Unitec Research Competencies

The competencies outlined below are intended to help research active staff recognise their existing research competencies, and build on these in a process of continuous development. Each competency is associated with appropriate Professional Development offerings or activities.

The Unitec Research Competencies apply specifically to research active staff and sit alongside and complement Unitec's Leadership Competencies (which apply to all staff at Unitec) and Teaching Competencies (which apply to all teaching staff at Unitec).

The research competencies create a framework for reflection, self-evaluation and continuous improvement for staff at any level of research development and expertise. There is no expectation that any given staff member will meet all the performance criteria listed, or excel in every competency. Nor is every competency relevant for all research active staff members.

The primary intention of this framework and associated resources is to better inform ADEP conversations around development planning and goal-setting.

Note - The development options listed below constitute a partial and growing suite of opportunities as Unitec and some Professional Development options can serve more than one competency. The detail can be worked through and documented in Individual Research Plans and summarised in individual ADEP Plans.

Competency	Components - You:	Examples of how you might meet competency components*:	Examples of Development Opportunities (70:20:10 Model**)
Embrace Research that acknowledges Te Tiriti o Waitangi and the Principles of Te Noho Kotahitanga	• Partner/consult with Māori as appropriate when embarking on a research project • Keep informed of and embrace Māori research insights and perspectives as well as tikanga regarding engagement with Māori • Fully acknowledge Māori ownership of research when appropriate, as well as Māori intellectual and cultural property in research projects, including co-authorship when Māori cultural contributions to new knowledge apply • Articulate the impact of research projects on Māori communities	➢ Knowledge and practice of tikanga in research engagements with Māori ➢ Familiarity with literature in your field/s and topic area/s covering Māori research insights, perspectives, methodologies and findings ➢ Informed incorporation of contexts and impacts in relation to Māori communities within research proposals, ethics applications and outputs ➢ Appropriate partnering with Māori throughout research projects, from the conceptualisation and design phases through to dissemination (e.g. via research team formation, cultural consultation) ➢ Aiming to build research capacity within Māori communities, supporting Māori research practice to be self-determining	Formal PD options (10%): • Non-Māori researchers engaging Māori (course (pending) • Kaupapa Māori research workshop Example of Partnering/Mentoring (20%): • Liaising with Māori staff member/s in your Pathway on these topics Example of On-the-Job Learning (70%): • Writing a literature review for a research project encompassing Māori knowledge and priorities

	• Ensure that project findings are disseminated and/or applied in such a way that they are accessible and useful to Māori participants and stakeholders		
Improve Teaching and Learning via Research Knowledge or Activity	• Contribute to research-informed curricula and teaching • Advance student research • Engage in mentor/mentee (staff) relationships which enhance research-informed curricula and teaching	➢ Awareness of current research activity in one's field or area of teaching expertise (e.g. via pursuit of a post-graduate qualification, participation in relevant research fora) ➢ Embed current research (for example one's own research) that contributes to the profession's body of knowledge within curricula ➢ Supervision or mentoring of student research ➢ For eligible staff: meeting applicable criteria for contributing to a Unitec programme's 'green', or improving, Research Productivity Traffic Light status (via dissemination of ROMS-eligible research outputs, which thus serves as an indication that one's teaching – at degree level and higher – is research-informed). ➢ Involvement in team research projects which 'lift' or sustain a Unitec degree programme's Research Productivity Traffic Light status (to, or as, 'green')	Formal PD options (10%): • 'Successful Postgraduate Supervision' course • 'Planning to Publish' workshop Example of Partnering/Mentoring (20%): • Working with Te Puna Ako to embed research into your teaching through effective pedagogy Example of On-the-Job Learning (70%): • Membership on postgraduate proposal approval committee
Contribute to new Knowledge Generation and/or Research- based Innovation	• Contribute to research projects • Transfer new knowledge to community/industry groups • Disseminate research findings • Develop innovative solutions from new knowledge	➢ Active involvement in research projects, e.g. as an investigator, data analyst, artist, author, designer ➢ Production and dissemination of research outputs, including intellectual property (e.g. securing a patent) ➢ Realising innovative outcomes from applied research, e.g. influencing governmental or regulatory policy, business practice or process. ➢ Preparing a successful research ethics application ➢ Contributions to research environments not covered elsewhere in this document (see the Research Contribution Type Guide on the ROMS homepage for examples)	Formal PD options (10%): • 'Planning to Publish' workshop • 'Turbocharge Your Writing' workshop • Writing retreat participation Example of Partnering/Mentoring (20%): • Working with a research mentor to develop or extend your research capability Example of On-the-Job Learning (70%): • Co-authoring a research article

Partner Research Activity with Industry / Community Stakeholders	• Liaise actively with industry/community partners around their research needs and interests • Engage in research activity that addresses industry/community priorities • Enable or create research-based and externally partnered innovation, entrepreneurship, commercialisation, or practice improvement	➢ Awareness of industry/community research needs, interests and requirements, including any specific cultural competencies when required ➢ Engagement and collaboration with the Pacific Centre and the Pacific Research Fono for Pacific research projects and/or professional development in the research space. ➢ Development of consultancy and contract research management skills ➢ Engagement in research teams or contributions to research environments involving industry/community partners ➢ Engagement in research uptake and impact outside the academy (e.g., design and delivery of new tools, creative works, practices or products; entering into a commercialisation agreement with a company)	Formal PD options (10%): • 'Managing a Research Contract' course • 'Writing a Successful Grant Application' workshop • Writing retreat participation Example of Partnering/Mentoring (20%): • Meeting with your Network Research Partner or the Research Partner – Enterprise to scope potential industry-engaged research projects Example of On-the-Job Learning (70%): • Liaising informally with stakeholders about problems that need to be addressed via research activity
Lead the Growth of Research Activity	• Earn a reputation with external bodies for high levels of research engagement • Generate research revenue in order to grow research activity • Spearhead or organise new research ideas/projects	➢ Improving research project development and grant-writing skills ➢ Identifying and leading responses to externally-funded research opportunities ➢ Securing contestable grants or consultancy contracts for research projects ➢ Submitting a competitive PBRF portfolio ➢ Mentoring staff members' research activity (extending beyond enhancing research-informed curricula and teaching) ➢ Building and/or leading research teams ➢ Organising research hui, conferences or symposia, or being invited to contribute to research conferences or committees	Formal PD options (10%): • 'Writing a Successful Grant Application' workshop • 'Managing a Research Contract' course • Writing retreat participation Example of Partnering/Mentoring (20%): • Working with Tuapapa Rangahau's Senior Grants Advisor to scope potential funding sources for a research project Example of On-the-Job Learning (70%): • Membership on a Unitec Research Committee engaged in thought leadership

** The indicators listed are suggestions for some of the different ways in which criteria can be described and then evidenced. They are illustrative rather than prescriptive.*

*** Note that as per the 70:20:10 model, development opportunities can comprise on-the-job learning (up to 70% of development activities), partnering/mentoring with peers and others (20%), or formal Professional development (10%).*