



POSITION DESCRIPTION

Melbourne Dental School
Faculty of Medicine, Dentistry and Health Sciences

Associate Professor in Collaborative Clinical Education

POSITION NO	0055861
CLASSIFICATION	Associate Professor, Level D
WORKFOCUS CATEGORY	Teaching Specialist
SALARY	\$151,868 - \$167,312 p.a. (pro rata) Plus a clinical loading (if applicable) of \$9,825 p.a. (pro-rata)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part-time 0.2 FTE
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Alastair Sloan Tel +61 3 9341 1478 hos-dental@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The Associate Professor Collaborative Clinical Education will work closely with Melbourne Dental School academic staff to promote excellence in Work Integrated Learning and integrated knowledge for entry into the dental profession. The successful incumbent will significantly contribute to curriculum improvement initiatives and innovation in teaching and learning, with a particular focus on supporting the Doctor of Dental Surgery (DDS) 4 clinical experience and their final case presentations along with a collaborative program development across the DDS and the Bachelor of Oral Health (BOH). This role will be actively supported by the Deputy Head of School and will work closely with the Academic Lead, DDS 4, Clinical Lead DDS4, Director of the BOH and Director, Teaching and Learning.

The position may also teach or provide course content in the DDS and BOH degrees as appropriate.

At the Melbourne Dental School, we foster a values-based culture of innovation and creativity to enhance the research performance of the University and to achieve excellence in teaching and research outcomes. The successful incumbent will be part of our dedicated Team focusing on strategic reviews of education, research and organisational structure, also known as MDS'25.

We invest in developing the careers and wellbeing of our students and staff and expect all our leaders to live our values of:

- Collaboration and teamwork
- Compassion
- Respect
- Integrity
- Accountability

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Senior academic leadership with respect to high quality curriculum development, evaluation, and review working closely with the Director, Teaching and Learning
- ▶ Provide clinical leadership with respect to supporting the School in the developing Faculty Centre for Collaborative Practice and Learning and developing Oral Health Campus
- ▶ Represent the School, where appropriate, at relevant committees and working groups relevant to work integrated learning and collaborative practice and learning
- ▶ Support students through preparation of their final case presentations
- ▶ Provide advice to government, accreditation and peak bodies (local, state, national, international) where necessary
- ▶ Develop, prepare and deliver lectures, tutorials and seminars as appropriate
- ▶ Mark examination papers and complete assessments in the DDS and BOH as appropriate

1.2 SERVICE AND LEADERSHIP

- ▶ As a senior member of the School, provide leadership and foster excellence in research, teaching and community engagement for improved capability within the DDS and BOH
- ▶ Active participation in community engagement and professional activities related to the advancement of the discipline of Oral Health
- ▶ Active participation the Learning and Teaching Quality committee and other as appropriate
- ▶ Positive engagement in learning and career development of self and others
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A primary dental qualification registrable with the Dental Board of Australia and current AHPRA registration
- ▶ No current or previous notifications from AHPRA
- ▶ Highly developed written and verbal communication skills, including the ability to communicate with a range of stakeholders to maintain strong working relationships
- ▶ Demonstrated capacity and familiarity with contemporary teaching and learning methods
- ▶ Demonstrated leadership in Clinical Education
- ▶ Demonstrated ability to work independently and collaboratively in a team to achieve project goals and meet agreed deadlines.
- ▶ Demonstrated ability to work collaboratively and collegially and have a capacity to communicate to others a commitment to a code of ethics.
- ▶ Evidence of significant leadership role in teaching and learning
- ▶ Current active clinical practice experience.
- ▶ A demonstrated record of participating in and providing leadership in community affairs, particularly those related to the discipline, in the profession and community

2.2 DESIRABLE

- ▶ Willingness to explore new educational methods for teaching and learning
- ▶ Experience of working with the Australian Dental Council, AHPRA or equivalent bodies
- ▶ A PhD or equivalent higher degree

2.3 SPECIAL REQUIREMENTS OF THE ROLE

Compliance with Clinical Supervisor credentialling requirements, including a Criminal Records Check with Victoria Police and “Working with Children” requirements.

Possession of, or eligible for, and Operator Licence for Irradiating Apparatus for Dental Radiography, issued by the State Government of Victoria.

3. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

4. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 ORGANISATION UNIT

<http://www.dent.unimelb.edu.au/>

The Melbourne Dental School has a strong tradition in Oral Health education and research, and an established international reputation in several research areas. The School offers undergraduate and graduate degrees in oral health and dentistry, as well as clinical specialist postgraduate training and an extensive suite of Continuing Professional Development programs. Clinical teaching occurs in the Royal Melbourne Dental Hospital, the Melbourne Dental Clinic, and a wide range of community health providers. Research in the School is an integral component of staff and student activities underpinning both the undergraduate and graduate curricula. The major research activities of the school are conducted via three Divisions and four major research groups, which range translational biomedical science to clinical studies, pedagogical research. The Head of School joined the University of Melbourne in 2020 and is leading a programme of change within the School

focusing on strategic reviews of education, research and organisational structure, known as MDS'25.

5.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

5.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

5.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six

broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. <http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>