

## Associate Professor

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### Position purpose:

Associate Professors deliver high quality classroom and vocational learning across all relevant programmes in the Pathway. This delivery includes relevant research and administration within the applicable Pathway. The Associate Professor role supports the design, development and production of learning and teaching material and delivery, either across a range of modules or within a subject area, to ensure the efficient delivery of teaching programmes in accordance with Unitec strategy, policy and procedures.

The Pathway provides an environment supportive of teaching, applied research and industry/community engagement within a range of programmes from certificate to degree level.

| Key Areas                                                                                  | Key Responsibilities                                                                                                                                                                                                                                                                                                                                                                               | Expected Outcomes                                                                                                                             |
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| <b>Teaching and Learning</b>                                                               | Achieving high quality student learning through effective application of the Unitec teaching competencies.                                                                                                                                                                                                                                                                                         | High quality student learning is achieved.<br><br>Unitec teaching competencies are demonstrated.                                              |
| <b>Pastoral and Academic Student Support</b>                                               | Providing students with academic and pastoral support so that maximum student learning and retention is achieved.<br><br>Directing students as needed to the most appropriate Unitec support service.                                                                                                                                                                                              | Appropriate pastoral care is received by students.                                                                                            |
| <b>Contribution to operation of the Programme, Pathway, Unitec and the wider community</b> | Actively participating in Programme, Pathway and Network based initiatives, meetings and committees as required<br><ul style="list-style-type: none"><li>Supporting and mentoring less experienced staff</li><li>Leading by example</li><li>Being available to provide advice, encouragement and guidance</li></ul><br>Engaging in activities that support the profession, industry and community. | Active engagement with Programme, Pathway, Network, Unitec and community initiatives.<br><br>Unitec Leadership competencies are demonstrated. |

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| Key Areas                                                     | Key Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Expected Outcomes                                                                                              |
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| <b>Research*</b><br><b>(where workload allocations apply)</b> | <p>Undertake the design of applied research and enterprise activity and the preparation of research outputs that are likely to result in being named as an author (or co-author or co-producer) on one or more research outputs per year.</p> <p>This includes and is not limited to:</p> <ul style="list-style-type: none"> <li>• Developing and implementing a coherent portfolio of research projects</li> <li>• Participating in research funding applications</li> <li>• Making research results available in quality assured publications and other dissemination outlets appropriate for the discipline</li> <li>• Collaborating on research and enterprise projects in partnership with industry</li> <li>• Collaborating with other researchers</li> <li>• Developing and contributing to research which is aligned with Unitec's Research Strategy</li> </ul> <p>*The above will normally apply only if you teach at degree level (Level 5 or above) except where research has been mutually agreed and written into the contract.</p> | <p>High quality programme of industry/community-relevant research is developed with peer-reviewed outputs.</p> |
| <b>Adherence to policies and procedures</b>                   | <p>Monitoring and improving academic standards in all associated courses.</p> <p>Carrying out student assessments in line with Programme/Course requirements and taking appropriate action to improve effectiveness.</p> <p>Meeting academic quality and administration deadlines.</p> <p>Contributing to the Programme's and Pathway's ongoing evaluation and improvement of curriculum and Teaching and Learning practices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Unitec policies and procedures are adhered to.</p> <p>High quality academic integrity is achieved.</p>      |
| <b>Performance and Development Management</b>                 | <p>Managing own performance and development in accordance with the Unitec Performance Partnering guidelines.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Performance Partnering process including ADEP plans and reviews are completed.</p>                          |

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| Key Areas                                 | Key Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>People Management</b><br>(if relevant) | <ul style="list-style-type: none"> <li>Involving direct reports in setting clear targets.</li> <li>Managing, coaching and assisting direct reports to achieve their targets and improve their competency.</li> <li>Leading and developing a challenging collaborative and accountable work environment which promotes and rewards excellence.</li> <li>Recruiting, leading, managing and developing direct reports to reach their potential.</li> <li>Championing the Performance Partnering process (ADEP). Regularly meeting with employees to carry out performance conversations.</li> </ul> | <ul style="list-style-type: none"> <li>Each team member fully participates in performance partnering process. Clear demonstration of increase in competency levels.</li> <li>Values based leadership is evidenced.</li> <li>Talent is attracted and retained, success is rewarded and employees are developed. Voluntary Turnover in designated teams is less than 12%.</li> <li>The Unitec Performance Partnering process is evidenced and any poor performance is managed in a timely and professional manner. 100% ADEP plans in place.</li> </ul> |

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| <b>Health and Safety</b> | <p>You will demonstrate commitment to Unitec's health and safety rules and procedures and take reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others. You will be required to report any potential risks, incidents and near misses so the organisation can investigate, and eliminate or minimise harm or risk of harm.</p> <ul style="list-style-type: none"> <li>Promotes a culture of zero harm, including safe working practices and behaviours and sustainable environmental practices.</li> <li>Models zero harm behaviours.</li> <li>Identifies and minimises business risks and compliance issues.</li> <li>Partners with the Health and Safety team to align strategies and drive a zero harm culture.</li> </ul> | <ul style="list-style-type: none"> <li>Unitec's Health and Safety measures are met or exceeded.</li> <li>All risks effectively managed and no compliance issues.</li> <li>Processes and culture reinforce Unitec Kaupapa.</li> </ul> |
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| <b>Unitec Kaupapa</b> | <p>Actively participate to uphold the Unitec Kaupapa and the factors that will enable success as follows;</p> <p><b>Our Partnership</b></p> <ul style="list-style-type: none"> <li>Te Noho Kotahitanga is Unitec's partnership between Maori and non-Maori underpinned by the principles of Rangatiratanga, Wakaritenga, Kaitiakitanga, Mahi Kotahitanga and Ngakau Mahaki</li> </ul> <p><b>Our Purpose</b></p> <ul style="list-style-type: none"> <li>We enable better futures for students, communities and public and private enterprise</li> </ul> <p><b>Our Aspiration</b></p> <ul style="list-style-type: none"> <li>To be a world leader in contemporary applied learning and an agent of positive social and economic change</li> </ul> <p><b>Our Success</b></p> <ul style="list-style-type: none"> <li>Highly employable and enterprising lifelong learners</li> <li>A more highly skilled innovative and enterprising NZ workforce</li> <li>Engaged and Inspired staff with capabilities for our future</li> <li>A financially sustainable Unitec</li> </ul> <p><b>Our Values</b></p> <ul style="list-style-type: none"> <li>Accountable, Being bicultural, Student and customer focus, Enterprising, Generosity of spirit.</li> </ul> <p><b>Our Way</b></p> <ul style="list-style-type: none"> <li>A dynamic community of learners engaged in a culture of open inquiry</li> </ul> | <p>Unitec Values and Code of Conduct are upheld, and positive feedback is received from key stakeholders.</p> |
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## What you will bring

### Role Related Experience

#### Essential:

- Relevant qualification at least one level higher than courses lecturing, where practicable. Alternatively, relevant experience may be appropriate in some circumstances.
- Relevant registration with professional body (where applicable)
- Advanced communication skills
- Demonstrable practical ability to lecture in vocational education context

#### Desirable:

- Strong industry networks
- Active researcher, with capability and passion to contribute towards Unitec's industry and community driven research (Normally Essential – see Research Key Area above).

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## Teaching competencies required

- **Create Learner-Centred Environments**  
Promotes collaborative, inclusive learning environments, and recognises and responds to the needs of diverse learners, particularly priority groups.
- **Design for Effective Learning**  
Designs effective courses that embed mātauranga Māori, build work readiness, meet stakeholder needs, and employ appropriate learning technologies.
- **Facilitating Learning**  
Teaching style promotes active, collaborative learning.
- **Assess and Give Feedback on Learning**  
Demonstrates effective support of student learning through appropriate feedback and assessment.
- **Review Teaching and Learning**  
Continuously improves own teaching practice through self-evaluation and feedback.
- **Show Discipline / Industry Expertise**  
Demonstrates expertise in discipline and industry practice and applies to own teaching and courses.
- **Professional Learning**  
Engages in continuous professional learning to improve teaching practice and learner outcomes.
- **Programme Level Contribution**  
Contributes to programme's operation and academic success, including through effective professional industry and community relationships.

## Leadership competencies required

- **Fosters a Student-Centred Whānau**  
Building strong customer and student relationships and delivering solutions to the Unitec whanau
- **Engages with Difference**  
Harnesses the value that different perspectives and cultures bring to Unitec
- **Collaborates**  
Building partnerships and working collaboratively with others to meet shared objectives
- **Builds Trust**  
Gaining the confidence and trust of others through honesty, integrity, and authenticity
- **Ensures Accountability**  
Holding self and others accountable to meet commitments
- **Develops Self-Awareness and Reflective Practice**  
Using a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses
- **Demonstrates Ongoing Commitment to Engaging in Treaty-Based Partnership**  
Takes responsibility as a partner in living Te Noho Kotahitanga
- **Cultivates Curiosity and Innovation**  
Examining the status quo, identifying opportunities and introducing real world solutions for improvement

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### Financial Authority (Yes/No)

|                                                                  |    |
|------------------------------------------------------------------|----|
| Budget owner                                                     | No |
| Delegated Financial Authority as per Unitec's Delegations Policy | No |
| Responsible for new employee hire                                | No |

### People Management

|                                                                     |               |
|---------------------------------------------------------------------|---------------|
| Number of Direct Reports:                                           | As applicable |
| Number of Indirect Reports                                          | Nil           |
| Responsible for contract staff, and/or coaching, training of others |               |

### Dimensions of the position

|                                     |     |
|-------------------------------------|-----|
| Financial delegations:              | No  |
| Network code:                       |     |
| Safety sensitive role:              | YES |
| Vulnerable Children Act applicable: | YES |

### Position Contacts and Relationships

| Internal                                                                         | External                       | Committees/Groups |
|----------------------------------------------------------------------------------|--------------------------------|-------------------|
| Students                                                                         | Industry networks              | As applicable     |
| Academic Lead                                                                    | Academic associations / bodies |                   |
| Head of Practice Pathway                                                         | Stakeholders                   |                   |
| The role reports to the <b>Head of Practice Pathway and / or Academic Leader</b> |                                |                   |

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## APPENDIX 1 - From the Senior Academic Staff Appointments and Promotions Policy August 2017

| ASSOCIATE PROFESSOR / AHORANGI TUARUA [refer para 4.3]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Candidates for Associate Professor are expected to have met the requirements for appointment at the level of Senior Lecturer. In addition, they are also expected to have at least national recognition and a reputation as a leader in their discipline. To this end they will provide evidence of performance of the following, considered over the last five years:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>MINIMUM QUALIFICATION: USUALLY A DOCTORATE AND NOT LESS THAN A MASTERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Excellence in both categories must be demonstrated</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEACHING and ACADEMIC Leadership, which may be demonstrated by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESEARCH and ADVANCED PRACTICE Excellence, which may be demonstrated by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>TEACHING</b></p> <ul style="list-style-type: none"> <li>Leading curriculum development, including programme development and review, Initiation, development and improvement of courses</li> <li>Exemplary teaching performance</li> <li>Ability to maximise student success and intellectual independence, with particular reference to Maori students</li> <li>Use of teaching strategies to engage diverse learners</li> <li>Use of appropriate learning technologies</li> <li>Innovation in course design, teaching/ facilitation, assessment and evaluation</li> <li>Critical engagement in making improvements in teaching/facilitation, assessment and evaluation</li> <li>Application of personal research and scholarship to teaching and learning</li> <li>Institutional and/or external awards for teaching</li> <li>Engagement and participation in initiatives to embed Mātauranga Māori in programmes.</li> <li>Participation in professional development including upskilling in Mātauranga Māori</li> <li>Facilitation of professional development opportunities</li> <li>Primary supervision to completion at Masters level</li> <li>Supervision to completion at Doctoral level</li> <li>Writing of text books</li> <li>Examination of theses</li> </ul> <p><b>INSTITUTIONAL</b></p> <ul style="list-style-type: none"> <li>Effective leadership of academic projects/committees</li> <li>Leadership of institutional reviews</li> <li>Active contribution to and membership of academic projects/committees, including network, practice pathway and institutional working groups and committees</li> </ul> <p><b>EXTERNAL</b></p> <ul style="list-style-type: none"> <li>Participation in national projects</li> <li>Leadership in engagement with external communities</li> <li>Accessing external funding</li> </ul> | <ul style="list-style-type: none"> <li>Established national reputation</li> <li>Research outputs at national/international level</li> <li>Publication of refereed journal articles or the equivalent</li> <li>Refereed conference presentations</li> <li>Quality assured exhibition, screening or performance of creative work</li> <li>Technology transfer and consultancy</li> <li>Chief Investigator of external research grant</li> <li>Demonstrated research community networking</li> <li>Impact on industry/professional practice</li> <li>Leading research by mentoring of staff, establishment of national or international research networks, initiating and leading team-based projects, activities that substantially raise the institutional research profile, and demonstrating contribution to the institution's research community</li> <li>Leadership in contributing to institutional research strategy and KPIs</li> <li>Collaboration within/across disciplines</li> <li>External awards, national and international.</li> <li>Reviewer for peer reviewed journal</li> <li>Editor/editorial board for peer reviewed journal</li> <li>Established national reputation within profession/ industry/ community</li> <li>Consultancy contracts</li> <li>Networking across profession/ industry/community that includes/ encourages Maori participation</li> <li>Record of professional service</li> <li>Demonstrated collaboration/impact on industry</li> <li>Leadership of industry partnered research and enterprise</li> <li>Record of action as critic and conscience of society</li> <li>External awards, national and international.</li> <li>Service contribution to profession/ industry through effective working group, or committee leadership</li> <li>Involvement in activities of professional bodies</li> <li>Membership of professional associations</li> </ul> |

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*Notwithstanding the separation of categories and characteristics, the overarching judgement that is made is holistic. This is particularly significant when the boundaries between categories are blurred in, for example, a particular discipline or in an individual's approach to presenting their portfolio of evidence.*