

**The University of Waikato
Te Whare Wānanga o Waikato**

POSITION DESCRIPTION

Lecturer in Clinical Psychology

Vision

We will

- deliver a world-class education and research portfolio
- provide a full and dynamic university experience which is distinctive in character
- pursue strong international linkages to advance knowledge

The over-arching themes of this *Vision* are:

- Excellence
- Distinctiveness
- International Connectedness

Values

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

- Tu 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 Aronui the School of Social Sciences, and Te Kura Whatu Oho Mauri the School Psychology, and Te Piringa the Faculty of Law. The Division also has two research institutes: Te Ngira the Institute for Population Research (IPR) and Te Puna Haumarū the New Zealand Institute for Security and Crime Science (NZISCS).

Te Kura Whatu Oho Mauri the School of Psychology has a strong focus on key areas of psychology, broadly construed to encompass behaviour, development, social psychology, cognitive neuroscience, perception, environmental psychology, cognition, and indigenous psychology. This focus is in terms of teaching and research. The School 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 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 and Bay of Plenty regions and nationally.
- iii. Offer high quality training to prepare students to meet the needs of communities within Aotearoa / New Zealand, for career opportunities and graduate students for 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 staff in the Faculty of Māori and Indigenous Studies – Te Pua Wānanga ki te Ao to reflect 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

A Lecturer is expected to contribute to the teaching, postgraduate supervision and administration requirements of the School, maintain and develop original scholarship and research, and undertake professional/community/iwi service activities relevant to the profession or discipline of psychology.

Many of the tasks in the Lecturer to Professor range are common to each level, but as staff members advance in their careers, they are expected to perform the tasks at a higher level. This may be evidenced by an increase in the quality of teaching performance; a greater contribution to the advancement of the discipline through achievements in research and scholarship and/or artistic or professional practice; increased leadership; and a greater contribution to university administration, academic matters more generally and/or external engagement.

3. ACCOUNTABILITY

The appointee is responsible to the Vice-Chancellor through their Head of School or equivalent who in turn is responsible to the Vice-Chancellor through the appropriate Pro Vice-Chancellor. The appointee is expected to establish effective relationships with the Head of School and Divisional staff and students more generally.

4. KEY RELATIONSHIPS:

Pro Vice-Chancellor
 Head of School
 Other Division staff
 Students
 Research Institutes and Centres
 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 Lecturer include the following:

Research

- Maintain an active research programme. Conduct high quality research and contribute to knowledge development through scholarship and publication. This will include 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.
- Build and maintain national, and preferably international, research collaborations which enhance the profile and reputation of the University.
- Where appropriate, seek external research funding for specific projects and submit grant applications.
- Where appropriate, engage in knowledge transfer and commercialisation activities.

Teaching and Learning

- Prepare and deliver research-informed lectures and/or seminars and, as appropriate, conduct and/or co-ordinate tutorials, practical classes, demonstrations, or workshops.
- Contribute to or be responsible for paper co-ordination and delivery. This includes: administration; initiating and developing material; appraisal, review and evaluation of programmes and papers; development of the curriculum; developing and delivering on-line papers, where appropriate; and updating teaching resources and materials.
- Carry out marking and assessment activities including the setting of examinations.
- Be readily available to advise and meet with students including maintaining regular office hours.
- Apply information and communication technologies to achieve desired outcomes.
- Supervise undergraduate, honours, Masters, and PhD students.

Service and Administration

- Participate in professional and/or community/iwi and/or outreach activities relevant to the School.
- Carry out broad administrative functions including active and constructive participation at Programme and/or School meetings and undertake administration, planning and/or committee work where appropriate.
- Participate in University-wide committees and working groups and/or represent the University externally as appropriate.
- Initiate and actively encourage successful academic or industry/business/professional contacts outside the University, both nationally and internationally, in consultation with the School, Division and University. This may involve representing the University externally from time to time.
- Develop and maintain collegial relationships with other staff and be strongly supportive of the Head of School. This includes a willingness to undertake specific administrative duties for temporary periods.

Other

- 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.
- Any other duties that are consistent with the position held, other than in exceptional circumstances such as rehabilitation after injury or sickness.

NOTE: Staff have an annual objectives, development, and reflection (ODR) meeting with their manager. New staff normally attend such an interview approximately three months after taking up their appointment.

6. PERFORMANCE STANDARDS

The Lecturer will be performing satisfactorily when:

- Student learning, at all levels, is appropriately facilitated in accordance with School, Division and University goals and objectives.
- Teaching and associated duties are fulfilled to a high level of competency at all levels, defined by 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.
- Personal and/or team research and scholarship activities yield demonstrable outcomes normally evidenced by continued publications in books and refereed journals, presentation or publication of conference papers and other non-print media outcomes, as appropriate.
- Research collaborations are developed.
- Research grant applications are submitted.
- Regular contributions are made to appropriate professional/business/community/iwi groups and/or in a public service or University or national or international representation capacity.
- A significant contribution is made to School and Division administration, as appropriate to the Lecturer level.
- Safe and healthy work practices are followed that comply with University policies and procedures, relevant work standards and statutory obligations.

PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS

Essential

- A PhD or equivalent in Psychology or a relevant discipline.
- Registration with the New Zealand Psychology Board as a Clinical Psychologist.

TRAINING, SKILLS AND KNOWLEDGE

Essential

- Evidence of ability to conduct and publish research demonstrated by conference presentations and the quality of doctoral/masters research.
- Demonstrated teaching skills, including the ability to lecture to large numbers and conduct small group seminars and tutorials effectively.
- A background in clinical psychology, with clear clinical skills and experience in work with clients across an array of settings.
- Ability to apply information and communication technologies to achieve desired outcomes and maintain and update those skills.
- Ability to provide a significant contribution to postgraduate programmes, including the supervision of Honours, Masters, and PhD students.
- Ability to contribute to the preparation of students in professional programmes for practice, including supervision of interns in the relevant programme, as required.
- Ability to make a significant contribution to School and Division administration where appropriate.
- Proven ability to communicate and work effectively with staff and students.
- Time management skills.

Preferred

- An established and high-level record of research and publishing or equivalent at a national and preferably international level and an active programme of scholarship.
- Demonstrated success in attracting and supervising postgraduate research students through to completion.
- Demonstrated success in attracting external research funding and in completing grant applications.

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.
- A demonstrable awareness of Te Tiriti and its importance to academic work.

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