

## POSITION DESCRIPTION

### Ahorangi – Professor in Kaupapa Māori Psychology

<b>Reports to:</b>	Head of School, Te Kura Whatu Oho Mauri School of Psychological and Social Sciences
<b>Division:</b>	Te Wānanga o Ngā Kete Division of Arts, Law, Psychology, and Social Sciences
<b>Tenure:</b>	Permanent
<b>Location:</b>	Hamilton
<b>Date:</b>	April 2026

#### Vision

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive studenty experience in an environment characterised by a commitment to diversity, respect for Indigenous knowledge, and high levels of community engagement.

#### Values

Ko te mana o Te Whare Wānanga o Waikato ka herea ki tō tātou:

- Tū ngātahi me te Māori
- Mahi pono
- Whakanui i ngā huarahi hou
- Whakarewa i te hiringa i te mahara

The University of Waikato places a high value on:

- Partnership with Māori
- Acting with integrity
- Celebrating diversity
- Promoting creativity

## 1. GENERAL

Te Wānanga o Ngā Kete the Division of Arts, Law, Psychology and Social Sciences (ALPSS) is a large and dynamic Division that includes Te Kura Toi the School of Arts, Te Kura Whatu Oho Mauri the School of Psychological and Social Sciences, and the School of Law, Politics, and Philosophy. The Division also has one research institute, Te Ngira the Institute for Population Research (IPR) and one research centre, Te Puna Haumaruru Centre for Security and Crime Science.

Te Kura Whatu Oho Mauri, the School of Psychological and Social Sciences, is predominantly composed of staff from the discipline of Psychology. It has a strong focus on the classic foundations of psychology, broadly construed to encompass behaviour, cognition, neuroscience, social psychology, personality and individual differences, and indigenous psychology. Excellence is pursued in these areas in terms of teaching and research.

It offers a broad education in psychology at undergraduate level and a range of specialisations within psychology at graduate level, including programmes which lead to registration as a psychologist. The School also offers the world's first undergraduate Major in Kaupapa Māori Psychology. In addition, programmes based in the School focus on Anthropology, Sociology, Criminology, and Social Policy. The School has a strong research culture covering a diversity of interests, methodologies and settings. Key goals for the School are to:

- i. Pursue excellence in scholarship, by providing a creative, supportive, and questioning environment for learning.
- ii. Provide an environment that promotes mātauranga Māori, respects Te Tiriti o Waitangi commitments, promotes bicultural practice in psychology and serves the educational needs of the Māori community, in both the Waikato region and nationally.
- iii. Offer high quality training to prepare students to meet the needs of communities within Aotearoa / New Zealand, for career opportunities related to policy development, and the professional practice of psychology.
- iv. Produce high quality research and scholarship that will enhance the school's reputation, both nationally and internationally.

Our School name, **Te Kura Whatu Oho-Mauri** was co-designed by staff in the school and reflects our values and vision.

#### **Whatu' reflects:**

- the very broad yet focussed spectrum of the lens that the school (and those external of it) applies to Psychology;
- the heart (whatumanawa), the principles, espoused in, with, and of Psychology;
- the stones of the consolidation of knowledge that - in Tainui tradition - Tāwhaki received from Rehua along with 'Ngā Kete o Te Wānanga' (the Baskets of Knowledge) and the importance of consolidating the theories and practices of Psychology;
- the weave of theory and praxis, by theorists and practitioners, to advance Psychology;

**Oho** reflects the awakening towards a realisation of the importance (in Psychology) of **whatu** and, in particular **mauri**;

**Mauri** reflects the quintessence, the very being, the fundamental existence of all and everything that is Psychology.

## **2. POSITION PURPOSE**

Professors provide academic leadership of the highest order through maintaining high standards of excellence in teaching, research, postgraduate supervision, administration and in the undertaking of professional/community/iwi service activities relevant to the profession or discipline. Professors are expected to participate in academic policy-making as an integral part of their role. It is also expected that they will set appropriate standards of scholarship, and ensure that, through their influence, the University's policies are guided by a proper regard for the promotion of scholarship and research-led teaching. Professors are also expected to undertake key academic leadership roles where appropriate.

A professor is expected to exercise academic leadership in the School, the Division and the University as a whole by working alongside other senior colleagues in demonstrating excellence through example, as well as through persuasion, cooperation and collegial relationships with other staff. Professors are in a position to provide advice, encouragement and support to other

academic staff in the pursuit of their academic objectives and the development of their professional careers.

### **3. ACCOUNTABILITY**

The appointee is responsible to the Vice-Chancellor through their Head of School, who in turn is responsible to the Vice-Chancellor through the appropriate Pro Vice-Chancellor.

### **4. KEY RELATIONSHIPS:**

Pro Vice-Chancellor  
Head of School  
Other School staff  
Students  
Research Institutes  
Research and Enterprise Office and external research organisations and funders  
External Stakeholders

### **5. KEY TASKS**

Having regard to the aims, objectives and long-term strategic goals of the School, the Division and the University, the primary objectives required of a Ahorangi – Professor include the following:

#### **5.1 Academic Leadership and Administration**

- Leadership and oversight of Kaupapa Māori Psychology within the School, and across the University.
- Carry out key leadership and administrative functions including active and constructive participation in meetings and undertake administration, planning, policy development and/or committee work, where appropriate. This may include chairing or participating in a School/Division or University committee.
- Initiate and actively encourage successful academic or industry/business/professional contacts outside the University, both nationally and internationally, in consultation with the School, the Division and the University. This may involve representing the University externally from time to time.
- Undertake leadership roles as appropriate.
- Develop and maintain collegial relationships with non-professorial staff and be strongly supportive of the Head of School. This includes a willingness to act in the role for temporary periods or to undertake specific administrative duties.

#### **5.2 Research and Scholarship**

- Maintain a research and scholarship record of sustained excellence and a recognised contribution to the academic field at a national and international level.
- Maintain an active research programme, conduct high quality research and contribute to knowledge development through scholarship and publication. This includes involvement in research projects and attendance and presentation at academic conferences, and may include leadership of a research team and/or obtaining internal or external research funding for specific projects.
- Act as a mentor to other staff and assist with the development of a successful and excellent research culture and research-led teaching programmes.
- Undertake successful professional/business and/or community/iwi activities relevant to the discipline.

### 5.3 Teaching

- Prepare and deliver high quality research-informed lectures and/or seminars. The School has recently developed a major in Kaupapa Māori Psychology. The delivery of this major is a key aspect of this role.
- Contribute to or be responsible for paper coordination and delivery. This includes: paper administration; initiating and developing teaching material; appraisal, review and evaluation of programmes and papers; development of the curriculum; developing and delivering online papers, where appropriate; and updating teaching resources and paper materials.
- Supervise graduate and postgraduate students, including as Chief Supervisor. The capability to provide Kaupapa Māori supervision and the supervision of Kaupapa Māori projects is essential for this role.
- Carry out marking and assessment activities including the setting of examinations.
- Apply information and communication technologies to achieve desired outcomes.
- Be readily available to advise and meet with students including maintaining regular office hours.

### 5.4 Kaupapa Māori Psychology

- Design and deliver high quality Kaupapa Māori teaching that stimulates learning and is inclusive of mātauranga Māori.
- Continue to support the requirement that undergraduate programmes of study embed all the kaupapa of bicultural competence and confidence at a base and growth level.
- Collaborate with Māori communities and organisations to advance rangahau that meets the needs and aspirations of Māori and ensure research outcomes are disseminated back.
- Support research consultation protocols and processes with Waikato Tainui, acknowledging the mana whenua of both campus sites and Māori at Te Whare Wānanga o Waikato.
- Conducting research that involves Kaupapa Māori approaches to enable and enrich understandings of the discipline of Psychology.
- Support Māori students' progression and achievements to become capable and competent akonga with the skills to be able to contribute to Māori research approaches.

### 5.4 General

- Participate in the maintenance of a safe and healthy work environment for self and others including students. Comply with and undertake responsibilities set out in the University's Health and Safety Policy.
- Other duties as may be required by the Head of School and/or Pro Vice-Chancellor.

## 6. PERFORMANCE STANDARDS

The Ahorangi - Professor will be performing satisfactorily when:

- A significant contribution is made to School and Division leadership and administration, as appropriate to the Professor level.
- Personal and/or team research and scholarship activities yield demonstrable outcomes evidenced by both continued publications in books and refereed journals and presentation or publication of conference papers and/or performance/works of art/other non-print media outcomes, where appropriate. A research and publication record (or the equivalent within the field) of sustained excellence is achieved with a recognised contribution to the academic field, at national and international levels.
- Teaching and associated duties are fulfilled to a high level of competency at all levels, defined by Programme and School norms and expectations including paper appraisal and teaching evaluation. This includes contributions to pedagogical and educational developments within the subject area. Sustained excellence in research-led teaching is demonstrated at all levels

so as to provide academic leadership and set appropriate standards of scholarship.

- Student learning, at all levels, is appropriately facilitated in accordance with the Programme, School and University's goals and objectives.
- Regular contributions are made to appropriate professional/business and/or community/iwi groups and/or in a public service or University or national/international representation capacity.
- A significant contribution is made to a culture of openness, flexibility and co-operation to achieve excellence in academic programmes, research and service.
- Safe and healthy work practices are followed that comply with University policies and procedures, relevant work standards and statutory obligations.

**NOTE:** Newly appointed professors of the University are required to give a public lecture within approximately 18 months of taking up the appointment.

**NOTE:** Staff have annual objectives, development and reflection (ODR) meetings with their Head of School. staff normally attend such a meeting approximately three months after taking up their appointment

## PERSON SPECIFICATION

### EDUCATIONAL QUALIFICATIONS

#### Essential

- A PhD in a psychology, or, a PhD in a relevant discipline area and/or equivalent scholarly accreditation and professional standing.

### TRAINING, SKILLS AND KNOWLEDGE

#### Essential

- A research and scholarship record of sustained excellence and a recognised contribution to the academic field at a national and international level.
- Ability to provide high levels of academic leadership and act as a mentor to other staff.
- Demonstrated sustained excellence in undergraduate teaching, including the ability to lecture to large numbers and conduct small group seminars and tutorials effectively.
- Demonstrated ability to provide a major contribution to the graduate and postgraduate programme including the supervision of Honours, Masters and PhD students.
- Proven contributions to pedagogical and educational developments in the subject more widely.
- Demonstrated commitment to using innovative teaching methods and materials e.g. distance delivery techniques, team teaching, online delivery. Ability to apply ICT to achieve desired outcomes and to maintain and update those skills.
- Broad and in-depth knowledge of the following areas: (Mātauranga Māori, Treaty of Waitangi, Kaupapa Māori methodologies, inequality, colonisation).
- Demonstrated success in attracting and supervising high quality postgraduate research students.
- Demonstrated ability to make a significant contribution to School administration, where appropriate.
- Demonstrated success in attracting external research funding and in completing grant applications.
- Proven ability to communicate and work effectively with staff and students.
- Current full driver's license.

### PERSONAL QUALITIES

- Self-motivation and a pro-active approach including a demonstrated commitment to innovation.
- Demonstrated capacity to work effectively as a member of a team and, where relevant, to act as a leader of a research team.
- Commitment to a culture of openness, flexibility and co-operation to achieve excellence in academic programmes, research and service.
- Proven ability to maintain a professional approach while under pressure.
- Ability to relate effectively and sensitively to students and staff from a variety of backgrounds and cultures.
- A commitment to equal opportunity and to the University's partnership with Māori as intended by the Treaty of Waitangi.
- Demonstrated manaakitanga, whakawhanaungatanga, tika and pono.