

	Teaching, Assessment and Curriculum Development (T)	HOD Guidance
<p>T1</p>	<p>Standard of teaching</p> <p>To achieve and maintain a good standard of teaching across all courses taught, maintaining or improving initial teaching evaluations using appropriate processes such as student evaluations and peer analyses by suitable departmental colleagues. Evaluations will be carried out at least once per year for each paper taught. [Core]</p>	<p><i>HEDC teaching includes one-to-one tutoring/academic development, workshops, and lectures in credit-bearing programmes.</i></p> <p><i>Staff members should provide University-format individual teacher evaluations for each paper taught i.e. QAU individual teacher evaluation, HEDC peer review, or other appropriate formal HEDC teacher-specific survey. If other sources of evidence are also provided, they should be accompanied by a context form which explains the extent of the staff member’s contribution to the paper, particularly in team-taught situations.</i></p> <p>https://www.otago.ac.nz/quality/evaluate-your-teaching/teacher-evaluation/index.html https://www.otago.ac.nz/hedc/evaluate/peer-review/index.html</p> <p><i>If the Department has specific teaching quality expectations, the HoD should include these guidelines in the HoD comments section.</i></p>
<p>T2</p>	<p>Teach/assess/examine across levels</p> <p>To teach and assess/ examine students as allocated by the Head of Department by the end of the confirmation period in a manner that is consistent with the University of Otago's Assessment Policy. [Core]</p>	<p><i>HoD to amend levels to reflect the range of teaching that will be available to the staff member, where appropriate.</i></p>
<p>T3</p>	<p>Convening paper(s)</p> <p>To convene and manage effectively one or more papers, as evaluated by the Head of Department. [Core]</p>	<p><i>In the circumstances where a staff member is not involved in convening a credit-bearing paper, they can develop and convene a workshop academic development programme (e.g. doctoral supervision programme, programme on assessment). Each programme would typically consist of a series of workshops.</i></p> <p><i>QAU course evaluations and QAU Coordinator/Team leader evaluations may be provided as evidence of effective course management.</i></p> <p>https://www.otago.ac.nz/quality/evaluate-your-teaching/paper-course-evaluation/index.html https://www.otago.ac.nz/quality/evaluate-your-teaching/coordinator-team-leader-evaluation/index.html</p>

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<p>T4</p>	<p>Curriculum Development</p> <p>To contribute actively and effectively to curriculum, course, paper and assessment development, as required and evaluated by the Head of Department. [Core]</p>	<p><i>Each staff member is expected to develop at least one workshop programme. They may also be involved in the curriculum development of one or more credit-bearing papers (e.g. PGCertHED, PGDipHED, or MHED).</i></p> <p><i>HoD should provide guidance about level of teaching leadership required, particularly for staff appointed at higher levels.</i></p> <p><i>For appointments at Associate Professor or Professor levels, the HoD comment will include the following wording:</i> <i>Associate Professor/Professor XXX will be expected to demonstrate teaching leadership appropriate to the appointment level.</i></p>
<p>T5</p>	<p>Professional development – teaching/learning & assessment</p> <p>To continue to progress teaching skills, attending at least one relevant HEDC course each year, and, where feasible, complete teaching qualifications, develop computer assisted teaching materials, etc.</p>	<p><i>Where relevant, new staff can participate in any professional development programme offered by colleagues in HEDC.</i></p> <p><i>HoD may reduce the number of courses attended for part-time staff, e.g. one every 2 years for 0.5 FTE, but there are benefits to attending one course each year.</i></p> <p><i>Confirmation path staff at all appointment levels are expected to attend professional development courses in teaching/learning and assessment.</i></p> <p><i>The staff member should list professional development course attendance, with dates attended, in CV Section 8(d) Professional development achievements.</i></p>

	Teaching, Assessment and Curriculum Development (T)	HOD Guidance
T6	<p>Postgraduate/research student supervision (T6)</p> <p><i>Intentionally overlaps with Research (R4): Include and Report under R4 or T6, not both</i></p> <p>To accept research students for admission at Honours, and/or Masters/PhD levels, and provide effective supervision as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department.</p> <p>New supervisors are required to satisfactorily complete induction regarding the key processes and practice of supervision. This may be demonstrated by attending one or more relevant professional development course(s) by HEDC or another appropriate provider. [Core]</p>	<p><i>HoD should advise if staff member is an experienced supervisor.</i></p> <p><i>Note that the University’s expectations of a supervisor may be different to the staff member’s previous institution: https://www.otago.ac.nz/administration/policies/otago713531.html</i></p> <p><i>An HEDC peer review of supervision or an HEDC survey of postgraduate supervision (by an independent facilitator) may be used to demonstrate the quality of supervision.</i></p> <p><i>https://www.otago.ac.nz/hedc/evaluate/peer-review/index.html</i></p>

	Research and/or Professional Practice (R)	HoD Guidance
<p>R1</p>	<p>Research Outputs</p> <p>To have at least N papers published or accepted in final form in international refereed journals and at least M other forms of research output (e.g. conference proceedings, etc., appropriate to the discipline), with the majority of the staff member’s contribution to the research reported in each of these publications arising from work undertaken since appointment to the confirmation path position at the University of Otago. The quality of the publications will be evaluated by the Head of Department and Deputy Vice-Chancellor (Academic). [Core]</p> <p>N will be: 5 for appointments at Lecturer and Senior Lecturer levels.</p> <p><i>Staff appointed at higher levels (SL beyond the bar, Associate Professor or Professor) will be set higher publication targets to reflect the performance standards expected at this level of appointment.</i></p>	<p><i>Some of the international refereed journal papers may be substituted by papers in high-quality national journals or book chapters appropriate to the discipline, noting that for example, one quality assured substantial book would usually be worth at least as much as four refereed journal articles, as approved by the Head of Department.</i></p> <p><i>If the Head of Department has specific quality expectations for publications (e.g. journal ranking or location) the HoD should include these in the HoD comments section.</i></p> <p><i>As the research publication target includes “other forms of research output” (which for PBRF contribute to Peer-esteem and Contribution to the Research Environment), the HoD must list which types of research outputs will count towards this target.</i></p> <p><i>For any publication where research was initiated before the staff member’s confirmation appointment, the Head of Department must outline the extent of the staff member’s contributions before and after appointment and critically assess the proportion of the research undertaken on confirmation path.</i></p> <p><i>A variation from the usual Departmental publication target may be appropriate in exceptional cases. If the HoD adjusts the staff member’s publication target then the HoD must clarify the Department context and the reasons for the individual variance (e.g. staff member’s role, research discipline, a permanently higher research allocation or higher service allocation than usual).</i></p>

	Research and/or Professional Practice (R)	HOD Guidance
<p>R2</p>	<p>Research grants</p> <p>To have written and submitted one substantive research proposal for an Otago Research Grant (ORG) and one substantive research proposal for a grant from an external, national or international competitive funding agency, ideally by the submission date of the 18-month Confirmation Progress Report. (Consideration should be given to industrial/commercial funding sources.) [Core]</p> <p><i>Noting that applying first for internal grants develops skills for applying for external/national/international grants and that the objective can instead be achieved by applying for at least two external/national/international grants.</i></p>	<p><i>The staff member is expected to develop at least one of these grant applications as Principal Investigator or joint-Principal Investigator.</i></p> <p><i>For HEDC staff a substantive University Teaching Development grant application may substitute for an ORG application.</i></p>
<p>R3</p>	<p>Conference presentations</p> <p>To have presented N (see below) research papers at national and/or international symposia, including via virtual platforms [Core]</p> <p>N will be: 4 for appointments at Lecturer and Senior Lecturer level</p>	<p><i>Noting that most if not all of these conference presentations will also result in R1 outputs. They need not be additional papers.</i></p> <p><i>The expectation is that the research papers will be personal presentations. HoDs may accept some student presentations facilitated by the staff member, where the presenter is the staff member’s research student and the staff member is present at the conference and is mentoring the research student during the preparation phase for the presentation.</i></p> <p><i>By the end of the confirmation period the staff member is expected to be presenting work initiated during the confirmation period.</i></p> <p><i>The staff member must ensure all conference contributions are listed in their CV and recorded on the University’s MyResearch database.</i></p>

	Research and/or Professional Practice (R)	HOD Guidance
<p>R3 cont.</p>		<p><i>If conditions beyond the staff member’s control make achieving the specific number difficult (i.e. travel or budgetary restrictions with no effective alternatives available online or locally), this can be negotiated with the Head of Department and PVC.</i></p>
<p>R4</p>	<p>Postgraduate/research student supervision (R4)</p> <p><i>Intentionally overlaps with Teaching (T6): Include and Report under R4 or T6, not both</i></p> <p>To accept research students for admission at Honours, and/or Masters/PhD levels, and provide effective supervision as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department.</p> <p>New supervisors are required to satisfactorily complete induction regarding the key processes and practice of supervision. This may be demonstrated by attending one or more relevant professional development course(s) by HEDC or another appropriate provider. [Core]</p>	<p><i>HoD should advise if staff member is an experienced supervisor.</i></p> <p><i>Note that the University’s expectations of a supervisor may be different to the staff member’s previous institution: https://www.otago.ac.nz/administration/policies/otago713531.html</i></p> <p><i>An HEDC peer review of supervision or an HEDC survey of postgraduate supervision (by an independent facilitator) may be used to demonstrate the quality of supervision.</i></p> <p>https://www.otago.ac.nz/hedc/evaluate/peer-review/index.html</p>

	Research and/or Professional Practice (R)	HOD Guidance
R5	<p>Development of research expertise</p> <p>To develop personal areas of research expertise which are compatible with the strategic direction of the Department and/or wider University, and to contribute to the research environment at an appropriate level, as evaluated by the Head of Department.</p> <p>[Core]</p>	<p><i>HoD should provide guidance in the comments field about the level of research leadership required, particularly for staff appointed at higher levels.</i></p> <p><i>For appointments at Associate Professor or Professor levels, the HoD comment will include the following wording:</i></p> <p><i>Associate Professor/Professor XXX will be expected to demonstrate research leadership appropriate to the appointment level.</i></p>

	Service (S)	HoD Guidance
S1	<p>Departmental administration</p> <p>To undertake administrative tasks willingly and effectively at an appropriate level within the Department, and to serve effectively on committees, as required and evaluated by the Head of Department [Core]</p>	<p><i>The HoD should provide guidance in the comments field about the extent of service expected beyond the Department and (particularly for staff appointed at higher levels) the service leadership required.</i></p> <p><i>For appointments at Associate Professor or Professor levels, the HoD comment will include the following wording:</i></p> <p><i>Associate Professor/Professor XXX will be expected to demonstrate service leadership appropriate to the appointment level.</i></p>
S2	<p>Departmental collegiality</p> <p>To interact well with other members of the Department, as evaluated by the Head of Department and appropriate colleagues. [Core]</p>	
S3	<p>Departmental representation at University level</p> <p>To be proactive in representing the Department in wider University activities as evaluated by the Head of Department. [Core]</p>	
S4	<p>External service contributions</p> <p>To contribute to professional and/or community bodies, societies and organisations at an appropriate level as assessed by the Head of Department. [Core]</p>	

	Service (S)	HoD Guidance
S5	<p>Professional development</p> <p>To engage in a programme of professional development primarily through the Higher Education Development Centre and other University of Otago providers, to include at least:</p> <ul style="list-style-type: none"> - one course on the Treaty of Waitangi; - one course on the University’s Māori Strategic Framework; and - one course on the University’s Pacific Strategic Framework. <p>[Core]</p>	<p><i>The Division will cover the cost, if any, of University courses only.</i></p> <p><i>The requirement to attend a specific course may be removed if the staff member has existing expertise in that area.</i></p> <p><i>The staff member should list professional development course attendance, with dates attended, in CV Section 8(d) Professional development achievements.</i></p>