

# Academic Standards for Professional Teaching Fellows and Senior Tutors

**The University of Auckland - HR Policy**

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# Academic Standards

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## Purpose

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This document outlines standards for academic grades as referred to in various HR policies covering Professional Teaching Fellows and Senior Tutors: including Appointments, Continuation, Promotions, and Academic Performance Review policies.

Judgments on permanent appointment, continuation and promotion are made by committees of academic peers through a process designed to enable fair and consistent application of standards and shall reflect expectations appropriate to the particular terms of employment of the individual.

Promotion of academic staff recognises and rewards sustained excellence. Through its promotions process, the University seeks to evaluate past performance and predict future contributions. Academic standards are expressed in both qualitative and quantitative terms. Peer review is particularly important in assessing the quality and impact of teaching contributions by Professional Teaching Fellows and Senior Tutors.

In applying the criteria for appointment, continuation, promotion, or academic performance review purposes, the respective committees are required to give full and careful consideration to the expectations specified in the particular terms on which individual staff members are employed. These terms will be derived from the contracts of employment and job descriptions.

This document is intended to ensure that all staff members have an understanding of the standards they are expected to meet in order to plan and advance their careers. In addition, the standards provide clarity to staff and committees evaluating colleagues in terms of appointment, continuation, promotion and academic performance review.

## Key Considerations

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The standards described in this document:

- Are expressed on a “career to date” basis at key promotion points in the academic career or when appointments are made or continuation confirmed.
- Must be considered holistically (i.e. consideration of overall performance within and across the two areas rather than as absolute individual standards) and in the context of the candidate’s job description
- Must be interpreted in a way that takes account of the quality and impact of contributions. The quantitative standards outlined here are a guide to the level of output expected *given* appropriate quality considerations; such considerations are fundamental to the assessment of any candidate’s achievement. Committees of peers have a key role in assessing quality and impact.
- Must be consistent with the qualitative and quantitative norms that apply for their discipline in peer universities, and be applied using evaluative judgment of peers in the relevant academic discipline
- Must reflect the diversity of academic roles, responsibilities and contributions within their academic unit and to the University;
- Must reflect the University's statutory obligations under the Education Act 1989 in relation to research-informed teaching, academic freedom and the critic and conscience of society;
- Must address the University's equity and Treaty of Waitangi obligations;
- Must recognise the public good responsibilities of academics, relevant to their discipline; and

Those assessing applications for continuation and promotion over the next few years will need to take account of the fact that applicants will only recently have had the benefit of these standards, which are more explicit than those applied previously

# General Principles

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## Appointment and continuation

To be **appointed to or continued in** an academic grade, the staff member must, on objective evidence, demonstrate achievement or ability of a kind appropriate to the grade to which they are seeking appointment or continuation.

In the case of entry level appointments (e.g. Senior Tutor 1 or Professional Teaching Fellow 1), the applicant must demonstrate the potential to meet the standards specified.

## Advancement between steps

To receive **advancement between steps in a grade** the staff member must demonstrate evidence of sustained performance appropriate to his/her current grade.

## Promotion

Promotion of academic staff is designed to recognise and reward sustained performance. To be **promoted**, staff members must, on objective evidence, be able to perform at an advanced level at their current grade and demonstrate achievement or ability of a kind appropriate to the grade to which they are seeking promotion.

## *Eligibility*

Candidates must have been employed and their performance evaluated for at least four teaching sessions (semesters, summer school, quarters) at the University of Auckland before being eligible for consideration for promotion. The specifications relates to the range and duration of teaching activities necessary to demonstrate sustained performance, not to the duration of employment.

## Strategic Context

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The University's Academic Standards are aligned to The University of Auckland Strategic Plan 2013-2020. That Plan may be paraphrased in relation to the two broad areas of contribution as follows:

In **Teaching**, the University seeks to: maintain the student body at about its current size; attract a diverse student body of the highest possible academic potential; increase the proportion of taught and research postgraduates and of international students; significantly enhance numbers of masters and doctoral completions; and create a high quality learning environment and extracurricular experience that maximise the opportunity for all our students to succeed.

In other relevant aspects of its strategy, which for this purpose are grouped under **Service and Leadership**, the University seeks to: enhance its international activities and reputation; fulfil its responsibilities under the Treaty of Waitangi/Te Tiriti o Waitangi; develop effective partnerships with its communities, alumni and friends; create and retain a body of accomplished and well supported staff; create an environment that promotes achievement of equity goals ; advance its role as critic and conscience of society; and manage the University in a way that diversifies its revenues, enhances its infrastructure, supports its activities and safeguards its long-term viability and autonomy. It sees leadership in all its activities and all levels in the University as being critical to this process.

## Academic Standards

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The standards which follow are expressed as “career to date” standards. In assessing performance of senior staff against these standards, emphasis should be placed on recent achievements but not to the exclusion of earlier performance. For promotion, evidence will be required of effective engagement with teaching, and service responsibilities at the University of Auckland relative to the length of employment at this institution.

The standards are to be considered holistically: thus performance above expectations in one area may be considered to compensate for lesser performance in another, provided that performance in each area is considered to be satisfactory (in both the extent and quality of the contribution) and that there is evidence of on-going progress and sustained achievements. Holistic judgment of performance should be the basis for all assessments, not a second step to rethink the decision on an application. Particular standards are to be seen as indicative thresholds, not as rigid barriers.

Normally there are two broad areas of contribution which are considered in assessments for appointment, continuation, promotion or academic performance reviews of Professional Teaching Fellows and Senior Tutors. Each will be evaluated to the extent that the particular area of contribution is consistent with the terms on which a staff member is employed.

The two broad areas are:

- Contributions to teaching (experience and achievement in teaching), learning and supervision (“Teaching”). Processes for the evaluation of Teaching are described in Appendix 1.
- Contributions to the University (including to the academic unit or faculty) in institutional planning, governance, leadership and operations and/or to the discipline, the profession and the community in the candidate’s fields of expertise (“Service and Leadership”)

Note that while the Academic Employment Agreement does not provide for Senior Tutors to have research as part of their role (see clause 1.3, Schedule 1) there are some cases in which that has been permitted. In such cases, contributions to research must also be considered in evaluating the performance of the Senior Tutor.

Note that ‘Leadership’, as used throughout the document, refers to the concept as described in the Leadership Framework (see below). Key features of leadership, as used here, include the understanding that all staff may play a leadership role within their working environments and that the University wishes to foster a culture of distributed leadership and recognise accomplishments in this area accordingly.

## **Explanatory Notes:**

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### **Explanatory Notes – Professional Teaching Fellows Only:**

- PTF staff are expected to demonstrate teaching that enables student learning and engagement, is informed by research and is responsive to student feedback.
- It is noted that PTFs carry out teaching activities in partnership with the academic colleague who is responsible for approving course design, assessment content and level, and for assessment moderation.
- The University expects that some PTFs engage in clinical settings as part of their contractual teaching responsibilities, and an appropriate interpretation of the teaching standards will apply and should be captured in the practice notes.
- Where PTFs are contracted to engage in clinical settings that do not involve teaching, the University expects clinical managers to provide a report.

### **Explanatory Notes – Senior Tutors Only:**

- Senior Tutors are expected to demonstrate teaching that enables student learning and engagement is informed by research and is responsive to student feedback.
- It is noted that Senior Tutors carry out teaching activities in partnership with the academic colleague who is responsible for approving course design, assessment content and level, and for assessment moderation.

Applicants' merit relative to opportunity will be taken into account when considering their application as per the University's Merit Relative to Opportunity Policy.



# Leadership Framework

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## Overview

In a people-focused institution like the University, the performance and engagement of staff is an important factor in its success. The University has identified the need to increase its leadership capability across all academic and professional staff as an essential element to achieving its aspirations and strategic objectives.

Leadership is not just a position or title - all staff play a leadership role and are expected to demonstrate leadership behaviours in the conduct of their work. The Leadership Framework reflects and encourages a culture of distributed leadership.

The University of Auckland's five leadership dimensions and associated capabilities identify the behaviours that help ensure excellence in teaching, research, service and administration for all staff. The Leadership Dimensions are:

- Exhibiting Personal Leadership
- Setting Direction
- Innovating and Engaging
- Enabling People
- Achieving Results

The Leadership Framework provides clarity and a shared vision of what leadership looks like at The University of Auckland, whether in formal or informal leadership and management roles.

The leadership framework will give purpose and focus to the enhancement of leadership for all staff across the University.

## Using the Leadership Framework

How the leadership behaviours are demonstrated at the individual level depends on the role and context in which each person operates.

The framework is designed to act as a reference for demonstrating our leadership behaviours and effectiveness. It will act as a guide for leadership development both at a personal level and when shaping the development of others.

## **Standards for Professional Teaching Fellows**

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### **Professional Teaching Fellow Level 1**

At Level 1, Professional Teaching fellows are expected to demonstrate appropriate qualifications and the potential to succeed in teaching, service and leadership. Their teaching should be informed by understanding of current research in the discipline and, where relevant, by knowledge of professional practice. It should enhance student learning and respond effectively to student feedback. In service and leadership the staff member should make a positive contribution to the work environment within his/her immediate area/discipline.

### **Professional Teaching Fellow Level 2**

At Professional Teaching Fellow Level 2, staff members are expected to:

#### ***Teaching***

- Have demonstrated teaching that is informed by understanding of current research in the discipline and, where relevant, by knowledge of professional practice
- Have demonstrated teaching that is informed by understanding of research on teaching and learning in higher education
- Have demonstrated teaching that enhances student learning and engagement and responds effectively to student feedback
- Have developed innovations in teaching and learning aimed at improving student learning and understanding
- Have demonstrated the impact and quality of innovations in teaching and professional practice through peer review
- Have shared successful innovations with colleagues

#### ***Service and Leadership***

- Show evidence of service and leadership (as defined above, consistent with the Leadership Framework) within his/her immediate area/discipline, and at the department/school level

### **Professional Teaching Fellow Level 3**

At Professional Teaching Fellow Level 3, staff members are expected to:

#### ***Teaching***

- Have demonstrated teaching that is informed by an in-depth understanding of current research in the discipline and, where relevant, by expert knowledge of professional practice
- Have demonstrated teaching in a way that is informed by in-depth understanding of research on teaching and learning in higher education
- Have demonstrated the use of student feedback to improve learning and engagement for all students
- Have developed and evaluated innovations in teaching and learning for their impact on student understanding and engagement
- Have actively sought ways to share successful innovations

- Have demonstrated the impact and quality of innovations in teaching and professional practice through peer review
- Have engaged in mentoring less experienced staff

### ***Service and Leadership***

- Show evidence of service and leadership (as defined above, consistent with the Leadership Framework) within his/her immediate area/discipline, at the department/school level and to the faculty

## **Professional Teaching Fellow Level 4**

At Professional Teaching Fellow Level 4, staff members are expected to:






### ***Teaching***

- Have demonstrated teaching that is informed by an in-depth and confident understanding of current research in the discipline and, where relevant, by expert and comprehensive knowledge of professional practice
- Have demonstrated the ability to draw on the research base on teaching and learning in higher education to evaluate alternative approaches to teaching and to explain selection of approach/es for particular groups of students
- Have demonstrated sustained commitment to improving learning and engagement for all students
- Have led the development and evaluation of innovations in teaching and learning and have had them peer-reviewed for their impact on student understanding and engagement
- Have led the dissemination of effective practice
- Have demonstrated leadership in the professional development of less experienced staff

### ***Service and Leadership***

- Show evidence of service and leadership (as defined above, consistent with the Leadership Framework) within his/her immediate area/discipline, at the department/school level, to the faculty, the University and beyond

## Leadership Framework – Academic Standards Professional Teaching Fellow (PTF)

Academic Grade	PTF Level 1	PTF Level 2	PTF Level 3	PTF Level 4
	Increasing scope, respons	ility, contact	and impact	
<b>Leadership Dimensions and Capabilities</b>	Own academic responsibilities Immediate area/discipline	Department/ School level	Department/ School/ Faculty	Department/ School/ Faculty/ University
 <b>Exhibiting Personal Leadership</b> Rangatiratanga <b>Personal Attributes:</b> Displays integrity, professionalism, adaptability and courage, accurately perceive and interpret own and others' emotions and behaviours in the context of the situation to effectively manage own responses, reactions and relationships. <b>Interpersonal Effectiveness:</b> Communicates with clarity, using constructive interpersonal behaviours and interactions to influence others, resolve conflict and inspire cooperation and achievement.				
 <b>Setting Direction</b> Mana Tohu <b>University Awareness:</b> Displays an understanding of the international and commercial context in which the University operates and how the University works to successfully achieve results. <b>Planning &amp; Organising:</b> Established courses of action for self/and others to ensure that work is completed efficiently, while building/contributing to a successful work/project/research team. <b>Stakeholder Service:</b> Ensures that the service provided to stakeholders is a driving force behind decisions and activities; crafts and/or implements service practices that meet the needs of stakeholders (as well students and staff) and the University, including a safe and healthy environment.				
 <b>Innovating and Engaging</b> Whakamatāra <b>Relationship Building:</b> Establishes and maintains effective working relationships with stakeholders inside and outside the University, using an appropriate interpersonal style to advance the University's objectives. <b>Facilitating Change &amp; Innovation:</b> Facilitates and supports University changes needed to adapt to changing external/market demands, technology, and internal initiatives; initiates new approaches to improve results by transforming University culture, systems, or programmes/services.				
 <b>Enabling People</b> Hōpai <b>Scholarship/Professional Development:</b> Engages in discovering, integrating, applying and disseminating the knowledge and professional skills necessary to be successful in current and future roles; promotes collegiality and actively pursues development experiences to improve personal impact and that of the University. <b>Valuing Equity:</b> Works actively to support the University's commitment to Maori, Te Tiriti o Waitangi and equity; values the capabilities and insights of individuals (both inside and outside the organisation) with diverse backgrounds, styles, abilities, and motivation. <b>Coaching and Developing Others:</b> Provides feedback, instruction and development guidance to help others (individuals and teams) excel in their current or future responsibilities; plans and supports the development of individual/team skills and abilities. Or <b>Leading Teams:</b> Uses appropriate methods and interpersonal styles to develop, motivate, and guide the work/project/research team to attain successful outcomes and objectives.				
 <b>Achieving Results</b> Whai hua <b>Decision Making:</b> Identifies and understands issues, problems, and opportunities; compares data from different sources to draw conclusions and uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences. <b>Delivering Results:</b> Sets high objectives for personal/group accomplishment; uses measurement methods to monitor progress toward goals; tenaciously works to meet or exceed goals managing resources responsibly; seeks continuous improvements.				

## **Standards for Senior Tutors**

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### **Senior Tutor Level 1**

At Level 1, Senior Tutors are expected to demonstrate appropriate qualifications and the potential to succeed in teaching, service and leadership. Their teaching should be informed by understanding of current research in the discipline, of research on teaching and learning in higher education and, where relevant, by knowledge of professional practice. It should enhance student learning and respond effectively to student feedback. In service and leadership the staff member should make a positive contribution to the work environment within his/her immediate area/discipline.

### **Senior Tutor Level 8**

At Senior Tutor Level 8, staff members are expected to:






#### ***Teaching***

- Have demonstrated teaching that is informed by an in-depth and confident understanding of current research in the discipline and, where relevant, by expert and comprehensive knowledge of professional practice
- Have demonstrated the ability to draw on the research base on teaching and learning in higher education to evaluate alternative approaches to teaching and to explain selection of approach/es for particular groups of students
- Have demonstrated sustained commitment to improving learning and engagement for all students
- Have led the development and evaluation of innovations in teaching and learning and have had them peer-reviewed for their impact on student understanding and engagement
- Have led the dissemination of effective practice
- Have demonstrated leadership in the professional development of less experienced staff

#### ***Service and Leadership***

- Show evidence of service and leadership (as defined above, consistent with the Leadership Framework) within his/her immediate area/discipline, at the department/school level, to the faculty, the University and beyond

## Leadership Framework – Academic Standards Senior Tutors

Academic Grade		Senior Tutor Level 1	Senior Tutor Level 8
Increasing scope, responsibility, contact and impact			
Leadership Dimensions and Capabilities		Standards	Own academic responsibilities Immediate area/discipline
 <b>Exhibiting Personal Leadership</b> Rangatiratanga <p><b>Personal Attributes:</b> Displays integrity, professionalism, adaptability and courage, accurately perceive and interpret own and others' emotions and behaviours in the context of the situation to effectively manage own responses, reactions and relationships.</p> <p><b>Interpersonal Effectiveness:</b> Communicates with clarity, using constructive interpersonal behaviours and interactions to influence others, resolve conflict and inspire cooperation and achievement.</p>			
 <b>Setting Direction</b> Mana Tohu <p><b>University Awareness:</b> Displays an understanding of the international and commercial context in which the University operates and how the University works to successfully achieve results.</p> <p><b>Planning &amp; Organising:</b> Established courses of action for self/and others to ensure that work is completed efficiently, while building/contributing to a successful work/project/research team.</p> <p><b>Stakeholder Service:</b> Ensures that the service provided to stakeholders is a driving force behind decisions and activities; crafts and/or implements service practices that meet the needs of stakeholders (as well students and staff) and the University, including a safe and healthy environment.</p>			
 <b>Innovating and Engaging</b> Whakamatara <p><b>Relationship Building:</b> Establishes and maintains effective working relationships with stakeholders inside and outside the University, using an appropriate interpersonal style to advance the University's objectives.</p> <p><b>Facilitating Change &amp; Innovation:</b> Facilitates and supports University changes needed to adapt to changing external/market demands, technology, and internal initiatives; initiates new approaches to improve results by transforming University culture, systems, or programmes/services.</p>			
 <b>Enabling People</b> Hapai <p><b>Scholarship/Professional Development:</b> Engages in discovering, integrating, applying and disseminating the knowledge and professional skills necessary to be successful in current and future roles; promotes collegiality and actively pursues development experiences to improve personal impact and that of the University.</p> <p><b>Valuing Equity:</b> Works actively to support the University's commitment to Maori, Te Tiriti o Waitangi and equity; values the capabilities and insights of individuals (both inside and outside the organisation) with diverse backgrounds, styles, abilities, and motivation.</p> <p><b>Coaching and Developing Others:</b> Provides feedback, instruction and development guidance to help others (individuals and teams) excel in their current or future responsibilities; plans and supports the development of individual/team skills and abilities.</p> <p>Or</p> <p><b>Leading Teams:</b> Uses appropriate methods and interpersonal styles to develop, motivate, and guide the work/project/research team to attain successful outcomes and objectives.</p>			
 <b>Achieving Results</b> Whai hua <p><b>Decision Making:</b> Identifies and understands issues, problems, and opportunities; compares data from different sources to draw conclusions and uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences.</p> <p><b>Delivering Results:</b> Sets high objectives for personal/group accomplishment; uses measurement methods to monitor progress toward goals; tenaciously works to meet or exceed goals managing resources responsibly; seeks continuous improvements.</p>			