

Teaching, Assessment and Curriculum Development (T)		Sciences	Humanities	Commerce	Health Sciences
Standard of teaching (T1)	T1	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]	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]	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]	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]
Teach/assess/examine across levels (T2)	T2	To teach and assess/ examine students at several levels within the 100- to 500-level range by the end of the confirmation period in a manner that is consistent with the University of Otago's Assessment Policy. [Core]	To teach and assess/ examine students at several levels within the 100- to 500-level range by the end of the confirmation period in a manner that is consistent with the University of Otago's Assessment Policy. [Core]	To teach and assess/examine students at several levels within the 100- to 500-level range by the end of the confirmation period in a manner that is consistent with the University of Otago's Assessment Policy. [Core]	To teach and assess/examine students at several levels within the 100- to 700-level range by the end of the confirmation period in a manner that is consistent with the University of Otago's Assessment Policy. [Core]
Convening paper(s) (T3)	T3	To convene and manage effectively one or more papers, as evaluated by the Head of Department. [Core]	To convene and manage effectively one or more papers, as evaluated by the Head of School. [Core]	To convene and manage effectively one or more papers, as evaluated by the Head of Department. [Core]	To convene and manage effectively one or more papers, as evaluated by the Head of Department. [Core]
Curriculum Development (T4)	T4	To contribute actively and effectively to curriculum, course, paper and assessment development, as required and evaluated by the Head of Department [Core]	To contribute actively and effectively to curriculum, course, paper and assessment development, as required and evaluated by the Head of School. [Core]	To contribute actively and effectively to curriculum, course, paper and assessment development, as required and evaluated by the Head of Department. [Core]	To contribute actively and effectively to curriculum, course, paper and assessment development, as required and evaluated by the Head of Department. [Core]
Professional development – teaching/learning & assessment (T5)	T5	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.	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.	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.	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.
Postgraduate/research student supervision (T6) <i>Intentionally overlaps with Research (R4): Include and Report under R4 or T6, not both</i>	T6	To accept postgraduate students as appropriate and provide capable, high-quality supervision, with regular constructive and analytical, as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department. 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]	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 School. 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]	To accept postgraduate students as appropriate and provide a good standard of supervision, as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department. 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]	To accept postgraduate students (Honours, Masters and PhD – <i>amend as appropriate</i>) and provide good supervision, as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department. 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]

Research and/or Professional Practice (R)		Sciences	Humanities	Commerce	Health Sciences
Research Outputs (R1)	R1	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, book chapters, 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. (One of these publications could be a patent.) The quality of the publications will be evaluated by the Head of Department and Pro-Vice-Chancellor. [Core]	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, book chapters, 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 School and Pro-Vice-Chancellor. [Core] <i>While specific targets relevant to the particular discipline or subject field involved will be set, a general target would be to have published or accepted in final form a minimum of the equivalent of six quality assured publications during the confirmation period (noting that for example, one quality assured book would be worth more, or at least as much as, two to four refereed journal articles).</i>	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, book chapters, 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 Pro-Vice-Chancellor. [Core]	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, book chapters, 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. (One of these publications could be a patent.) The quality of the publications will be evaluated by the Head of Department and Dean. [Core]
Research grants (R2)	R2	To have written and submitted one substantive research proposal for an Otago Research Grant (ORG) and a grant from a national or international funding agency by the submission date of the 18-month Confirmation Progress Report. (Consideration should be given to industrial/commercial funding sources.) [Core] <i>Noting that applying first for internal grants develops skills for applying for national/ international grants and that the objective can be achieved by applying for at least two national/international grants.</i>	To have written and submitted one substantive research proposal for an Otago Research Grant (ORG) and a grant from a national or international funding agency by the submission date of the 18-month Confirmation Progress Report. (Consideration should be given to industrial/commercial funding sources.) [Core] <i>Noting that applying first for internal grants develops skills for applying for national/ international grants and that the objective can be achieved by applying for at least two national/international grants.</i>	To have written and submitted one substantive research proposal for an Otago Research Grant (ORG) and a grant from a national or international funding agency by the submission date of the 18-month Confirmation Progress Report. (Consideration should be given to industrial/commercial funding sources.) [Core] <i>Noting that applying first for internal grants develops skills for applying for national/ international grants and that the objective can be achieved by applying for at least two national/international grants.</i>	To have written and submitted one substantive research proposal for an Otago Research Grant (ORG) and a grant from a national or international funding agency by the submission date of the 18-month Confirmation Progress Report. (Consideration should be given to industrial/commercial funding sources.) [Core] <i>Noting that applying first for internal grants develops skills for applying for national/ international grants and that the objective can be achieved by applying for at least two national/international grants.</i>
Conference presentations (R3)	R3	To have presented N research papers at national and/or international symposia, including via virtual platforms [Core]	To have presented N research papers at national and/or international symposia, including via virtual platforms [Core]	To have presented N research papers at national and/or international symposia, including via virtual platforms [Core]	To have presented N research papers at national and/or international symposia, including via virtual platforms [Core]
Postgraduate/research student supervision (R4) <i>Intentionally overlaps with Teaching (T6): Include and Report under R4 or T6, not both</i>	R4	To accept postgraduate students as appropriate and to provide capable, high-quality supervision, with regular constructive and analytical feedback, as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department. 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]	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 School. 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]	To accept postgraduate students as appropriate and provide a good standard of supervision, as evaluated by students and appropriate colleagues to the satisfaction of the Head of Department. 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]	To accept postgraduate students (Honours, Masters and PhD – <i>amend as appropriate</i>) and provide good supervision, as evaluated by students, appropriate colleagues and to the satisfaction of the Head of Department. 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]

Research and/or Professional Practice (R) continued		Sciences	Humanities	Commerce	Health Sciences
Development of research expertise (R5)	R5	To develop personal areas of research expertise which are compatible with the strategic direction of the Department/ School and/or wider University, and to contribute to the research environment at an appropriate level, as evaluated by the Head of Department. [Core]	To develop personal areas of research expertise which are compatible with the strategic direction of the Department/ School and/or wider University, and to contribute to the research environment at an appropriate level, as evaluated by the Head of School. [Core]	To develop personal areas of research expertise which are compatible with the strategic direction of the Department/ School and/or wider University, and to contribute to the research environment at an appropriate level, as evaluated by the Head of Department. [Core]	To develop personal areas of research expertise which are compatible with the strategic direction of the Department/ School and/or wider University and to contribute to the research environment at an appropriate level, as evaluated by the Head of Department. [Core]
Professional Practice (R6)	R6	[For Surveying staff] To provide evidence of a significant contribution to the development of professional practice from a professional source or appropriate body. Evidence must be based upon the sustained scholarly contribution as a practitioner to the advancement of knowledge within the profession or discipline. Quality or significance should be emphasized rather than the quantity of the work done, according to criteria (a) to (g) of the promotion criteria for professional practice [Additional]	[For Performance staff] To contribute to the advancement of artistic practice through performance as a soloist or a director, as evidenced by published scholarly or critical reviews, to a standard that would be judged the equivalent of 'research active' under the PBRF. Evaluation will be by the Head of Department and appropriate colleagues. [Additional]		[Two Core objectives for Professional Clinical Practice] To contribute to the development of professional practice based on evidence of a scholarly contribution within the profession or discipline, as evaluated by the Head of Department. To maintain a high professional standard in clinical practice as evaluated by the Head of Department (in consultation with relevant clinical leaders).

Service (S)		Sciences	Humanities	Commerce	Health Sciences
Departmental administration (S1)	S1	To undertake administrative tasks willingly and effectively at an appropriate level within the department, and to serve effectively on Departmental committees, as required and evaluated by the Head of Department [Core]	To undertake administrative tasks willingly and effectively at an appropriate level within the department, and to serve effectively on Departmental committees, as required and evaluated by the Head of School [Core]	To undertake administrative tasks willingly and effectively at an appropriate level within the department, and to serve effectively on Departmental committees, as required and evaluated by the Head of Department [Core]	To undertake administrative tasks willingly and effectively at an appropriate level within the department, and to serve effectively on Departmental committees, as required and evaluated by the Head of Department [Core]
Departmental collegiality (S2)	S2	To interact well with other members of the Department, as evaluated by the Head of Department and appropriate colleagues. [Core]	To interact well with other members of the Department, as evaluated by the Head of School and appropriate colleagues. [Core]	To interact well with other members of the Department, as evaluated by the Head of Department and appropriate colleagues. [Core]	To interact well with other members of the Department, as evaluated by the Head of Department and appropriate colleagues. [Core]
Departmental representation at University level (S3)	S3	To be proactive in representing the Department or School in wider University activities as evaluated by the Head of Department. [Core]	To be proactive in representing the School or Programme in wider University activities as evaluated by the Head of School. [Core]	To be proactive in representing the Department or School of Business in wider University activities as evaluated by the Head of Department. [Core]	To be proactive in representing the Department or School in wider University activities as evaluated by the Head of Department. [Core]
External service contributions (S4)	S4	To contribute to professional and/or community bodies, societies and organisations at an appropriate level as assessed by the Head of Department. [Core]	To contribute to professional and/or community bodies, societies and organisations at an appropriate level as assessed by the Head of School. [Core] [For Social Work] To strengthen local and national communities through involvement in the development of policy, practice, and cultural activities.	To contribute to professional and/or community bodies, societies and organisations at an appropriate level as assessed by the Head of Department. [Core]	To contribute to professional and/or community bodies, societies and organisations at an appropriate level as assessed by the Head of Department. [Core]
Professional development (S5)	S5	To engage in a programme of professional development through the Higher Education Development Centre and other University of Otago providers, to include at least: 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	To engage in a programme of professional development through the Higher Education Development Centre and other University of Otago providers, to include at least: 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	To engage in a programme of professional development through the Higher Education Development Centre and other University of Otago providers, to include at least: 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	To engage in a programme of professional development through the Higher Education Development Centre and other University of Otago providers, to include at least: 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