



POSITION DESCRIPTION

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

Senior Lecturer/Associate Professor in Psychology

POSITION NO	0044531
CLASSIFICATION	Senior Lecturer, Level C, or Associate Professor, Level D <i>Level of appointment is subject to qualifications and experience</i>
WORK FOCUS CATEGORY	Teaching and Research
SALARY	\$120,993 - \$139,510 p.a. (Level C) \$145,685 - \$160,500 p.a. (Level D)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full Time
BASIS OF EMPLOYMENT	Continuing 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	Nick Haslam Tel +61 3 8344 6379 Email nhaslam@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

Position Summary

The Melbourne School of Psychological Sciences is one of the leading schools of Psychology in Australia, with active research programs in Cognitive and Behavioural Neuroscience, Clinical Science, Cognitive and Mathematical Psychology, and Social and Personality Psychology. The School has recently established three research hubs in Complex Human Data, Decision Science, and Ethics and Well-being, and has also developed two major initiatives in behaviour change and translational clinical science. We have a large undergraduate teaching program and postgraduate research and professional training programs.

The School is seeking to appoint an outstanding social psychologist who can enhance its research strengths and contribute to its teaching programs. We are particularly keen to appoint a psychologist who can build capacity in the behaviour change initiative (e.g., applied social psychology) and/or the Ethics and Well-being hub (e.g., expertise in moral psychology or psychology of emotions). The successful applicant will have an international reputation in social psychology, an ability to provide outstanding classroom teaching and research supervision, and a strong commitment to service and engagement.

Successful applicants for appointment at Level C will have an established track record of publication in leading international journals and competitive grant success. Successful applicants for appointment at Level D will have attained recognition as a leading figure in their discipline and achieved distinction at national and international levels. Applicants for either level will have shown the ability to foster academic achievement in others and identify and exploit new opportunities in research, education and/or engagement with external partners for the benefit of both the School and the University. A commitment to innovative, high-quality teaching, and an ability to provide research supervision for fourth-year and postgraduate research students is essential. The successful applicant will be expected to participate actively in all aspects of the School's teaching, research, research supervision, administration, and engagement activities. The successful applicant will also be able to demonstrate strong academic leadership through contributions to team building and to the School's strategic planning and policy making processes.

The appointee will report to Professor Nick Haslam in the School of Psychological Sciences and as a member of academic staff will be expected to support the broad ethos of the School and the School's compliance with University policies and procedures, including environmental health and safety.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ To teach in the School's undergraduate, fourth-year and/or Master of Applied Psychology programs, including development of course material, preparation and delivery of lectures, seminars, tutorials, practical classes, demonstrations or workshops.
- ▶ To contribute to the development and review of new teaching programs within the School, including professional development short courses.
- ▶ To provide leadership in the review and development of curriculum in the applicant's area of expertise.

1.2 RESEARCH AND RESEARCH TRAINING

- ▶ To conduct research in the appointee's area of expertise, independently and in collaboration with others.

- ▶ To contribute actively with colleagues to the development of one or more research hubs or major research initiatives.
- ▶ To disseminate research findings through seminars, conference presentations, and publication in peer-reviewed international journals.
- ▶ To apply for, and to obtain, research funding from national competitive granting agencies and from other sources.
- ▶ To provide mentorship to junior academic staff.
- ▶ To attract and provide effective research supervision to high calibre postgraduate students.

1.3 LEADERSHIP AND SERVICE

- ▶ To participate in administrative activities associated with School and Faculty activity, including: carrying out administrative functions associated with the teaching program, attending School and Faculty meetings and participating in School, Faculty and University Committees.
- ▶ To contribute to the School's strategic planning and policy decision making processes
- ▶ To provide leadership in the development of partnerships and relationships with other schools, departments, and centres in the Faculty of Medicine, Dentistry and Health Sciences and in the wider University.
- ▶ To participate in activities that strengthen the links between the University and the community and which help in the dissemination and utilisation of psychological knowledge.
- ▶ To develop productive collaborations with external partners.
- ▶ 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 4.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ PhD or equivalent research higher degree in Social Psychology or a cognate discipline.
- ▶ Evidence of international standing (Level D) or potential to achieve international standing (Level C) in the field of social psychology via research and publications in international journals.
- ▶ Evidence of success in obtaining external research funding
- ▶ Evidence of success in building productive research collaborations
- ▶ A demonstrated track record of successful supervision of postgraduate students
- ▶ Demonstrated capacity and commitment to excellence in research-led teaching in social psychology.
- ▶ Demonstrated academic leadership and ability to build successful academic teams.
- ▶ A willingness and ability to contribute to the activities of the School through administration, engagement, and service to the discipline.

- ▶ Understanding of the interlinked strands of research, teaching and engagement in the University's mission statement, Growing Esteem.
- ▶ Strong interpersonal and communication skills, with an ability to build and maintain relationships with key stakeholders (internal and external) and work collaboratively

2.2 DESIRABLE

- ▶ Demonstrated research and teaching interests relevant to behaviour change and/or applied social psychology and/or moral psychology and/or psychology of emotions
- ▶ Proven contribution to academic, institutional and public life through active participation in relevant professional associations.

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

www.psychologicalsciences.unimelb.edu.au

The Melbourne School of Psychological Sciences is one of six schools within the Faculty of Medicine, Dentistry and Health Sciences. It is consistently ranked one of the top Schools of Psychology in Australia, and is ranked 19th in the world in the 2017 QS global rankings. The School is undergoing vigorous growth 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, cognitive and mathematical psychology, social and personality 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 Research Centre, 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 70 academic, teaching, research and professional staff, 170 honorary staff, and 130 PhD students. In 2017, there were over 6000 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 200 students enrolled in the Graduate Diploma of Psychology, about 90 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).

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>