



POSITION DESCRIPTION

Melbourne School of Psychological Sciences
Faculty of Medicine, Dentistry and Health Sciences

Chair of Psycho-oncology

POSITION NO	0041675
CLASSIFICATION	Professor Level E
SALARY	\$181,308 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time (continuing) position.
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	New
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	<p>Professor Jim Bishop, AO, Herman Chair of Cancer Medicine, Faculty of Medicine, Dentistry and Health Sciences. Telephone: 61 (3) 9035 3462, Email: jim.bishop@unimelb.edu.au</p> <p>Professor Nick Haslam, Head of School, Melbourne School of Psychological Sciences. Telephone: 61 (3) 8344 6379, Email: nhaslam@unimelb.edu.au</p> <p><i>Please do not send your application to these contacts.</i></p> <p>The University reserves the right to make no appointment or to fill the Chair by invitation at any time.</p>

For information about working for the University of Melbourne, visit our websites:

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

Position Summary

The Melbourne School of Psychological Sciences, within the Faculty of Medicine, Dentistry and Health Sciences, together with the Victorian Comprehensive Cancer Centre (VCCC), have established a Chair of Psycho-oncology to build a cohesive academic program in psycho-oncology at the Peter MacCallum Cancer Centre, Melbourne Health, the Royal Women's Hospital and other VCCC clinical partners, and to position the University as a premier centre for psycho-oncology research in Australia.

The appointee to the new Chair of Psycho-oncology will be an experienced researcher or research-focused clinical psychologist with an international reputation for their commitment to research-driven, evidence-based psycho-oncology care for individuals with cancer. The successful applicant will produce novel, high impact translational research in a topic relevant to psycho-oncology that will contribute to the VCCC goals to integrate high-impact research with improved clinical care and teaching. Although a clinical qualification is not a requirement for the position, a clinically qualified appointee would also have the opportunity to undertake clinical practice in the new VCCC co-located clinical services in Parkville and to work across all VCCC partner hospitals to provide clinical supervision for psychologists.

The Chair of Psycho-oncology will strengthen teaching of psycho-oncology and health psychology to psychology students and other healthcare professionals in order to improve the psychological symptom management and mental health care for cancer patients at all stages of their cancer journey.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ A PhD or equivalent degree in psychology or a related discipline.
- ▶ A national and international profile and reputation in one or more fields of psycho-oncology, as evidenced by collaborations.
- ▶ A vision for building, leading, sustaining and growing an innovative new research program, supported by experience and evidence of successful leadership in research capacity building
- ▶ Demonstrated skills and experience in developing and leading research collaborations with the ability to obtain and lead significant collaborative national and /or international competitive research grants.
- ▶ An outstanding record of research publications in peer-reviewed, highly ranked international journals.
- ▶ Demonstrated leadership in facilitating effective and collaborative multidisciplinary research across multiple organisations.
- ▶ Demonstrated ability to supervise higher degree research students.
- ▶ Demonstrated teaching excellence, including research-led teaching.
- ▶ Excellent oral and written communication skills suitable for a variety of audiences including academic peers and collaborators, clinicians, industry, community, policy makers and government.
- ▶ Commitment to the highest standards of scientific and ethical integrity.

- ▶ Outstanding interpersonal skills, with excellence in building and maintaining relationships with key stakeholders (internal and external) at all times, with the capacity to nurture a collegial organisational culture based on shared values and priorities.

1.2 DESIRABLE

- ▶ A track record of success in incorporating research outcomes into policy and practice.
- ▶ Demonstrated expertise in the field of health psychology and health behaviour change
- ▶ A demonstrated commitment to knowledge exchange with engagement extending into the community.
- ▶ Registration or eligibility for registration as a psychologist by the Psychology Board of Australia
- ▶ A track record of success in undergraduate and postgraduate clinical education.

2. *Special Requirements*

- ▶ As this position may involve clinical work in hospitals, any offer of employment for a clinically qualified candidate is subject to a satisfactory police record check and Working with Children check.

3. *Key Responsibilities*

3.1 LEADERSHIP & SERVICE

- ▶ Build and lead a new internationally recognised research program in psycho-oncology within the Melbourne School of Psychological Sciences and the VCCC.
- ▶ Provide leadership in the provision of evidence-based clinical care to improve outcomes for cancer patients.
- ▶ Provide vision and academic leadership for psycho-oncology across the VCCC clinical partners and more broadly across University of Melbourne-affiliated hospitals.
- ▶ Provide leadership in the ongoing professional development of psychologists and other health professionals and training of the next generation of clinicians and researchers in the field.
- ▶ Provide leadership in the provision of evidence-based supportive care for cancer patients.
- ▶ Be responsible for administrative and management tasks associated with the selection, performance assessment and organisation of staff employed in relation to psycho-oncology research, for whom the appointee has responsibility.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.
- ▶ Key responsibilities in addition to the above are outlined in the document 'University Expectations of a Professor' in section 6.

3.2 RESEARCH

- ▶ Expand multidisciplinary research in psycho-oncology.
- ▶ Provide academic leadership for psycho-oncology research across the VCCC and develop a strategic research agenda.

- ▶ Produce novel, high quality research that provides evidence for changes in policy, clinical practice and service delivery.
- ▶ Obtain external funding for psycho-oncology research from research funding bodies at local, national and international levels.
- ▶ Manage research funding obtained from research grants within the determined budgets.
- ▶ Develop strong research collaborations within the Melbourne School of Psychological Sciences, the VCCC alliance and other appropriate affiliated hospitals, research institutes and partner organisations.
- ▶ Promote collaboration across institutions, nationally and internationally, as required to further research in psycho-oncology.

3.3 TEACHING AND LEARNING

- ▶ Recruit, supervise and assist with supervision of postgraduate research students enrolled for research higher degrees.
- ▶ In conjunction with affiliated teaching hospitals, effectively contribute to the development and delivery of teaching in psycho-oncology at the University of Melbourne.
- ▶ Contribute to postgraduate education and training in the discipline of psycho-oncology.
- ▶ Contribute to undergraduate teaching in psychology in area of speciality and in health psychology.
- ▶ Provide leadership in the maintenance of academic standards. Provide leadership and mentoring to psychologists and other health professionals undertaking or considering research activities.

3.4 ENGAGEMENT

- ▶ Provide leadership and participate in community affairs within the professions and the community involved with supportive care.
- ▶ Present research activities at local, national and international meetings.

4. Other Information

4.1 THE MELBOURNE SCHOOL OF PSYCHOLOGICAL SCIENCES

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

The Melbourne School of Psychological Sciences is a one of six schools within the Faculty of Medicine, Dentistry and Health Sciences. The School was recently rated 14th in the world and 1st in Australia by QS global rankings, and attracts some of the best students nationally and internationally to its broad range of APS accredited undergraduate, graduate, professional, and research programs.

The School's teaching is underpinned by excellence in research across a range of fields, including cognitive and behavioural neuroscience, quantitative psychology, social psychology, developmental psychology and clinical science. Research links extend across 25 departments, centres and institutes within the Faculty of Medicine, Dentistry and Health Sciences, including The Melbourne Brain Centre, The Murdoch Children's Research Institute, ORYGEN Youth Health, Austin Health, the Royal Melbourne Hospital, the Royal Children's Hospital, the Royal Women's Hospital, and St. Vincent's Hospital. Research links are also embedded in a broad range of other disciplines across the

University including within the Faculties of the Victorian College of the Arts and Melbourne Conservatorium of Music, Science, Business and Economics, Education, Engineering, Law, and the Melbourne Business School.

The School is home to a vibrant community of over 65 academic, teaching, research and professional staff, 170 honorary staff, and 150 PhD students. In 2016, there were over 4,000 students enrolled in undergraduate subjects offered by Psychological Sciences, primarily through the Bachelor of Arts and Bachelor of Science, but also in breadth subjects in the Bachelor of Commerce, Bachelor of Biomedicine, Bachelor of Environments, and Bachelor of Music. There were about 240 students enrolled in the Graduate Diploma of Psychology and approximately 80 students enrolled in fourth year programs (B. A. (Hons), B.Sc. (Hons), and the Graduate Diploma of Psychology (Advanced)). There were around 130 students enrolled in professional postgraduate programs (Clinical and Clinical Neuropsychology and combined Masters/PhD programs).

4.2 THE FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

<http://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 2015 gross revenue was in excess of \$580M. Approximately 50% of this income relates to research activities.

The Faculty has a student teaching load in excess of 7,500 equivalent full-time students including more than 1,000 research higher degree students. The Faculty has approximately 2,200 staff comprising 700 professional staff and 1,500 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.

4.3 THE VCCC

The Victorian Comprehensive Cancer Centre (VCCC) was established in 2009. Its mission is to accelerate improvements in cancer outcomes by integrating cancer research and education/training into clinical care across all VCCC partner organisations. Through innovation and collaboration, the VCCC is facilitating improvements in cancer outcomes. It aims to deliver three benefits for Victoria:

- a reduced burden of cancer;
- a world-class centre of excellence in cancer; and
- increased investment in biomedical research.

The VCCC has two components:

1. the VCCC Project – a new, purpose-designed building adjacent to the Royal Melbourne Hospital in Parkville that is designed for shared cancer services in three co-located hospitals (the Peter MacCallum Cancer Centre, Melbourne Health and the Royal Women's Hospital) and to increase collaboration for cancer research, education and training by the three building partners (the Peter MacCallum Cancer Centre, Melbourne Health and the University of Melbourne). The VCCC building was opened in July 2016.
2. the VCCC Partnership – a collaborative partnership of leading Victorian organisations that work together to reduce the burden of cancer. The VCCC Partnership includes Australia's best cancer research and treatment institutions: the Peter MacCallum Cancer Centre, Melbourne Health, the University of Melbourne, the Walter and Eliza Hall Institute of Medical Research, the Royal Women's Hospital, the Royal Children's Hospital, Western Health, St Vincent's Hospital Melbourne, Austin Health and the Murdoch Children's Research Institute. This powerful alliance provides a unique environment for the sharing of ideas and knowledge, and their translation into improved patient outcomes.

The program of the VCCC Partnership is based on the proven comprehensive cancer centre model of the National Cancer Institute (NCI) in the United States, which has been operating for over 40 years. The comprehensive cancer centre model accelerates the discovery, dissemination and adoption of better ways to prevent, diagnose and treat cancer through the integration of comprehensive programs of cancer research, education and clinical care. The key features of the NCI model have been adapted and strengthened through a partnership approach, to create a local comprehensive cancer centre model relevant to the Australian setting.

Between them, the VCCC partners provide clinical services to around 40% of Victoria's cancer patients (over 60% for some types of tumour) and enrol around 80% of the patients who are on cancer clinical trials in Victoria. The partners provided over 1.7 million occasions of service in relation to cancer over the last five years. With around 1400 cancer researchers across the ten partner institutions, 360 PhD students in cancer research and \$110 million in annual cancer research income, the VCCC partnership is by far the largest cancer research program in Australia. The quality and impact of VCCC cancer research also leads Australia – 40% of Australia's top 1% most cited cancer papers are authored by VCCC researchers.

4.4 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>.

4.5 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.

4.6 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.

4.7 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.

6. *University Expectations of a Professor*

The roles of professors have undergone considerable change in recent decades. External demands on universities today, as well as imperatives within institutions, have created some confusion and division of opinion about what now constitute appropriate roles.

The University of Melbourne has its own special features and mission, and hence the role of a professor in this University can be expected to differ from that in many other institutions. It is thus appropriate to clarify what the University expects of its professors.

The expectations of a professor in the University rest primarily on the nature of academic and professional leadership appropriate for a major international research university. Professors must always be distinguished academically in an international environment and are expected to maintain that distinction. While some may confine their leadership largely within their strict academic discipline (as shown, for example, by providing a focus and inspiration for research and teaching in their area of expertise), it is unlikely to be fulfilled simply by continuing to pursue their own work in isolation from others, as this does not denote leadership.

Professors in the University of Melbourne distinguish themselves by demonstrating leadership that can take several forms:

- ▶ Leading a group of individuals in research centred around the Professor and broader research leadership developing the research talents of other academics;
- ▶ Leading staff members involved in developing undergraduate or graduate teaching;
- ▶ Leading the overall management of particular functions in a department, such as teaching activities; coordination of a department's research or undergraduate teaching activities;
- ▶ Leading in an academic field as evidenced by publications in outstanding journals, or as the editor of journals, authorship of books, monographs and artistic works, invited papers and presentations at international conferences and by the organisation of such conferences;
- ▶ Leading in management particularly in assisting individuals and/or groups to channel and focus their efforts;
- ▶ Leading in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities.

In more specific terms, the expectations of a professor may be clarified as follows:

1. In all cases, the professor is expected to foster the research of other groups and individuals within the Department, within the discipline and within related disciplines. In particular, guidance and assistance to more junior staff in developing their capacity for teaching and research is of great importance. In many disciplines, provision of an environment for honours and graduate students is dependent upon the ability to attract external funds. Many professors will secure substantial grants which cover teams including junior staff while others will carry on research at a more individual level. Professors should introduce research students and colleagues to useful networks inside and outside the University. Normally, professors will also be required to carry a teaching load and be involved in some of the large classes and in teaching of both undergraduate and graduate students.
2. It is expected that a professor will seek continuing improvement in academic standards rather than merely maintaining them, and make a distinguished contribution to teaching in the faculty and University. A professor should be expected to provide leadership in curriculum development, design of courses, and innovations in the delivery of teaching in the discipline. Professors should be role models in their relationships with students and with professional staff at all levels. They should be accessible in the Department/Faculty and should take part in the community life of the University, including ceremonies where degrees are awarded to students of the department and to persons honoured by the University.
3. Professors are expected to participate in the appropriate national and international organisations of their discipline or profession. In most fields, such international involvement and standing should be clearly evident. It is expected that a professor will

serve on expert committees, be willing to participate in reviews and to work at a national and international level.

4. Professors have a responsibility to advance the image of the University in the community locally, nationally and internationally. That image will be enhanced by excellent research and good teaching, the receipt of awards and participation in major conferences. Community involvement might also be demonstrated in adopting the role of a public intellectual who contributes to the nation's culture and institutions. This might take many forms, including media commentary and the preparation of opinion articles, speaking at public events, and visits to schools and other community organisations.
5. Professors should be willing to contribute in policy formation and management of their department, their faculty and the University (through the Academic Board) where from time to time they have a contribution to make. They should play a constructive role in appointment, confirmation and promotion processes for academic and professional staff.
6. It is expected that professors from time to time carry out senior executive roles in the University, Faculty and/or Department.

Endorsed by Academic Board

Approved by Council August 2009