POSITION DESCRIPTION

THE UNIVERSITY OF MELBOURNE

Department of Nursing
Faculty of Medicine, Dentistry and Health Sciences

Lecturer in Nursing

POSITION NO	0044860
CLASSIFICATION	Level B
WORK FOCUS CATEGORY	Teaching and Research
SALARY	$98,775 - $117,290 p.a. (pro rata)
SUPERANNUATION	Employer contribution 17%
WORKING HOURS	Full-time (1.0 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, 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	Marie Gerdtz Tel +61 383449418 Email gerdtzmf@unimelb.edu.au *Please do not send your application to this contact*

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

Position Summary

The appointee will demonstrate excellence in teaching, research and scholarship within the discipline of nursing.

Located within the Department of Nursing at The University of Melbourne the appointee will primarily support the delivery of teaching in human pathophysiology and specialty graduate nursing practice programs.

The appointee will be required to work directly with the Course Coordinator of the Graduate Certificate in Nursing Practice to support teaching in human pathophysiology and acute care and speciality nursing.

The appointee will participate in the Department of Nursing research strategy by undertaking research, consistent with the department's research foci, that contributes to the national research profile of the Department of Nursing.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- Make a significant contribution to the development of curriculum and delivery of educational programs in human pathophysiology and specialty nursing practice
- Identification of appropriate approaches to teaching through analysis of learning needs of students
- Demonstrate a proactive reflexive teaching practice through seeking guidance from senior teaching staff and student feedback
- Apply contemporary pedagogical insights to teaching practice, including those specific to the discipline of nursing

1.2 RESEARCH AND RESEARCH TRAINING

- Participate in research independently and as a member of a research team
- Produce quality conference and seminar papers and publications
- Effective supervision of research support staff employed on own funded projects
- Provide effective supervision of postgraduate research projects and supervise or co-supervise Research Higher Degree and Honours students
- Produce publications arising from scholarship and research, such as books and peer reviewed journal articles
- Identify sources of funding to support individual or collaborative projects, relating to teaching, research and engagement practice in the discipline

1.3 LEADERSHIP AND SERVICE

- Actively participate at Department, School and/or Faculty meetings and contribute to planning or committee work to build capacity in the School/discipline.
- Participate in community and professional activities related to nursing including attendance and presentations at conferences and seminars
- 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

- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- Be eligible for registration as a Registered Nurse with Australian Health Practitioner Regulation Agency (AHPRA);
- A specialist qualification and recent clinical experience working in critical care, emergency or high acuity nursing
- A strong background in teaching human pathophysiology
- PhD in nursing or, health science (or close to completion)
- Demonstrated track record in independent and team based research in the discipline
- Developing research profile at a national level as evidenced by:
    - Identification of sources of funding to support individual or collaborative projects relating to teaching, research and leadership practice in the discipline
    - developing publication record in high-impact peer reviewed journals
- Strong interpersonal and communication skills, with an ability to build and maintain relationships with key stakeholders (internal and external) and work collaboratively
- Ethical scholar who values diversity and works effectively with individual differences

2.2 DESIRABLE

- Demonstrated evidence of applying for research funding and some success in obtaining funding,
- Experience in supervision research students

2.3 SPECIAL REQUIREMENTS

- None

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/people/community/responsibilities-of-personnel

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

NURSING

In July 2009, Nursing became a Department of the School of Health Sciences, in the Faculty of Medicine, Dentistry and Health Sciences. Nursing was established within the Faculty of Medicine, Dentistry and Health Sciences in 1996. The philosophy of nursing at The University of Melbourne is that clinical practice and practice-based research are integral to the educational preparation of all nurses at all levels of professional practice.

Since 2008 the qualifying degree in Nursing at The University of Melbourne has been a Master of Nursing Science and is open to graduates from a range of undergraduate degree programs. The Department also offers 8 specialist Graduate Certificate courses, 1 Graduate Diploma course and 4 Advanced Practice courses (including the Master of Advanced Nursing Practice Nurse-Practitioner). There are 5 programs of research including: cancer, emergency and critical care, infant and child health, chronic disease and care across the lifespan and mental health. The Department is also home to the Centre for Psychiatric Nursing.

www.nursing.unimelb.edu.au

SCHOOL OF HEALTH SCIENCES

Established in 2009, the Melbourne School of Heath Sciences is an inter-professional learning community at the forefront of leadership in health sciences education, clinical research, scholarship, professional practice, workforce training and knowledge exchange that contributes to local, national and global efforts to improve health and wellbeing. The Health Sciences School educates graduate entry and post-graduate students in the disciplines of Nursing, Social Work, Physiotherapy and other non-medical health sciences through accredited programs tailored to workforce needs nationally and internationally. It provides national and international health sciences students with professional training to enable them to be competent and effective health professionals who are work ready, eligible for registration and, in the case of Physiotherapy, primary contact practitioners. It also delivers professional education courses and training for the health sciences professions and builds strong relationships and active programs of interaction with the alumni in each discipline. A key aim is to continue to build effective collaborations with clinicians, patients, the healthcare sector, the research community, governments, industry partners and communities in Australia and internationally.

The School currently comprises approximately 60 full continuing academic staff and 30 continuing professional staff as well as more than 200 sessional and contract staff. In addition, there are more than 200 honorary appointments within Health Sciences.

The School has a student teaching load in excess of 1,000 equivalent full-time students including more than 100 research higher degree students.

Further information about School of Health Sciences is available at:

http//www.healthsciences.unimelb.edu.au

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