



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

**LIGGINS**  
INSTITUTE

## Career opportunities at the Liggins Institute

### CANDIDATE INFORMATION BOOKLET



ACHIEVE THE  
**AMAZING**

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# Current Opportunities

- Two 4 year Fellowships with research working expenses and PhD stipends
- Open to Researchers from a broad range of specialisations
- World-leading research centre and multi-disciplinary team

The world-renowned Liggins Institute is calling for expressions of interest from outstanding early to mid-career researchers who may wish to undertake a four year Aotearoa Foundation Fellowship within the Institute. There are two Fellowships available, which include two PhD stipends and research funding for each successful recipient.

A substantive academic position at Senior Research Fellow/Associate Professor level also is available for those who bring more experience and have already established an appropriate track record .

The Liggins Institute is part of the University of Auckland based in the heart of Auckland City, New Zealand. Research at the Liggins Institute has demonstrated that events that occur in pregnancy and in the period after birth can have a profound impact on the baby's physical and mental development.

Our multidisciplinary research focuses on identifying risks and developing strategies that will reduce or prevent risk and that can be translated into clinical practice.

At the Liggins Institute you'll be part of a world-leading centre for research into maternal, fetal and child health, nutrition, development, epigenetics and translational science.

You'll contribute to excellent research into the long-term consequences of early-life events. Your work will help to translate scientific discoveries into clinical practice that makes a difference to the health of this generation and the next. You will collaborate in international research and build your reputation by contributing to publications and conferences.

Interested candidates should have a relevant higher research degree (eg PhD in medicine, nursing, midwifery, psychology, education, clinical nutrition, health economics, implementation science, medical imaging) and at least two years' postdoctoral research experience. Additional clinical practice experience should be highlighted but is not essential.

### Why choose the Liggins Institute?

The Liggins Institute was the University's first Large Scale Research Institute. It is a world leading centre for translational research on maternal, fetal and child health; the impact of nutrition on health throughout life; epigenetic regulation of growth and development; the origins of non-communicable diseases, particularly metabolic, and knowledge transfer.

Our research programme focuses on how maternal, fetal and neonatal nutrition and the intrauterine environment affect fetal and postnatal growth, development and long-term health. We are also working to understand the causes and consequences of preterm birth and fetal growth restriction (FGR), which together affect more than 8,000 babies born in New Zealand each year. These conditions have long-term implications including neonatal and on-going illness, compromised growth and cognitive development, and increased risk of chronic adult conditions such as obesity, cardiovascular disease and diabetes.

The multi-disciplinary nature of the Institute will give you the opportunity to work with colleagues from many different specialisations. From molecular research in the laboratory through to clinical trials in babies, children and adults, you'll collaborate with and learn from experts in your field. The institute receives considerable philanthropic support and our staff have continuing success in being awarded substantial research grants, including the Aotearoa Foundation \$2.7 million grant, the Health Research Council (NZ) \$4.9 million grant and National Institutes of Health (USA) grants of US\$1.5 million.

*Should you want to find out more about these opportunities, please contact Distinguished Professor Dame Jane Harding, [j.harding@auckland.ac.nz](mailto:j.harding@auckland.ac.nz) with an initial expression of interest and any questions you may have or wish to discuss.*

# Welcome to the Liggins Institute

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## A Healthy Start to a Healthy Life

Thank you for considering furthering your career at the Liggins Institute. It is our pleasure to assist you as you take the next steps in your academic, clinical or research career.

This candidate booklet is a guide to our key research themes and what you can expect from being part of a research-focused institute with a worldwide reputation.

The Liggins Institute is a large-scale research institute at the University of Auckland. We are one of the world's leading centres for research on fetal and child health, nutrition, development, epigenetics and translational and implementation science.

Our aim is to translate discoveries in basic science into strategies that will prevent or help people manage major health problems of the 21st century, such as obesity, heart disease and type 2 diabetes. Our vision is 'a healthy start for a healthy life' and our mission is to improve life-long health through excellent research into the long-term consequences of early life events.

The Liggins Institute is based at the University's Grafton campus, in a new building that is part of the Faculty of Medical and Health Sciences, and directly opposite Auckland's biggest teaching hospital where many of our clinical researchers are based. Our Institute has world-class laboratory facilities as well as a dedicated clinical research unit where we see study participants. Our central location puts you right in the heart of Auckland, currently ranked third out of 230 world cities for quality of living.\*

Whether you want to advance your scientific or clinical knowledge, improve outcomes for future generations, or help develop New Zealand's healthcare system, the Liggins Institute's reputation and expertise offers you a strong foundation for a successful career.

I invite you to explore our website to discover the range of research projects on offer, and I look forward to welcoming you to the Institute.

\*Mercer Quality of Living Survey, 2020.



[Professor Frank Bloomfield](#)  
[Director, Liggins Institute](#)  
[The University of Auckland](#)



# Welcome to the Liggins Institute

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[Distinguished Professor Dame Jane Harding](#)

Professor Harding obtained her medical degree at The University of Auckland. She then trained in fetal physiology on a Rhodes Scholarship, completing her Doctor of Philosophy at the University of Oxford. After specialist training as a Paediatrician in New Zealand, she completed her FRACP in neonatology. Her postdoctoral training was as a Fogarty Fellow at the University of California at San Francisco. She was appointed to the faculty of The University of Auckland in 1989 and was appointed Professor of Neonatology in 1997.

Professor Harding, a previous Deputy Director and co-founder of the Liggins Institute and Deputy Vice-Chancellor (Research) at the University, has chaired the Public Health Global Challenge Steering Group and is the New Zealand Secretary of the Rhodes Trust, selecting and mentoring future generations of New Zealand leaders and scholars.

Over her career, she has been awarded the Rutherford Medal, the highest honour of the Royal Society of New Zealand, Te Apārangi, was made an Officer of the New Zealand Order of Merit in 2002 and Dame Companion of the New Zealand Order of Merit in 2020, and was New Zealand's Women of Influence Supreme winner in 2019. She also has won many prestigious international awards.

Professor Harding's research activities include clinical as well as basic physiological studies. Her main interests concern the interaction of nutrients and growth factors in the regulation of growth before and after birth, perinatal glucose regulation and the long-term consequences of treatments given around the time of birth.

Professor Harding's research at the Liggins Institute, at the University of Auckland, has led to paradigm changes in the care and treatment of babies before and after birth across the globe.

Her research on the impact on brain development of low blood sugar in premature babies led to a simple, inexpensive oral treatment with dextrose gel that has kept many babies with their mothers rather than being admitted to neonatal nurseries. It has improved breastfeeding rates with potential benefits for long-term well-being. The research has been adopted around the world and Professor Harding now leads a major research programme into the longterm outcomes after randomised trials of new treatments given before and after birth.

# Why work with us

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## Work with New Zealand's leading researchers

As a Liggins Institute researcher you'll enjoy all the benefits of working at New Zealand's leading university with the added bonus of being part of a world-class research institute.

## A unique multidisciplinary approach

At the Liggins Institute we draw on expertise from a range of complementary fields in order to view human health problems from different angles at once. Some research projects have direct clinical relevance and can be quickly applied as strategies that benefit community health. Others focus on uncovering the molecular mechanisms behind diseases such as type 2 diabetes and complications of pregnancy such as preterm birth.

## Internationally recognised researchers

As part of the Liggins team, you'll be supported by academic staff who are internationally known and respected. Many of our academics are involved in research projects across the University, and many others are practising clinicians. This ensures that you have access to a wide range of ideas, expertise, resources and opportunities.

## World-class facilities

The Liggins Institute offers state-of-the-art laboratory facilities and equipment, including cell culture facilities, confocal microscopy, flow cytometry, mass spectrometry, DEXA scanning, Real-time PCR analysis, and SNP, methylation and expression analysis using a Sequenom Epityper. Our clinical research unit sees over 300 research participants each year, in a diverse range of studies including nutrition, pregnancy, and early childhood development. We also have a research farm for large animal studies and access to small animal facilities on the Grafton campus.



Professor Sir Graham 'Mont' Liggins

## The Liggins legacy

Join the Liggins Institute and you'll be following in the footsteps of one of New Zealand's greatest perinatal scientists, Professor Sir Graham 'Mont' Liggins, who discovered that antenatal corticosteroids administered to pregnant mothers at risk of delivering early could hugely increase the survival rate of premature babies. He showed that steroids could speed up the development of a baby's lungs enough for those born very prematurely to breathe on their own. This life-saving treatment – first trialled by Mont in the 1960s – led to dramatically improved survival rates among premature babies all over the world. Mont's work demonstrated how basic science can be translated into clinical practice that makes an impact on people's lives, and is what we strive to achieve at the Liggins Institute today.

# Liggins Institute Research Themes

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The Liggins Institute's goal is to turn research discoveries into real strategies that will help people to prevent and manage major health problems in the 21st century and our four key research themes focus on achieving this.

## Determinants of a healthy life

A genome is an organism's complete set of DNA, including all of its genes. Understanding how the genome works is key to understanding why some people develop certain conditions and others do not.

During early life, both in the womb and in early childhood, the environment interacts with the genome to determine life-long disease risk. Understanding how the environment alters gene expression, for example through epigenetic modifications to the genome, could help us design interventions to decrease the risk of disease in later life.

In addition to our own genome, there are trillions of bacteria living in our bodies that are changing all the time. Some of these bacteria live in our cells and have the potential to change how our cells behave. This means it could be possible to use bacterial supplements to alter the likelihood of developing diseases like diabetes.

This ground-breaking area of science is a key research theme at Liggins because of its potential to understand why and how non-communicable diseases develop.

## Healthy mothers, healthy babies

A mother's environment, diet and lifestyle during pregnancy and even before conception can influence the outcome of her pregnancy and her child's life-long health.

Babies who are born too small or too early are more likely to develop chronic adult conditions such as obesity, cardiovascular disease and diabetes.

Babies whose mothers are affected by complications of pregnancy, such as pre-eclampsia, severe morning sickness and gestational diabetes also are at increased risk of these adult conditions.

In this area of research we look at how maternal, fetal and neonatal treatments - including nutrition and the intrauterine environment - can affect a baby's growth, development and long-term health. Through experimental research, clinical trials and follow-up studies, our goal is to improve medical guidelines, practices and treatments that take place from before conception through to early childhood.



## Nutrition for lifelong health

Good nutrition is important at every stage of life: from the health of parents at the time a baby is conceived, to the impact of diet on growth, through to the risks of diseases in adulthood. However, there is still much that is unknown about the importance of differing amounts and types of fats, carbohydrate, proteins, vitamins and minerals on health at each life stage.

For babies, the nutritional environment from conception can influence metabolic and genetic pathways resulting in altered risk of obesity and related metabolic disorders as they grow up. We're particularly interested in babies who are more at risk of developing chronic diseases in later life, such as those born early or late, or small- or large- for gestational-age.

Nutrition and activity during adolescence and adulthood also influence the likelihood of developing conditions like obesity and diabetes. We're investigating the effects of macronutrients on early life growth and body composition and the complex roles of vitamin and minerals as regulators of genetic pathways throughout the life-course to better understand better their role in metabolic health.

## Research to Reality

We're passionate about translating our research discoveries into real strategies that will help people to prevent and manage major health problems in the 21st century.

Research to Reality is all about finding the best ways to translate our research findings to educators, healthcare professionals and policy makers, so that these findings are implemented through change in practice. It's also about communicating most effectively to bring about behavioural change.

This theme includes systematic reviews; meta-analyses and overviews; individual participant data analysis; development, implementation and audit of national and international guidelines, and projects that engage directly with those who are in positions to bring about behavioural change. Two key groups are school teachers, who can embed our research evidence into the science curriculum, and healthcare workers who engage with prospective mothers and with parents.



# Liggins Institute Clinical Research

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## Clinical trials

Liggins researchers follow people at every age and stage to identify the determinants of a healthy start to life and to investigate the diet and exercise factors that influence health and disease in adulthood.

We carry out randomised controlled trials and observational studies in hospitals, at the Liggins' purpose-built Maurice and Agnes Paykel Clinical Research Unit, and at our on-site Nutrition and Mobility Clinic.

These fully equipped facilities allow us to run complex metabolic studies in children, young people and adults. The Clinical Research Unit (CRU) has three comfortable assessment rooms for trial participants, as well as quiet rooms for questionnaires and psychological studies, a kitchen and a play area. Students and researchers using the CRU have access to a DEXA (Dual Energy X-ray Absorptiometry) scanner and PEA POD air displacement plethysmograph for measuring body composition; a Peripheral QCT (Quantitative Computed Tomography) scanner for measuring bone density; a portable ultrasound; a Leonardo Jump Plate for measuring power and balance; and all the standard medical equipment for cardiovascular assessments. There are two dedicated rooms for developmental assessments with video and audio recording equipment.

The unit is staffed by a friendly team of paediatric endocrinologists, paediatricians, paediatric and research nurses and administrative staff. The unit is a child friendly space well equipped with toys, books and other activities for children of all ages.





## Vice-Chancellor's Welcome

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Nau mai, haere mai. Thank you for your interest in the prestigious Aotearoa Fellowships within the Liggins Institute and The University of Auckland.

We are pleased to highlight these exciting opportunities in our world-leading centre for multidisciplinary research into maternal, fetal and child health, nutrition, development, epigenetics and translational science.

Since its founding in 1883, the University of Auckland has grown to become New Zealand's flagship, research-led university, known for the excellence of its teaching, research, and service to local, national and international communities. The University was ranked in the top 100 for 33 subjects in the QS World University Rankings by Subject, and in the top 100 universities for the same period. The University has also retained its number one ranking in the world for impact as measured by contribution to the United Nation's Sustainable Development Goals; and recently been chosen as the United Nations Academic Impact Hub for Sustainable Development Goal Number 4 - Quality Education.

We have more than 40,000 students of whom 10,000 are postgraduates. Our research programmes deliver across all disciplines and we are world leaders in such fields as cancer drug development, inductive power transfer and computational physiology. Auckland UniServices Ltd, our research commercialisation company, is recognised internationally for its achievements in transferring the outcomes of our research to industry.

To find out more about the University's history, our teaching and research strengths, our diverse networks and our vibrant, cosmopolitan campuses see The University of Auckland Profile and 2019 Annual Report.

We are grateful for your interest in the University of Auckland and look forward to hearing from you.

No reira, ka rere atu ngā mihi

*Professor Dawn Freshwater*  
Vice-Chancellor





## RANKED UNIVERSITY IN NEW ZEALAND\*



## IN NEW ZEALAND

for graduate employability\*\*



## IN THE WORLD

Times Higher Education  
University Impact Rankings  
2019 & 2020

- **81st** in the Quacquarelli Symonds (QS) World University Rankings
- **1st** globally in the Times Higher Education (THE) University Impact Rankings
- **\*\*59th** in the QS Graduate Employability Rankings
- **147th** band in the THE World University Rankings
- **201-300** band for the Academic Ranking of World Universities
- **134th** in the US News Best Global Universities Rankings
- **35th** in the Reuters Top 75, Asia's Most Innovative Universities rankings

# University Overview

*"A research-led, international university, recognised for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serve its local, national and international communities."*

The University of Auckland is New Zealand's pre-eminent research-intensive university. A fully comprehensive, public university, it conducts teaching and research across eight faculties and two large-scale research institutes, and has the largest graduate school in the country, with a third of all of New Zealand's postgraduates obtaining a University of Auckland degree. We are also New Zealand's leading university for graduate employability.

Founded by an Act of Parliament in 1883, the University of Auckland has, from our earliest days, admitted both male and female students. We are committed to equity across gender, sexual orientation, ethnicity, cultural and religious practices and for those with disabilities.

We have a wide network of international affiliations and formal agreements with 182 universities in 39 countries. We are the only New Zealand member of Universitas 21, the Worldwide Universities Network, and the Association of Pacific Rim Universities. We are a global leader in Pacific research and teaching and in 2018 appointed the world's first Pro-Vice Chancellor Pacific. We educate 75 percent of New Zealand's Pacific students and employ 90 percent of the country's academics of Pacific Island descent.

Its focus on excellence is demonstrated by its ranking of 81st in the QS World University Rankings 2020. The University also ranks among the top 50 universities worldwide for 13 of the subjects it teaches with the top areas Archaeology ranking #25, Education #27 and Pharmacy & Pharmacology #27 in the world. It also featured as one of Asia's most innovative universities (35th in the Reuters ranking), was named Entrepreneurial University of the Year at the 2019 Asia-Pacific Triple E Entrepreneurship and Engagement Excellence Awards in Higher Education, reflecting its focus on innovation and entrepreneurship.

The University makes a significant contribution to the regional and national economy, demonstrating deep commitment to supporting the achievement of Māori and Pacific students and staff in particular.

With our current strategic plan running through until the end of this year, we have commenced the process for developing the University's new Strategic Plan Whakatō Kākano: in te reo Māori, this means 'planting seeds'. As seeds are sown into prepared fertile soil, they are then nurtured and supported as they begin to grow. Five position papers have been developed and a series of engagement sessions, robust discussions and request for submissions has commenced. It is anticipated the strategy will be launched in April 2021.

In 2019, the University achieved an operating surplus of 3.8% of revenue. Its total revenue is NZ\$1.2 billion. Of this, 28% was from government grants for student tuition, 29% from student tuition fees (domestic and international) and 23% from research and contracts. As with other internationally competitive universities, the University of Auckland must continue to grow revenue streams beyond the traditional government funding ([Annual Report 2019](#)).

University governance is both stable and supportive. With a mix of ministerial, lay (community leaders), staff and student appointees, Council provides an appropriate level of support and oversight for the Vice-Chancellor and leadership team. Senate provides academic governance.

# University Overview

Working towards a consolidated campus strategy the University has four major City campuses in close proximity to each other:

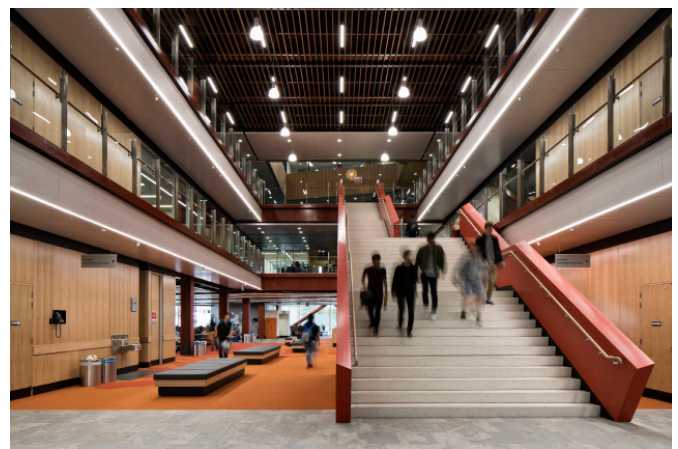
- the City Campus houses most of the faculties, central administration and the bulk of undergraduate teaching facilities;
- the Grafton Campus houses the Faculty of Medical and Health Sciences and Liggins Institute;
- the Newmarket Campus houses predominantly research-centred activities including heavy engineering research, science and medical and health science research components;
- the Epsom Campus houses the Faculty of Education & Social Work.

The University's capital works programme is one of the country's largest construction programmes and has been well supported by philanthropic partners and careful financial management. It covers investment both in refurbishment and in significant new buildings.

Major new developments have greatly enhanced the campus environment. The state-of-the-art Science building, for example, incorporates leading-edge design in teaching, learning and laboratory facilities and was opened by the Prime Minister in 2018; the iconic Sir Owen G Glenn Building (home of the Business School), houses fully equipped lecture theatres, computer labs, work rooms and social spaces clustered around a spectacular 26m-high atrium; the Grafton Campus redevelopment was part of a NZ\$240 million masterplan project, completed over six years; the refurbished Alfred Nathan House, opened in November 2017 and home to the University's new AskAuckland Central student information centre was designed with the input of students and staff and integrates vital student services.

The Faculty of Engineering moved into their brand-new, purpose-built engineering building in late 2019. The building provides students with tailor-made spaces to support learning, accommodate larger student cohorts, and encourage multi-disciplinary collaboration. Another major building was completed at the end of last year at Grafton for the Faculty of Medical and Health Sciences, together with several new student halls of residence.

In response to ever-increasing demand from domestic and international students the University now provides accommodation for more than 3,000 undergraduate and postgraduate students in catered and self-catered residential communities. Construction has also commenced on a completely refurbished recreation centre, one of a number of initiatives designed to continue to support student and staff wellbeing.



# Te Tiriti o Waitangi The Treaty of Waitangi

## The University's Partnerships with Māori



Māori are the indigenous people of New Zealand and their status as tangata whenua (first peoples) is recognised by the Treaty of Waitangi. The Treaty (in te reo Māori, te Tiriti o Waitangi) is a treaty between the British Crown, represented by William Hobson, and Māori leaders representing their various iwi and hapū (tribes and sub-tribes). It was first signed at Waitangi on 6 February 1840. The Treaty provides the foundation for the legal and political constitution of New Zealand, and provides the basis also for relations between Māori and the New Zealand government. The Treaty is written in two texts, one in English, and the other in te reo Māori, with three articles in each. Controversies have arisen with respect to the interpretation of these texts. This is because article 1 of the English text records that Māori cede sovereignty to the British Crown, while article 2 guarantees the protection of lands and other properties. Yet article 2 in the Māori text guarantees that Māori retain their unqualified chieftainship; in other words, in the Māori text, that Māori signed, there is no cessation of sovereignty. Māori have continued to maintain their right to self-determination based on the Māori text in the years since 1840.

Efforts to reconcile the differences in the two texts have given rise to substantial debate, and to the development of 'principles' as an attempt to reflect both texts and the intentions of the parties. Fundamentally, the Treaty is a partnership between Māori and the Crown, which requires the partners to act toward each other "reasonably and with the utmost good faith". In addition to partnership, Treaty principles include the duty to consult, and active protection of Māori interests (including social, economic and cultural interests). More recently the Waitangi Tribunal (a standing commission of inquiry) has developed the "principle of collaborative agreement" as an aspect of the partnership principle.

As a public institution, the University of Auckland is required under the Education Act 1989 to acknowledge the Treaty principles in its decision-making and the performance of its functions.

The University's commitment to the Treaty is expressed in its Strategic Plan in terms of relationships with Māori which acknowledge the Treaty partnership, objectives to promote Māori participation in all aspects of University life, and the development of strategies to assist staff and students to have a knowledge and understanding of the Treaty. The University is committed to being the leading university for Māori and Indigenous scholarship. It currently co-hosts Ngā Pae o te Māramatanga, New Zealand's Māori Centre of Research Excellence, and maintains other Māori research centres including the James Henare Māori Research Centre – Te Whare Rangahau Māori o Hemi Henare, the Mira Szászy Research Centre (within the Business School), Te Puna Wānanga (Education), and the Aotearoa New Zealand Centre for Indigenous Peoples and the Law (within the Law Faculty). Through these and other activities, the University seeks to advance Māori interests within the University and communities at large, and provide relevant learning and research opportunities for Māori. The latter includes the incorporation of matauranga Māori (Māori knowledge) into relevant programmes and research projects.

The University values its relationships with mana whenua (representing local iwi and hapū) highly. In particular it maintains relationships with iwi and hapū from the Tāmaki (wider Auckland) area, and, through the James Henare Māori Research Centre and its Tai Tokerau campus, from Tai Tokerau (Northland). The University has entered into a Memorandum of Understanding with Ngāti Whātua Ōrakei in which the two parties agree to cooperate for mutual benefit. On its city campus, the University maintains a marae (traditional meeting space), known as Waipapa, which is used widely within the University community and is supported by mana whenua. The University also maintains the marae, Te Aka Matua o Te Pou Hawaiki, at its Epsom campus. The Treaty partnership is also reflected through the appointment of a Pro Vice Chancellor (Māori), and by the appointment of a Māori member to the University's Council to provide a Māori voice in the overall governance of the University.

# Our Place in the Pacific

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The University of Auckland is a global leader in teaching and research about the Pacific Islands and Ocean. Much of this stems from New Zealand's and the University's special relationships with Pacific peoples. New Zealand is commonly understood as a Pacific nation and has strong historical, cultural, social and economic ties with the Pacific Island region. These connections are why Auckland is the world's largest Polynesian city.

With around 3,500 Pacific students, this Pacific flavour is felt strongly at the University. The University of Auckland is the largest provider of degree-level education to Pacific peoples in New Zealand. In addition the University has New Zealand's largest share of Pacific academics—in both the sense of those who trace their origin to the Pacific, and those who research and teach Pacific specialties.

Most of our Pacific students and staff were born in New Zealand, but originally come from other Pacific Island nations with longstanding connections to New Zealand, especially Samoa, Tonga, the Cook Islands, Niue, Tokelau and Fiji. The University has long been a leader in New Zealand's relationships with the Pacific Island region, and works closely with Pacific communities both in New Zealand and those elsewhere in the Pacific Island region. Its commitment to the Pacific is reflected, inter alia, by the appointment of a Pro Vice-Chancellor (Pacific) and the Fale Pasifika (pictured below) which plays an important role as the touch-point between the University and Pacific communities. More than just a physical structure, it is a point of reference for activities that are central to their Pacific cultural expression and provides a sense of place and community. The government of New Zealand has recognised both Pacific student achievement and Pacific research and development as national priorities.



# Position Overview

<b>Position title:</b>	<b>Research Fellow</b>
<b>Department/School:</b>	<b>Liggins Institute</b>
<b>Faculty/Division:</b>	<b>Liggins Institute</b>
<b>Reports to:</b>	<b>Distinguished Professor Jane Harding</b>
<b>Direct reports:</b>	<b>None</b>
<b>Children's Worker :</b> <b>(Vulnerable Children Act 2014)</b>	<b>Non-Core</b>

## WHAT YOU ARE EXPECTED TO DELIVER

- Assist in the development of protocols and grant and ethics applications and reports for research projects - Documents are produced in reasonable time, clearly written with a high standard of English, address all relevant scientific ethical and practical issues, meet all compliance requirements, and are competitive in relation to their purpose.
- Oversight of research data collection - High quality research data are collected
- Undertake data analyses - Analyses are completed in an accurate and timely manner
- Submit research grants to support development of research portfolio - Research grants are submitted in a timely manner and to a high standard with accurate budgets
- Contribute to supervision of post-graduate students - Initially co-supervise post-graduate students with experienced supervisors. Complete all University of Auckland requirements for supervision; plan to progress to co-primary / primary supervision as appropriate
- Research outputs - Appropriate dissemination of research through publication, presentation, stakeholder engagement
- Contribute to the life of the Liggins Institute - Appropriate service contributions in discussion with supervisor. Participation in Liggins events including student workshops, meetings, and seminars.
- Valuing Equity - Support the University's commitment to Maori and Te Tiriti o Waitangi; Demonstrate equity behaviours and values aligned to the University Leadership Capabilities framework in all day-to-day interactions with the team, stakeholders and the university; Ensure that the multicultural values of the study are sustained throughout all aspects of the project; Develop opportunities for translational integration of Maori and Pacific cultural protocols into the research team.

The Liggins Institute was the University's first Large Scale Research Institute. It is a world leading centre for translational research on maternal, fetal and child health; the impact of nutrition on health throughout life; epigenetic regulation of growth and development; the origins of non-communicable diseases, particularly metabolic, and knowledge transfer.

Our research programme focuses on how maternal, fetal and neonatal nutrition and the intrauterine environment affect fetal and postnatal growth, development and long-term health. We are also working to understand the causes and consequences of preterm birth and fetal growth restriction (FGR), which together affect more than 8,000 babies born in New Zealand each year. These conditions have long term implications including neonatal and on-going illness, compromised growth and cognitive development, and increased risk of chronic adult conditions such as obesity, cardiovascular disease and diabetes.

## MAIN PURPOSE OF POSITION

To undertake excellent research into maternal and perinatal health.

## KNOWLEDGE, SKILLS, EXPERIENCE AND CAPABILITIES:

### Qualifications

Essential: PhD or equivalent

Preferred: PhD in one of the following areas:

- Developmental, behavioural and educational psychology
- Advanced brain imaging techniques (MRI and related approaches)
- Clinical nutrition
- Health economics
- Evidence synthesis and implementation science
- Developmental endocrinology and metabolism

### Experience

Essential:

- Writing and presenting research documents and reports
- Experience in conducting research analyses and mentoring research students.
- Experience in preparing research grants and papers for publication

Preferred:

- Experience in clinical research data collection and trial management

### Skills and Knowledge

Essential:

- Basic programming in statistical packages and experience in data analysis

Preferred:

- Up to date with recent developments in clinical trial design
- Knowledge of Good Clinical Practice in clinical research

# Position Overview

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## Leadership Capabilities

- Refer to the 5D Leadership Framework

The five leadership dimensions and associated capabilities (5D Leadership) reflect and encourage a culture of distributed leadership for all staff. The Leadership Framework is an important part of how we attract, select, develop and enable staff achievement.

## Key Relationships

Internal:

- Academics
- Multidisciplinary clinicians
- Post-graduate students
- Statisticians
- Professional staff

External:

- Relevant professional networks
- Clinical colleagues at District Health Boards (e.g. psychology, imaging, nutrition, etc.)
- International collaborators

## Delegated Authority

Human Resources: No formal responsibility for staff.

## Health and Safety

All staff have a responsibility for their own health and safety, and that of others who may be affected by their work and their acts or omissions.

Staff will:

- Ask for assistance if they are unsure what to do
- Make themselves aware of and follow the contents of the University's Health and Safety Policy, standards and guidelines
- Undertake all health and safety training and induction, as required
- Report any unsafe or unhealthy working conditions or any faults in equipment to the Academic Heads or Directors of Service (or their delegated nominee)
- Ensure that all appropriate personal protective equipment is worn or used as required
- Familiarise themselves with and adhere to local emergency procedures and how to provide appropriate assistance to others

## Occupational Health

The following aspects of the role require a good level of health and fitness, or involve risks to health in some pre-disposed individuals, and require referral for a pre-employment health assessment and/or ongoing health surveillance.

If the role involves working with human samples/participants in clinical studies, evidence of immunity to hepatitis B and of vaccination against common infectious diseases (including boosters at recommended intervals where appropriate), such as measles, mumps, rubella and whooping cough will be required.




## Financial Responsibility

- Budget Expenditure: No authority to commit to expenditure.
- Purchase Orders: No authority to approve or issue purchase orders.
- Purchase Card (P-Card): No authority to use a Purchase Card (P-Card)
- Correspondence: No authority to sign external correspondence



# 5D Leadership Capabilities

**Academic Staff:** Lecturer, Senior Lecturer, Research Fellow, Senior Research Fellow,  
Professional Teaching Fellow

Dimensions	Capabilities
 <p><b>Exhibiting Personal Leadership</b> <i>Rangatiratanga</i> Role modelling leadership behaviours to engage others and support the University's values and aspirations.</p>	<p><b>Personal Attributes:</b> Displays integrity, professionalism, adaptability and courage, accurately perceiving and interpreting own and others' emotions and behaviours in the context of the situation to effectively manage own responses, reactions and relationships.</p> <p><b>Interpersonal Effectiveness:</b> Communicates with clarity, using constructive interpersonal behaviours and interactions to influence others, resolves conflict and inspires cooperation and achievement.</p>
 <p><b>Setting Direction</b> Mana Tohu Establishing and committing to plans and activities that will deliver the University's strategy.</p>	<p><b>University Awareness:</b> Displays an understanding of the international and commercial context in which the University operates and how the University works to successfully achieve results.</p> <p><b>Planning &amp; Organising:</b> Establishes courses of action for self/and others to ensure that work is completed efficiently, while building/contributing to a successful work/project/research team.</p> <p><b>Stakeholder Service:</b> Ensures that the service provided to stakeholders is a driving force behind decisions and activities; crafts and/or implements service practices that meet the needs of stakeholders (including students and staff) and the University, including a safe and healthy environment.</p>
 <p><b>Innovating and Engaging</b> <i>Whakamatāra</i> Identifying, creating and responding to relationships and opportunities to improve and progress the University.</p>	<p><b>Relationship Building:</b> Establishes and maintains effective working relationships with stakeholders inside and outside the University, using an appropriate interpersonal style to advance the University's objectives.</p> <p><b>Facilitating Change &amp; Innovation:</b> Facilitates and supports University changes needed to adapt to changing external/market demands, technology, and internal initiatives; initiates new approaches to improve results by transforming University/community culture, systems, or programmes/services.</p>
 <p><b>Enabling People</b> <i>Hāpai</i> Developing self, others and teams so they can realise the University's</p>	<p><b>Scholarship / Professional Development:</b> Engages in discovering, integrating, applying and disseminating the knowledge and professional skills necessary to be successful in current and future roles; promotes collegiality and actively pursues development experiences to improve personal impact and that of the University.</p> <p><b>Valuing Equity:</b> Works effectively to support the University's commitment to Māori, Te Tiriti o Waitangi and equity, and values the capabilities and insights of individuals (both inside &amp; outside the organisation) with diverse backgrounds, styles, abilities, and motivation.</p> <p><b>Coaching and Developing Others:</b> Provides feedback, instruction, and development guidance to help others (individuals and teams) excel in their current or future responsibilities; plans and supports the development of individual/team skills and abilities.</p> <p>OR</p> <p><b>Leading Teams:</b> Uses appropriate methods and interpersonal styles to develop, coach, motivate, and guide the work/project/research team to attain successful outcomes and objectives.</p>
 <p><b>Achieving Results</b> <i>Whai hua</i> Accepting accountability for making decisions and taking action to deliver the University's strategy and deliver excellent results.</p>	<p><b>Decision Making:</b> Identifies and understands issues, problems, and opportunities; compares data from different sources to draw conclusions and uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences.</p> <p><b>Delivering Results:</b> Sets high objectives for personal/group accomplishment; uses measurement methods to monitor progress toward goals; tenaciously works to meet or exceed goals managing resources responsibly; seeks continuous improvements.</p>

# Living in Auckland

The University of Auckland is located in the heart of Auckland, which is ranked joint 3rd out of 230 world cities for quality of living in the 2020 Mercer Quality of Living Survey (see [www.mercer.com/qualityofliving](http://www.mercer.com/qualityofliving)).

Auckland's harbour setting, magnificent beaches and verdant bush make it a great place to study and work, while the University's close proximity to New Zealand's major business city enables staff and students to rub shoulders with leading practitioners in their field.

For example, the Business School has a close relationship with leading Auckland companies and academics from our Faculty of Engineering, School of Population Health and School of Architecture and Planning serve on think-tanks helping to shape the city's future. Our medical students work alongside leading specialists at Auckland City Hospital while the Faculty of Law is within walking distance of the courts and major legal firms.

Auckland is New Zealand's largest city and the centre of the country's retail and commercial activities. Approximately 1.5 million people live in the greater Auckland area, representing about one third of the population of the whole country.

Auckland is a city with a rich cosmopolitan mix of peoples with particularly strong Māori and Pacific communities. English is the main written and spoken language in Auckland with te reo Māori, and Polynesian and Asian languages also spoken. Te reo Māori is an official language of New Zealand.

The city's climate is temperate, with warm summers (averaging more than 24°C) and cooler winters (averaging 8-16°C). The summer months are between December and March.

The city is built on a narrow isthmus between two harbours - the Manukau and the Waitemata - and is surrounded by 11 dormant volcanoes and numerous picturesque islands.

This harbourside location has fostered locals' love of the sea and Auckland is nicknamed the "City of Sails" because of the great number of yachts that sail in the harbours and the adjoining Hauraki Gulf.

To the west of the city, the Waitakere Ranges rainforest forms a gateway to magnificent west coast surf beaches and an abundance of bush walks.

Auckland is a vibrant cosmopolitan centre with a thriving arts and entertainment scene and, thanks to its stunning natural surroundings, myriad lifestyle options. From golden sand beaches and bays to idyllic harbours and lush forests, Auckland is a city that allows you to truly enjoy outdoor life.





# Further Links

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## University of Auckland links

Further information on our main site [www.auckland.ac.nz](http://www.auckland.ac.nz)

[Careers information](#)

[University Strategic Plan 2013-2020](#)

Developing the new strategic plan [Whakatō Kākano](#)

## Te Tiriti o Waitangi Treaty of Waitangi

Information on [te Tiriti o Waitangi Treaty of Waitangi](#)

## Immigration

For further information on Immigration, please refer to the [Immigration New Zealand](#) website.

We have an in-house licensed Immigration Adviser (i.e. an employee of the University) who facilitates work visas and residency for the many staff we employ from off-shore.

[Emigrate New Zealand](#) provides advice regarding cost of living, finance, personal experiences of those who have emigrated and a forum for specific questions.

## Relocation

The University will cover relocation costs in accordance with their relocation policy and will contribute towards visa costs.

## Personal Taxation

Salaries, which are paid fortnightly, are subject to taxation deductions on the "pay-as-you-earn" (PAYE) basis.

New Zealand operates a progressive tax system for [individuals](#). This means that the amount of tax you pay is dependent on the amount of income that you earn during the financial year, with the top rate of 33% being applied to earnings over \$70,000.

There is a Goods and Services Tax (15%) on most purchases and services.

The [New Zealand Inland Revenue](#) website provides information and services related to taxes and specific social policy services - Including an Online taxation calculator.

## Schooling

Schooling is compulsory from age 6 to 16. Children can start school on the day they turn 5 years old and most stay at school until they are around 17.

Education is free between the ages of 5 and 19 at our number of top quality state schools (schools that are government-owned and funded) for children who are a New Zealand citizen or a permanent resident.

In addition there are a number of fee-paying State Integrated and Independent (private) Schools to choose from.

The New Zealand National Curriculum is NCEA. Some schools also offer the International Baccalaureate (IB) programme and Cambridge International Examination (CIE).

[New Zealand's Education Review Office](#) reviews all schools and early childhood centres in the country. These reviews are comprehensive and publicly available. Searchable by region and suburb.

## Superannuation

University of Auckland employees qualify for an employer subsidy of 1.35 times their contributions up to a maximum 6.75% of their salary. That is employee contribution of 5% of salary will gain the maximum employer subsidy. The most comprehensive information in regard to the Universities NZ superannuation scheme, Unisaver, is sourced directly from their [website](#).

## New Zealand

For further information on New Zealand, please refer to the [Tourism New Zealand](#) website.

[New Zealand Immigration "Why choose NZ"](#)

## Auckland

[ATEED](#) - Auckland Tourism, Events and Economic Development (an Auckland Council organisation)

Information on [public transport in Auckland](#)

Find out about the latest events in Auckland City, places to shop, dine, dance and stay.

[www.heartofthecity.co.nz](http://www.heartofthecity.co.nz)

[www.aucklandnz.com](http://www.aucklandnz.com)

## Real Estate

Searchable [Real Estate](#) website with listings from multiple agencies

[Trademe](#) - New Zealand's online auction site which includes residential real estate, cars and almost anything else you may require

## Cost of Living

[Cost of Living calculator](#)

Links to online supermarkets to assist with cost of living comparisons

[Countdown](#)

[Pak'n'Save](#)

[New World](#)

## Health Insurance

Hospital and emergency care in New Zealand is provided free to residents; however many choose to supplement this with private healthcare insurance. The University of Auckland has negotiated discounts with both [Southern Cross Healthcare](#) and [NIB Health Insurance](#). Both provide online instant quotes for various levels of cover.



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

**LIGGINS**  
INSTITUTE

#### Find out more

Phone: +64 9 923 8346

Email: [j.harding@auckland.ac.nz](mailto:j.harding@auckland.ac.nz)

[www.liggins.auckland.ac.nz](http://www.liggins.auckland.ac.nz)

#### Visit us

Liggins Institute

Building 505

85 Park Road, Grafton

Auckland, New Zealand

#### Write to us

Liggins Institute

University of Auckland

Private Bag 92019

Victoria Street West

Auckland 1142

New Zealand

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[liggins.auckland.ac.nz](http://liggins.auckland.ac.nz)