

JOCELYN WILLIAMS PhD, MMgt, PGDip Bus, Dip Teaching

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ABOUT ME

Post-Bachelor of Arts study, I completed a one-year Diploma in Teaching at Auckland Teachers Training College, then found my feet as a **teacher** during 7 years at James Cook High School in Manurewa, Tāmaki. There I learned how to “be” in the **reciprocal Ako space** with classes of unforgettable Year 9 to 13 teenagers. The power of **discovery for learning** was my next lesson in life from 8 years in the NZ Playcentre Association as a participating parent with my three tamariki, learning about learning with others in the hurly-burly of shared decision making, while all parents were required to achieve credits of ECE training. When my youngest child turned five, I joined Unitec as a part-time **lecturer in Communication**. I loved being back in classrooms, drawing on what I’d learned about teamwork and leadership (collective responsibility and action) in the ECE setting, and embarking on **reflective practice** in my teaching while gaining further qualifications:

- **Master of Management** by research, and a PGDip Business Administration
- **Doctor of Philosophy** in the **community digital inclusion** context.

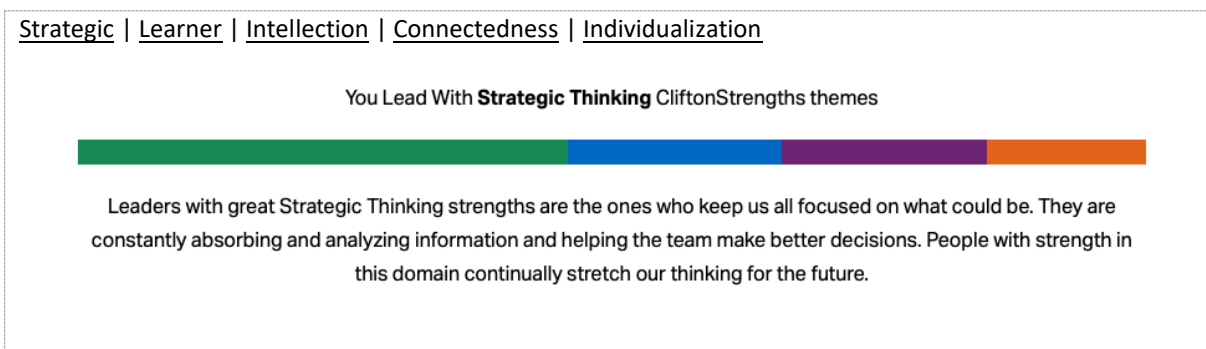
The decade of study invested in these degrees set me up as a **researcher** and **published author**. Over the same period I took up **extensive teaching, leadership, and management** opportunities. These included Programme Leader and Head of Unitec’s Communication Studies department, plus pro bono external leadership roles as **president of an international association**, and **chairperson for the 2020 Communications Trust’s Computers in Homes programme for Tāmaki**.

My career **diversified** when I was appointed Academic Director at ICL Graduate Business School, a PTE (Private Training Establishment) in 2017. Here I was immersed in a fully **international student** environment, holding responsibility for diverse portfolios including research leadership, learning and teaching, and academic quality. During the three years of my tenure, ICL achieved a **NZQA category 1** quality rating, its **first-ever PBRF research ratings** with TEC funding for the 6 years to follow, and a robust **research culture** in conjunction with the launch of a **new Master of Business Informatics** degree and associated **postgraduate research**.

Through that time and since, the challenges of **ongoing disruption** have landed thick and fast, seasoning me as a **senior leader**. From early 2020 while at ICL Graduate Business School, COVID was about to take hold. People looked to me to prepare them for the likelihood of remote learning and teaching. Soon after I helped colleagues at MIT adjust to a return to the new “normal” of blended modes of learning as the pandemic evolved, as MIT’s **Head of Academic Partnerships**. This involved leading and managing a team of Academic Partners (advisers) and the Fleximode Studio which creates digital assets for online learning. These years saw a deepening of my **educational leadership experience and expertise** at a critical time for vocational education as **the RoVE** came fully into our shared agenda. In the most recent three years both at MIT and as Manager, Te Puna Ako at Unitec, I’ve been deeply involved in the evolution of NZIST | Te Pūkenga, coming to understand the kaupapa, vision and aspirations of the organisation by actively involving myself in multiple groups, projects and consultations.

CLIFTON STRENGTHS ANALYSIS

The independently conducted Gallup Clifton strengths assessment provides key themes about what we do best. For my CV readers, it gives useful insights about my “fit” in the context of teams, leadership, and organisations. The snapshot below gives a quick visual summary, [while the full report can be found here](#).



CORE CAPABILITIES

■ Leadership

Skilled communication of vision, values, kaupapa and direction with a transparent and democratic approach, Mahi Kotahi, so that people engage and invest in activities that have purpose, coherence and meaning for them. I have an intuitive leadership style shown across multiple professional contexts and delivering results for my organisations. I bring folk together around vision, purpose, issues, strategies, and action, in effective collectives, committees, and groups. **Manawa nui, manawa roa**

▪ Judgement

Seasoned by extensive education experience in different roles across key elements of *Whakairohia he toki, tāraia te anamata*, Learning with purpose, Creating our Futures. I'm deeply familiar with:

- public, private and community sector [Ako](#). I see learning in the much larger context of society.
- boundaryless partnership between education, industry, and community. **Manawa roa, manawa ora.**
- shifts in pedagogy in response to the changing needs and expectations of graduates, employers, communities, and society.
- widely varying learner needs, outcomes, challenges, and aspirations.
- global trends in the "market" of qualifications.
- massive societal disruptions affecting education especially since 2020.

▪ Strategic mindset

I apply a big picture, rational thinking lens and the evidence-based reasoning required to succeed at high levels of responsibility. [Strategic thinking](#) is visible throughout my day-to-day leadership work. My natural mode of thinking is to 'see' [connectedness](#) in an almost visual way.

▪ Project management

Exceptional ability to organise, monitor and manage multiple work streams within complexity. I'm highly organised, focused, and productive. I understand people intuitively in ways that assist teamwork and project success – [a quality called "individualization"](#) in Gallup/Clifton Strengths.

PROFESSIONAL EXPERIENCE

Manager, Te Puna Ako and Associate Professor, Unitec | Te Pūkenga

October 2021 – present

I lead a team of academic advisers at Unitec, guiding, managing, and planning teamwork building on the close liaison relationships the advisers have with their Schools. This 'on the ground' relational work is the bedrock of building Kaiako Capability. Substantial additional work streams and projects for the team are overlaid. Indicative examples:

- institutional guidelines for wide audiences and channels regarding how to safely adopt Generative AI into learning and teaching.
- practical approaches to blended learning during and post-pandemic.
- developing community of practice-type engagement events such as regular "Conversations about learning and teaching", and larger regional symposia.
- running and following up on New Teacher Induction each semester.
- managing the Teaching Capability Development "badging" framework including 1:1 support, workshops, and assessment of badge submissions.

The team includes digital learning specialists who provide the above type of support but also offer expertise in all aspects of Moodle, digital learning standards and the nuances of effective learning online. In conjunction with the Manager, Digital Learning and as a larger team we work across all of this collaboratively. I plan and drive weekly team WIP meetings and deeper-dive hui on special projects or topics. I also chair the Ako Ahimura Learning and Teaching Committee (academic governance), and I'm a member of Te Komiti Matauranga (Academic Committee) and the QAB (Quality Alignment Board). I maintain a range of working relationships across Te Pūkenga such as with colleagues in the MIT Academic Centre team (where I previously worked), at NorthTec and other business divisions through involvement in Te Ohu Whakahaere - Ako (sib-committee of Te Poari Akoranga) and many working groups. Since joining MIT in 2020 at the beginning of NZIST | Te Pūkenga I've made it a priority to collaborate across the region and beyond. Outside of work I am Tuakana/Supervisor for Cara Sefuiva at Te Wananga o Aotearoa, completing her L9 master of Applied Indigenous Knowledge exigesis.

Head of Academic Partnerships, Manukau Institute of Technology

June 2020 – Oct 2021

I led the development of academic programme management, learning and teaching professional development and innovation, and associated services across all Schools at MIT. This is a key role in driving improvement in the learner experience, ensuring it is consistent, meaningful, well supported and enjoyable. A principal accountability was Kaiako professional development, through building, communicating and executing access to excellent professional learning opportunities, fostering innovation in teaching and delivery opportunities for learners, and supporting teaching teams to engage to the fullest extent possible with MIT's Learning Management Systems (LMS), Canvas. Key to all of this was people leadership, beginning with my team of six Academic Partners (including two Digital Partners) and the Manager of Fleximode Studio to facilitate teamwork aimed at clearly communicating best practice across a variety of media including face-to-face and remote modes of training. Among initiatives and projects:

- "Learning Beyond Lockdown": MIT/Unitec Learning & Teaching Symposium, November 2020;
- A workstream and future PD pathway endorsed by MIT Academic Committee to trial, refine and build a structure for Teaching Capability Development for implementation in 2022;
- Implemented a 2021 calendar of bookable training workshops for staff;
- Driving a project with my team and Fleximode to implement MIT Canvas Standards by August 2021, to improve Canvas course consistency, ease of navigation, engagement and the learner experience;
- Facilitating cross-functional teamwork among the Academic Partners and Fleximode to deliver a Knowledge Base website for staff instructional support.

I also led the planning and delivery of the 2021 Learning & Teaching Symposium, oversaw the process for and evaluation of portfolios for the 2021 Teaching Excellence Awards, and played a significant role in the MIT Academic Centre's quality management activities and processes. This included being the primary contact for NZQA Type 1 and 2 changes, an ex officio member of the Academic Standards Committee and Self-Assessment, Evaluation and Review Committee, personally supported two Programme Committees, liaised on a daily and weekly basis with Schools (individuals, teams, HOS's), and led the Academic Leads (Curriculum) group.

Academic Director, ICL Graduate Business School, ICL Education Group

June 2017 – June 2020

I led the delivery and quality of seven Business Studies/Management/IT/IS programmes in ICL Education Group's Graduate Business School. I managed about 30 academic staff teaching around 500 international students in programmes from the NZ Diploma in Business (NZDB, Level 5) through to the Master of Business Informatics (MBI, Level 9) as well as teaching in the latter degree. I led and managed staff research, the Research Advisory Board and Research Ethics Committee, had oversight of student research and supervision in the MBI, and led the submission of evidence portfolios in 2018 to the TEC Performance Based Research Fund resulting in quality ratings and annual funding through to 2024. In 2019 I led the complete revision of assessment policy and the handling of academic integrity, with new approaches effective from January 2020 approved via the ICL Academic Board. I recruited staff as required, managed performance, identified professional development needs and took care of day-to-day operational matters such as approving part-time academics' pay claims. I managed annual NZQA monitoring of all programmes based on self-assessment processes and reference to programme data, facilitated regular external moderation for all papers, and stayed up to date with NZQA priorities by attending workshops, consistency reviews, and volunteering to be a part of NZQA reviews of qualifications. And I organised graduations! – a new thing for ICL.

I also taught papers in the new Master of Business Informatics: Level 8 *Business Professionalism* and *Applied Project* (a capstone supervised research paper). In 2019 I supervised three Research Project students, as a way of staying in touch with the new programme for quality management purposes, and to behave as a leader of the teaching team. Outside of work I was Associate Supervisor for PhD Candidate Adele Carson (University of Otago) from mid-2017 until the end of 2018.

Associate Professor, Unitec

Nov 2016 – May 2017

Having been promoted through the Unitec Senior Academic Appointments and Promotions (SAAP) process to this role in late 2016, I had the welcome opportunity to continue consolidating my leadership in teaching and research:

- Through 2016 I managed the 30-credit undergraduate *Communication Internship* in conjunction with industry stakeholder networks, enabling me to build personal relationships with placement providers in the Communication industry and gain detailed insights into interns' projects.
- In semester 1 2017, I taught postgraduate and undergraduate *Communicating in Organisations* courses, in class and via Moodle, developing my methodology of a real-world client project for the postgraduate course with effective outcomes for both students and clients.
- I was the lead researcher for a Unitec funded collaborative research project in the field of communicating science, working with the Project Temp community group, with colleagues in the Natural Sciences and involving Unitec students in learning about survey methodology using iPads at a large climate change awareness-raising event. In April 2017, I began assisting as associate supervisor on a PhD thesis at Otago University relating to science communication.

Head of Department, Communication Studies, Unitec

June 2008 – 2016

I led the department through organisational restructure in 2008 and through a lengthy "transformation" process 2013 - 2016. I kept our [focus on department visibility through graduate stories and credibility with industry networks](#) to increase market appeal and increase enrolments, while budgets were routinely constrained. Outcomes included:

- EFTS growth from around 100 to 250 by 2012, in a highly competitive market.
- Improved Māori and Pasifika student success.
- Strong industry engagement through an active, committed Advisory Board, internships, a mutually beneficial staff and student membership/annual conference relationship with PRINZ, and our industry stakeholder partners' active support of our internal review processes.

During this time, I completed my PhD, led the international association ANZCA as its President, engaged in further community research projects and chaired the Auckland Computers in Homes Steering Group. Where feasible I was also actively engaged in classroom teaching, because I believe effective leadership in education is a lot about walking the talk.

Senior Lecturer, Unitec

November 2004 – 2016

Overlapping the Head of Department period (above) was my unbroken teaching service – I continued to teach every semester while managing and leading a school/department. My taste for innovation in the classroom has continued to lead me over many years to design and refine student learning experiences that closely resemble professional practice standards. In 2015 I developed [a project methodology for a postgraduate Organisational Communication course in which ākonga worked for a real client](#) (internal to Unitec), and replicated the model in 2016 and 2017. Students experienced what it means to be communications practitioners, learning the process of strategic planning as it happens with a demanding client. They [unanimously reported comprehensive learning, skill acquisition, and personal/professional development](#) readying them for advanced practice. I do these things in teaching to show my colleagues what can be done.

Also dotted across this period of 11 years were Associate and Principal Supervisor roles for MBus and Master of International Communication students, and teaching a variety of undergraduate and postgraduate degree courses.

Programme Director, Bachelor of International Communication, Unitec

2001 – 2007

I was asked by my Head of School to take up this role. At that time it had wide scope including leadership of a lecturing team, quality management, stakeholder relationship management, dealing with students, applications and enrolments, a Programme Committee, Annual Programme Reports and generally the success and visibility of the programme. A major achievement was uniting a divided lecturing team around the need for change to the degree and keeping them on board through the redevelopment process during 2006-2007. I led this curriculum review to the successful re-accreditation of the degree for 2008. Other challenges included obtaining broad stakeholder support, writing the new programme document, leading a successful defence of the proposed changes before the NZQA Accreditation Panel who described the work as showing "courage and creativity", and growing the market for the programme alongside a better-known AUT Bachelor of Communications degree.

These were my early 'apprenticeship' years at Unitec, starting with part-time teaching of Communication Skills to Engineering students. I soon stepped up to provide leadership and coherence across diverse communication courses where previously there had been none, implementing quality assurance processes such as management of assessment consistency across tutors in a course. I was asked by my Head of School to lead the development of new unit standards communication courses for the National Diploma in Architectural Technology, Construction Management and Quantity Surveying. These new courses served as models for other subsequent Diploma developments e.g. Communication for a Diploma in Horticulture and a Diploma in Veterinary Nursing. I was also invited to develop a new course, Organisational Communication, for Bachelor of Business and Bachelor of Computing Systems students. During this time I completed a Master of Management and PG Dip Business Admin.

DEVELOPMENT OF AN APPLIED TEACHING FOCUS

Over the last 15+ years I've actively created teaching innovations. I always look to do things in new ways, to keep ākonga (and myself!) engaged. This has been my way of leading others in response to a visibly growing employer demand for hands-on graduate skill sets. What emerged was my favourite Ako methodology: simulations of real-world practice for ākonga. Example: ākonga in a Communication degree programme working as Account Associates on a brief from a real client under my supervision as an 'Agency Director' using real channels such as Work in Progress (WIP) team meetings and presentations in a simulated corporate environment. Learners' personal and professional skills were explicitly developed through [Belbin Team Roles training](#), mentoring by me and the Client, and through learning in real team collaborations that can sometimes be confronting as well as richly developmental. [Actual examples can be seen here in my portfolio](#) as well as [real testimony of my success in bridging the gap between the institution and the challenges of a real world community](#).

I've also led and overseen the development of new undergraduate courses that focus on real project work in the community or in organisations, as well as a partnership between the Department of Communication Studies and the PR Institute of NZ (PRINZ) through which student memberships were encouraged and a Postgraduate Practicum course was created. As Academic Director at ICL Graduate Business School 2017-2020, I encouraged the setting up of a student Business consultancy where their work was to produce effective solutions to issues faced by CBD businesses. This was highly effective applied, project-oriented learning. Over the three years of my tenure there, I led a substantial shift from desk-based classroom learning to active, applied learning models.

PIVOTAL LEADERSHIP MOMENTS

Manager, Te Puna Ako and Associate Professor, Unitec | Te Pūkenga

2021 – present

A marvelous opportunity to lead in a place where I'd once had "another life" as a teaching academic and Head of School, but now returning as a seasoned leader to a broader learning and teaching role. I've been welcomed with open arms. Things are different now – Covid, blended learning, Gen AI, Te Pūkenga – and I find all my experiences to date are giving me a stable platform on which to stand, and colleagues are reaching out for guidance from me and the Te Puna Ako team amid unprecedented disruption. Yet my long commitment to applied real-world learning remains central. My sense is of a calm orientation toward the future knowing I have the skills and experience to make sound judgements and provide people with the guidelines they need.

Head of Academic Partnerships, Manukau Institute of Technology | Te Pūkenga

2020 – 2021

Having spent three years coming to understand a different "take" on education in the private sector at ICL Graduate Business School, I was very happy to find myself back in the public sector at MIT where I continued to learn about being in a cross-institute (rather than discipline-focused) leadership role. I learned about the unique values and strengths of MIT, the dynamic changes going on including the move from old premises to the north end of the Ōtara campus and the opening of Tech Park, and all the while the ramping up of Te Pūkenga and the implications for how we would "be" as a new organisation. Here I brought to bear my attributes of steadiness amid change, and especially stakeholder engagement as I explored opportunities to improve Kaiako Capability across all schools with the team of Academic Partners.

Academic Director, ICL Graduate Business School

2017 – 2020

As I reflect on my career, this role marks a big shift because it changed me. It fully affirmed my skillset and leadership capabilities and gave me a rich learning experience in a different sector but with familiar challenges and fields of practice. In June 2017 when I started, the Graduate Business School had an NZQA quality rating of Category 2; by August 2018 the External Evaluation and Review Panel ranked us as Category 1. Shifting into a higher gear not only in quality but also in the size of the school which grew by 30% in 2019 leveraged my leadership across many dimensions including recruitment of the good lecturing staff, leading change in approaches to learning, teaching and assessment, and a shift to high quality expectations in all areas of practice. The research culture underpinning the provision of postgraduate programmes needed comprehensive work across research ethics, postgraduate supervision, the role of the Research Advisory Board, and submission of PBRF evidence portfolios. Systems and processes needed overhauling to drive a fully robust academic culture. In establishing a new Master of Business Informatics programme, I also taught a Business Professionalism paper, managed a 60-cr Applied Project research course, and supervised Master of Business Informatics students in their Applied Project research. This active hands-on role in the day-to-day business of education is a core part of my leadership.

Aspire Women's Leadership Development Programme, Victoria University

Aug – Nov 2016

A powerful chapter in my educational leadership career, [this executive professional development programme](#) over several months was an unforgettable step-change for me. Through deep reflection about my leadership journey with other women and under expert facilitation, I learned to better assess and value my skills and strengths and thus was enabled to re-imagine my place in the professional world.

Head of Communication Studies, Unitec

2008-2016



Core achievements of this period were building team purpose and an inclusive, collaborative culture of whakawhanaungatanga, manaakitanga and a climate of trust and engagement among department staff and students

[At left: a Taonga gifted to the Department by ākonga Billie-Jean Peita reflecting deep appreciation from her and her whānau for providing the conditions in which she was able to succeed on entry to a certificate programme and thrive through her degree].

I drove a programme of comprehensive industry engagement to build visibility, initially from the base of a committed and active Advisory Board, and from around 2010 through closer partnerships with corporates such as Westpac and ANZ, PR agencies including Porter Novelli, SenateSHJ, Pead PR and many others, and close collaboration with PRINZ. We developed high-quality programmes from certificate postgraduate degrees. On these foundations of programme credibility, high quality research and a substantial shift to an applied, project-oriented pedagogy, the department enjoyed a solid reputation with strong industry endorsement evidenced in a highly positive Five-Year review in 2015. During this period **I honed my model of leading change** by showing the way. In 2014 I was lead/production manager for a complex, funded research/applied practice project to

produce a documentary series. It incorporated internal and external collaboration across disciplines, involved students and colleagues, community partner organisations and existing Unitec research projects. [See the full story here.](#)

Chair, Auckland Computers in Homes Steering Group, for 2020 Communications Trust

2011-2015

I was invited by the (then) National Director of Computers in Homes (CIH), Dianne Daniels, to lead the Auckland CIH Steering Group from a 2020 Trust governance perspective, focusing on support for the Regional Coordinator, Cara Sefuiva, in her work toward digital inclusion with multiple primary school communities mainly in Manukau but also in West Auckland – both regions having high numbers of primary school aged children with no computer or internet access at home. [Computers in Homes aimed to achieve digital inclusion](#) by providing socially and economically disadvantaged families with a computer, an internet connection, relevant training, and technical support. My leadership role here was to facilitate information sharing, advice and opportunities that would support the regional Coordinator's work to create stronger digital capability within Auckland communities, especially in Manukau. The Steering Group provided essential practical and communicative/advocacy support to the Regional Coordinator, including attending many graduation ceremonies and promoting the programme.

President, Australian and New Zealand Communication Association

2008-2009

This [international role shown in the ANZCA Presidents List on the ANZCA website](#) was an important chapter in developing my leadership. As well as being the voice for a respected international association and seeing that its work (an annual conference, publications, advancing debate and consensus on issues like growing the membership) was done, my key task was leading a broad review of the ANZCA Constitution. This was needed because of a highly contentious unresolved issue about the role of NZ in the association. The outcome of this critical debate about the future of the association was that **Aotearoa New Zealand became an equal partner to Australia** in a bilateral association, rather than being only one among many regions. In this highly challenging context I managed debate on these changes through consultation with Executive and members across Australasia using social media collaboration at a time when this was a relatively new practice. ANZCA members are research scholars at the height of their academic careers, have deeply-held convictions and are perhaps the most challenging kind of audience to manage toward consensus. I'm proud to have led them to become a more united association at that time. It was no mean feat.

EDUCATION

- **Doctor of Philosophy**, Massey University, 2009
[Thesis online – "Connecting people: Investigating a relationship between internet access and social cohesion in local community settings"](#)
- **Master of Management (Distinction)**, Massey University, 2001
[Thesis online – "The process of knowledge acquisition through interpersonal communication in the Parents as First Teachers programme"](#)
- **Postgraduate Diploma, Business and Administration**, Massey University, 2001
- **Diploma in Teaching**, Auckland College of Education
- **Bachelor of Arts**, Massey University

AWARDS AND ACKNOWLEDGEMENTS

- **Chief Executive's Award, Unitec, 2013**
"In recognition of an outstanding contribution to the objectives and success of this organisation" – leadership in [keeping staff and students on board](#) during a major relocation of my department.
- **Service Leadership Award, Unitec, 2007**

In recognition of my work achieving redevelopment and reaccreditation of the Bachelor of International Communication, as the Bachelor of Communication with four majors, and subsequent significant uplift in enrolments.

- **Programme Leader Award, Unitec, 2003.**

ACADEMIC SERVICE ROLES

2021 – Present	- Chair, Ako Ahimura Learning & Teaching Committee - Lead, Generative AI Working Group (Unitec and MIT) - Lead, Regional Learning & Teaching Symposium – Stronger Together, February 2023 - Member, Te Komiti Matauranga (Academic Board) - Member, Te Poari Kounga (Quality Alignment Board)
2020 – 2021	- MIT Self-Assessment, Evaluation and Review (SAER) Committee - Academic Standards Committee - ITP Academic Managers Forum - ITP Learning and Teaching Advisory Group – Steering Group
2017 -2020	- Chair, ICL Graduate Business School Programme Committee - Coordinated/managed the ICL Academic Board, Research Advisory Board, Industry Advisory Board.
2015	- At the request of Dean of Learning & Teaching, and Academic Board – member of Institute-wide Assessment Working Party
2014 – 2015	- Reader for Unitec’s proposed Doctor of Professional Practice programme document, prior to submission to NZQA
2014	- Unitec academic rep. on the NZQA Accreditation Panel for the Master of Applied Practice suite of postgraduate programmes
2013	- Chair of the NZQA Five Year Review Panel for Unitec’s Bach Landscape Arch and Master of Landscape Arch by Project
2011	- Unitec Student Grievance Policy Working Party
2010	- Unitec “Internal Audit” sub-committee in preparation for 2011 NZQA External Evaluation and Review (EER)
2008 – 2016	- Faculty Leadership Team
2008 – 2016	- Faculty Academic Committee
2008 – 2010	- Unitec Academic Board member
2007	- Practice-Based Learning sub-committee of Academic Board

MEMBERSHIPS

2008–2017	Associate: PR Institute of NZ (PRINZ)
2008-2009	President, Australian and NZ Communication Association (ANZCA)
2002-2005	ANZCA Executive: NZ Representative
1999-2017	Australian and NZ Communication Association (ANZCA) member

CONFERENCE SUPPORT & ENGAGEMENT

Recent:

- Panel Lead “Generative AI and Educational Integrity”, CITRENZ 2023 Conference at Unitec, 23rd September
- Paper presentation “Assessing Academic Integrity – A Traffic Light Decision-Making Framework” at AAIN (Australasian Academic Integrity Network) Conference 21st October 2022, online
- TEQSA and Academic Quality Agency for NZ Universities (AQA) Workshop – Academic Integrity, 4th February 2020, University of Auckland
- NZQA Monitoring and Assessment/QA Division, Level 5/6 Business Workshop, 8th November 2019 (Focus: assessment design, assessment, moderation), Sudima Hotel, Mangere, 9-4pm

Conference Teams/Committees – a selection

2023, 17 th Feb	Stronger Together: Designing better outcomes for learners and employers – Rohe 1 Learning and Teaching Symposium
2022	What’s RoVE Got To Do With It? – Rohe 1 Learning & Teaching Symposium, 4 th November
2022	Assessment for a changing world - Unitec/MIT 2-day Learning & Teaching Symposium, 16 th /17 th February (online)
2021	Learning Beyond Lockdown (2) - MIT/Unitec Learning and Teaching Symposium (online), 18 th November. Featured technologies for engagement, ProctorU, authentic online assessment, MIT Canvas Standards, online practices to support taura success, and Prof Phill Dawson on cheating, academic integrity and assessment security.
2020	Learning Beyond Lockdown – MIT/Unitec Learning and Teaching Symposium, 18 th November
2016	Privacy, Security and Trust Conference 2016, hosted by Unitec: member, local organising committee.
2013	PRINZ conference 2014, Auckland: organising committee
2010-2011	November 2011 eLearning Futures conference hosted by Unitec: member of the organising committee.

RESEARCH

I’ve been a researcher for 25 years. My most recent roles at Unitec and MIT Te Pūkenga have not included research as a specific accountability. Nevertheless, I have a deep research sensibility and value the perspectives it gives me whether actively researching or not. I have a researcher’s brain! Also, the fruits of research extend into learning and teaching: for example, collaborations at ICL Graduate Business School appeared as journal articles in 2020 (refer Publications below). At ICL Education Group (2017 – 2020) I collaborated on an Internet NZ-funded project (\$14,000) exploring the information security awareness and behaviours of tertiary students. A peer reviewed paper reporting on the results (“How

Contextualization Affects the Vulnerability of Individuals to Phishing Attempts”) was presented to the annual PACIS conference in Xi’an, China, in 2019 and has now appeared in published form. I also co-supervised an MBI student research project during 2018-2019 and co-authored with this student, Jingjing Zhang, a journal article now published (refer Publications below). Research in these examples is inextricably intertwined with student learning.

Research is also practical. “There’s nothing as practical as a good theory” said Kurt Lewin (1943). In 2017, I led a Unitec-funded project “Communicating Science: Assessing the capacity for an outdoor participatory art science experience to engage the public in climate change issues”, with data being derived from a survey of members of the public who attended [Project °TEMP](#), a participatory outdoor art/science event highlighting issues of climate change, as well as key informant interviews. The project goal was to evaluate the impact of Project TEMP’s outdoor art/science event in terms of public participation, attitudes to scientific information, engagement in the event and commitment to change, in relation to key stakeholders’ aspirations and objectives for this public opinion intervention.

In 2014-2015, I was the lead in a complex collaborative funded project at Unitec, focusing on community media, that [connected research with student learning in the production of a documentary series called The Living Community](#) and delivered research outputs too.

There is much more to tell of my research story. For now, the connection between my research and actively bringing ākonga into the endeavour as indicated above, is the key point for the purposes of this CV. Research is not an isolated pursuit discrete from vocational education, but fundamental to the practices and evidence-based theories of Ako.

Research Projects

	Funder, if relevant	Project	Role/Contribution	Funding
2018	InternetNZ	Information Security Online: A Critical Evaluation of College Students’ Security Awareness in New Zealand	Co-researcher	\$14000
2017	Unitec	Communicating science: Assessing the capacity for an outdoor participatory art science experience to engage the public in climate change issues	Chief Investigator	\$5000
2015	Unitec	Co-creative community media models	Chief Investigator	\$9000
2015	University of Canberra	Positioning middle adults as consumers of digital communication technologies	Co-researcher	(AU)\$9000
2014	Unitec	Linking the spaces between: A multi-disciplinary collaboration investigating the value of a broadcast and online social media communication strategy for community engagement.	Chief Investigator	\$23,000
2005	Ministry of Culture and Heritage	Mechanisms for setting broadcasting funding levels in OECD countries.	Associate Investigator	NZ\$50,000
2002 - 2005	Doctoral research	Connecting people: Investigating a relationship between internet access and social cohesion in local community settings	Chief Investigator	N/A
2000	Massey University	Profile of Information Poverty	Associate Investigator	N/A
1999	Masters research	The process of knowledge acquisition through interpersonal communication in the Parents as First Teachers programme	Chief Investigator	N/A
1998	Massey University	Code of Social & Family Responsibility: Perceptions & Participation	Associate Investigator	\$8000

PUBLICATIONS

• PEER REVIEWED ARTICLES and BOOK CHAPTERS

- Hassandoust, F., Singh, H., & Williams, J.E. (2020). The Role of Contextualization in Users’ Vulnerability to Phishing Attempts. *Australasian Journal of Information Systems*, 24, <https://doi.org/10.3127/ajis.v24i0.2693>
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