2: Salena's portfolio

Salena is a new Lecturer who has come to UTS from working in industry then teaching as a casual while completing her PhD. Her goals are to build her industry-linked research and publication profile and further develop her teaching with the aim of applying for promotion within three years.

Some of the supporting evidence she collects in her portfolio in the first semester includes:

Overview and personal information

- statement of the goals she negotiated with her academic supervisor
- a career and development plan that she negotiated with her supervisor
- copies of her full CV and short CVs for grant applications

Teaching and educational development

- subject outlines and summaries of student feedback on the subject she co-ordinates, with notes on the changes she intends to make to the subject as a result
- a copy of her Student Learning assignment which she did as part of the Student Learning and Teaching Approaches subject
- her research supervision journal in which she notes and reflects on her meetings with her new PhD student
- a list of the teaching workshops and supervisor forums that she attended during the semester

Scholarship and research

- the abstract of a joint paper with a colleague which has been accepted for a conference at the end of the year
- notes for a UTS early career research grant application that she intends to submit later in the year
- notes on her contributions to a collaborative partnership that her research group is building with an industry partner
- an updated publications list
- a copy of an email from a journal thanking her for being a referee

Service to the university and the community

- a copy of a Faculty guide for research students which she helped to update
- a list of her committee and professional association memberships
- an invitation and thanks letter for a presentation she gave for an industry association

Academic leadership

- an email from a part-time tutor thanking her for her support in co-ordinating the subject

What is 'Reflection'?

Reflection is a process of reviewing and thinking critically about our activities and the world around us. It goes beyond describing what we do, to thinking about why we do things, whether they have gone as intended, why we think they worked well or didn't and how we might do them differently next time. Recording these reflective thoughts can help us to crystallise our understanding of experiences, make connections between different aspects of our work and identify possible improvements. Recording personal reflections has the added benefit of documenting learning over time through recognising the changing nature of your reflections.

Reflection includes constantly testing the assumptions and actions related to our work. Brookfield (1995) describes reflective teaching in the following way:

"Critically reflective teaching happens when we identify and scrutinise the assumptions that undergird how we work. The most effective way to become aware of these assumptions is to view our practice from different perspectives. Seeing how we think and work through different lenses is the core process of reflective practice."(Brookfield, 1995, p. xii-xiii)

In the case of teaching, the different "lenses" that Brookfield refers to include personal beliefs and the perspectives gained from students, colleagues, and reading the literature on teaching and learning. Reflecting on the evidence that you collect from a range of different sources is an important component of creating your Academic Portfolio.

The private and public faces of the portfolio

It is quite reasonable to keep some aspects of the academic portfolio private. There are likely to be some reflections or documents which are important for your development but which you do not wish to show to others.

A well-developed academic portfolio would be too much to present for either your discussions with your academic supervisor or for a promotion committee. It is more appropriate to include an extract of your portfolio that addresses the goals you negotiated with your supervisor and includes descriptions of, and reflections on, your major achievements with references to other documentation.

Suggested sections for the portfolio

Teaching and educational development

Many academics, especially those at Associate Lecturer and Lecturer level, spend a great deal of time preparing for teaching, then teaching and assessing their students' learning. We hope that developing this section of the portfolio will enable you to improve your practice as a teacher through reflection and self-evaluation.

Imagine that you are trying to give someone else a picture of your teaching - what you do and why you do it that way. Your portfolio should create a picture that illustrates some of the complexity and variety of what you do and why. At minimum, your portfolio would include a statement outlining your own teaching philosophy, and an overview of your teaching experience: the range of subjects and classes you have taught, postgraduate supervision etc. It would then include some items documenting different aspects of your teaching and your educational development activities.

Your teaching philosophy- what teaching and learning mean to you

Firstly, it is a good idea to start any extract of your portfolio with a description of your own understanding of teaching and learning and the way in which you see the relationship between them. In this way you will have a record of your thoughts on teaching and learning as you commence your career as an academic at UTS and you will be able to return to your initial ideas from time to time and consider the development and changes that have occurred as you have developed your expertise. This section could be private to begin with, but later you might develop a description of your teaching philosophy to include in the portfolio extract that you would show to others.

Possible questions for reflection

- What are your overall teaching goals and the goals that you have for your students' learning?
- How does your teaching encourage student learning? Consider your subject objectives, teaching approaches, learning tasks for students, assessment and feedback.
- How do you know whether your teaching has encouraged student learning?
- How confident and comfortable do you feel about your teaching and what helps you to develop confidence?
- How have your experiences helped you to develop or change your understanding of teaching and learning?

Supporting evidence

Examples that could be used to support or give evidence for your teaching over time may include:

- a series of subject outlines for a subject you have taught for several years, with a reflection on why you made the changes you did
- a reading list that you give to students, with reflections on how students responded to the references chosen
- Case studies developed from your classroom experiences. This could be in the form of a description of the experience and then a reflection about the experience followed by recommendations for continued development or change eg:
  an outline of a lecture or tutorial, with your reflection on why the session was conducted that way, how it went and any proposed changes
- a description of and reflection on an innovative teaching approach, why the approach was chosen, whether it achieved its intentions and any suggested changes for next time
- an interview with a student about her/his approach to learning in your lectures, with your reflection on whether this matched your expectations
- examples of assessment tasks, with your reflection on the appropriateness of those tasks
- examples of student work, with your feedback attached, and a reflection on your response to the student's work
- a peer evaluation of a teaching session, with a reflection on your response
- student evaluations of the subject, with a reflection on how consistent they are with your self-evaluation and what changes you have made as a result
- description of and reflection on a supervision session with a postgraduate student, highlighting your intentions and contribution, and discussing this in relation to your views on supervision
- excerpts from a good student project, with a reflection on how you helped the student to develop ideas
- a flyer describing a workshop on teaching you attended, with a reflection on the impact this had on your teaching

Questions for self-evaluation

- To what extent have your personal goals for teaching been met?
- How do you know whether you have been teaching well, and what evidence do you have of good teaching?
- What are your main achievements in teaching and what evidence do you have for these?
- What is your progress towards achieving the teaching goals that you have negotiated with your supervisor?
- What support have you received to develop your teaching and what would you need to develop further as a teacher?

Scholarship and the advancement of knowledge and its applications

Scholarship can be defined in several ways according to your academic context. In UTS documentation (eg in promotion guidelines) 'scholarship' is described as the distillation and integration of knowledge. Scholarship of this type would be expected in most areas of academic work, including teaching, research, consultancy and many types of service to the community. In reflecting on scholarship, you are encouraged to think about how you keep up-to-date in your field and continue to distil and integrate knowledge, both in your research and in your teaching, both in terms of content and process.

'Advancement of knowledge' includes activities that might commonly be referred to as research. The Academic Portfolio could be used to enable you to reflect upon the nature of research in your discipline, the research process and how you see yourself as a researcher. It could enable you to reflect upon your own development as a scholar and/or researcher and provide evidence of research development and contribution.

What scholarship and the advancement of knowledge means to you.

At the beginning of this section it might be useful to describe how you see scholarship in your discipline. Describe what it means to distil and integrate knowledge in your discipline area, what sources of knowledge are important and how you engage in scholarship in the different parts of your work, including your teaching.

Now describe what "advancement of knowledge" or research means in your discipline, and how this relates to your own research interests and your development as a researcher. In some disciplines (eg the physical sciences) describing what research means might be fairly straightforward, in others (eg design or production studies) it might be more difficult to define and include aspects such as original creative contributions. It might be helpful to talk to one or two senior colleagues about the nature of research in your field and then reflect on their ideas.

Possible questions for reflection about scholarship

- How do you keep up-to-date in your discipline area?
- In what ways is your work scholarly?
- How would you describe scholarship in teaching, and how do you apply it to your own teaching?
- In what ways do you enable your students to engage with current ideas in your discipline area? This could include thinking about how you relate your research and/or practice to your teaching.

Possible questions for reflection about the advancement of knowledge and its applications

- What are your personal research interests?
- What are your research goals or intentions?
- How do your current research interests fit into the interests of relevant research groups at UTS? What directions could you move in?
- In what ways can your research make a contribution to your discipline?
- How do you find out about sources of funding and resources which could support your research?
- How have your experiences helped you to develop or change your understanding of research and scholarship in your discipline?

Supporting evidence

Supporting evidence for scholarship and the advancement of knowledge over time might include:

- An up-to-date publications list, with separate headings for refereed journal articles, book chapters, conference papers, contributions to other materials etc, along with reflections on what you see as your most important publications
- Copies of referees' reports on your writings and letters of acceptance from journals
- Invitations to referee papers for journals in your field
- Copies of publications which cite your research
- Copies of grant applications
- Invitations to present your research at seminars.
- Notes and reflections on research seminars you have attended in your School/Department or discussions with your colleagues.
- Notes you have kept in the process of working with a mentor, with your reflection on what you are learning from the process.
- Copies of contributions of a scholarly kind made to computer based research discussion groups or listservs

Questions for self-evaluation

- To what extent have your personal goals for scholarship and the advancement of knowledge been met?
- What evidence do you have that you are contributing to the advancement of knowledge in your field or developing the potential to do so?
- What are your main achievements in research and scholarship and what evidence do you have for these?
- What is your progress towards achieving the research goals that you have negotiated with your supervisor?
- What support have you received to develop your research and scholarship and what do you need to develop further as a researcher?

Contributions to the university and the community

The university expects all academics to make ongoing contributions to the university and to the role of the university in the community, at a level appropriate for their level of appointment. Activities that constitute a minimum contribution to the university will generally be part of your normal duties. This would involve reliable performance of your administrative responsibilities, contributions to policy development at a level appropriate for your level of appointment and for some academics the initiation or maintenance of links between the University and external groups (see promotions policies).

The nature of other contributions to the university and the community can vary markedly between individual academics according to their interests, abilities, discipline area, opportunities and level of appointment. Contributions to the university from level A or B academics could include active participation in Faculty or university committees or working parties, organisation or management of particular functions or events in your Faculty or taking on a role such as Academic Liaison Officer. Contributions to the community could include: involvement in professional societies or community groups relevant to your discipline area; organisation of public events, exhibitions, forums or meetings; membership of policy advisory or expert groups.

Some opportunities to contribute occur fortuitously but others may need to be planned for, initiated or deliberately sought. This is an area where your supervisor should be able to assist you, for example, by suggesting activities appropriate to your expertise and interests,

suggesting your name for membership of committees or by referring you to colleagues or contacts within the university or elsewhere.

Include a statement about the nature of your contributions to the university and the community.

It could be helpful to describe the contributions that are expected of you in your academic unit, and outline your understanding of the kinds of contributions that are most commonly made in your discipline area. Then describe the expertise and interests that you have which might be most relevant to making further scholarly contributions to the university and community.

Possible questions for reflection

- What administrative responsibilities are expected in your position and how are you meeting them?
- What contributions to the university are expected of academics at your level in your academic unit?
- How are you developing your knowledge and understanding of the university so that you can identify opportunities for making useful contributions?
- What opportunities might there be for you to make an active scholarly contribution outside the university?

Supporting evidence

This could include:

- Up-to-date lists of memberships of committees and professional societies
- A description of a specific contribution you have made to the work of a committee and reflections on the effects or impact of your contribution.
- A description of your participation in working groups with a reflection on your main contributions.
- Copies of publicity or other materials from events that you have organised with a reflection on your contribution
- Letters of thanks for your work from professional bodies or community groups.
- Invitations to address public meetings or make contributions

Questions for self-evaluation

- What have been your most important contributions to the university and the community, and what evidence do you have of these contributions?
- How far has your involvement reflected your intentions and your academic unit's expectations?
- How has your contribution enhanced the quality of the university or community's work?
- What is your progress towards achieving the goals that you have negotiated with your supervisor?
- What support have you received to develop your contributions in this area and what would you need to develop your contributions further?

Academic leadership

Academics at levels A and B are not usually required to perform leadership roles, however you may have opportunities to demonstrate leadership potential, for example by taking a leading role in a teaching development or research initiative. Promotion to Senior Lecturer requires that the applicant provide indications of a capacity for academic leadership within the university and promotion to Associate Professor requires that the applicant demonstrate leadership capacity. It would be wise to give some thought to the development of your leadership skills and qualities, and to document activities where you believe you have demonstrated a capacity for leadership.

Personal academic plans and goals

The above sections describe the sections of the portfolio from which you are most likely to extract documentation to demonstrate your achievements and provide evidence for probation review, progression or promotion. In addition to this, it may be helpful to consider how these activities fit with your personal goals and plans, or what kind of pattern they show when looked at together.

This final section of the portfolio could be private, but you might want to share aspects of it in discussion with your supervisor or a mentor. Although the promotion, probation planning processes include consideration of broad goals, there are some other issues that could be very important to assist you to develop an on going plan for the future.

Questions for reflection could include:

- What gives me the most satisfaction as an academic?
- What causes frustration and is there anything I can do about it?
- Where would I really like to be in my career in a year's time, five year's time, ten year's time?
- Do I have any particular goals that I would like to achieve?
- How consistent is what I am doing now in my work with my answers to the above questions?
- Are my goals and career plans consistent with the goals negotiated with my supervisor, or should I consider some re-negotiation?
- Who could help my career at present?

Graduate Certificate in Higher Education Teaching and Learning

Course Aims and Overview

The course aims to help you to reflect critically on your teaching and subjects in ways which are underpinned by your own experiences and those of your students and colleagues and by the research on learning and teaching in higher education. It aims to encourage you to develop:

- an understanding of different ways of thinking about university teaching and their consequences for student learning, which enables you to make informed decisions about your approaches to teaching, course and subject design and assessment in a variety of contexts and with a diversity of students;
- an ability to reflect critically on and evaluate your own teaching and subjects and make changes aimed at improving your students' learning;
- a commitment to scholarship in teaching and to self-directed continuing teaching development;
- a broader awareness of the higher education, university and academic career contexts in which you work, to assist you to develop your academic potential more effectively.

The course encourages you to achieve these aims through engaging in negotiated activities which are related to your academic work, especially your teaching. You will develop a Reflective Portfolio as you progress through the course, to encourage your critical reflection on and integration of your experiences across course modules. The Reflective Portfolio can form part of your Academic Portfolio.

The course encourages you to participate in a range of teaching and learning experiences including face-to-face interactive workshops, online discussion, self-managed learning packages, reading and negotiated project work. The full course requires completion of four 6 cp subjects, two of which are foundation subjects in the Development Program.

Subject Descriptions

Student learning and teaching approaches 6 cp (Foundation subject)
Participants in this subject develop their understanding of key ideas from research on student learning and teaching in higher education to enable them to reflect on and review their teaching from the perspective of this research. They develop their understanding of a model that relates teaching to student learning and is underpinned by empirical research on student learning and teaching in higher education, so that they become more aware of students' approaches to their learning, the influences of the learning environment on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome. Participants relate this to their approaches to teaching, the nature of good teaching and teaching strategies which encourage high quality student learning. They seek feedback on their own teaching from students and peers and make use of this feedback and the research to plan changes to their teaching to improve the learning environment for students.

Course Design and Assessment 6 cp (Foundation subject)
This subject aims to develop university teachers' ability to design courses and subjects that provide an environment for meaningful student learning in higher education. The subject looks at the context within which subjects and courses are developed and how course design policies shape the development of course goals and subject objectives. Participants in the

subject develop an understanding of the principles of constructive alignment (Biggs, 2003) as a method for achieving consistency between objectives assessment and teaching and learning activities. Participants relate the features of effective assessment to their own subject design, with attention to issues of equity, validity, the involvement of students in assessment choices, marking efficiencies, and the provision of effective feedback on student work. This subject enables university teachers to explore a range of methods for improving courses and subjects in order to ensure an effective learning environment for students.

Scholarly teaching and learning project 6 cp (Project subject)
This subject draws together and builds on what participants have learned in other course subjects and their previous teaching experience. It involves participants in undertaking a scholarly project focused on understanding and improving selected aspects of their teaching and learning. Participants choose an area that they would like to investigate, and undertake one plan-act-observe-reflect cycle in which they plan a change to their teaching or subject, implement the change, collect information about its effects, and reflect on the information. The project is informed by scholarly literature related to higher education in general and/or to teaching and learning in the participant's discipline. Participants may choose to develop their project further and communicate it to achieve publishable outcomes.

Reflective academic practice 6 cp (Project subject)
This subject enables participants to extend their awareness of the broader context of academic work in a practice-oriented university. Participants have the choice of exploring a wide range of topics relevant to their academic work, including research supervision or research-led teaching in their discipline. Credit can be gained towards subject completion by participating in professional development activities offered in the University such as the LEAP modules on entrepreneurship or project management. The subject also provides an opportunity for participants to reflect on their learning over the course as a whole and identify practical learning outcomes for their own practice.

Appendix C:

Formal program description

1.1   This program has been devised to enhance the quality of the work of academic staff new to UTS, to create the chance of greater participation in a full range of UTS related activities, and to increase prospects for continuation of appointment following probation, progression and promotion for participants.

1.2   Completion of the program (or a negotiated alternative) is a requirement for all new academic staff appointed to continuing appointments or fixed term appointments of two years or more at Associate Lecturer and Lecturer levels. The program has some components in which all staff are asked to participate, and some elective components. It will involve induction, completion of a program tailored to the needs and discipline of the appointee, and evaluation of teaching and subjects. New employees involved in the two-year program will receive a teaching allocation reduced to approximately 75% of the normal load for their Faculty. The program is also available to new academic staff at other levels with the approval of the Dean.

1.3   The program focuses on the key elements of individual academic responsibility (teaching and educational development, scholarship and the advancement of knowledge and its applications, and a contribution to the University and the community) as well as containing elements of how UTS as a whole contributes to those areas. It aims to contribute to enhanced performance and in preparing the new academic for probation review, progression and/or promotion. The three areas of development relevant to these processes are brought together through the use of an academic portfolio (or dossier) which is a reflective document to be compiled by the new UTS academic.

1.4   The actual program for any individual will be developed in a process of consultation between the new member of staff and his/her supervisor within the Faculty. The agreed program, which include core elements and an elective component, will be a contract between both parties, with the academic portfolio constituting one outcome of the contract. Examples of other outcomes, depending on the program chosen, could include grant applications, research review articles, a new subject/course outline, a teaching plan, etc. as appropriate and as agreed in the contract.

1.5   The agreement between participant and the Faculty should be signed no later than 6 months from the start date of the participant. This agreement should also be seen as renegotiable at any stage within the two-year induction period.

1.6   This program is not suitable for staff employed on "research only" contracts, or for part-time staff employed to work at less than 0.7 of a full-time load. It is suggested that a suitable equivalent program be determined, in the faculties, on an individual basis in these cases.

Appendix D:

Sources of Support

There are several ways that the University will support your development as an academic. Your supervisor will be a key source of advice and assistance. Colleagues in your own or a related area may be prepared to assist you with your professional development.

Other areas of support include:

The **Institute for Interactive Media and Learning (IML)** which produced these guidelines. IML learning and teaching staff work with Faculties and course teams on teaching and learning development and strategic initiatives, run the Graduate Certificate in Higher Education Teaching and Learning in modular form, support online teaching and learning using UTSOnline and engage in a range of other activities to support UTS staff in their academic roles. Staff from IML will offer confidential advice to participants and supervisors on the development program.

The **Planning and Quality Unit (PQU)** provides advice and assistance with quality enhancement processes including evaluations of teaching and subjects.

The **Equity and Diversity Unit** runs professional development activities for equity groups such as women academics and can also offer confidential counselling and advice, in particular on equity issues. Members of the Equity and Diversity Unit act as observers on promotions panels so can provide useful advice about the promotions process.

Human Resources Unit (Organisation and People Development) runs workshops on a variety of topics such as project management and leadership and management development programs.

Counsellors in **Student Services** will have confidential consultations with UTS staff members or students about issues such as stress, motivation and personal or emotional difficulties.

The **University Graduate School** is a useful source of support for current and potential supervisors of research students. It organises new supervisor briefings, regular supervisor forums and other development activities for supervisors. It also looks after and can advise on student applications for graduate courses and scholarships and fees; and provides briefings, workshops and other support for research students. More broadly, the University Graduate School develops policy for research studies in partnership with the faculties, and works to enhance the quality of graduate programs by monitoring quality and supporting research degree students and their supervisors.

The **Research and Innovation Office (RIO)** provides administrative support and guidance on all matters pertaining to the University's research effort. Staff can advise on issues such as obtaining research funding and developing grant proposals, ethics, intellectual property and research contacts. RIO publishes a regular bulletin which lists current funding sources and opportunities.