Lecturer – Academic Staff Member

Profile and Expectations

OVERVIEW

The Lecturer is an industry/professional practitioner with demonstrated experience and expertise in their field. The Lecturer develops and provides current and innovative blended learning opportunities within the context of the learning environment and learning needs. Lecturers will hold a relevant undergraduate qualification or a relevant industry/ professional qualification appropriate for the level of teaching and will have current involvement in trade, professional, industry or community activities in their field. They will hold or be working towards a tertiary teaching qualification.

Develop and provide blended learning opportunities in and for diverse learning contexts, which enhance student achievement and which assist students to develop as independent learners. Provide learning environments which address individual differences and diverse needs of learners, and uses effectively a variety of learning methods.

Apply assessment practices to promote, facilitate and to determine the effectiveness of student learning, taking into account the range of contexts in which learning can occur.

The Lecturer is proficient in course design and development and is able to develop a range of different models of delivery.

1. Curriculum Delivery

Expected Outcomes – Kā hua tūmanako

- Prepare thoroughly own course plans, outlines and materials for delivery of assigned classes, in accordance with the "Programme Documents" and with a focus on professional practices and methodologies used in the industry/profession. (Preparation includes research, consultation with other lecturers and external bodies, production of original content and handouts, photocopying and preparation of lesson materials.)
- Facilitate learning by different approaches which may include, presenting lectures, tutorials, seminars, workshops and papers as appropriate to the course and learner needs, using a range of methods (e.g. engage with learners through classroom/laboratory/workshop activities, group interaction, assignment work and individual projects). Facilitate learning at a distance using appropriate techniques (e.g. study guides, chat, email, conference calls, video conferencing, on-line learning); and facilitate learning in workplace and practice contexts.
- Apply effective communication skills in diverse learning situations.
- Practice in a non-racist, non-sexist and ethical way, working within the provisions of the Human Rights Act with regard to, and being sensitive to students and colleagues with special needs.

2. Student Supervision

Expected Outcomes – Kā hua tūmanako

- Supervise and assist students with individual or group practical, research and project work (as applicable), providing technical and conceptual guidance to students within a team teaching environment.

3. Pastoral Care

Expected Outcomes – Kā hua tūmanako

- Anticipate, be receptive to, and resolve promptly student related problems, as they affect students.
- Be aware of and respond to the needs of students that affect their ability to complete their course of study, or reduce their success.
- Support students both locally and remotely.

4. Assessment of Student Achievement

Expected Outcomes – Kā hua tūmanako

- Apply effective assessment skills, including the planning, and marking of both formative and summative assessment within the particular learning context.

- Provide feedback to students on progress towards learning outcomes.
- Assess learning in a variety of settings, including the workplace and practice contexts.
- Assess prior experiential and theoretical learning.
- Mark summative assessments reliably and in a timely manner, and ensure results are recorded accurately in accordance with Polytechnic requirements.
- Ensure external and internal moderation of assessments is carried out as per the moderation plan and documented appropriately; and moderate other lecturers' assessments as requested, providing constructive feedback.
- Participate in student appeal processes, ensuring student concerns are heard and appropriate actions are taken.

5. Curriculum Development

Expected Outcomes - Kā hua tūmanako

- Plan, develop, implement and contribute to the review of courses to meet learning needs.
- Contribute to the design of courses.
- Plan for and implement flexible/blended delivery and develop flexible/blended delivery materials and courses, and assessments appropriate for such courses.

6. Scholarly Activity

Expected Outcomes - Kā hua tūmanako

Engage in scholarly activity appropriate to discipline and teaching practice. This will include a range of activities, (e.g. reading, writing, conference participation, consultancy, action research) which will result in an understanding of, and ability to contribute to, critique and debate related to their discipline and to the practice of teaching in further/higher education within their teaching team/programmes; and to put that into effect within their teaching practice.

- Maintain own discipline currency and the ability to integrate new discipline knowledge effectively into teaching and learning practices.
- Critically reflect on practice as a teacher, and
- Continuously improve and develop teaching practices as a result.

Appendix One – Programme Specific Duties

Delivering on the Quantity Surveying papers within the three year Bachelor of Construction (Quantity Surveying) degree and two-year New Zealand Diploma in Construction (Quantity Surveying) (Construction Management). The role is based in the College of Engineering, Construction and Living Sciences where you will develop and teach degree and diploma level courses and engage in research. The position is based at Otago Polytechnic's Dunedin Campus.

1. Teaching

Expected Outcomes – Kā hua tūmanako

- Undertake teaching at undergraduate levels in the Construction programmes
- Maintain knowledge in Construction Economics (Quantity Surveying) and undertake continuing personal professional development

2. Research

Expected Outcomes – Kā hua tūmanako

- Publish papers or other scholarly works in academic journals and review papers

3. Services to the community

Expected Outcomes – Kā hua tūmanako

- Participate in community service and outreach activities that further advance the profession or field and which are consistent with Otago Polytechnic and Te Pūkenga's Strategic Plan

4. Institutional responsibilities

Expected Outcomes – Kā hua tūmanako

- Serve on Otago Polytechnic and School committees as required
- Ensure the observance of Otago Polytechnic policy and codes of practice in all teaching, research, community service and administrative practices
- Contribute to developing a School working environment of teamwork and cooperation
- Other duties as requested by Head of College and formal leader/s

Appendix Two – General Responsibilities

1. Quality Outcomes

Practise always within the quality standards of Otago Polytechnic's policies and procedures and maintaining professional standards

Fulfil our individual and collective responsibilities, accountabilities and expectations as outlined in The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

2. Teamwork

Act in a collegial manner and participate in Department and Otago Polytechnic events

- Contributing actively to the improvement of the direction and operation of their teaching team and Department, including participation in Committee/project teams and attendance at meetings and functions.
- Contributing to Department processes, e.g. assessment committees, admissions/student selection processes.

- Contributing to Department publications (newsletters, handbooks etc) and promotion and marketing activities.
- Being respectful and professional in dealings with other staff.
- Providing open and honest feedback when requested, both to individuals and on organisational processes or issues.

3. Administration

Take responsibility to ensure administrative processes are completed in a timely fashion and with least effort.

- Completing administrative requirements in relation to reporting student attendances and assessments in own student groups in a timely and accurate manner.
- Planning for own workload, personal and professional development and performance reviews.
- Meeting legislative requirements.
- Examining regularly own work practices to ensure personal effectiveness and efficiency.
- Fulfill Information Management responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Information Management Policy:
    - Create, maintain and store full and accurate records of activities, transactions, and decisions carried out in the course of daily business.
    - Records are to be disposed of only when legally authorised to do so, as per Disposal Authorities: DA424 and GDA 6 and 7
    - Otago Polytechnic records are not to be created or maintained in any personal or private cloud storage services (e.g. DropBox)

4. Health and Safety

Ensure that all practicable steps are taken to ensure own safety and the safety of others in the workplace on or off campus and comply with all Health and Safety legislation, guidelines and policies.

- Observing safe work practices, rules and instructions relating to work and study, and be pro-active in hazard management.
- Ensuring that activities, or failure to take action, do not cause harm to oneself or other persons.
- Maintaining current knowledge of the use of safety equipment.
- Being proactive in the reporting of unsafe conditions or equipment, and of accidents or incidents on and offsite.

5. Professional Development

- Develop and regularly update (at least yearly) personal and professional development plan, in conjunction with programme manager/coordinator/HOD.
- Actively pursue own professional and personal development with a view to
    - Maintaining currency in subject area(s).
    - Developing further expertise in subject area(s).
    - Enhancing teaching effectiveness.
    - Enhancing personal effectiveness.
- Undertake training as required to meet legislative requirements and specific Polytechnic staff requirements eg Health and Safety training.
- Initiate and respond to feedback from students and peers using institutional feedback processes.
- Seek and use available resources to improve teaching effectiveness.

PERSON SPECIFICATION

Knowledge and Experience Te mātauraka me te mātaka

- Extensive and current knowledge of quantity surveying, construction management or construction economics
- Recent and relevant New Zealand industry experience (at least two years) in the areas of quantity surveying, construction management or construction economics

Desirable

- Appropriate record of research or a plan to become research active
- Proven record of rapport with students
- Experience in tertiary teaching

Qualifications Kā tohu

- Degree qualification in specialist subject area (Master's qualification preferred). Diploma holders still encouraged to apply or equivalent industry experience.
- Hold current membership in one or more of the related professional bodies (e.g., RICS, PAQS, NZIQS, NZIOB, or CIOB)
- A recognised relevant teaching qualification or willingness to complete such a qualification within two years of employment is essential

Skills and Attributes Kā Āhuatanga Whaiaro

- The full set of skills required to meet all of the key accountabilities for facilitating learning.
- Excellent written and oral communication skill
- Ākonga (learner) focused - care about and respect individual learners and what they bring to learning
- Commitment to ongoing professional development in academic context
- Be an effective Te Tiriti o Waitangi partner
- Innovative, creative and well organised
- A high level of professional and ethical conduct
- Inspiring, motivating and encouraging leading to positive outcomes
- Skilful teaching practitioner with the ability to share expertise
- Ability to present ideas in user-friendly language
- Keen attention to detail
- Proven analytical and problem-solving abilities
- Ability to effectively prioritise and execute tasks in a high-pressure environment
- Confident to give and receive constructive feedback
- Commitment to experiential learning
- Future focussed and model sustainable practice
- Committed to team working and big picture thinking
- Be able to work seamlessly with technical content teams and curriculum developers to bring innovative, strategic and persuasive ideas and smart solutions to life
- Commitment to ongoing development of teaching practice and maintaining currency in subject area
- Able to demonstrate ability to form positive relationships with employers
- Able to demonstrate ability to form positive relationships with young people in a learning environment
- Values based practitioner
- Commitment to ongoing development of teaching practice and maintaining currency in subject area

RESEARCH / LEADERSHIP & SERVICE / CONSULTANCY

Please choose if appropriate one or more of the following three appendices to include with the profile and expectations. Please delete those roles that are not required.

Appendix Three: Research

- The Lecturer will be actively engaged in research, individually and/or within a research team; and will produce research outputs. Research outputs may be generated from consultancy activity and where this is the case, consultancy will be deemed to be part of the Lecturer's research activity. (If teaching on a degree programme it is expected that the lecturer will develop at least initial expertise in research)

Appendix Four: Leadership & Service

- The Lecturer, who may be engaging in consultancy specific roles as a part of Leadership and Service, will be contributing actively to the general development and effective operation of their Department and the Polytechnic; and/or to their trade/profession or to the communities which Otago Polytechnic serves.

  Leadership and Service may include consultancy activities, especially where these service activities are undertaken 'pro bono' and with service as the primary motivation.

Appendix Five: Consultancy

- Work with industry/ trade/ profession/business in a consultancy role and be recognised at least locally for expertise in their field.

  Develop responses and proposals for service provision and will project manage engagements.

  Engagements will be relevant to the lecturer's teaching practice. This career path is a separate path and is only for activities for and on behalf of the polytechnic, as an employee of the polytechnic.

  However, consultancy activities undertaken by the lecturer on their own account or occasionally on behalf of the polytechnic may be included as a part of research, or leadership and service.

Appendix Three – Research

Research in this context refers to applied activity, creative work and works of a theoretical nature, undertaken on a systematic basis to increase knowledge, and the use of this knowledge to devise new applications. In some fields the result of this activity may be embodied in the form of artistic work, design or intellectual property. Research includes contributions to the intellectual infrastructure of subjects and disciplines and educational research. It also includes the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes. Research may also be informed by consultancy activities.

Research – Key Accountabilities - Kā kaweka take

1. Research Activity
• Undertake research within their field of expertise. • Produce research outputs from their research, including outputs appropriate for PBRF requirements.
2. Teaching Research Interface
• Use their research to inform their teaching practice.
3. Professional Development
• Plan and implement ongoing professional development with respect to research activity.
4. Research Grants/Awards
• Assist in the preparation of research applications to internal/external funding bodies. • Oversee management (including financial) of grants received for their research projects.

Research – Optional Accountabilities

1. Networking/Collaborative Links
• Make effective use of research networks which may include networks created by consultancy activity, external and/or internal to the Polytechnic.
2. Staff Guidance
• Supervise research assistants, research support and/or administrative staff if any of these are involved in Lecturer's research. • Guide the development of less experienced researchers and lead research teams or manage larger scale research projects.
3. Peer review of others' research
• Review research by students and colleagues internal to the Polytechnic. • Review research of colleagues external to the Polytechnic.
4. Postgraduate Supervision/Programmes
• Supervise postgraduate research projects to completion within their field of research. • Be an internal examiner for student research. • Be an examiner of research work of students from other tertiary institutions. • Review/Develop/Redevelop postgraduate programmes internally or externally. • Organise Seminars and workshops for postgraduate studies.

Appendix Four – Leadership & Service

Leadership and Service refers to the broader contributions which the Lecturer makes to the work of their Department and the Polytechnic; and/or to their trade/profession; or to the communities which Otago Polytechnic serves.

Leadership includes consultancy activity undertaken as a service, and /or which is indicative of leadership in the trade, profession or discipline.

Leadership may be embedded in a formal organisational role such as Course Co-ordinator or Year Co-ordinator, or other role as appropriate to the Department or School. Where this is the case the expectations particular to that role shall also apply.

Leadership & Service – Key Accountabilities - Kā kaweka take

Contribute to the Effectiveness of their Department/Programme

- Contribute actively to their course/programme team, to a project team, or to a function or service at departmental level.
- Develop effective leadership capability, in setting, pursuing and achieving group goals; supporting colleagues; and in fostering development, innovation and improvement.
- Leadership may include, but is not limited to, any or a combination of curriculum development, including flexible delivery options, assessment of student performance, pastoral care, educational equity initiatives, marketing and student recruitment.

Leadership & Service – Optional Accountabilities

1. Contribute to Otago Polytechnic

- Participate effectively in a significant Polytechnic Committee, project team or service, which may include union activities, interdepartmental initiatives or service.

2. Contribute to the Community

Participate effectively in at least one of:

- Service which may include Consultancy activity, to community operations, industry/business and/or government, drawing on expertise as discipline specialist or educator.
- Service which may include Consultancy activity, to learned societies, trades or professional bodies, drawing on expertise as discipline specialist or educator.

Service to the community must demonstrably:

- Enhance organisational linkages to the benefit of the Polytechnic.
- Enhance the reputation of the Polytechnic

3. Professional Development

Plan and implement ongoing professional development with respect to leadership and service activities, including initiatives and responding to feedback from students or colleagues.

4. Specific Accountabilities

These are the accountabilities relating to an agreed and formalised leadership role with the Department

Where accountabilities for lecturers include Consultancy activity, details of consultancy activity expectations are contained in Appendix III

5. Role Related Accountabilities

There may be additional accountabilities connected with a specific organisational role to pursue leadership and service as a formal aspect of the position.

Appendix Five – Consultancy

Consultancy refers to the activities normally undertaken by the Lecturer to develop for clients (fee paying or pro-bono) to develop improved practices, to solve problems or technical issues, or to develop new products or services. Consultancy activities have at their core the application of the Lecturer's knowledge, experience and skills to real world situations. Consultancy activities are purposeful, being directed towards intended outcomes which have been scoped and defined in conjunction with a client. Consultancy activities may be undertaken individually or collaboratively with other staff, external parties or students. Such activities will demonstrably build the credibility of the Lecturer as a practitioner, and will demonstrably benefit Otago Polytechnic.

For Consultancy to be acknowledged as an academic career path the consultancy activities must be undertaken on behalf of the Polytechnic or organised in such a way as to be associated with the Polytechnic. The lecturer will undertake consultancy work as an employee of the Polytechnic.

N.B. Notwithstanding the requirement that Consultancy be carried out on behalf of or for the Polytechnic the lecturer is not precluded from presenting consulting activities in support of promotion under the category "Leadership and Service" or 'Research', where such activity is undertaken as a service; or alternatively is indicative of leadership in the trade, profession or discipline.

Evidence of consultancy activity may also satisfy the requirement for lecturers to demonstrate that they are keeping current in their discipline.

Consultancy – Key Accountabilities - Kā kaweka take

1. Consultancy Activity
• Undertake consultancy within their field of expertise. • Manage consultancy activity if appointed to do so. • Report on consultancy outcomes. • Follow appropriate management practices.
2. Consultancy -Teaching Linkages – (where applicable)
Use their consultancy to inform their teaching practice, and/or to enrich the learning opportunities for students.
3. Professional Development
Plan and implement ongoing professional development with respect to consultancy activity

Consultancy – Optional Accountabilities

1. Networking/Collaborative Links
Make effective use of consultancy networks, external and/or internal to the Polytechnic
2. Engage Students in Consultancy Activity
Secure consultancy activities for students as part of their programme of learning, and supervise effectively to ensure satisfactory outcomes which preserve or enhance the reputation of Otago Polytechnic.
3. Consultancy Funding
• Secure funding for consultancy projects. • Oversee financial management of funds received for their consultancy projects.
4. Staff Guidance
Guide the development of less experienced staff engaged in consultancy and may lead consultancy teams or manage larger scale consultancy projects.
5. Role Related Accountabilities
There may be additional accountabilities connected with a specific organisational role to pursue leadership and service as a formal aspect of the position.