POSITION DESCRIPTION

THE UNIVERSITY OF MELBOURNE

Department of Anatomy and Neuroscience
Faculty of Medicine, Dentistry and Health Sciences

Teaching Fellow in Stem Cells and Regenerative Medicine

POSITION NO	0043090
CLASSIFICATION	Lecturer, Level B / Senior Lecturer, Level C Level of appointment is subject to qualifications and experience.
WORK FOCUS CATEGORY	Teaching Specialist
SALARY	Level B: $95,434 - $113,323 p.a. (pro rata) Level C: $116,901 - $134,792 p.a. (pro-rata)
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Part time (0.6 FTE) fixed-term position available for 2 years Fixed term contract type: Specific Task or Project
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, 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 Christine Wells Tel +61 3 8344 3795 Email well.c@unimelb.edu.au

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

about.unimelb.edu.au/careers

Position Summary

The Centre for Stem Cell Systems is seeking a teaching fellow to consolidate and expand educational activities in the area of stem cell biology and regenerative medicine at The University of Melbourne. The role will involve the review of current undergraduate subjects and courses offered by various faculties that contribute to an understanding of stem cell biology and contribute to the development of undergraduate and postgraduate (Masters) curricula. In particular, the Teaching Fellow will be involved in the development of the Centre's educational strategy to enhance the training of postgraduate students across the Parkville precinct by development of Masters level material and championing this through the academic approvals process. The role will also develop programs and materials to engage with high school students interested in the regenerative medicine academic stream. The role will require extensive liaison with course conveners and lecturers in the schools and departments associated with the Faculties of Science, Faculty of Medicine, Dentistry and Health, and in particular within the School of Biomedical Sciences as well as School of Engineering and the Melbourne Law School.

1. Key Responsibilities

The position description should be read alongside Academic Career Benchmarks and Indicators

1.1 TEACHING AND LEARNING

- Curriculum review and development in the specialities of stem cell biology, tissue engineering and regenerative medicine:
    - 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

1.2 LEADERSHIP AND SERVICE

- Take a leading role in development of integrated curricula for undergraduate and graduate for students from diverse backgrounds
- Liaise with academics from different Faculties, Schools and Departments to achieve mutually beneficial outcomes in subject and course design
- Ensure high standards of pedagogy in newly developed curricula and ensure Learning Outcomes are consistent with University Graduate attributes.
- Identification of sources of funding to support individual or collaborative projects, relating to teaching, research and engagement practice in the discipline
- Active participation in School committees

- Develop outreach activities relating to study pathways in stem cell research and technologies e.g. Schools outreach, first year orientation, academic advising
- Effective liaison with cross faculty networks to foster collaborative partnerships

2. Selection Criteria

2.1 ESSENTIAL

- PhD or professional qualification in a relevant discipline such as stem cells biology, tissue engineering or regenerative medicine
- Experience in teaching in a variety of settings (small and large group, clinical laboratory, field, research supervision as appropriate)
- Experience in the supervision or co-supervision and mentoring of postgraduate students and other staff where appropriate.
- Experience in curriculum development at tertiary level (undergraduate and/or postgraduate).
- Strong interpersonal and communication skills, with an ability to build and maintain relationships with key stakeholders (internal and external) and work collaboratively
- A background in stem cell biology, developmental biology, regenerative medicine or related fields.

In addition to the above, essential criteria for a Level C appointment are:

- Experience with the academic processes of course development and approvals for new courses
- Experience in course design that uses cutting edge scientific research
- Evidence of strong teaching engagement and teaching outcomes

2.2 DESIRABLE

- Qualifications in education, scientific pedagogy and/or application of these principals to course development
- An understanding of, and interest in recent developments in the disciplines of stem cell and regenerative medicine including the ethical, legal and social implications of this area of research.
- Experience in course design involving non-traditional modes of delivery and providing a flexible learning environment.

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 deserve to service 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 CENTRE FOR STEM CELL SYSTEMS

The University of Melbourne's Centre for Stem Cell Systems encompasses a multi-disciplinary network of leading researchers across the University Precinct with expertise in areas such as stem cell biology, tissue engineering, bioinformatics and the ethical, legal and social issues associated with regenerative medicine. The Centre facilitates collaboration between these specialists to increase the visibility, understanding and translational impact of stem cell research and technologies at a local, domestic and international level. The Centre's activities link Faculties including Science and Medicine, Dentistry and Health Sciences, Melbourne Law School and School of Engineering, as well as the medical research institutes and hospital departments affiliated with the University.

The Centre is hosted by the Department of Anatomy and Neuroscience, which is housed within the School of Biomedical Sciences in the Faculty of Medicine, Dentistry and Health Sciences. Further departmental information is available at http://biomedicalsciences.unimelb.edu.au/departments/anatomy-and-neuroscience/

5.2 FACULTY OF MEDICINE, DENTISTRY & 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 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.

5.6 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.