

PBRF panel processes

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Education Panel

Context

7 of the 11 panel members were part of the 2003 panel.

The panel assessed 418 EPs, an average of 90 per panel member.

The panel interacted with all other panels with 90 cross-referrals out and 150 in.

There was encouraging consistency between panel members' scoring.

Panel members enjoyed the experience.

Process issues for panels

- Longer time period for panel members to carry out initial assessment was helpful. Even greater time would be valuable.
- Cross-referral scoring should be encouraged in specialist areas and provided as early as possible in pre-meeting assessment phase.
- Greater online accessibility of journal articles in EPs was appreciated. Panel recommends increase for 2012.

Process Issues for TEOs

- Ensuring information is complete and presented correctly, especially for NE researchers.
- Taking care to be accurate about QA of articles.
- Ensuring NROs are genuinely the most prestigious of the publications listed.
- Ensuring the “my contribution” field provides precise detail in joint and collaborative work.
- Encouraging education staff to move beyond conference papers and in-house journals.

Process issues for TEC

- Need for further detail in relation to assessment criteria for NE researchers, especially those without a PhD.
- Need for further guidelines to define more tightly valid special circumstances.
- Need for further guidelines on the context in which research impact is felt especially for Maori and Pasifika research and practice-related material.

The use of holistic grades

- At the end of the process the panel determine to award three holistic quality categories (0.07% of EPs). These decisions were made after careful consideration of all results. Reasons for these upward movements included major contributions to assisting other researchers and a consensus that the whole was greater than the sum of the parts.

Conclusion

- Education is both an established and an emerging research field which draws EPs both from Education faculties and from specialists in other disciplines.
- Current processes are robust. They identify high achievement at the at top level and set standards for those who are new to research.
- It will take some time before the majority of educational professionals in tertiary institutions become truly research active.
- What processes will assist this?