

School of BioSciences
Faculty of Science

Lecturer in Biology (2 positions available)

POSITION NO	0063819 & 0063820
CLASSIFICATION	Level B
SALARY	\$119,231 - \$141,581 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-Time
BASIS OF EMPLOYMENT	Continuing
	FLEXIBLE EMPLOYMENT
	The University of Melbourne is strongly committed to supporting diversity and flexibility in the workplace. Applications for part-time or other flexible working arrangements will be welcomed and will be fully considered subject to meeting the inherent requirements of the position.
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	Dr Simon Baxter Tel +61 3 834 47615 Email simon.baxter@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

Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

Position Summary

There are two Education Focused positions currently available at the Lecturer level (B). Both roles are focused on teaching into the School of BioSciences first year biology program.

Expected teaching activities include classroom teaching (delivery of different class formats including seminars, tutorials, practicals, field trips and workshops) as required, marking, curriculum development, student consultation support and coordination. All successful candidates will contribute to the development of curriculum based on approaches to teaching and assessment that are underpinned by rigorous, evidence-based research into the method and practice of teaching.

These positions are nominally 60/20/20: teaching/educational research/service.

Level B appointees will be expected to take leadership roles including the coordination of pract streams or workshop streams, curriculum development, and to work in a leadership capacity with the other teaching staff involved in first year teaching.

The Level B appointees will be expected to participate in developing approaches for the integration of the latest teaching techniques and knowledge with the academic teaching community in the School of BioSciences. This can be done either through involvement in BRITE, the Teaching and Learning Committee, or through other relevant programs and initiatives.

Level B appointees will focus on teaching activities in the first-year biology program for at least the first five years of the position. After this initial period, staff will have the opportunity to broaden their teaching activities to other appropriate subjects depending on expertise, teaching needs of the School and leadership abilities.

Level B appointees are expected to have developed a portfolio of Scholarship of Teaching and Learning (SoTL) outputs commensurate with an early career education focused academic.

We encourage applicants from under-represented groups, including Aboriginal and Torres Strait Islander people. To allow us to consider performance relative to opportunity, we also invite applicants to provide a brief statement (up to 1 page) that describes circumstances that may have affected their career development or progression, including career interruptions or delays, periods of part time work, or forms of bias they have experienced.

1. Key Responsibilities

As with all positions, career achievements will be interpreted relative to opportunity, including career disruptions due to caring responsibilities, time in industry, illness etc.

The position description should be read alongside [Academic Career Benchmarks and Indicators](#). A level A academic is acquiring skills and building academic achievements (oriented towards the benchmarks).

1.1. TEACHING AND LEARNING

- ▶ Deliver different class formats (seminars, tutorials, practicals, field trips and workshops) across the first-year biology program and other programs as directed by the School Work Load Allocation Committee.
- ▶ Contribute to the administrative load associated with the first-year program as directed by the relevant subject coordinator. This include responding to student queries, posting and updating of online materials etc.
- ▶ Contribute to the development of curriculum and subject / course materials.
- ▶ Contribute to the development, marking and compilation of assessments, including assignments and examinations.
- ▶ Implement current best practice in approaches to teaching and assessment and be responsive to evidence-based research and feedback on these practices
- ▶ Provide subject coordination and oversight of the effective delivery of the first year program by the relevant teaching team members.
- ▶ Lead coordinated curriculum development across first-year teaching teams, contributing as a leader to the continual improvement of our first-year teaching program in collaboration and consultation of the whole academic team working on first year programs.
- ▶ Guide, support and manage the teaching activities of junior colleagues including demonstrators, staff and Graduate Research Associates during practicals and workshops.

1.2. LEADERSHIP AND SERVICE

- ▶ Contribute to a range of administrative functions, including those connected with teaching responsibilities and the conduct of the academic affairs of the School.
- ▶ Participate in School meetings, seminars and student focused activities such as Open Day and other outreach programs.
- ▶ Contribute to School outreach activities associated with student recruitment and the maintenance of a well-supported undergraduate student body in the School.
- ▶ Comply with all required university training activities and Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.
- ▶ Participate in the School peer-review of teaching program as a reviewee.
- ▶ Contribute to School and/or Faculty committees as directed by the Head of School.
- ▶ Participate in the University Professional Development Framework.
- ▶ Take an active role in School and/or Faculty mentoring programs and activities in support of junior colleagues and Graduate Research Associates in the School.
- ▶ Contribute to the Academic Advising program.
- ▶ Participate in School peer-review or teaching program as a reviewer.

1.3. RESEARCH AND RESEARCH TRAINING

- ▶ Contribute to Scholarship of Teaching and Learning (SoTL) activities run through BRITE – the School of BioSciences Educational Practice group - or through collaborations with more senior academic staff.
- ▶ Participate in funding bids for teaching initiatives and SoTL projects run by more senior academics in the School, the University or with external collaborators.
- ▶ Supervise (as primary) undergraduate project students and/or Honours and Masters students on BioSciences' educational projects or contribute to supervision as a co-supervisor of Honours and Masters students working on biological science projects relevant to the expertise from your PhD/postdoc training.
- ▶ Lead SoTL projects and develop a SoTL portfolio. Appropriate SoTL can include conference presentations as presenter, peer-reviewed journal articles, educational blogs, teaching materials/packages disseminated beyond the School, leading training workshops.

2. Selection Criteria

2.1 2.1 ESSENTIAL

- ▶ Sound knowledge of introductory level biology.
- ▶ Evidence of expertise in a specific area of biology as demonstrated by completion of a PhD in a relevant field of biology.
- ▶ Excellent verbal and written communication skills in English, including the capacity to explain material plainly and helpfully.
- ▶ Ability to improvise and adapt to new demands, including exploring and implementing different teaching methods.
- ▶ Excellent organisational skills, including the capacity to plan your own time, organise practical work and to coordinate activities of all teaching staff.
- ▶ A demonstrated ability to interact productively with other academic staff and to contribute constructively to the activities and administration of the School, the Faculty and the University.
- ▶ Experience as a demonstrator, tutor, or junior lecturer in biology.
- ▶ Graduate Certificate of University Teaching or equivalent formal teaching training.
- ▶ A demonstrated ability to show initiative in both independent and team-based decision making.
- ▶ Experience lecturing and teaching practical activities at the tertiary level in an independent capacity (must be in a position of more authority than a demonstrator).
- ▶ Experience developing subject materials for tertiary level courses in biology.
- ▶ Evidence of sustained and significant contributions in teaching biology at an introductory level.
- ▶ Experience coordinating or organising other academic staff to develop a team taught subject in biology.
- ▶ Co-authorship of at least one SoTL output (peer-reviewed publication, conference talk or proceedings, teaching package available outside of a given subject, etc.)
- ▶ Demonstrated ability to manage your own workload and work on multiple course subjects at the same time

2.2 2.2 DESIRABLE

- ▶ Postdoctoral experience in a field of biological sciences, science education or science communication
- ▶ A teaching qualification or evidence of professional development related to teaching and learning
- ▶ Proven proficiency in the use of university Learning Management Systems
- ▶ Demonstrated ability to develop curriculum undergraduate and/or graduate subjects and courses
- ▶ Publications, conference proceedings, or other SoTL outputs as lead author or developer

2.3 2.3 OTHER JOB-RELATED INFORMATION

- ▶ This position requires the incumbent hold a current and valid Working with Children Check. The University of Melbourne is dedicated to safeguarding the welfare of all community members, especially those most vulnerable. As part of our commitment to child safety and in line with the Victorian Child Safe Standards, this position will be required to hold a valid Employee WWCC, regardless of where in the University an employee may work or what work they do.

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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

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 SCHOOL OF BIOSCIENCES

<http://biosciences.unimelb.edu.au>

This position presents an opportunity to join The University of Melbourne's School of BioSciences. The School of BioSciences is the home to over 60 research groups, 5 research Centres, 160 academic staff and 240 Research Higher Degree students. Work in the School ranges from discovery to biotechnology with strengths in ecology and evolution, marine biology, microbial biology, genetics and genomics, animal behaviour, biosecurity and pest management, reproductive biology, systems biology, biological pollution and botany. The School is a major contributor to the Bachelor of Science, Bachelor of Biomedical Science and Environmental Science programs. It also runs a Masters program in Biotechnology.

5.2 FACULTY OF SCIENCE

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

Science at Melbourne is a global leader across fundamental and impactful scientific research and education. Science begins with curiosity, and we are dedicated to understanding the universe from the level of sub-atomic particles to the solar system. We aim to be leaders who positively impact the community locally and globally, addressing major societal issues from climate change to disease. Our discoveries help build an understanding of the world around us.

Our strength is our breadth of expertise. We are the second largest faculty in the University comprising seven schools: Agriculture, Food & Ecosystem Sciences, BioSciences, Chemistry, Geography, Earth & Atmospheric Sciences, Mathematics & Statistics, Physics and Veterinary Science.

This depth of knowledge positions the faculty to better understand, explore and impact our world and humanity, within a truly comprehensive Faculty of Science.

We have more than 150 years of experience in pioneering scientific thinking and analysis, leading to outstanding teaching and learning and offer a curriculum based on highly relevant research. We aim to train students with the knowledge and intellectual flexibility to drive the industries of tomorrow and lead across all levels of society.

We offer a range of undergraduate, honours, graduate and research degrees, enrolling more than 11,500 undergraduate and 3,750 graduate students.

We are dedicated to delivering leading transformative educational outcomes, underpinned by research, and an inclusive and inspiring student experience.

Excellence comes in many forms and diversity of thought, perspective and disciplines is essential to deliver globally leading science. At the core of our success is our focus on an inclusive environment for all in our community. Our Faculty's focus on equity, inclusion

and belonging is grounded in our endeavour to ensure we are best placed to advance research, teaching and serve diverse national and global communities.

As a Science community we sit across five of the University's campuses – Parkville, Dookie, Burnley, Creswick and Werribee. This reach provides us with a unique perspective that is beneficial to our teaching and research. It also means we can offer our students a greater variety of learning experiences and internships to engage with industry partners to solve real-world issues.

The Faculty is custodian of the Bio21 Molecular Science and Biotechnology Institute, Melbourne Energy Institute, Melbourne Biodiversity Institute, Oceania Institute, Office for Environmental Programs, Australian Mathematical Sciences Institute (AMSI) and the Indigenous Knowledge Institute and home to numerous Centres.

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 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- ▶ We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- ▶ We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
- ▶ We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.
- ▶ We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and

our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

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>