

2021 Unitec Internal PBRF Quality Evaluation Guidelines for participants

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1. Overview

This section gives a quick overview of the internal quality evaluation. It outlines what, why, when, whom, where and how the internal quality evaluation will be done.

1.1 Preamble

Every six years for the purposes of allocating research funding, the Tertiary Education Commission (TEC) conducts an evaluation of research performance for participating tertiary education staff in NZ. This is called the Quality Evaluation (QE) and is part of the Performance Based Research Fund framework. It is the mechanism by which research is funded by the government in the tertiary sector. The eligibility criteria are;

- » Staff who teach on a degree programme with 0.2 FTE or more
- » Staff who have research as a substantive expectation in their Position Description

The process involves individual researchers preparing portfolios for submission, which then are assessed by subject specific panels at a national level, led by TEC. These portfolios are then ranked; A, B, C, C(NE) or R. These ratings equate to a monetary value, which is then paid to the tertiary institute from whence the ranked portfolio came. Tertiary organisations then support staff research in a variety of ways. R = not rated. C equates to a value of one, B to a value of three and A to a value of five. A “value” depends on the discipline; some subjects are deemed to be more expensive in which to undertake research in than others. C (NE) means New and Emerging and is given an extra weighting to encourage new researchers. Māori and Pacifica research and researchers also receive an extra weighting. There are specialist panels for evaluating these latter.

Further details about this are available here;

- » what counts as research can be found in [here](#),
- » details for [scoring an EP](#) and
- » the [panel specific guidelines](#) (NB – these guidelines are subject to change)

Around 200 staff at Unitec have been identified by Tūāpapa Rangahau; partnering research and enterprise (the research office) as researchers at Unitec who meet the criteria above and who have demonstrated research productivity to a level which creates the opportunity to seriously participate in the 2025 PBRF, depending on maintaining or growing productivity going forward. All eligible staff are invited and welcome to participate however.

This round, the Quality Evaluation (QE) will occur seven years after the last, because of COVID-19. This means that the next TEC led evaluation will occur in 2025, making December 31st 2024 the last day that research activity can be considered in the next QE. The QE is competitive across the tertiary sector, it is a complicated process and a successful submission involves good planning and effort by both researchers and research managers. A successful outcome benefits both individual researchers and the tertiary organisation.

1.2 Internal QE

The Unitec Research Committee has decided that an internal quality evaluation is critical to the success of our research staff in the next QE in 2025 and that Semester Two 2021 is the best time to undertake this, being mid-point between the last evaluation and the next.

The other ITPs (subsidiaries of Te Pūkenga) will also undertake an internal review, supported by the national Rangahau Research Forum, led by Jenny Aimers, Research Manager at Otago Polytechnic and

Marcus Williams, Director Research and Enterprise at Unitec. In previous QE's, some ITPs have not participated, others have had little resource to participate meaningfully. The aim is to collectively increase the ITP share of the national PBRF fund, at the moment, the sector receives only 3%.

1.3 National Review of PBRF

Further complicating the matter, but also providing considerable opportunity for the ITP sector, is the outcome of the 2019 review of PBRF, commissioned by Minister Jenny Salesa for the TEC. The government announced its response to the recommendations of the review panel in June 2021 after some delays due to COVID-19. These are here;

[CAB-21-MIN-0175-Review-of-the-Performance-Based-Research-Fund-Final-Report.pdf](https://www.education.govt.nz/cab-21-min-0175-review-of-the-performance-based-research-fund-final-report.pdf)
([education.govt.nz](https://www.education.govt.nz))

There will now be several years of further consultation through Sector Reference Groups, which will finalise all the detail around these high-level proclamations.

The opportunity to develop a more capacious definition of what research excellence means, could have the result that some types of research which are particularly relevant to how our sector operates, are given more weighting. The PBRF review panel suggested that the four Nominated Research Outputs (NRO) which form the poutokomanawa (centre pole) of the QE portfolio, be replaced by Evidence of Research Excellence (ERE). This change refers to the community/industry partnering that is so important to applied research, requiring as it does, very significant investment of time. Yet this effort and time is not necessarily recognised in the output focussed performance measure which has dominated in the past. The other key aspect to this, is impact; applied research can have considerable and quite immediate impact on a community or a company, yet this is not so well catered for in the current PBRF framework and QE process. This does not mean that the value of a paper in a high impact journal is reduced, it just means that the impact of applied research on a community can also have the opportunity to be recognised. We will not know exactly how this lands until the Sector Reference consultations are complete in several years' time. However, we cannot afford to wait to do this internal quality evaluation. So what we will do is ask researchers to present evidence and narrative which speaks to these aspects, where relevant. This will be outlined in the section below on Method which covers what is expected of a participant in this internal QE.

1.4 Purpose

The purpose of the internal QE is to assist research staff, it will;

- » encourage participants to focus on planning how the next three years can best be utilised to maximise the opportunity that the PBRF QE offers.
- » provide feedback to participants on what they need to do to undertake and implement this planning.
- » assist Tūāpapa Rangahau to understand how it can best support staff toward success.

1.5 Promise

The internal QE will be respectful of staff and conducted within the Unitec values of Te Noho Kotahitanga. The outcomes of the review will be treated confidentially and utilised only for the purposes outlined above. An estimation of how the portfolio may rank, along with comments from reviewers which focus on how to improve, will be shared only with the researcher and the relevant Tūāpapa Rangahau team members. Internal review panels will commit to the values and the terms of confidentiality as part of their training.

1.6 Method

Participants will complete an interim portfolio for internal assessment, this will be done inside the ROMS platform. Portfolios will be grouped based to research subjects and sent to an assessment panel of Unitec colleagues, which has been assembled and thoroughly briefed by Tūāpapa Rangahau.

1.6.1 ROMS

ROMS will serve a central role in the process. Tūāpapa Rangahau has prepared a “redeveloped version” of ROMS, which is pre-populated with the verified outputs that staff have submitted. This version is the framework in which the internal review will operate, while ROMS continues to function for business as usual. The main change in the revised version will provide an opportunity, with prompts, for staff to expand on the impact and partnering aspects of their primary research outputs (NRO/ERE), in more detail than has been the case in the past. Guiding text about how to do this is available in ROMS.

1.6.2 Subject Selection

Participants need to identify in ROMS, which Primary Panel the portfolio will be submitted to, what the Subject is and the Field of Research description. There are guidelines to assist with these selections in ROMS. In the 2025 national QE, these choices will determine the expertise of the assessment panel that will assess the portfolio. The Internal QE will align portfolios with expertise as much as is possible within the limitations of the resources available.

1.6.3 Māori and Pacific researchers

In this same page in ROMS, staff can identify as above. In 2025, this may result in the portfolio being assessed by a specialised panel. For this Internal QE, some Māori or Pacific expertise will be engaged in order to facilitate relevant feedback.

1.6.4 Nominated Research Output (or Examples of Research Excellence)

Participants need to identify in ROMS, which outputs in their current portfolio are the most important to their overall research activity and around which they will detail a narrative, along with evidence, of impact and partnering, as above. Participants can upload evidence of these comments if available. A definition of a Nominated Research Output is embedded as a link, in ROMS.

1.6.5 Research Contribution

The governments review of the PBRF recommended the continuation of this aspect of the process, with some adjustments which emphasise leadership. It provides researchers the opportunity to articulate those aspects of their activity which contribute to other researchers and the research environment generally. Participants in the Internal QE will be asked to update their ROMS shell with details of these activities. These details will be critical in the 2025 QE, because a portfolio cannot be rated, unless the CRE meets a certain metric. Definition of CRE are embedded as a link, in ROMS.

1.7 Review process

The process is essentially one of peer-review, there are no paid consultants or imported experts. The Internal QE is Unitec people helping Unitec people. It has been designed in order to keep the time demands on researchers and reviewers, to a minimum. The opinions of the reviewers and the outcome of the review have no purpose other than to support researchers toward a successful outcome in 2025.

For the purposes of the Internal QE, Unitec has been divided into three clusters of schools, with four reviewers in each cluster. Each cluster has a staff member from Tūāpapa Rangahau. The portfolio assessors will be thoroughly briefed and the process will be moderated between clusters. The clusters and assessors assigned to each cluster are appended to this document.

1.8 Timeline

The following are the timelines for the key events of the review process.

QE instructions with finalised shadow ROMs shell available	16th August 2021
Workshops for participants (in Schools & in open Teams sessions)	19 th August to 3 rd September 2021
Staff deadline for Internal QE portfolio completion	25 th October 2021
Internal portfolio assessment, moderation and feedback drafted	26 th October to 15 th December 2021
Staff receive estimated rank and comments	28 th February 2022

2. 2021 PBRF Quality Evaluation Evidence Portfolio

The next Quality Evaluation for the Performance Based Research Fund (PBRF) occurs in 2025. It includes outputs and activity that occurred between 1st January 2018 and 31st December 2024. As we are halfway through the next assessment period it is timely to review staff research outputs. This will ensure that research plans and goals are ambitious enough to achieve full potential in the 2025 PBRF Quality Evaluation.

2.1 Structure of the Preparation Portfolio

There are three main areas of the evidence portfolio are:

- » Examples of Research Excellence (ERE),
- » Other Examples of Research Excellence (OERE),
- » Research Contributions (RC).

2.2 Work Required to Create the Evidence Portfolio

The steps required to complete the PBRF Preparation Round Evidence Portfolio is listed below:

- » Optional attempt at a Research Platform Statement
- » Selection of up to four Examples of Research Excellence (ERE).
- » Selection of up to nine Other Examples of Research Excellence (OERE).
- » Selection of up to 15 Examples of Research Contributions (RC).
- » Submission to the Assessment Panel.

2.3 Research Outputs Selection Period

The EREs and OEREs component, which is driven by research outputs, is worth 70 percent of the total score for the Evidence Portfolio (EP). The remaining 30% comes from the research contributions.

The research outputs from 1st January 2018 to present will be included in the assessment.

3. Research Platform Statement

The Research Platform Statement is in the PBRF Information page and offers you the opportunity to make an overarching statement about your research. For the purposes of this internal Quality Evaluation, it may be that you are not ready to attempt this, but if you are or want to make a start, even with some bullet points etc, you will receive feedback on this.

4. Examples of Research Excellence (ERE) and Other Examples of Research Excellence (OERE)

As indicated above, two out of three main areas of the evidence portfolio are Examples of Research Excellence (ERE) and Other Examples of Research Excellence (OERE). These are driven by research outputs.

4.1 Review existing outputs

Make sure all your Outputs from 1st January 2018 are in ROMS and have been verified with suitable evidence (with the exception of some 2021 outputs). Before you do anything, you need to review these and decide which outputs are going to be part of your (up to) **four EREs or in your (up to) nine OEREs**.

4.2 How to Select Examples of Research Excellence (ERE)

An ERE is a self-selected research output which the researcher nominates as one of their best outputs produced anytime from 1st January 2018 to present. Up to four outputs can be selected for this category, however at this stage, it is understandable that you may only have one, two or three; that's OK, this is an interim review. When selecting EREs, consider the following:

- » Think about impact first and work back from there
- » Do these appear to be the best four outputs in the portfolio, bearing in mind the new areas of consideration?
- » Do they co-relate strongly to your work in Partnering, Stakeholder Responsiveness and Research Impact?
- » Do they meet the PBRF definition of research? (see the end of this document).
- » Do they appear to be of a high enough quality to qualify them as EREs?
- » Are they outputs which report research which has local, national or international significance?
- » You are welcome to enter data for outputs which are underway and not yet verified and to respond to the prompts around Partnering, Stakeholder Responsiveness and Research Impact.
- » It is highly likely you are planning more research in the next three years, so it is advised that you do not enter lesser outputs as ERE, just so that you can fill the gap.
- » In this instance, just leave the panels empty.

Other ERE considerations include:

- » Type of output – e.g., major output such as a book, edited book
- » Quality of the publication of the output – e.g., reputable journal within the discipline
- » Whether the output has been peer-reviewed
- » How well respected the output is regarded within the discipline
- » The overall level of contribution to knowledge the output has made within the discipline.

In the previous PBRF Quality Evaluation, the more reputable the output environment is (e.g., scientific journals, books) and the higher the knowledge contribution is to the discipline (e.g., new knowledge attained), the higher the output is regarded. While this remains true they are not the only considerations; partnering, stakeholder responsiveness and impact can influence the decision and the will influence the assessment.

EREs are essentially your best four outputs. Select these outputs once you have reviewed and decided on them.

4.3 How to Select Other Examples of Research Excellence (OERE)

Up to nine other research outputs can be selected. These are the next best nine outputs after the EREs have been selected. These are listed and no commentary is allowed.

When reviewing OERE consider the following:

- » Do they co-relate strongly to your work in Partnering and Stakeholder Responsiveness?

- » Is there a case for or evidence of Research Impact?
- » Are they quality assured?
- » Do they meet the PBRF definition of research?
- » Are they outputs with local, national or international significance?

Select these outputs once you have reviewed and decided on them.

4.4 ROMS Guidelines - Login to the ROMS

Using an Internet browser enter the following URL

<https://unitec-roms.intuto.com/>

This will open the login screen shown below

- | | |
|--------------------|--|
| Login Name: | This is usually your Unitec login username
e.g. jbloggs |
| Password: | Enter your ROMs password. If you have forgotten your password, email adeo@unitec.ac.nz and request for a password reset. |
| Timing out: | The system will time out after an hour if there is inactivity. Any data not saved will be lost. |
| Support: | If you encounter any problems with ROMS, the first point of contact is Arun Deo , Research Advisor, who will escalate the problem if it cannot be resolved. |

4.5 ROMS Guidelines – Research Outputs (ERE and OERE)

The guidelines below will help you to:

- » Nominate research outputs as ERE or OERE,
- » Edit research outputs by entering commentaries relating to ERE and
- » Rearrange research outputs so that they appear in the correct order in PBRF portfolio.
- » NB - it is understandable that you may only have one, two or three; that's OK, this is an interim review
- » It is highly likely you are planning more research in the next three years, so it is advised that you do not enter lesser outputs as ERE, just so that you can fill the gap.
- » In this instance, just leave the panels empty.

4.5.1 Review existing research outputs and nominate them as ERE or OERE

Outputs from 1st January 2018 will already be entered into ROMS and verified. Review these outputs and decide which of these will be in the **Four EREs** and **Nine OEREs**.

To review existing outputs:

➔ Click on **'References'** and then **'My Research Outputs'** and visually scan the outputs there.

Decide on the outputs you want to include in your EREs and OEREs. All of your outputs since 1st January 2018 will have been verified by now.

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RESEARCH OUTPUT MANAGEMENT SYSTEM (ROMS)

Home Reports PBRF Info Extraordinary Circumstances **References** Help My Account Logout Arun : Researcher

REFERENCES FOR ARUN DEO

Click on edit to select up to four NROs and up to twelve OROs (0 OROs are currently selected)

My Research Outputs
View/Edit Four NRO
View/Edit Twelve ORO
View/Edit Fifteen RC

Add a Reference
Order Four NRO
Order Twelve ORO

1 of 1 Key: Research/Entry in Progress, Completed, Verified

Actions	Author(s)	Year	Description	Type	Quality Assured	Maori Research	Pacific Research	Four NRO	Twelve ORO	Files
Delete Edit	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J.	2019	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. <i>Journal of Educational Leadership Policy and Practice</i> , 33(2), 32-47.	Journal Article	✓			✓		
Delete Edit	Soosalu, G., Henwood, S., & Deo, A.	2019	Soosalu, G., Henwood, S., & Deo, A. (2019). Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire. <i>SAGE Open, Open Access</i> , 1-17. doi:10.1177/2158244019837439	Journal Article	✓					

To select an output as **ERE** or **OERE**:

➔ Click **'Edit'** under the **'Actions'** column next to the appropriate output.

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RESEARCH OUTPUT MANAGEMENT SYSTEM (ROMS)

Home Reports PBRF Info Extraordinary Circumstances References Help My Account Logout Arun : Researcher

REFERENCES FOR ARUN DEO

Click on edit to select up to four NROs and up to twelve OROs (0 OROs are currently selected)

Add a Reference
Order Four NRO
Order Twelve ORO

1 of 1 Key: Research/Entry in Progress, Completed, Verified

Actions	Author(s)	Year	Description	Type	Quality Assured	Maori Research	Pacific Research	Four NRO	Twelve ORO	Files
Delete Edit	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J.	2019	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. <i>Journal of Educational Leadership Policy and Practice</i> , 33(2), 32-47.	Journal Article	✓			✓		
Delete Edit	Soosalu, G., Henwood, S., & Deo, A.	2019	Soosalu, G., Henwood, S., & Deo, A. (2019). Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire. <i>SAGE Open, Open Access</i> , 1-17. doi:10.1177/2158244019837439	Journal Article	✓					

The following **'Edit Reference'** page will load:

NOTE: If your page looks different it may be because your output is not verified.

EDIT REFERENCE

Back to Reference List...

This reference can no longer be edited, however certain fields below (in the green box) can still be updated. Files may be uploaded (use button at left)

Files...

- Cardno Robson Deo Bassett Howse.pdf
- Confirmation of Publication Email.jpg

Type: *

Full Citation / Reference:

Author(s)*:
In order of publication

Journal Article

Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. *Journal of Educational Leadership Policy and Practice*, 33(2), 32-47.

lastname	initials
Cardno	C.
Robson	J.
Deo	A.
Bassett	M.
Howse	J.

🔗 Scroll down the page, until you see a green dotted box around some fields of the 'Edit Reference' page.

Is your main research object a large sound or video file? Yes No

Four PBRF EREs?: Yes No

Nine PBRF OEREs?: Yes No

My Contribution (only enter this for ERE): ?
max 1050 characters

Description (only enter this for ERE) *: ?
max 1000 characters

Community and Industry Partnering (only enter this for ERE): ?
max 1000 characters

Stakeholder Responsiveness (only enter this for ERE): ?
max 1000 characters

Enter details

13 characters

I carried out the data analysis for this project.

49 characters

Enter details

13 characters

Enter details

🔗 Check 'Yes' against either 'Four PBRF EREs' or 'Nine PBRF OEREs' option (as shown above).

If you nominate an output as **Four PBRF EREs**, then you **must** complete the following five fields (commentaries for ERE). If you nominate an output as **Nine PBRF OEREs**, then you **do not** have to complete the five commentaries fields.

4.5.2 Commentaries for ERE

🔗 In the field 'My Contribution', enter the commentary. Please note that the character limit is 1050.

Researchers must provide a clear description explaining their substantial and distinctive contribution.

Qualitative descriptions will give panels the detailed information they need to assess an individual's contribution to a research output. Some journals require co-authored articles to include a statement on the relative contribution of each author. These statements can be used in the Individual Contribution field if available.

The Individual Contribution field should include:

- » brief comments on the significance of the staff member's contribution to the output, for example, whether they took a leadership role or the extent of their contribution. Comments may include a statement about the status of co-authors (for example, where a co-author is a postgraduate student)
- » the nature of the contribution, where this may help support the extent of the contribution made. For example, it might be helpful to include information about whether the contribution was by way of the conceptualisation and
- » design of the research, the field work undertaken, the production of the article or output, or the supervision of other authors. Evidence files must be labelled "One" and then relevant description, eg OneDataAnalysis.pdf

My Contribution (only enter this for ERE): 
max 1050 characters

0 characters

 In the field '**Description**, enter the commentary. Please note that the character limit is 1000.

A comprehensive description of the nature and significance of the output. Why the output has been selected as one of the best four produced during the assessment period. The nature of the quality-assurance process, particularly where this may not be standard within the discipline for this type of output or where the quality-assurance process can vary or is not easily recognised.

If necessary:

- » a brief description of the research content or how the output meets the PBRF Definition of Research, where this is not evident from the output itself (for example, where it is a textbook)
- » a brief description of the new research material or aesthetic refinement undertaken during the assessment period where there is an earlier version of the output.

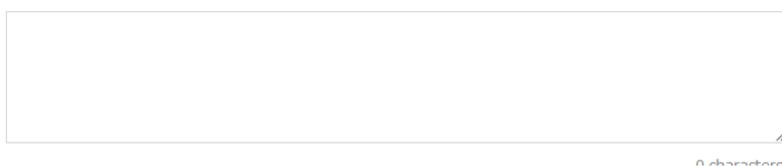
Any other information specific to the research output type; upload evidence accordingly. Examples; acceptance letter from journal editor, programme of arts festival your work is in, letter from government department commissioning the report. Evidence files must be labelled "Two" and then relevant description, eg TwoMiddleLevelLeadership.pdf

Description (only enter this for ERE): 
max 1000 characters

 In the field '**Community and Industry Partnering**, enter the commentary. Please note that the character limit is 1000.

Community and Industry Partnering is essential when undertaking applied and kaupapa Māori research and considerable time and effort must be invested. Describe tangible examples of efforts you have made to grow enduring partnerships with community or industry, with direct respect to the research described in the previous pane; upload evidence accordingly. Examples; **significant hui or meetings (significant meaning an expanded attendance beyond yourself and a community/industry partner, maybe involving more senior representatives, the larger staff or membership etc), hosted or co-facilitated seminar/wānanga/symposia, workshops provided to community/industry, an ITP Voucher project, Memorandum of Understanding or Mana Enhancing Agreements, serving on advisory boards, facilitating a studentships, interns, student employment or scholarship funded research partnerships of various kinds, facilitating public relations communications or media coverage or other relationship building activities over time.** (NB – Directly co-relate your examples with the relevant ERE. Evidence files must be labelled “Three” and then relevant description; eg ThreeWānangaMUMA.pdf).

Community and Industry Partnering (only enter this for ERE): 
max 1000 characters



 In the field ‘**Stakeholder Responsiveness**’, enter the commentary. Please note that the character limit is 1000.

Listening to and understanding the needs, objectives and circumstances of research stakeholders is critical to the success and effectiveness of applied and kaupapa Māori research. Describe with tangible examples, how you have facilitated and implemented high levels of responsiveness. Examples; **interviewed key stakeholder individuals, surveyed stakeholder groups, attended significant stakeholder initiated events, developed and submitted funding applications with stakeholders as named partners, cited stakeholder data or commentary in published material, responded directly to stakeholder need or circumstance.** (NB – Directly co-relate your examples with the relevant ERE. Evidence files must be labelled “Four” and then relevant description; eg FourSurveyNZIA.pdf).

Stakeholder Responsiveness (only enter this for ERE): 
max 1000 characters



 In the field ‘**Impact**’, enter the commentary. Please note that the character limit is 1000.

Impacting stakeholders and the broader context of the research is critical to applied and kaupapa Māori research. Describe with tangible examples, how your research has impacted the wider context (social, economic, cultural, political, environmental). Examples; **influencing policy, regulation or organisational procedure, directly improving outcomes for communities, environment, or business (eg increasing youth financial literacy, reducing plastic waste, increasing a companies productivity), new patents, IP agreements, enhancing education and training** (NB – Directly co-relate your examples with the relevant ERE. Evidence files must be labelled “Five” and then relevant description; eg FiveLessProblemGamblingHenderson.pdf).

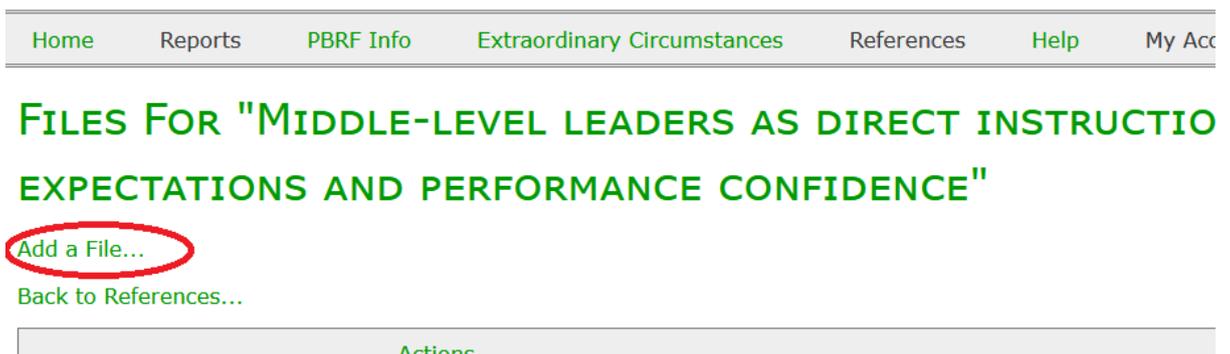
Impact (only enter this for ERE): 
max 1000 characters

4.5.3 Research panel and confidentiality

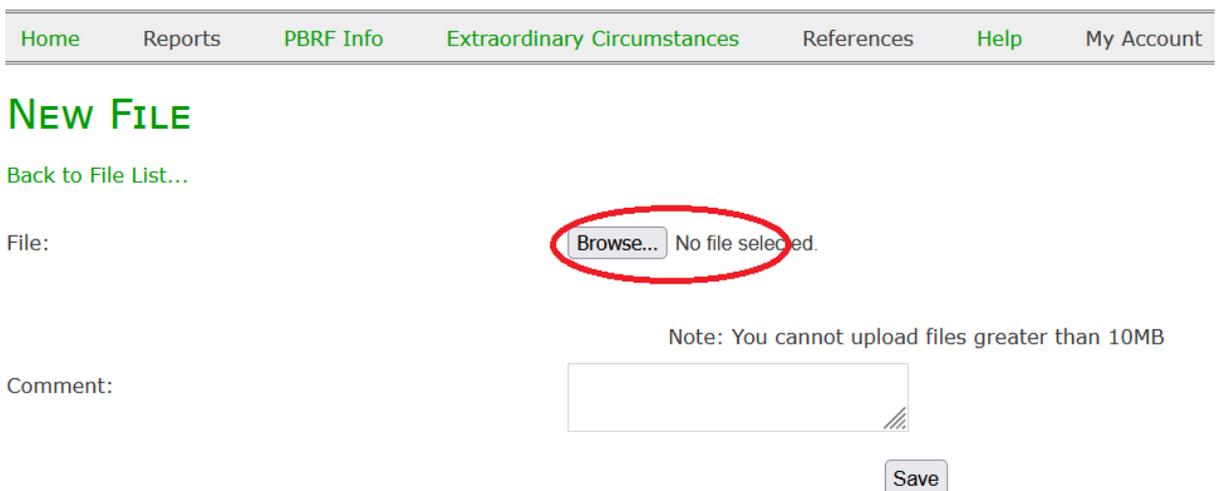
- ↗ If you are submitting your portfolio to the Pacific Research Panel, select **'Yes'** beside the field **'Submit to Pacific Research Panel?'**. Else leave it at the default value of **'No'**.
- ↗ If you are submitting your portfolio to the Maori Research Panel, select **'Yes'** beside the field **'Submit to Maori Research Panel?'**. Else leave it at the default value of **'No'**.
- ↗ If your research output is confidential, select **'Yes'** beside the field **'Is this item Confidential?'**. Else leave it at the default value of **'No'**.

4.5.4 Saving and attaching evidence files

- ↗ Click on **'Save'**. If you have files to attached, then click on **'Save and Attach Files'**. Note, you can only attach one file at a time and the file size should not exceed 10MB. **Please use the file naming convention as outlined in the above two pages.** Upon clicking **'Save and Attach Files'** you will see a window as shown below:



- ↗ Click **'Add a File...'**



- ↗ Click on **'Browse'** select the file from your computer and click on **'Save'**. Once file is uploaded, you will see the following:

NEW FILE

[Back to File List...](#)

Create Succeeded

File:

No file selected.

Note: You cannot upload files greater than 10MB

Comment:

- ↗ Repeat the above process if you have to add more files.
- ↗ Click on **'Back to File List...'**, and then **'Back to References...'**, and then
- ↗ Click on **'Back to Reference List'** (under **'Edit Reference'** top left page) and **repeat the process until you have completed the above task for the four EREs and Nine OEREs.**

Now you have selected the EREs and/or the OEREs.

- ↗ Click on **'References'** and then **'My Research Outputs'**. You can now see the research outputs you have selected as ERE or OERE as shown below.

Click on edit to select up to four EREs and up to nine OEREs (1 OEREs are currently selected)

Add a Reference
Order Four EREs
Order Nine OEREs

		Key: Research/Entry in Progress, Completed, Verified		References		Research Contributions				
Actions	Author(s)	Year	Description	Type	Quality Assured	Maori Research	Pacific Research	Four ERES	Nine OERES	Files
ite Edit	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J.	2019	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. <i>Journal of Educational Leadership Policy and Practice</i> , 33(2), 32-47.	Journal Article	✓			✓		
ite Edit	Soosalu, G., Henwood, S., & Deo, A.	2019	Soosalu, G., Henwood, S., & Deo, A. (2019). Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire. <i>SAGE Open</i> , Open Access, 1-17. doi:10.1177/2158244019837439	Journal Article	✓			✓		
ite Edit	Sheehan, D., de Bueger, T., Thorogood, J., Sitters, S., & Deo, A.	2018	Sheehan, D., de Bueger, T., Thorogood, J., Sitters, S., & Deo, A. (2018). Beyond Competencies - Describing work ready plus graduates for the New Zealand medical imaging workforce. <i>Journal of Medical Radiation Sciences</i> , Open Access, 1-7. doi:10.1002/jmrs.290	Journal Article	✓			✓		
ite Edit	Roy, D., Deo, A., Harrington, A., McKechnie, R., Anderson, V., Gasquoine, S., Whalley, G., Unno, T., Ratnasabapathy, Y., & Fennelly, G.	2017	Roy, D., Deo, A., Harrington, A., McKechnie, R., Anderson, V., Gasquoine, S., Whalley, G., Unno, T., Ratnasabapathy, Y., & Fennelly, G. (2017, April). <i>Stroke navigation service trial: an integrated care innovation</i> . Paper presented at RCN International Nursing Research Conference 2017, University of Oxford Examination Schools, 75-81 High Street, Oxford, OX1 4BG, UK.	Conference Contribution- Abstract	✓			✓		
ite Edit	Bassett, M., Robson, J., Cardno, C., Deo, A., & Howse, J.	2017	Bassett, M., Robson, J., Cardno, C., Deo, A., & Howse, J. (2017, November). Middle-level leaders as instructional leaders in Aotearoa New Zealand schools: Emerging data of role expectations and performance confidence. Paper presented at New Zealand Association for Research (NZARE) Conference, Hamilton.	Conference Contribution- Oral Presentation						

4.5.5 Final Review of Outputs

Before you move to the next section, you may like to review your outputs and check whether you have selected the correct outputs as your EREs and OEREs.

- ↗ Click on **'References'** and **'My Research Outputs'**
- ↗ You can see which outputs you have selected by looking at the **'Four ERE'** and **'Nine OERE'** columns (right of screen)
- ↗ You can also order your outputs by clicking on **'Order Four EREs'** and/or **'Order Nine OEREs'**, for here you simply click on the output and drag it to create the order you would like. **NOTE: THIS IS NOT AN ESSENTIAL STEP.**

REFERENCES FOR ARUN DEO

Click on edit to select up to four EREs and up to nine OEREs (1 OEREs are currently selected)

- Add a Reference
- Order Four EREs
- Order Nine OEREs

1 of 1 Key: Research/Entry in Progress, Completed, Verified

Actions	Author(s)	Year	Description	Type	Quality Assured
Delete Edit	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J.	2019	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. <i>Journal of Educational Leadership Policy and Practice</i> , 33(2), 32-47.	Journal Article	✓
Delete Edit	Soosalu, G., Henwood, S., & Deo, A.	2019	Soosalu, G., Henwood, S., & Deo, A. (2019). Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire. <i>SAGE Open</i> , Open Access, 1-17. doi:10.1177/2158244019837439	Journal Article	✓
	Sheehan, D., de Bueger, T.		Sheehan, D., de Bueger, T., Thorogood, J., Sitters, S., & Deo, A. (2018). <i>Beyond Competencies</i>		

The next step is to enter the Research Contributions.

5. Research Contributions

The Research Contribution (RC) component of an Evidence Portfolio (EP) describes the contribution and recognition of a staff member’s research and research-related activities.

- » The RC component is worth 30 percent of the total score for the EP.
- » Each EP can contain up to 15 items in the RC component.

5.1 Information to Include in the Research Contribution Narrative

The Research Contribution section provides examples of activities that contribute to the sustainability and viability of the research system.

- » Contribution to the Research Environment is concerned with the staff member’s contribution to a vital, high-quality research environment. Active research environments are a key output sought from the PBRF, and the portfolios provide an opportunity for staff members to indicate their role and contributions in this respect. The contribution to the research environment may occur with the tertiary organisation, at a community or industry level, nationally or internationally.

Specific detail is not required however, enough information should be entered to provide a good indication of engagement in research activity. The below Research Contribution categories may provide some ideas and direction around what to include.

The following are the categories proposed by the TEC for the new Research Contribution section.

- » **Research Discipline and Environment** – contribution to the general development of the researchers discipline and/or research environment inside and/or outside academia. *Example: This can be within Unitec, nationally or internationally, or a contribution to the profession, business or sector. E.g. participating on research committees, acting as a research mentor to local business etc.*
- » **Facilitation, Networking and Collaboration** - e.g. organising conferences, networks, symposia, acting as conference chair, programme committees, developing external partnerships, collaboration/consortia membership etc. *Example: Organising/hosting/chairing conferences, panels, seminars, workshops etc. Developing relationships amongst research within and across institutions and subject areas. Developing and maintaining strong links with end users of research, including communities and stakeholders. Non-conference and community/industry presentations are important here.*
- » **Outreach and Engagement** - this reflects the contribution made to the wider community in NZ or internationally through their research based expertise.

- » **Research and Funding Support** - securing external and internal research funding, including in kind or pro-bono support.
- » **Prizes, Fellowships and Awards** Prizes and awards include ANY prize or award attached to a specific research output, activity or finding (e.g. best paper awards, Wallace Art Awards).The prize or award may also reflect on the overall quality and productivity of a staff member rather than one attached to a specific output (e.g. Research awards from professional bodies, Unitec Research Awards).Research fellowships are recorded under this type where they are associated with research institutions (in NZ or internationally).
- » **Researcher Development** - mentoring colleagues in relation to research development. Example: *Are you doing anything to develop new researchers (such as those who have completed their degrees and are starting a research career)? What about helping develop the research capability of more established colleagues?*
- » **Reviewing and Refereeing** - Includes editorship or membership of editorial panels of journals, and reviewing and/or refereeing journal submissions, book proposals, and full conference papers.
- » **Student Factors** - research supervision, co-publishing, etc. Example: *This may be your ability to attract graduate and/or overseas students or to mentor students into higher-level research qualifications, positions or opportunities. Indicators may include students with whom the staff member has been able to sponsor into Doctoral scholarships or postdoctoral fellowships (this may not be relevant to all disciplines).Also included here is the examination of research theses and doctoral theses.*
- » **Uptake and Impact** - an indication of the contribution an individuals research has outside academia.
- » **Māori Research Contributions**
- » You can detail contributions which are unique to Te Ao Māori. This might relate to aspects of kaupapa Māori research for example.
- » **Pacific Research Contributions**
- » You can detail contributions which are unique to Pacific research. This might relate to aspects of Talanoa research methodologies for example.

5.2 ROMS Guidelines - Research Contributions

The guidelines below will help you to add, edit and rearrange Research Contributions into ROMS.

5.2.1 Adding Research Contributions

To enter the Research Contribution narrative:

➦ Click on 'References' and then 'My Research Outputs'.

nzist new zealand institute of skills and technology

RESEARCH OUTPUT MANAGEMENT SYSTEM (ROMS)

Home Reports PBRF Info Extraordinary Circumstances **References** Help My Account Logout Arun : Researcher

REFERENCES FOR ARUN DEO

My Research Outputs
View/Edit Four NRO
View/Edit Twelve ORO
View/Edit Fifteen RC

Click on the 'References' link in the top navigation menu and then click on 'My Research Outputs' in the dropdown menu.

1 of 1 Key: Research/Entry in Progress, Completed, Verified

Actions	Author(s)	Year	Description	Type	Quality Assured	Maori Research	Pacific Research	Four NRO	Twelve ORO	Files
Delete Edit	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J.	2019	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. <i>Journal of Educational Leadership Policy and Practice</i> , 33(2), 32-47.	Journal Article	✓			✓		
Delete Edit	Soosalu, G., Henwood, S., & Deo, A.	2019	Soosalu, G., Henwood, S., & Deo, A. (2019). Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire. <i>SAGE Open</i> , Open Access, 1-17. doi:10.1177/2158244019837439	Journal Article	✓					

Click on 'Research Contributions'.

REFERENCES FOR ARUN DEO

Click on edit to select up to four NROs and up to twelve OROs (0 OROs are currently selected)

Add a Reference
Order Four NRO
Order Twelve ORO

1 of 1 Key: Research/Entry in Progress, Completed, Verified

Actions	Author(s)	Year	Description	Type	Quality Assured	Maori Research	Pacific Research	Four NRO	Twelve ORO	Files
Delete Edit	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J.	2019	Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2019). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. <i>Journal of Educational Leadership Policy and Practice</i> , 33(2), 32-47.	Journal Article	✓			✓		
Delete Edit	Soosalu, G., Henwood, S., & Deo, A.	2019	Soosalu, G., Henwood, S., & Deo, A. (2019). Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire. <i>SAGE Open</i> , Open Access, 1-17.	Journal Article	✓					

Click on 'Add a Research Contribution' (top left of screen as shown below).

RESEARCH CONTRIBUTIONS FOR ARUN DEO

Click on edit to select up fifteen RCs (0 RCs are currently selected)

Add a Research Contribution
Order Fifteen RC

1 of 1

Actions	Research Contribution Type	Year	Description	Maori Research	Pacific Research	Fifteen RC?
No Records Found						

The following page will appear.

NEW RESEARCH CONTRIBUTION

[Back to Research Contribution List...](#)

Type:

Description (maximum of 1500 characters including spaces)*:

0 characters

Does this research contribution relate to student scholarships, studentships, research assistant positions, awards, presentations at hui/wānanga or media articles involving current or recent Unitec students?: Yes No

Select 'Yes' to this item in your PBRF portfolio (you can select up to 15): Yes No

Year:

Submit to the Pacific Research Panel?: Yes No

Submit to the Maori Research Panel?: Yes No

Please refer to pages 82 to 93 of the [PBRF guidelines](#) for more specific details and use these guidelines to complete this section.

➤ Click the dropdown list beside the field **'Type'** and select a type.

NEW RESEARCH CONTRIBUTION

[Back to Research Contribution List...](#)

Type:

Description (maximum of 1500 characters including spaces)*:

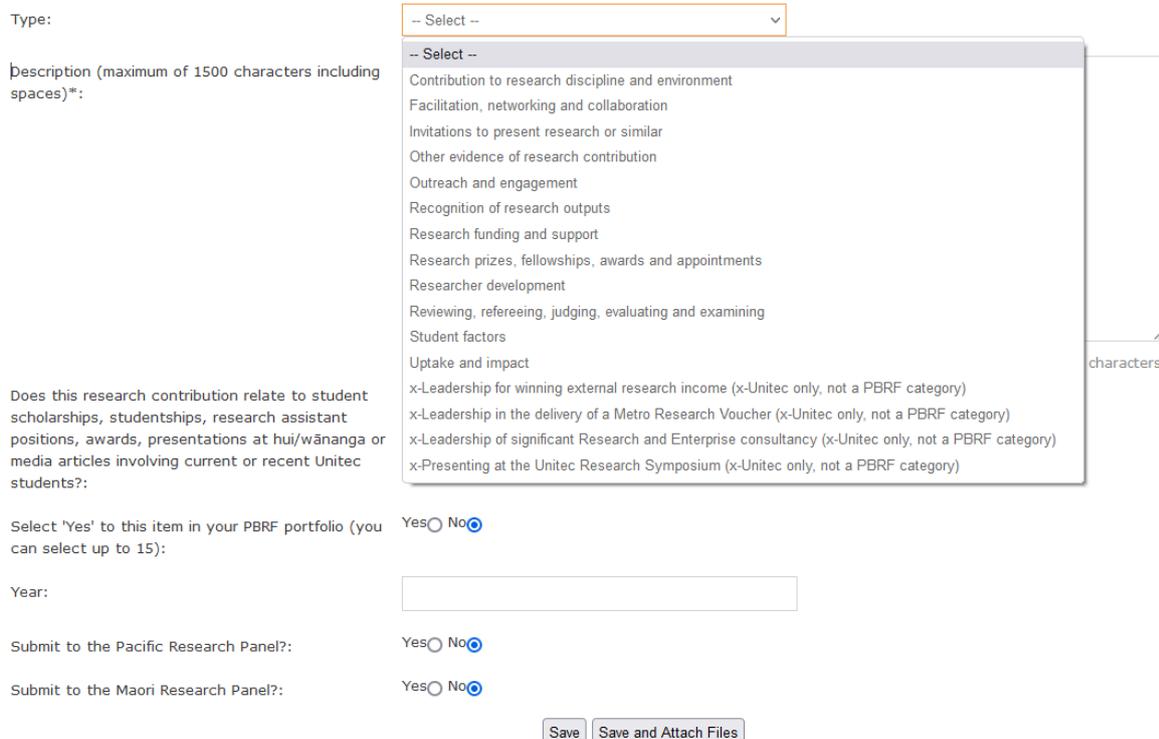
Does this research contribution relate to student scholarships, studentships, research assistant positions, awards, presentations at hui/wānanga or media articles involving current or recent Unitec students?:

Select 'Yes' to this item in your PBRF portfolio (you can select up to 15): Yes No

Year:

Submit to the Pacific Research Panel?: Yes No

Submit to the Maori Research Panel?: Yes No



➤ In the field **'Description'**, enter the commentary. Please note that the character limit is 1500.

A comprehensive description of the nature and significance of the item that includes sufficient information and evidence of the quality and prestige of the research and research-related activity that supports the assessment. This should also provide information to evidence the claims, including key details of the activity, such as dates and organisation(s) or others involved.

➤ If you want this item to be included into your PBRF portfolio, please select **'Yes'** beside the field **'Select 'Yes' to this item in your PBRF portfolio (you can select up to 15)'**.

➤ Enter the year beside the **'Year'** field.

➤ If you are submitting your portfolio to the Pacific Research Panel, select **'Yes'** beside the field **'Submit to Pacific Research Panel?'**. Else leave it at the default value of **'No'**.

➤ If you are submitting your portfolio to the Maori Research Panel, select **'Yes'** beside the field **'Submit to Maori Research Panel?'**. Else leave it at the default value of **'No'**.

➤ Click **'Save and Attach Files'**.

➤ **Repeat the process until you have completed the above task for the Research Contributions.**

5.2.2 Editing Research Contributions

If you have already entered your Research Contributions, you may edit them by selecting each Research Contribution.

➤ Click **'Edit'** under the **'Actions'** column next to the Research Contribution you would like to edit.

Add a Research Contribution
Order Fifteen RC

Click on edit to select up fifteen RCs (15 RCs are currently selected)

1 of 6 Next

Actions		Research Contribution Type	Year	Description	Maori Research	Pacific Research	Fifteen RC?
Edit Delete		Student factors	2019	Associate Supervisor - Nguyen Hong Giang - The potential for photography in exploring the impact of climate change on the lives of Mekong delta people			
Edit Delete		Contribution to research discipline and environment	2017	2012-ongoing. I am currently the elected Chair of Te Uru - Waitakere Contemporary Gallery Governance Committee in Auckland. I have headed the governance of the organisation from 2012, through major growth and change, leading the gallery from its grassroots origins to the contemporary arts organisation it aspires to be. Major milestones have been appointing and supporting the current Director Andrew Clifford with guiding the gallery/community through temporary accommodation and rebranding to the award-winning \$19m building it now occupies. I see this as an important contribution to the research environment for which my expertise in the creative industries is invaluable.			✓
Edit Delete		Contribution to research discipline and environment	2017	2014-ongoing. I am Dean of Research and Enterprise at Unitec. Since taking the role in 2014, I have quintupled ERI, rapidly increased research engagement on degree programmes, introduced three Strategic Research Foci (Cybersecurity, Applied Molecular Solutions and Māori Innovation) and supported an Early Career Research Forum which now has 80+ members. I lead RA4 of the \$12m Endeavour-funded STRATUS cybersecurity project and Unitec co-leads a major Science Challenge (Building Better Homes, Towns and Cities) with UoW and Te Pūea Memorial Marae, and is a partner on the CoRE, Ngā Pae o te Māramatanga. I am an early member and currently Chair of the National Consortium of Research Directors, InnovateITP http://metros.ac.nz/ in 2017 winning the bid for the next annual symposium, themed on Māori Innovation. I am deeply committed to Vision Mātauranga and I am a member of Nga Aho, Network of Māori Design Professionals.			✓
Edit Delete		Invitations to present research or similar	2017	2017. F4 was invited to give an artists talk at Taipei Artists Village in Taiwan, during this international residency. The talk was curated and facilitated by Lee Yen-Yi with three other international artists participating. 2014. I was invited to give a gallery floor talk at Hastings City Art Gallery for F4; The Album, 31st August, 2014. http://www.eventfinder.co.nz/2014/f4-floor-talk/hastings . This was well attended, in conjunction with a successful exhibition with an active education programme resulting in 4800 participants and visitors.			✓
Edit Delete		Invitations to present research or similar	2017	2014. I was invited to give a gallery floor talk at Hastings City Art Gallery for F4; The Album, 31st August, 2014. http://www.eventfinder.co.nz/2014/f4-floor-talk/hastings . This was well attended, in conjunction with a successful exhibition with an active education programme resulting in 4800 participants and visitors.			✓

O-Ti-Kanua has been presented in a number of forums and conferences including SITCRADH and O-Ti-Kanua Dolu-tachoir Masters Seminar. A workshop was

➤ Upon clicking 'Edit', make the appropriate changes and click on 'Save'.

5.2.3 Ordering Research Contributions

In your PBRF portfolio you may prefer to order your Research Contributions in a particular order. You can do this as follows:

➤ Click on 'Order Fifteen RC'.

Add a Research Contribution
Order Fifteen RC

Click on edit to select up fifteen RCs (15 RCs are currently selected)

1 of 6 Next

Actions		Research Contribution Type	Year	Description	Maori Research	Pacific Research	Fifteen RC?
Edit Delete		Student factors	2019	Associate Supervisor - Nguyen Hong Giang - The potential for photography in exploring the impact of climate change on the lives of Mekong delta people			
Edit Delete		Contribution to research discipline and environment	2017	2012-ongoing. I am currently the elected Chair of Te Uru - Waitakere Contemporary Gallery Governance Committee in Auckland. I have headed the governance of the organisation from 2012, through major growth and change, leading the gallery from its grassroots origins to the contemporary arts organisation it aspires to be. Major milestones have been appointing and supporting the current Director Andrew Clifford with guiding the gallery/community through temporary accommodation and rebranding to the award-winning \$19m building it now occupies. I see this as an important contribution to the research environment for which my expertise in the creative industries is invaluable.			✓
Edit Delete		Contribution to research discipline and environment	2017	2014-ongoing. I am Dean of Research and Enterprise at Unitec. Since taking the role in 2014, I have quintupled ERI, rapidly increased research engagement on degree programmes, introduced three Strategic Research Foci (Cybersecurity, Applied Molecular Solutions and Māori Innovation) and supported an Early Career Research Forum which now has 80+ members. I lead RA4 of the \$12m Endeavour-funded STRATUS cybersecurity project and Unitec co-leads a major Science Challenge (Building Better Homes, Towns and Cities) with UoW and Te Pūea Memorial Marae, and is a partner on the CoRE, Ngā Pae o te Māramatanga. I am an early member and currently Chair of the National Consortium of Research Directors, InnovateITP http://metros.ac.nz/ in 2017 winning the bid for the next annual symposium, themed on Māori Innovation. I am deeply committed to Vision Mātauranga and I am a member of Nga Aho, Network of Māori Design Professionals.			✓
Edit Delete		Invitations to present research or similar	2017	2017. F4 was invited to give an artists talk at Taipei Artists Village in Taiwan, during this international residency. The talk was curated and facilitated by Lee Yen-Yi with three other international artists participating. 2014. I was invited to give a gallery floor talk at Hastings City Art Gallery for F4; The Album, 31st August, 2014. http://www.eventfinder.co.nz/2014/f4-floor-talk/hastings . This was well attended, in conjunction with a successful exhibition with an active education programme resulting in 4800 participants and visitors.			✓

➤ Click and drag the rows in order you want them to appear.

➤ Click on 'Save'.

6. Submission to the Assessment Panel

Once you are happy with your output selections and narratives the last step is to refer your Preparation Portfolio to the Assessment Panel.

6.1 Assessment Panel Details

Please refer to pages 35 to 41 of the [PBRF guidelines](#) for more specific details and use these guidelines to complete the following Panel details:

- » Primary Panel
- » Subject
- » Field of Research Description
- » Are you a new and emerging researcher? - If you think you are a New and Emerging Researcher, tick 'Yes'. It means you have published for the first time since the last PBRF QE. Tūāpapa Rangahau will verify this.

- » Do you wish to submit your portfolio to the Pacific Research Panel? If you will be wanting your research evaluated in 2025 by Pacific expert panel, tick **'Yes'**.
- » Do you wish to submit your portfolio to the Maori Research Panel? If you will be wanting your research evaluated in 2025 by a Māori expert panel, tick **'Yes'**.
- » Platform of Research – use the guidelines below to write this. We are about half way between Quality Evaluations, so you do not need to write 2500 words, 1500 will be adequate

The Platform of Research – Contextual Summary includes information to help panel members to consider the research outputs and contributions presented in the Evidence Portfolio (EP) in the wider context of the individual's research over the assessment period.

The Platform of Research – Contextual Summary provides staff members with the opportunity to present the peer review panel with information that will allow it to contextualise the information submitted in the Research Output and Research Contribution components.

The Platform of Research – Contextual Summary should provide the panel with a clear introduction to and overview of the research outputs and research-related activity presented within the EP, and reflects the staff member's overall platform of research. It should answer the questions: who is the researcher, what are they doing and what is their research?

Staff members should also provide information on their specific research context, which may include for example:

- » the research environment they are working in, such as applied research or professional practice
- » changes in the focus of their research within the assessment period
- » the range of other research outputs completed in the assessment period, but not in the EP, that indicates the breadth or depth, or both, of the research platform
- » employment status, such as part-time employment, becoming research active during the assessment period, or teaching on sub-degree programmes.

Each panel has developed panel-specific guidelines that may provide specific advice on what information should be included in the Platform of Research – Contextual Summary EPs.

The above fields are the key fields that needs to be populated. You may fill other fields but they are not essential.

6.2 ROMS Guidelines - Portfolio Referral to the Assessment Panel

To refer your Preparation Portfolio to the Assessment Panel:

- Click on **'PBRF Info'** from the menu bar.

RESEARCH OUTPUT MANAGEMENT SYSTEM (ROMS)

Welcome to the Interim NZIST Research Outputs Management System. Interim NZIST ROMS will permit:

- the collection of all research outputs and activities centrally,
- researchers to upload their research (digital) objects, and
- researchers to prepare their PBRF Evidence Portfolios.

HELP DOCUMENTATION

- Access_or_Login_to_ROMS_and_key_contacts.pdf
- ResearchOutputTypeEvidenceGuide.pdf
- ResearchContributionTypeGuide.pdf
- UnitecROMSUserGuidev4.doc
- 2015_03_18_PBRFPrepResearcherGuidelinesFINAL.pdf

The following page will appear.

PBRF INFO

Primary Panel: Creative and Performing Arts

Subject: Visual Arts and Crafts

Field of Research description: Collaborative visual arts practic
34 characters

Do you wish to to receive your quality category score from your TEO?: Yes No

Does portfolio contain confidential content?: Yes No

Has Permission been obtained for release of any confidential content?: Yes No

Are you a new and emerging researcher?: Yes No

Evidence: **Evidence**
Upload a file as evidence...

Have you updated your portfolio and it is now Finalised?: Yes No

Do you wish to submit your portfolio to the Pacific Research Panel?: Yes No

Do you wish to submit your portfolio to the Maori Research Panel?: Yes No

PBRF Submitting: Yes

Platform of Research: max 2500 characters

My research is rooted in F4, formed in 2006 to explore possibilities of creative collaboration within a family context. F4 is a culmination of 25 years' experimentation, mostly with Susan Jowsey, with collaboration as both a method and a conceptual theme. F4 is intersubjective; exploring the dynamics of family life, the influence of creative practice on the lives of the individual members and undertaking practice-based research on giving voice to children. 2012-14 mark a continuation of the earlier F4 period, with a consolidation of the ideas developed at the ISCP residency in NY, marked by significant exhibitions The Album (Hastings) & In the Interval (Wallace). In this same period, the

🔗 Fill in the respective fields. The mandatory fields are listed in section 13.1.

7. Evidence Portfolio

7.1 ROMS Guidelines - Previewing and Downloading the Evidence Portfolio

Now your PBRF Evidence Portfolio is ready. To preview your preparation portfolio,

🔗 Click on 'Reports' and then 'PBRF Report New'.

REFE Yearly Report **FOR MARCUS WILLIAMS**

Add a Reference
Order Four NRO
Order Twelve ORO

Click on edit to select up to four NROs and up to twelve OROs (12 OROs are currently selected)

1 of 5 Next

Key: Research/Entry in Progress, Completed, Verified

References Research Contributions

Actions	Author(s)	Year	Description	Type	Quality Assured	Maori Research	Pacific Research	Four NRO	Twelve ORO	File
Delete Edit	Bruce-Iri, B., Kepa, M., & Williams, MGJ.	2020	Bruce-Iri, B., Kepa, M., & Williams, MGJ. (2020). Whakaora nga whenua whāima: utilising mātauranga Māori and western science to protect and restore the soil on rural farms in Tai Tokerau. Auckland: UNESCO, NZ. Retrieved from DOI: 10.13140/RG.2.2.23514.16329.	Report	✓					
Delete Edit	Williams, M., (artist), Jowsey, S., (artist), Williams, M., (artist), Higgins, S., (pictorial curator), & Sheehan, M., (composer), sound artist	2019	Williams, M. (artist), Jowsey, S. (artist), Williams, M. (artist), Higgins, S. (pictorial curator), & Sheehan, M. (composer), sound artist. (2019). The Passing. [The Passing was an installation; many components, one work.]. Solo exhibition. Curated by Jessica Lim, Pah Homestead.	Exhibition - Solo	✓					
Delete Edit	Coulson, G., Jowsey, S., Williams, M., & Olivares, G.	2019	Coulson, G., Jowsey, S., Williams, M., & Olivares, G. (2019). O-Tū-Kapua (What Clouds See): A Mixed Reality Exploration of Atmospheric Science. Leonardo, Just Accepted publication, July. doi:10.1162/leon_a_01789	Journal Article	✓					
			Jowsey, S. E., & Williams, M. G. J. (2017). Engaging the Invisible. In J. Smith (Ed.),	Conference						

This will generate your PBRF portfolio in a word document. Please download and save it.

7.2 Reviewing the Evidence Portfolio

You may read through your portfolio and if you come across any error or correction, please go back to ROMS and make the changes in the appropriate sections.

7.3 Portfolio Submission

Once portfolio information has been completed, email the Unitec Research Adviser ([Arun Deo](#)) to let him know your portfolio is ready. The Research Office will generate individual portfolios for review and comment by the Assessment Panel. Portfolios are anticipated to be no more than 2-3 pages per staff member.

8. Appendix

The PBRF Definition of Research is intended to be a broad characterisation that includes original investigation in all domains, including that of a creative, professional or applied nature. The PBRF Quality Evaluation explicitly recognises that high-quality research is not restricted to theoretical inquiry alone but occurs across the full spectrum of original investigative activity.

8.1 PBRF Definition of Research

For the purposes of the PBRF, research is original, independent investigation undertaken to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement.¹

Research typically involves inquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline.

Research includes work of direct relevance to the specific needs of iwi, communities, government, industry and commerce. In some disciplines, research may be embodied in the form of artistic works, performances or designs that lead to new or substantially improved insights. Research may include:

- » contributions to the intellectual underpinning of subjects and disciplines (for example, dictionaries and scholarly editions).²

¹ The term 'independent' does not exclude collaborative work.

² The term 'scholarly' is defined as the creation, development and maintenance of the intellectual infrastructure of subjects and disciplines, in forms such as dictionaries, scholarly editions, catalogues and contributions to major research databases.

- » the use of existing knowledge in experimental development to produce new or substantially improved, materials, devices, products, communications or processes
- » the synthesis and analysis of previous research to the extent that it is new and creative.

Research findings must be open to scrutiny or formal evaluation by experts within the field. This may be achieved through various forms of dissemination including, but not limited to, publication, manufacture, construction, public presentation, or provision of confidential reports.

Activities that are part of routine standard practice and do not embody original research are excluded, such as:

- » routine testing
- » data collection
- » preparation for teaching
- » the legal and administrative aspects of intellectual property protection and commercialisation activities.

8.2 Performance-Based Research Fund improvements

The changes being implemented are as follows:

1. Adding a new objective to the PBRF, to support a robust and inclusive system for developing and sustaining research excellence in Aotearoa New Zealand.
2. Refreshing the PBRF guiding principles to better reflect the partnership between the Crown and Māori, and to promote equity, diversity and inclusiveness.
3. Supporting Māori researchers and research by increasing from 1 to 3 the subject area weighting for Evidence Portfolios assessed by the Māori Knowledge and Development panel and applying a funding weighting of 2.5 for Evidence Portfolios submitted by Māori staff.
4. Supporting Pacific researchers and research in the PBRF by increasing from 1 to 2.5 the subject area weighting for Evidence Portfolios assessed by the Pacific Research panel and applying a funding weighting of 2 for Evidence Portfolios submitted by Pacific staff.
5. Providing certainty for Te Pūkenga in the next Quality Evaluation round by fixing its minimum allocation at 90% of the proportion allocated to Institutes of Technology and Polytechnics in the 2018 Quality Evaluation.
6. Amending the External Research Income component by increasing the weighting of the Overseas Research Income category from 1.5 to 3.5, and increasing the weighting for New Zealand Non-Government Income from 2 to 4, to better reflect non-governmental sources of income.
7. Broadening the PBRF definition of research and making changes to Evidence Portfolios, including to better recognise and reward a broader range and diversity of research, and to better recognise collaboration and engagement.
8. Revising the Extraordinary Circumstances qualifying criteria to promote equity and inclusion.
9. Simplifying the New and Emerging qualifying criteria to reduce administrative burden.