

# Academic Career Portfolio for use with Academic Standards

(Senior Research Fellow, Senior Lecturer,  
Associate Professor, Professor)



Waipapa  
Taumata Rau  
University  
of Auckland

HR-94

|  |  |
|--|--|
| <b>Date</b>  |  |
| <b>Name</b>  |  |
| <b>Date of appointment to University of Auckland</b> |  |
| <b>Date of appointment to current grade/step</b>     |  |
| <b>Planned next grade/step and timeframe</b>         |  |

**Educational qualifications:** [Tertiary only]

**Previous appointments:**

**Significant distinctions / awards:**

## ACADEMIC STANDARDS

The information requested below relates directly to the “The University of Auckland Academic Standards for Research Fellows, Senior Research Fellows, Lecturers, Senior Lecturers, Associate Professors, Professors, Professional Teaching Fellows and Senior Tutors” for appointments, continuation, promotions and academic development and performance review, and should be read in conjunction with that document.

**Note:** In the boxes below, “R” means the information is required for a staff member of that grade. For other grades, the information is not required but may be provided to strengthen the portfolio. Evaluative claims must be supported by appropriate evidence. For continuation purposes, Lecturers and Research Fellows should provide information and evidence that demonstrates they are meeting the standards for their level and that they are progressing towards the standards required at SL1 or SRF1.

### Teaching

Please note that for Research Fellows and Senior Research Fellows the teaching sections apply only where relevant (see the relevant Teaching Section of the Academic Standards for Research Fellows and Senior Research Fellows). Evidence to support your teaching should be attached as outlined in Appendix 1.

| <b>Teaching:</b><br>Provide a narrative of your approach to teaching, outlining how you have developed your core or extended capabilities in research informed teaching with reference to the TeachWell@UoA Framework. The core and extended capabilities encompass five activities - design, teach, assess, reflect, and contribute - to guide academic staff development of their teaching practice and the application and narrative should demonstrate ongoing improvement and excellence over time. (maximum 500 words) | <b>SRF1</b> | <b>SL1</b> | <b>SRF6</b> | <b>SL6</b> | <b>A/P</b> | <b>P</b> |
|--|-------------|------------|-------------|------------|------------|----------|
|  | R           | R          | R           | R          | R          | R        |
|  |             |            |             |            |            |          |

|  |                                  |                                  |            |          |
|--|----------------------------------|----------------------------------|------------|----------|
| <p><b>Two most influential teaching contributions (non-supervisory):</b><br/> Describe the two most influential teaching contributions that illustrate your achievement of the teaching standards applicable to the level you are currently at or are applying to. Typically, such contributions involve others. You must clarify your intellectual contribution to the teaching you describe. It is your responsibility in describing these achievements to ensure coverage of the standards and to be specific about the standard/s each example best illustrates: (maximum 500 words per example)</p> | <b>SL1/ SRF1 (if applicable)</b> | <b>SL6/ SRF6 (if applicable)</b> | <b>A/P</b> | <b>P</b> |
|  | R                                | R                                | R          | R        |
|  |                                  |                                  |            |          |

|   |                  |                  |            |          |
|---|------------------|------------------|------------|----------|
| <p><b>Supervision</b><br/> Provide a narrative of your approach to supervision, outlining how you have developed your supervision practice. Include examples to illustrate your effectiveness as a supervisor. Provide details of your supervision completions, current students, your role – whether you were primary, joint, or co-supervisor, and professional development Appendix A. (maximum 500 words)</p> | <b>SL1/ SRF1</b> | <b>SL6/ SRF6</b> | <b>A/P</b> | <b>P</b> |
|   | R                | R                | R          | R        |
|   |                  |                  |            |          |

|   |                      |                      |            |          |
|---|----------------------|----------------------|------------|----------|
| <b>Mentoring colleagues and students:</b><br>Describe how you have engaged in mentoring others in relation to teaching and learning, and in relation to supervision. Consider your track record and include examples to illustrate your mentoring of TAs, GTAs, early career teachers/supervisors or other staff. (maximum 500 words) | <b>SL1/<br/>SRF1</b> | <b>SL6/<br/>SRF6</b> | <b>A/P</b> | <b>P</b> |
|   |                      | R                    | R          | R        |
|   |                      |                      |            |          |

|  |                      |                      |            |          |
|--|----------------------|----------------------|------------|----------|
| <b>Leadership in Teaching and Learning (incl. supervision):</b><br>Describe how you are recognised as a leader in teaching and learning, (refer TeachWell@UoA Framework) for example through pedagogical publications, presentations to professional conferences or workshops and through delivering on the aspirations of Taumata Teitei. (maximum 500 words) | <b>SL1/<br/>SRF1</b> | <b>SL6/<br/>SRF6</b> | <b>A/P</b> | <b>P</b> |
|  |                      |                      | R          | R        |
|  |                      |                      |            |          |

## Research, Creative Work and Innovation

| <b>Quality of outputs:</b><br>Describe how your research/creative work/innovation has demonstrable quality (e.g. academic quality within the field of scholarship, impact beyond academia, demonstration of critic and conscience role of the University, research beyond the traditional disciplinary grouping). (maximum 500 words) | SL1/<br>SRF1 | SL6/<br>SRF6 | A/P | P |
|---|--------------|--------------|-----|---|
|   | R            | R            | R   | R |
|   |              |              |     |   |

| <b>Knowledge mobilisation and engagement:</b><br>Describe how you have undertaken activities and used methodologies that are designed to achieve impact within and beyond academia (e.g. workshops, symposia, research communication, Kaupapa Māori approaches, collaborative/creative methods of engagement, training, commercialisation activities). (maximum 500 words) | SL1/<br>SRF1 | SL6/<br>SRF6 | A/P | P |
|--|--------------|--------------|-----|---|
|  | R            | R            | R   | R |
|  |              |              |     |   |

|   |                      |                      |            |          |
|---|----------------------|----------------------|------------|----------|
| <b>Summary of Outputs:</b><br>Summarise your portfolio of quality assured outputs and provide full details in Appendix 2. (maximum 500 words) | <b>SL1/<br/>SRF1</b> | <b>SL6/<br/>SRF6</b> | <b>A/P</b> | <b>P</b> |
|   | R                    | R                    | R          | R        |
|   |                      |                      |            |          |

|   |  |  |            |          |
|---|--|--|------------|----------|
| <b>Five Most Influential Works:</b><br>List your five most influential works. You must clarify your intellectual contribution to these works, and the contributions of any others involved. The intellectual contribution to other important joint outputs and collaborative research should be similarly clarified. <b>Associate Professor</b> - copies of key outputs must be readily available in electronic form should your academic head or any member of the FSC/UASC wish to view them. <b>Professor</b> - Electronic copies of your five nominated outputs <b>must</b> be sent in a separate file along with your application. |  |  | <b>A/P</b> | <b>P</b> |
|   |  |  | R          | R        |
|   |  |  |            |          |

| <b>Research Grants and Contracts:</b><br>Summarise the number and value of research grants and contracts you have generated and the role you played in gaining these grants. Please provide full details in Appendix 3. | SL1/<br>SRF1 | SL6/<br>SRF6 | A/P | P |
|---|--------------|--------------|-----|---|
|   | R            | R            | R   | R |
|   |              |              |     |   |

| <b>Grants/Contracts: Quality and Impact</b><br>In appendix three you are asked to identify major or prestigious grants as defined in the Academic Standards. Outline why these grants are major and/or prestigious and describe your contribution. | SL1/<br>SRF1 | SL6/<br>SRF6 | A/P | P |
|--|--------------|--------------|-----|---|
|  |              |              | R   | R |
|  |              |              |     |   |

| <b>Research Leadership:</b><br>Describe how you have: (maximum 500 words)  | SL1/<br>SRF1 | SL6/<br>SRF6 | A/P | P |
|--|--------------|--------------|-----|---|
| Taken advantage of opportunities to build research networks, professional development and mentoring in research. |              | R            |     |   |
| Engaged effectively in research leadership.  |              |              | R   |   |
| Demonstrated research leadership in accordance with the aspirations of Taumata Teitei.                           |              |              |     | R |
|  |              |              |     |   |

## Academic Citizenship and Service

|  |                      |                      |            |          |
|--|----------------------|----------------------|------------|----------|
| Describe how you have demonstrated (appropriate to the academic grade being sought) academic citizenship and service through participation, responsibility, contribution and leadership in ways that support the objectives of Taumata Teitei at the internal and external levels. (maximum 2,000 words) | <b>SL1/<br/>SRF1</b> | <b>SL6/<br/>SRF6</b> | <b>A/P</b> | <b>P</b> |
|  | R                    | R                    | R          | R        |
|  |                      |                      |            |          |

## International Eminence

|   |                      |                      |            |          |
|---|----------------------|----------------------|------------|----------|
| Describe those elements of this portfolio that you consider provide evidence of international eminence in your field. Note this eminence may be evident in research and teaching where appropriate. (maximum 500 words) | <b>SL1/<br/>SRF1</b> | <b>SL6/<br/>SRF6</b> | <b>A/P</b> | <b>P</b> |
|   |                      |                      |            | R        |
|   |                      |                      |            |          |

## APPENDIX 1: Supporting Evidence for Teaching

Please attach evidence referred to in your statements in the teaching section of this document.

This must include:

- a list of courses taught on which you have made a significant contribution over the past six years or since appointment if you have not been employed for six years. This list may go back further if you have undertaken a significant service role during the last three years.
- evidence to support statements made about teaching as outlined in Appendix 1 of the Academic Standards for Research Fellow, Senior Research Fellows, Lecturers, Senior Lecturers, Associate Professors, Professors, Professional Teaching Fellows and Senior Tutors.
- a list of all honours, masters and doctoral candidates you have supervised to successful completion.
- for masters and doctoral candidates include their date of enrolment, date of completion, their thesis topic, and your contribution to each supervision (primary, joint or co) or supervisory team (%).
- a list of recent professional development activities relevant to supervision, and dates completed.

You may also include other data/evidence where it is relevant to supporting the descriptions of your influential teaching and supervision contributions, and your leadership of teaching and learning. This may include formative evaluation evidence, gained through in-course feedback on teaching, such as peer review, quick surveys, or structured self-reflection.

You could use a table to show an overview of some of your key capabilities and activities within each category of the TeachWell@UoA Framework. See example table below.

*Overview of examples of extended capabilities in line with the TeachWell@UoA Framework*

| Extended Capabilities |       |        |         |            |
|-----------------------|-------|--------|---------|------------|
| Design                | Teach | Assess | Reflect | Contribute |
|                       |       |        |         |            |
|                       |       |        |         |            |

It is not appropriate to include student submissions or commendations other than those that are part of standard University processes.

## **APPENDIX 2: Research Outputs**

You can use Te Waka Huia Rangahau | Research Outputs <https://researchoutputs.auckland.ac.nz> to see full details of your peer-reviewed journal articles/book chapters/creative works or equivalent and any other evidence to support statements made in the research section of this application. You can [Generate a CV](#) then copy and paste into this appendix.

Please note: you will need to check this list to ensure it is a complete and accurate record.

**Do not append actual publications to this application.**

### APPENDIX 3: Grant Details

Please provide full details of the internal and external research grants and contracts you have generated using the table below. Major and prestigious grants are defined in the Academic Standards.

[Tab between cells here](#)

| Year(s) of Award | Funding agency and type of grant (e.g. early career, project, programme) | Brief project title | Amount of grant/ contract (NZ\$) | UoA component of grant or contract | Principal Investigator(s) | Major grant? Yes/No | Prestigious grant? Yes/No |
|------------------|--|---------------------|----------------------------------|------------------------------------|---------------------------|---------------------|---------------------------|
|                  |  |                     |                                  |                                    |                           |                     |                           |
|                  |  |                     |                                  |                                    |                           |                     |                           |
|                  |  |                     |                                  |                                    |                           |                     |                           |
|                  |  |                     |                                  |                                    |                           |                     |                           |
|                  |  |                     |                                  |                                    |                           |                     |                           |
|                  |  |                     |                                  |                                    |                           |                     |                           |

## **APPENDIX 4: Medically Qualified Staff Members**

Applicants who are medically qualified and whose contract requires them to provide clinical service with an external health care provider(s) must provide a letter in support of their application from their clinical line manager on their clinical expertise and achievements. **[Insert report]**