



He kura te tangata¹

Victoria Business School

Victoria University School of Government

Director of the Roy McKenzie Centre for the Study of Families and Children (RMCSFC)

Base Salary Range: NZ \$139,625 – \$172,753 per annum (Professorial Salary Range)

NZ \$123,089 – 133,011 per annum (Associate Professor Salary Range)

3 year / Fixed Term Position

Reporting to the Head of School of Government



Purpose of Centre and Role:

To undertake and publish cutting-edge, multidisciplinary, policy-relevant research on families and children, and on issues affecting families and children, in New Zealand in order to support policy and practice aimed at improving outcomes for New Zealand families and their children.

About the Roy McKenzie Centre for the Study of Families and Children

Across Victoria University of Wellington (“VUW”), there are a number of dedicated research centres which provide a forum for multi-disciplinary, world-class, research committed to finding solutions to some of society’s most pressing issues.

The Roy McKenzie Centre is one of these Centres. Established through the generous support of Sir Roy McKenzie in 2003, The McKenzie Centre is dedicated to teaching and applied research which engages with the communities that we serve, and can be translated into direct public value. The mission statement of the Centre is: “*Deepening our knowledge of families*”

¹ Translation from te reo Māori “People are valued”

and children through fundamental and applied research, with a mission to inform policy and build cross-sector capacity for the benefit of New Zealand”.

Over time, the Centre has built a significant network of internal and external stakeholders, and has a long history of expertise in the area of families and children including conducting a longitudinal study of children, adolescents, and families.

We have an opportunity to renew and refresh the existing Roy McKenzie Centre by refocusing its energies and activities with new funding and a fulltime Director who can establish a dedicated research team to deliver public impact. The Director will engage with communities through outreach programmes, and collaborate and consult with government agencies such as the Ministry of Education, Ministry of Social Development and the Social Policy Evaluation and Research Unit (Superu).

Key Result Areas

The Key Result Areas of Leadership and Hautūtanga, Research, Learning and Teaching and External Engagement are the basis for the primary duties and responsibilities of the role. Areas of focus will be agreed annually with the Head of School in the Performance Development and Career Plan (PDCP) Process. Other duties may be required from time to time as directed by the Head of School.

The Roy McKenzie Centre will be headed by a Director and will comprise a unit with expertise in the study of families and children, with emphasis on achieving the Purpose and on the contribution of the research findings to policy making and practice concerning families and children.

The Roy McKenzie Centre will be located within the School of Government. The Director will report to the Head of the School of Government.

The Director will:

- Each year, prepare and submit to the Advisory Board a draft annual Activity Programme for the Centre which the Director expects (acting reasonably) will achieve the objectives of the Funding Agreement and which sets out the deliverables that the Director will provide and the time-frames for providing those deliverables.
- Take into account advice from the Advisory Board in relation to the contents of the draft Activity Programme.
- Implement the then current Activity Programme in accordance with its terms.
- Co-operate and communicate regularly with the External Parties to inform them of progress towards the Director’s Activity Programme and achieving the Purpose.

In addition, the Director may, together with other staff of the Centre:

- Lead, contribute or participate in collaborative work on families and children, particularly with work involving the External Parties.
- Co-ordinate and cooperate with other academics in New Zealand and overseas working on family research.
- Provide leadership in terms of their own expertise in the area of research on families and children, but also in terms of facilitating a wider dialogue with associated research disciplines and public sector agencies.
- Actively engage and work with key stakeholders, particularly the External Parties, to contribute to the development of policies and practices affecting New Zealand families and children.
- Act as a catalyst and facilitator to inform public debate about the implications of findings of research for public policy and practice concerning families and children.
- Develop and sustain relationships with the international community of family researchers and draw on the insights and experience of other jurisdictions.

- Attract and supervise PhD, Master's and other post-graduate students who undertake research on family issues and co-ordinate the teaching of a paper on family studies.
- Forge relationships internationally with family research centres, including the sponsorship of annual, short term visiting fellowships.
- Coordinate the teaching of a paper on family studies.

Leadership and Hautūtanga²

Demonstrating leadership in the discipline and within the University community as evidenced by substantial contributions in the following areas:

- Role modelling through productive research and an active and sustained research agenda.
- Leading by example in all aspects of teaching practice.
- Commitment to the University's strategic goals and actively supporting the achievement of those goals through academic leadership (e.g. leading innovation in learning and teaching and research, successful strategies for boosting numbers of postgraduate students, successful strategies for maintaining or increasing student participation and learning, etc.)
- Commitment to ensuring high quality undergraduate and postgraduate teaching and supervision.
- Successful mentoring of colleagues, including advice on teaching practice, career development and research directions.
- Actively promoting the collegial development of the Programme, School, Faculty and University through respectful and solution-focused interactions with colleagues.
- Playing an active role in the academic development of the discipline within the School, Faculty and University (e.g. as Programme Director, at Faculty/Academic Board, by contributing to recruitment and selection, by participating in academic reviews, etc.).
- Participating effectively in School, Faculty or University administrative or committee roles and in ways which capitalise on experience and seniority.
- Contributing positively to the University's Treaty of Waitangi and equity obligations and/or objectives.

Behavioural Indicators

Victoria's core ethical values are respect, responsibility, fairness, integrity and empathy. The person appointed to this role will understand and be committed to the values in the following ways:

- **Student Focus**
 - listens to and understands the needs of students and meets those needs through a professional, courteous and empathetic approach
 - is an active and visible role model for students at all levels, is regularly available and accessible to students and motivates them to succeed in their studies
 - commits to teaching and supervision of students in ways which ensure and enhance student experience and endeavour
- **Integrity**
 - acts ethically and consistently
- **Academic Integrity**
 - commits to the discipline and to collegial decision-making
 - maintains high professional and ethical standards
 - has enthusiasm for teaching and research
 - promotes an inclusive culture for learning
- **Innovation**

² Hautū means to lead or leader but the nature of the leadership is primarily based on the activities and actions of the person doing it

- encourages the discussion, free debate and generation of creative ideas and solutions in teaching and research
- **Equity and Diversity**
 - considers equity/diversity perspectives (e.g. Maori, Pasifika, international students/staff, gender, disability) and supports the success of colleagues and students in these groups
 - values the diversity of the student population and ensures equity in teaching, supervision and collaborative practices
 - seeks to attract and support students from diverse backgrounds, including Maori, Pasifika and international students
- **Communication**
 - communicates clearly and in a variety of ways to suit the situation and needs of the recipients
- **Collegiality**
 - deals with colleagues and others in a respectful and fair way
- **External Relationships**
 - builds and maintains productive and beneficial external relationships and networks

Health and Safety/Emergency Management

- Accepts personal responsibility for own safety and wellbeing
- Complies with Victoria's Health and Safety Policy
- Demonstrates actions in an emergency situation that are specific to the workplace and promote safety

Staff Conduct Policy

The person appointed to this role will be expected to behave in accordance with the "Standards of Conduct" and the overarching "Values" both of which are outlined in the University's *Staff Conduct Policy*.

Person Specification

	Criteria	Essential/Desirable	Means of Assessment
Education & Qualifications	A completed PhD in a relevant field, or other relevant qualifications commensurate with the seniority of the role.	Essential	Certificates
Experience & Knowledge	A demonstrated significant and high quality record of scholarly research including publication in leading refereed national and international journals and/or with leading academically reputable presses (or where appropriate, extensive relevant industry/professional experience)	Essential	Application (incl. multiple indicators) Interview Presentation References
	A sustained and high quality record of relevant creative publication and/or performance at national and international levels	Essential	
	A demonstrated active research agenda.	Essential	
	Demonstrated evidence of academic leadership in teaching and research as judged by international standards (e.g., through developing teaching programmes, leading collaborative research projects, developing and leading innovative initiatives that encourage or enhance student learning, etc.)	Essential	
	Demonstrated extensive record of high quality and successful disciplinary tertiary teaching.	Essential	
	Demonstrated extensive record of attracting and successfully supervising students at Masters and PhD level.	Essential	
	Demonstrated evidence of a strong contribution to the achievement of the strategic goals of an organisation.	Essential	
Competencies & Skills	Demonstrated evidence of excellent oral and written communication skills	Essential	Application Interview Presentation References Evidence of published papers, funding received and roles held
	Excellent interpersonal skills including demonstrated ability to work with, mentor and lead colleagues from a diverse range of backgrounds	Essential	
	Demonstrated sensitivity to the diversity of the student population by the use of different approaches to teaching methods and practice.	Essential	
	Evidence of a substantial and effective contribution to the administration or interests of an organisation, to the wider community and, where appropriate, to the profession.	Essential	
	Sustained success in attracting significant amounts of competitive national and/or international level funding for research activities in addition to internal funding.	Essential	

Essential Criteria = requirements without which a candidate would not be able to undertake the full expectations of the role. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will not normally be shortlisted.

Victoria University of Wellington

For more than a century, Victoria University of Wellington has developed a tradition of fostering strong international links in teaching and research and high quality programmes of national and international significance.

We are committed to providing students with opportunities to acquire, understand and apply disciplinary and interdisciplinary knowledge, as well as the opportunity to gain a global perspective.

Situated in the capital city across three campuses, Victoria takes advantage of its central location. Connections and relationships are valued with government, business, iwi, the judiciary, public and private research organisations, cultural organisations and resources, other universities and tertiary providers and the international community through the diplomatic corps. Wellington is a vibrant city where learning doesn't stop at the University's doors.

For the University's strategic plan, visit

<http://www.victoria.ac.nz/documents/policy/strategies/strategic-plan.pdf>

Faculty – Victoria Business School

The Victoria Business School (Faculty of Commerce) is made up of six schools. These are Accounting and Commercial Law, Economics and Finance, Government, Information Management, Management, and Marketing and International Business. The Pro Vice-Chancellor is Professor Ian Williamson.

The Victoria Business School offers a Bachelor of Commerce and Administration (BCA), Bachelor of Tourism Management (BTM), a variety of Honours and Master's degrees, as well as PhD degrees. Included in the suite of Master's programmes are the Master of Applied Finance (MAF), Master of Business Administration (MBA), Master of Information Management (MIM), Master of Information Systems (MIS), Master of Management Studies (MMS), Master of Professional Accounting (MPA), Master of Public Policy (MPP), Master of Public Management (MPM), Master of e Government, and the Master of Tourism Management (MTM). A number of certificate, diploma and executive development courses are also offered throughout the Faculty.

The Victoria Business School continually seeks formal accreditations and certifications from international organisations. The School is among just 75 business schools worldwide that hold the 'triple crown' of international accreditations of the European Quality Improvement System (EQUIS), Association to Advance Collegiate Schools of Business (AACSB) and the Association of MBAs (AMBA). We are among a select group of business schools worldwide and one of only three in Australasia and the only one in New Zealand to have achieved dual AACSB accreditation in business and accounting.

Several other programmes have international accreditation including the Tourism programme, which is accredited by TedQual. The Master of Information Systems (with ARCR endorsement) is accredited by the Records and Information Management Professionals Australasia (known as the RIM Professionals Australasia), and the Master of Information Systems (with LIBR endorsement) is recognised by the Library Association of New Zealand Aotearoa (LIANZA).

The Victoria Business School has approximately 155 full-time academic staff, 55 full time administrative staff, and over 4,000 full-time-equivalent students, representing about 23% of the University's total student numbers.

School – School of Government

The School of Government serves the public interest by promoting excellence and leadership in research, teaching, scholarship and debate regarding the issues that are critical to the public sector. The School consciously seeks to maintain a long-term strategic partnership with the government in New Zealand and a network of relationships with other external stakeholders. These guide all its activities.

The School blends academic and practitioner expertise and all relevant disciplines in:

- (i) offering courses which form part of degree programmes;
- (ii) academic research and scholarship, resulting in publication;
- (iii) developing and pursuing a strategic research agenda;
- (iv) leading the strategic development of short courses and professional programmes; and
- (v) undertaking contract research. The School also acts as an independent forum for debate and the proactive generation and public dissemination of new knowledge and best practice about important issues of moment.

Further information can be found at: <http://www.victoria.ac.nz/sog/>