

## **Hail Fellow, well met! Enthusiastic (yet not superficial) ways into using reflective narrative to present Educator Scholar credentials**

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As universities are increasingly being assessed through benchmarking processes as to their efficacy as institutions, so too are their academic members' credentials being scrutinised for evidence of effective approaches to learning and teaching. To this end, academics are routinely being nominated into academies and schemes for which they may be required to produce evidence-based and reflective portfolios demonstrating their performance and impact. Often seen as an anathema due to a (largely undeserved) reputation for self-promotion, such experiences can alternatively be viewed as an opportunity for pause and self-reflection, for taking stock and resetting, and for cultivating and disseminating exemplary practice.

This paper presents insights based on almost 7 years as an Academic Developer and Award Officer supporting, composing and evaluating narrative portfolios for various levels of reward and recognition, locally, nationally and internationally. It not only provides a range of perceptions from experts in the genre of narrative reflection, but also offers effective methods to strengthen one's reflective writing and evidence-based annotations for award, fellowship and promotion composition.