Our Vision | Tirohanga Whānui
UC has a vision of people prepared to make a difference: tangata tū, tangata ora.
Our mission is to contribute to society through knowledge in chosen areas of endeavour by promoting a world-class learning environment known for attracting people with the greatest potential to make a difference.
We seek to be known as a university where knowledge is created, critiqued, disseminated and protected and where research, teaching and learning take place in ways that are inspirational and innovative.
UC aspires to provide all graduates with the opportunity to graduate:

- having mastered their chosen discipline
- employable, innovative and enterprising
- engaged with the community
- biculturally competent and confident
- globally aware.

College of Science | Te Rāngai Pūtaiao
The College of Science Te Rāngai Pūtaiao is recognised nationally and internationally for the quality of our graduates and the impact of our research. We strive for excellence in everything we do, and we produce outstanding graduates equipped to be responsive and make a difference in a changing world.

School of Psychology, Speech and Hearing | Te Kura Mahi ā-Hirikapo
The role of the School of Psychology, Speech and Hearing | Te Kura Mahi ā-Hirikapo is to provide undergraduate and postgraduate education, and to carry out high class research in psychology, speech language pathology, and audiology; and to facilitate the use by society of the knowledge gained.

The Role | Te Tūranga
A Lecturer has expertise in a specific discipline-related area, is proficient in teaching and is developing their pedagogical practice. They are active in research/scholarship/creative work and building their research portfolio.
A Lecturer is involved in the broader work of the School, including taking on administrative roles that support the achievement of strategic and operational objectives.
Key Relationships | Ngā Tino Hononga

Reporting Relationships
Responsible to: Pro-Vice-Chancellor
Reports to: Head of School
Responsible for: N/A

Functional Relationships
A Lecturer will develop and maintain positive relationships with the following:

Internal Relationships

<table>
<thead>
<tr>
<th>Who does the job holder work or interact with inside the University</th>
<th>The purpose and frequency of these interactions is to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental academic, technical and support staff</td>
<td>Daily contact in order to undertake research, teaching, supervision and administration activities.</td>
</tr>
<tr>
<td>College Office staff</td>
<td>As required, to seek advice and guidance where appropriate, and carry out administration tasks.</td>
</tr>
<tr>
<td>Research &amp; Innovation Office</td>
<td>As required to seek advice and guidance with research grant applications and sources.</td>
</tr>
<tr>
<td>Committee Representatives</td>
<td>Attend and participate in relevant Departmental, College and University-wide committees.</td>
</tr>
<tr>
<td>Service Unit staff</td>
<td>As required to carry out functions of role.</td>
</tr>
</tbody>
</table>

External Relationships

<table>
<thead>
<tr>
<th>Who does the job holder work or interact with outside the University</th>
<th>The purpose and frequency of these interactions is to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Daily contact to deliver undergraduate and post-graduate teaching through lectures, tutorials and laboratory supervision and field trips as appropriate.</td>
</tr>
<tr>
<td>Prospective students</td>
<td>Ongoing, to respond and support student enquiries, recruitment and outreach, and enrolment.</td>
</tr>
<tr>
<td>Clients</td>
<td>As required to provide professional services.</td>
</tr>
<tr>
<td>Funding agencies</td>
<td>As required to seek information, advice and guidance in relation to potential/secured research funding.</td>
</tr>
<tr>
<td>External research and teaching institutes</td>
<td>As appropriate for research collaborations with other New Zealand or overseas institutions and the review and development of teaching activities.</td>
</tr>
<tr>
<td>External community stakeholders/professional bodies</td>
<td>As necessary to develop partnerships and maintain relationships.</td>
</tr>
</tbody>
</table>

Salary Range | Kaupeka Utu
The starting salary is negotiable and is dependent on relevant skills, qualifications and experience of the successful applicant in accordance with the Academic and Associated Staff Collective Employment Agreement.
Formal Delegations | Māngai Whakahaere

Human Resources

No formal responsibility for staff.

Financial – Budgetary and Expenditure Limits

In accordance with the Education Act 1989, the University Council and the Vice-Chancellor are able to delegate powers to delegates, who are authorised to take any action or sign any document (subject to any legal requirements and/or protocols of the University) within the authority of the delegation/s they hold. For financial transactions, individual delegation limits apply depending on each employee’s role and seniority.

*Budget Authority*

- Authorised to spend from Manager’s operating and capital budget to agreed delegation levels (spending may be by purchase order or purchasing card).

*Contracts*

- No authority to enter into revenue and expenditure contracts on behalf of the University.

*Purchase Orders*

- Authority to request purchase orders to the value agreed with the line manager for the role, notwithstanding the limitations inherent within the UC Delegations of Authority schedule.

*Purchase Card (P-Card)*

- Will be issued in line with UC Policy.

Key Accountabilities | Kawenga Takohanga

These Key Accountabilities provide a representative summary of the major responsibilities for this position. They are not minimum standards and some may be aspirational, for example when new to the role. The Key Accountabilities should inform Professional Development objectives and individual goals as discussed in the University’s Professional Development and Review process.

Teaching

*Outcome:*

A stimulating, research-led and supportive learning environment is created in which students have the opportunity to maximise their academic potential with the aim of developing intellectual independence.

*Key responsibilities include:*

1. Design and deliver high quality teaching and support in research methods and statistics for psychology by utilising innovative, inspirational and proven pedagogical practices that stimulate learning.

2. Ensure programmes of study are up to date and leading-edge, reflecting a depth and breadth of discipline expertise and are appropriately assessed through evidence-based quality assurance. This is informed by collaboration across programmes of study.

3. Design and deliver appropriate student assessments and provide effective and timely feedback.

4. Course and teaching evaluation and feedback opportunities are identified and regularly undertaken. Feedback and critical self-reflection is proactively used for ongoing development.

5. Embed the Graduate Profile through your teaching, programmes and services.
6. Encourage students to think critically and analytically and provide them with the skills to research and communicate outcomes effectively.
7. Engage in Professional Development activities and research to continuously develop and inform your teaching practice and utilisation of innovative technologies.

**Research/Scholarship/Creative Work**

**Outcome:**
High quality, innovative and valued research is designed, conducted, disseminated and utilised.

**Key responsibilities include:**
1. Establish a research agenda and identify and seek external support and funding.
2. Contribute to research environments within and beyond your immediate research group.
3. Develop a research portfolio that enriches undergraduate and postgraduate programmes of study.
4. Develop and sustain constructive relationships that support research effectiveness, opportunities and discipline reputation.
5. Deliver original research outputs through scholarship utilising appropriate media including publications and/or creative works.
6. Attract, support and guide postgraduate students with research development and to research degree completion.
7. Explore and develop ways to ensure that your research contributes to positive social, cultural, economic, technological and/or legal change.
8. Contribute to initiatives on research policy, reviews and funding bodies, and professional discipline societies.

**Service**

**Outcome:**
UC’s strategic objectives, day-to-day activities and reputation is enhanced and well supported by our academic community.

**Key responsibilities include:**
1. Be accessible to students to provide timely advice that reflects diverse needs.
2. Take opportunities to be involved in the wide range of activities available to promote collegiality, citizenship and UC reputation. For example: participation and engagement in Student Orientation; staff recruitment activities; School/College/UC Committees; student-led activities.
3. Advance UC’s reach and reputation by creating and undertaking opportunities to serve at national levels. For example: Outreach and student recruitment activities; Alumni events; conferences; advisory boards; media interviews, expert opinions and advice.
4. Undertake academic review opportunities to support course and year-level reviews and reforms by engaging in quality assurance mechanisms and external moderation as required.
5. Support the University to meet its obligations under the Education Act 1989 - to advance learning and knowledge, ensure research and teaching are closely interdependent, meet international standards of research and teaching, be a repository of knowledge and expertise, and undertake the role of critic and conscience of society.
People Prepared to make a Difference | Tangata Tū, Tangata Ora

Outcome:

UC achieves its objectives through a culture that positively supports and empowers our people who are prepared to make a difference.

Key Responsibilities include:

1. Commit to developing and supporting a constructive culture at UC. Participate in and promote activities that seek to understand, build and reinforce the desired UC culture.

2. Reinforce UC’s commitment to Health, Safety and Wellbeing:
   - Contribute to a safe environment for you, your colleagues, our students, contractors and visitors; engage with and adhere to the University’s Health and Safety policies, procedures and guidelines, in addition to Health and Safety legislation.
   - Take responsibility and action when activities or situations compromise safety and/or wellbeing.

3. Respect and embrace Te Rautaki Whakawhanake Kaupapa Māori (Strategy for Māori Development) and Te Tiriti o Waitangi (Treaty of Waitangi).

4. Contribute to UC’s commitment to inclusiveness, participation, recognition, support, and sense of belonging for all students and staff.

5. Contribute to the sustainability efforts of UC through the responsible use of resources and equipment.

6. Participate in projects and other duties as requested to support UC’s success.

Professional Development and Review (PD&R) | Whakangungu

The University has a Professional Development and Review Process (PD&R) which is undertaken annually. During this process, the Manager and Staff Member will discuss and agree what contribution the Staff Member is expected to make during the review period towards achieving the University’s objectives. Objectives (consistent with the Key Accountabilities and Competencies in this Position Description and the Department/Unit/College’s Business Plan); performance measures (indicators of achievement) and the support (including development) required by the Staff Member to achieve these objectives will be agreed.
Person Specification | Pūkenga ā-tangata
School of Psychology, Speech and Hearing | Te Kura Mahi ā-Hirikapo

Lecturer | Pūkenga

Education

- PhD or equivalent (NZQA Level 10)

Technical or Professional Knowledge, Skills and Experience

- Expert knowledge in research methods and statistics for psychology.
- Expert knowledge in own specialty area of psychology
- Evidence of reputation within discipline.
- Demonstrated understanding of, and experience in, delivering effective teaching methods that enable a wide range of learners to succeed.
- Experience of participating in innovative research programmes.
- Evidence of the development of a research portfolio.
- Evidence of reflective learning and continuous professional development.
- Recognition of Te Ao Ngāi Tūāhuriri values, tikanga (processes), kawa (rules) of cultural practice and traditions and valuing Te Reo Māori.

Employment Checks

Candidates who successfully reach the final stages of the selection process for this role may be required to undergo Employment Checks, inclusive of but not limited to Qualification and Criminal History or Police Vetting checks. A satisfactory report from the relevant agency will be a condition of employment. The University will, however, make the final decision as to whether the appropriate standard has been met.

Competencies

These are the abilities, attributes and personal characteristics that the staff member will need to consistently display in order to achieve their Key Accountabilities (KAs) [that is, to do the job effectively]. These competencies describe how someone does the job, whilst KAs describe what is to be done.

Advance UC’s Student Experience and Service Culture

Takes responsibility for delivering a world-class student and service experience.

Deliver UC’s Vision

Aligns efforts and behaviours to UC’s shared direction.

Achieve Results

Works constructively to meet or exceed agreed goals.

Engage with Innovation and Continuous Improvement

Supports UC initiatives, identifies continuous improvement opportunities, generates ideas and implements solutions.
Commit to the Continuing Development of Self and Others
Proactively develops knowledge, skills, behaviours and abilities that support UC success.

Be Connected
Develops and utilises collaborative relationships to accomplish goals.

Develop Bicultural Practice
Commits to applying Te Rautaki Whakawhanake Kaupapa Māori (Strategy for Māori Development) at an individual and operational level.