

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

POSITION DESCRIPTION

Senior Lecturer in Behaviour Analysis

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 Whatu Oho Mauri the School of Psychological and Social Sciences, and the School of Law, Politics, and Philosophy. The Division also has two research institutes: Te Ngira the Institute for Population Research (IPR) and Te Puna Haumaru the New Zealand Institute for Security and Crime Science (NZISCS).

Te Kura Whatu Oho Mauri the School of Psychological and Social Sciences has a strong focus on the classic foundations of psychology, broadly construed to also encompass behaviour through to cognition and indigenous psychology. This is the case in terms of both teaching and research. It offers a broad education in psychology at undergraduate level and a range of specialisations within psychology at postgraduate 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. Produce high quality research and scholarship that will enhance the school's reputation, both nationally and internationally.
- ii. Pursue excellence in scholarship, by providing a creative, supportive, and questioning environment for learning.

- iii. 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.
- iv. 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.

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

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.

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; increased leadership; and a greater contribution to university administration and academic matters more generally.

3. ACCOUNTABILITY

The Senior Lecturer 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 Division staff
 Students
 Relevant Research Institutes and Centres and external research agencies
 External stakeholders

5. KEY TASKS

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

Research

- Maintain an active research programme and conduct 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.

- Build and maintain national and international research collaborations which enhance the profile and reputation of the University.
- Successful involvement in professional/business/community/iwi activities relevant to the discipline.
- 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. For this position, contributions to the Behavioural Analysis Programme will be required.
- 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.
- Apply information and communication technologies to achieved desired outcomes.
- Be readily available to advise and meet with students including maintaining regular office hours.

Supervision

- Supervise honours, graduate and postgraduate students.
- Where appropriate, be Chief Supervisor for PhD students.

Service and Administration

- Contribute to the Behaviour Analysis Programme.
- Carry out broad administrative functions including active and constructive participation at 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.
- Participate in professional and/or community/iwi and/or outreach activities relevant to the School.

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 as required 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 Senior Lecturer will be performing satisfactorily when:

- Research and scholarship activities yield demonstrable outcomes normally evidenced by continued publications in refereed journals, presentation or publication of conference papers, as appropriate. An established research and publishing record or the equivalent has emerged and there is evidence of an active programme of scholarship and research.
- Research collaborations are developed.
- Research grant applications are submitted.
- Teaching and associated duties are fulfilled to a high level as defined by School norms and expectations including paper appraisal and teaching evaluation.
- Student learning, at all levels, is appropriately facilitated in accordance with the School, Division and University goals and objectives.
- Regular contributions are made to appropriate professional and/or community/iwi groups and/or in a public service or University or national representation capacity.
- Regular contributions are made to School and Division administration, as appropriate, relative to workload norms and expectations.
- Safe and healthy work practices are followed. University policies and procedures, relevant work standards and statutory obligations are complied with.

PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS

Essential

- A PhD in a psychology-relevant discipline with foundational knowledge and training in behaviour analysis, specialising in one or more areas in which the School seeks to strengthen capacity, including Environmental Psychology, Applied Animal Behaviour, Third Wave Behaviour Analysis (e.g., nonlinear analysis, RFT), and Organisational Behaviour Management.

TRAINING, SKILLS AND KNOWLEDGE

Essential

- Demonstrated a high level of undergraduate teaching skills, including the ability to lecture to large numbers and conduct small group seminars and tutorials effectively.
- Ability to provide a significant contribution to the graduate and postgraduate programme including the supervision of Honours, Masters and PhD students.
- Demonstrated commitment to using innovative teaching methods and materials e.g. online and distance delivery techniques, team teaching skills.
- An established and high-level record of research and publishing indicative of high performance within your subfield as well as a clear research plan inclusive of several significant concepts that you will be developing to facilitate an active programme of scholarship.
- Broad and in-depth knowledge of behaviour analysis.
- Demonstrated success in attracting and supervising high quality postgraduate research students.
- Demonstrated success in attracting external research funding and in completing grant applications.
- Ability to apply information and communication technologies to achieve desired outcomes and maintain and update those skills.
- 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.

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.
- 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.
- Commitment to a culture of openness, flexibility and cooperation to achieve excellence in academic programmes, research and service.
- A commitment to equal opportunity and to the University's partnership with Māori as intended by the Treaty of Waitangi.