



Community Wellness  
Dylan Thomas (2016)

## School of Child & Youth Care

### Faculty of Human and Social Development

#### Tenure Track Position

#### Assistant Professor

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The University of Victoria (UVic) acknowledges and respects the lək̓ʷəŋən peoples whose traditional territory the university occupies and the Songhees, SXIMELEĒ, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

[The School of Child and Youth Care](#) (SCYC) is part of the [Faculty of Human and Social Development](#) (HSD), which is also home to the Schools of Health Information Science, Public Administration, Public Health & Social Policy, Social Work, Nursing, and the Indigenous Governance Program. SCYC is a vibrant and diverse academic unit dedicated to supporting child, youth, family, and community wellbeing through relevant, cutting-edge research and interdisciplinary scholarship; effective advocacy and leadership; high quality and innovative teaching; a strong and dedicated focus on practice; and a commitment to social justice in local, national and international contexts. We are committed to addressing the most pressing issues facing children, youth, and families today, and welcome theoretical frameworks and practice traditions that challenge exclusionary constructions of children, youth, and families. Student learning is a top priority and we place a strong emphasis on supporting Indigenous student success through culturally responsive teaching and support. Reflecting the values of our field, we recognize the importance of creating a culture of learning, mutual respect, and accountability.

The SCYC offers an undergraduate Bachelor of Child and Youth Care (BCYC) degree and graduate MA and PhD degrees in Child, Youth, Family and Community Studies. The BCYC undergraduate degree prepares students to work with children, youth, families, and communities in a wide range of practice settings (e.g. early childhood care and education, residential care, family support, parent education, youth justice, recreation, school-based child, youth and family counselling, community mental health, child welfare and child protection). Graduate programs prepare students to work as advanced practitioners and leaders in human service organizations, community and government agencies and as researchers, trainers, policy leaders, consultants, administrators and educators.

The faculty in SCYC has a history of generating significant research and curriculum development grants and contracts, and is involved in local, national, and international projects. Faculty members in the SCYC come from a variety of disciplines including: child and youth care; education; developmental, clinical, counseling, and social psychology; Indigenous studies; health and human services; child and family studies; nursing; and social work.

We seek candidates with a demonstrated commitment to decolonizing, social justice, anti-racist and anti-oppressive work in research, practice and education. We are particularly interested in candidates whose scholarship and teaching reflect understanding of critical theoretical frameworks (i.e., intersectionality theory, critical race theory, critical gender and sexuality studies, queer theory, critical disability studies,

Indigenous studies and Indigenous ways of knowing, etc.)

### **Assistant Professor (Tenure Track)**

We invite applications for the position of Assistant professor (Tenure track) with an anticipated start date of July 1, 2022.

#### **Required** qualifications include:

- A research-focused doctoral degree (completed or doctoral defense scheduled).
- We welcome applicants with diverse scholarly expertise in child, youth and family studies. Expertise in one or more of the following fields of study is an asset: early years/early childhood care; critical perspectives on child and youth mental health, wellness and/or addictions; policy development, program planning and evaluation related to children, youth and families; critical disability studies.
- Demonstrated applied experience working with one or more of the following: children, youth, parents/caregivers, families and/or communities.
- Evidence of research achievement (publications, presentations, works in progress, etc.) which may include non-traditional outputs such as policy papers or community collaborations and high potential to develop a funded program of research in one or more areas that are priorities for the School of Child and Youth Care.
- Clear evidence of effective teaching or potential for effective teaching and mentoring a diverse cohort of undergraduate and graduate students (e.g., course evaluation data, testimonials, courses taken, and other forms of documentation) and competence in using diverse modalities, including distance and distributed learning, on-campus teaching, and experiential learning (i.e., practicum, community-based, land-based, graduate supervision, etc.)
- Capacity to foster equitable learning and outcomes for students facing systemic barriers to post-secondary education (i.e., based on race, disability, socioeconomic status, gender, sexuality, citizenship, among others)
- Successful applicants will be able to articulate a commitment to key University of Victoria initiatives, including the Indigenous Plan and Equity plan, and to contribute to a workplace that promotes respect, accountability, equity and diversity.

#### **Preferred** qualifications:

- Capacity to develop and teach courses related to helping skills for working with children, youth and/or families and communities.
- The University acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement. We encourage applicants to explain in their application the impact that career interruptions have had on their record.

In accordance with the University's Equity Plan and pursuant to Section 42 of the BC Human Rights Code, preference will be given to applicants who self-identify as members of any of the following equity-deserving groups: Indigenous peoples and visible minorities.

Candidates belonging to one or more of these groups who wish to qualify for preferential consideration, are asked to self-identify in their cover letter.

## **Closing Date for Applications: January 10, 2022**

Applications should include a cover letter outlining key career achievements, a sample of scholarly writing, a curriculum vitae, a teaching dossier, and contact details of three referees. Only candidates selected for the long list will be asked to arrange confidential letters of reference to be emailed to the Director. All application materials should be sent via email to Dr. Doris Kakuru, Acting Director, School of Child and Youth Care, University of Victoria, [scycdir@uvic.ca](mailto:scycdir@uvic.ca).

### **Equity statement**

UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments. In pursuit of our values, we seek members who will work respectfully and constructively with differences and across levels of power. We actively encourage applications from members of groups experiencing barriers to equity. Read our full equity statement here: [www.uvic.ca/equitystatement](http://www.uvic.ca/equitystatement).

All qualified candidates are encouraged to apply. However, in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority. Please indicate in your application package if you are a Canadian citizen or permanent resident.

Those who anticipate needing accommodation for any part of the application and hiring process, may contact Faculty Relations and Academic Administration in the Office of the VP Academic and Provost at [FRrecruit@uvic.ca](mailto:FRrecruit@uvic.ca). Any personal information provided will be maintained in confidence and used only to facilitate accessibility and/or accommodations.

Please note that reference and background checks, including credential and degree verification, may be undertaken as part of this recruitment process.

### **Additional Information**

The University of Victoria is consistently ranked in the top tier of Canada's research-intensive universities. Vital impact drives the UVic sense of purpose. As an internationally renowned teaching and research hub, we tackle essential issues that matter to people, places, and the planet. Situated in the Pacific Rim, our location breeds a profound passion for exploration. Defined by its edges, this extraordinary environment inspires us to defy boundaries, discover, and innovate in exciting ways. It's different here, naturally and by design. We live, learn, work, and explore on the edge of what's next—for our planet and its peoples. Our commitment to research-inspired dynamic learning and vital impact make this Canada's most extraordinary environment for discovery and innovation. Experience the edge of possibilities for yourself.

Faculty and Librarians at the University of Victoria are governed by the provisions of the [Collective Agreement](#). Members are represented by the University of Victoria [Faculty Association](#).