



POSITION DESCRIPTION

Department of Physiology
Faculty of Medicine, Dentistry and Health Sciences

Lecturer

POSITION NO	0041799
CLASSIFICATION	Lecturer, Level B (Teaching Specialist)
SALARY	\$95,434 - \$113,323 p.a. (pro rata)
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time, continuing appointment (Note: Fractional appointments/may be considered)
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	N/A
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Gordon S. Lynch Tel +61 3 834 40065 Email gsl@unimelb.edu.au <i>Please do not send your application to this contact</i>

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about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

This position requires independent teaching at undergraduate level within the Department. The position involves the preparation and delivery of lectures and related tasks, subject and course administration including management of teaching activities, contribution to Computer Assisted Learning (CAL), participation in web-based interactive learning processes (i.e. asynchronous social media) and laboratory classes.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ A Ph.D. in Physiology or other biomedical science discipline.
- ▶ Previous teaching experience preferably in lecturing to large groups, small group teaching, CAL and laboratory classes.
- ▶ Experience in active lecturing in Physiology or a relevant discipline in the biomedical sciences.
- ▶ Experience in subject convening and subject delivery, including examination preparation.
- ▶ Experience with Learning Management Systems related to the delivery of educational materials including lectures, CAL classes, interactive learning processes (asynchronous social media) assignments and assessment.
- ▶ Excellent verbal and written communication skills and high level computer literacy.
- ▶ Demonstrated ability to manage competing priorities and excellent time management skills.
- ▶ High level interpersonal communication skills, including the ability to liaise well with senior academics and staff and students of the Department and to engage actively in the Departmental teaching and research seminars and meetings.

1.2 DESIRABLE

- ▶ Independent research excellence in relation to career stage
- ▶ Publication of original research in refereed journals
- ▶ Ability to successfully obtain competitive grant funding
- ▶ Experience in the supervision or co-supervision and mentoring of honours and postgraduate students and other staff where appropriate.

2. Special Requirements

- ▶ Annual leave must be discussed and agreed with the Head of Department and can be expected to be taken outside of semester periods so that disruption to the teaching of the Department does not occur.

3. Key Responsibilities

3.1 TEACHING AND LEARNING

- ▶ Responsibility for lecturing and subject convening as required.
- ▶ Preparation and delivery of lectures, tutorials, workshops, seminars and related learning and teaching activities at undergraduate level.

- ▶ Responsibility for maintaining Learning Management Systems and other web-based management tools including the placement of lecture notes and other materials, organization of timetables, recruitment and supervision of demonstrators, organisation and demonstration in CAL sessions and attending to student enquiries and feedback.
- ▶ Examination preparation and assessment.
- ▶ Supervision of demonstrators and tutors.
- ▶ Enhancing skills in all aspects of teaching practice, with appropriate mentoring including:
 - Curriculum design
 - Development of learning materials
 - Analysis of learning needs of students
 - Identification of appropriate approaches to teaching
 - Development of formative and summative assessment appropriately linked to learning goals
 - Developing ways to improve practice by obtaining and analysing feedback
 - Embedding reflective practice within all aspects of teaching
 - Maintaining currency with the latest ideas in discipline and for teaching in the discipline

3.2 SERVICE AND LEADERSHIP

- ▶ Attendance and contribution to Department and academic meetings.
- ▶ Active participation in the communication and dissemination of teaching practice area or discipline and/or research
- ▶ Attendance at conferences related to teaching and learning and incorporating those learnings into practice
- ▶ Active participation in School (/Department) committees
- ▶ Attract funding to undertake projects relating to teaching practice in the discipline

3.3 ENGAGEMENT

- ▶ Involvement in professional activities relevant to the area of expertise, such as conferences and seminars, subject to availability of funds
- ▶ The appointee will be expected to engage in activities promoting the Department in the wider University and external communities, through membership of professional societies, participation in activities such as Open Day and by seeking interaction with professional and community activities.
- ▶ Other duties as determined from time to time by the Head of Department.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5

4. Other Information

4.1 DEPARTMENT OF PHYSIOLOGY

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

The Department of Physiology at the University of Melbourne was established in 1862 and has a proud history associated with some of the great names in Australian science. Physiology, the study of the functions of the human body, serves as the major foundation for advances in biomedical research and careers in human health and performance. Discoveries in physiology have a broad impact upon health and medicine, environmental science, industry, nutrition, exercise, and reproductive biology. Many of the molecular and genetic discoveries from investigations of the human genome rely on physiology to understand their impact on the human body. A firm understanding of this basic science is essential to the intelligent practice of medicine.

Our teaching serves as one of the key platforms for the training of future medical practitioners, allied health professionals and biomedical scientists. The Department of Physiology plays a major role in undergraduate and graduate level teaching within the Faculty of Medicine, Dentistry and Health Sciences, and also teaches many students interested in the biomedical disciplines from the Faculty of Science. Many Bachelor of Science and Bachelor of Biomedicine students undertake subjects in Physiology, with a large proportion completing our final-year flagship subjects, before majoring in Physiology or its related disciplines (i.e. Human Structure and Function, Neuroscience).

The Department of Physiology is committed to excellence in undergraduate teaching. Our mission is two-fold: 1) to foster passion and enthusiasm in learning general physiological concepts and principles, and 2) to develop the teaching-research nexus so that we may fuel, with our own expertise, student interest in research pathways.

4.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry and Health Sciences (MDHS) plays a vital role in the delivery of the University of Melbourne's Strategic Plan 2015-2020: Growing Esteem by providing current and future generations with education and research equal to the best in the world. It is Australia's largest and leading biomedical research faculty. It employs more than 1,700 members of staff, has more than 8,000 students, and total revenue of \$607 million for 2015. Reflecting the complexity of today's global health landscape, the Faculty is made up of six different Schools and four Strategic Research Initiatives, and draws together all areas of human health, ranging from the most basic to the most applied areas of research. The Faculty contributes close to 50 per cent of research conducted at the University.

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.

4.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at <http://futurestudents.unimelb.edu.au/explore/why-choose-melbourne/reputation-rankings>.

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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>.

4.4 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/index.html#home>

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.

4.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

4.6 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/unisec/governance.html>.

5. *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.