

School of Psychology

Lecturer in Cross-cultural Psychology

Base Salary Range: NZ \$69,837 - \$84,135 per annum

Fixed term (18 months) full time position

Reporting to Head of School



The purpose of this position is contribute to the School's research and teaching, particularly in the broad area of cultural, cross-cultural or indigenous psychology. The staff member will be expected to add to the existing strengths of the School in terms of research, teaching and administration.

The role of the School of Psychology is to undertake teaching and research to a standard recognized internationally as excellent in the disciplines of Clinical, Forensic Science, Cognitive Behavioural Neuroscience and Cross-Cultural Psychology. We run undergraduate and graduate programmes in all of these fields with specialty areas in; cognitive, social, developmental, physiological, industrial and organisational, cross-cultural, clinical, criminal justice, animal behaviour, and psychological measurement.

Psychology prides itself on the excellence of its teaching, which is underpinned by research and scholarship. Psychology has an active research culture with a substantial number of graduate students and access to extensive networks in the community and research collaborations across Victoria, New Zealand and the world.

Further details of the staff, facilities and teaching and research programmes may be found on the School's webpage: <http://www.vuw.ac.nz/psyc/>

Key Result Areas

The Key Result Areas of Research, Teaching, Student Experience and Service are the basis for the primary duties and responsibilities of the role. Areas of focus will be agreed annually with the Head of School and Co-ordinator of the MSc in Cross-cultural Psychology in the Performance Development and Career Plan (PDCP) Process. Other duties may be required from time to time as directed by the Head of the School.

Research

On-going research activity at a level appropriate to the career stage of a Lecturer as evidenced by:

- A developing record of scholarly research and a research agenda.
- Some publishing in disciplinary-relevant internationally refereed journals (i.e. where the refereeing process is of international standing) and/or with academically reputable national and/or international presses.
- Some indicators of the impact and significance, or potential for impact and significance, of research activities.
- Where appropriate, encouraging, contributing to and producing research outputs in the form of substantial creative works (e.g. creative performance etc.).
- Where appropriate, contributing to research which provides cultural innovation or socio-economic benefits), nationally and internationally.
- Participating in research teams that may include members from other disciplines and institutions and that address national or international priority areas.
- Where possible, incorporating Maori and Pasifika perspectives and interests into your research.
- Engaging constructively and productively on research interests with colleagues within and outside the University.
- Successfully attracting Honours, and Masters and/or PhD students into the discipline, School or Faculty.
- Commitment to seeking and successfully attracting internal and/or national level funding for research activities.

Teaching

Commitment to teaching and learning as evidenced by:

- Commitment to teaching with academic rigour and to promoting students' learning in the discipline in general and in the appointees area of cultural, cross-cultural or indigenous psychology. This may include, but is not limited to: culture and mental health; cross-cultural research methods; applied cross-cultural psychology; bicultural psychology or indigenous psychology; cross-cultural organizational psychology; or cross-cultural developmental psychology.
- Successful teaching, as evidenced by peer and student feedback.
- Developing and maintaining a high standard of teaching through professional development initiatives such as regularly seeking feedback and evaluation of your teaching practice, and using this to review and update your teaching practice.
- Conducting teaching in accordance with University policy, including assessment, course co-ordination and course materials.
- Regularly reviewing courses to ensure continuing relevance and incorporation of new research.
- Where possible, incorporating Maori and Pasifika perspectives in course content and teaching practice.
- Successfully supervising Honours, and Masters and/or PhD students to completion.
- Familiarity with innovation in teaching practice and technology and adoption of new technologies and other appropriate innovations in support of teaching development.
- Contributing to innovations in learning, teaching and assessment within the discipline and more widely across the University.

Student Experience

Commitment to a first-rate student experience as evidenced by:

- Providing an open channel for communication with students including being regularly available and accessible to students.
- Valuing the diversity of the student population and ensuring equity in your teaching, supervision and collaborative practices.
- Promoting an inclusive culture for learning which encourages and motivates students to succeed in their studies.
- Seeking to attract and support students from diverse backgrounds, including Maori students, Pasifika students and international students.
- Commitment to supervision of postgraduate students in ways which ensure and enhance student experience and endeavour.

Service

Commitment to service to the University and the wider community as evidenced by:

- Contributing to the collegial development of the Programme, School and Faculty through respectful and transparent interactions with colleagues.
- Where appropriate, contributing effectively to School, Faculty or University administrative or committee roles.
- Contributing to the University's Treaty of Waitangi and equity obligations and/or objectives.
- Contributing effectively to a role in your professional body or disciplinary community.
- Fostering relations with industry, government, professional bodies and the wider community as aligned with activities of the Centre for Applied Cross-cultural Research.

Behavioural Indicators

The person appointed to this role will understand and be committed to the following:

- Student Focus – listens to and understands the needs of students including those from diverse backgrounds and meets those needs through a professional, courteous and empathetic approach.
- Academic Integrity – committed to the discipline and to collegial decision-making, maintains high professional and ethical standards, and has enthusiasm for teaching and research.
- Innovation – 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 increased participation and success of colleagues and students in these groups.
- 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 external relationships and networks that benefit the individual and the University.

Health and Safety/Emergency Management

- Complete the University's e-learning module Health & Safety at Victoria, including the assessment.
- Be able to demonstrate actions in an emergency situation that are specific to the workplace and are designed to keep you safe.

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*. On joining the University, all new staff are expected to complete the University's e-learning module "Working together at Victoria".

Person Specification

	Criteria	Essential/ Desirable	Means of Assessment
Education & Qualifications	A completed PhD in a relevant field, or other relevant qualifications commensurate with the role.	Essential	Certificates
Experience & Knowledge	A developing record of scholarly research and publication and/or creative work	Essential	Application Interview Presentation References
	A research agenda	Essential	
	Demonstrated evidence of some successful teaching in a relevant field at tertiary level	Essential	
Competencies & Skills	Demonstrated evidence of good oral and written communication skills	Essential	Application Interview Presentation References
	Good interpersonal skills and demonstrated ability to work with students and staff from a diverse range of backgrounds	Essential	
	Evidence of successfully attracting funding for research activities	Desirable	Evidence of published papers, funding received and roles held
Other Attributes/Abilities	Evidence of commitment to the use of technology and innovation to enhance teaching and research	Desirable	Application Interview Presentation

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.

Desirable Criteria = requirements which would be useful for the candidate to hold. For the purposes of shortlisting, these criteria will be considered when more than one applicant meets the essential requirements.