

## POSITION DESCRIPTION – STUDENT REPRESENTATIVE BOARD MEMBER

### ORGANISATION & ROLE

University and Tertiary Sport NZ Incorporated (UTSNZ) is the leading organisation in the tertiary sport sector. UTSNZ was established in 2015 to lead a return to quality competitive inter-tertiary sport in New Zealand and drive a renewed focus on the value, profile and delivery of tertiary sport.

Our vision is New Zealand university and tertiary student wellbeing enhanced through sport. This goal will only be achieved if students get value from the sporting opportunities offered to them, and if the tertiary and sport sectors work collaboratively and consistently to ensure opportunities are relevant and meaningful.

The role of the Board Member is:

- To govern University and Tertiary Sport NZ (UTSNZ) and to advance and protect the long-term interests of the organisation.
- To act honestly, in good faith and in the best interests of the organisation and in doing so, support the organisation in fulfilling its mission and discharging its accountabilities.

### PRIMARY DUTIES

In collaboration with the rest of the Board, the board member will:

- Employ and manage the Executive Director;
- Set the strategic direction and priorities for the organisation;
- Set policy and management performance expectations;
- Characterise and manage risks; and
- Monitor and evaluate organisational achievements.

Each board member shall apply the level of skill and judgment that may reasonably be expected of a person with his or her knowledge and experience. Board members with special skill and knowledge are expected to apply that skill and knowledge to matters that come before the board.

### SCOPE OF POSITION

A fully accountable member of the board and is expected to exercise the powers and perform the duties of the board as set out in the Constitution of UTSNZ and elaborated upon in the UTSNZ Board Charter.

### APPOINTMENT & TENURE

The board member is appointed for a period of 3 years. The role is unpaid.

For student representatives the three-year term will not apply if the student representative is no longer enrolled at a New Zealand tertiary institution. Instead, the term will end six months following withdrawal from or completion of studies.

### TIME COMMITMENT

Four board meetings are held per year. Three meetings are online, each approximately 2 hours in duration. One meeting per year may be in person (half to full day as required), for which standard travel expenses would be reimbursed.

## CONFLICT OF INTEREST

The board member should be free of significant conflicts of interest and declare any matters that may impact on performance as a Director.

## PERSONAL ABILITIES & SKILLS - GENERAL

The student board representative should ideally possess the following general abilities:

### General:

- **Informed Decision-Making:** Capable of making thoughtful and informed recommendations that reflect both the needs of the organisation and the unique perspectives of tertiary students.
- **Judgment:** Competence in interpreting both factual and conceptual information to make sound judgments that align with the interests of their student peers and the organisation.
- **Value Creation:** Commitment to enhancing stakeholder value by advocating for the needs and voices of the student body.

### Strategic:

- **Sector Knowledge:** Strong knowledge and experience of the tertiary sport sector, enabling the representative to provide insights that are relevant and impactful for students.
- **Long-Term Vision:** Ability to contribute to the development and adoption of strategies and business plans that support the long-term vision and mission of UTSNZ, with a focus on student well-being through sport.

### Sport:

- **Student Sport Experience:** Deep knowledge and personal experience in sport within a tertiary setting, enabling the representative to authentically represent the needs, views, and voices of their student peers.
- **Advocacy:** A strong commitment to promoting and advancing student sport opportunities, ensuring that they are meaningful and accessible to all tertiary students.

### Analytical:

- **Critical Thinking:** Willingness to question assumptions and probe information to achieve a better understanding and improve decision-making processes.
- **Objectivity:** Capability to remain objective and measured, especially when addressing challenging or high-pressure situations.

### Social:

- **Effective Communication:** Skilled in articulating points of view in a clear and coherent manner, while ensuring the board's discussions are balanced and inclusive.
- **Independent Judgment:** The courage to maintain an independent perspective, even when it differs from that of other board members, ensuring that the student voice is consistently represented.

## HIGH PERFORMANCE–SPECIFIC ABILITIES AND EXPERIENCE

The student board representative should ideally possess the following **high performance–specific abilities and experience**:

### High Performance Sport Experience:

- **Demonstrated experience competing in high performance sport environments**, such as national representation, elite domestic competition, recognised performance pathways, or international events (e.g. World University Games, national squads, high performance programmes).
- **First-hand understanding of the demands of high-performance sport**, including training loads, competition schedules, performance pressures, and balancing academic and sporting commitments.

### Performance Pathway Knowledge:

- **Knowledge of athlete development and performance pathways**, including transitions from tertiary sport into national and international high-performance systems.

- Awareness of how tertiary sport connects with National Sporting Organisations performance programmes.

**Athlete Wellbeing & Performance Balance:**

- Insight into the wellbeing challenges faced by high performing student-athletes, including physical, mental, academic, and social pressures.
- Ability to contribute informed perspectives on policies and strategies that support both performance outcomes and student wellbeing.

**Leadership in Performance Environments:**

- Experience demonstrating leadership within high performance contexts (e.g. team leadership roles, athlete representation, captaincy, performance group leadership, or athlete advisory forums).
- Confidence to contribute constructively to governance discussions, drawing on lived experience rather than operational involvement.

**Advocacy for Performance Visibility:**

- Commitment to elevating the profile and visibility of high performing tertiary athletes within UTSNZ, the tertiary sector, and the wider sporting system.
- Ability to act as an authentic advocate for performance opportunities, international representation, and progression pathways for student-athletes.