

POSITION DESCRIPTION



Department of Clinical Pathology
Melbourne Medical School
Faculty of Medicine, Dentistry and Health Sciences

CHAIR OF PATHOLOGY & HEAD OF THE DEPARTMENT OF CLINICAL PATHOLOGY

POSITION NO	0045199
CLASSIFICATION	Level E, Professor (Teaching and Research)
SALARY	\$187,654 p.a. An attractive salary package will be negotiated including clinical loading
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	Completed applications should be sent and marked for the attention of Caroline Dever at Odgers Berndtson: CPUM@odgersberndtson.com
CONTACT FOR ENQUIRIES ONLY	Caroline Dever, Odgers Berndtson M: +61 (0)429 939 399 Email: caroline.dever@odgersberndtson.com

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

Position Summary

Teaching, research and engagement in the discipline of Pathology has been a part of the Medical School at the University of Melbourne since the appointment of Harry Brookes Allen in 1882. Since that time the Department of Pathology has had nine heads including Peter McCallum, John Victor Hurley, Colin Masters, Paul Monagle, Paul Waring and most recently Fabienne MacKay. The Department has taught both undergraduate and graduate pathology programs, performed research in a broad range of areas including cancer and neuroscience and delivered specialised clinical services.

The Department of Pathology was transferred to the Melbourne Medical School as part of a restructure with the School of Biomedical Sciences in 2017. In transferring to Melbourne Medical School, the Department was renamed Department of Clinical Pathology. The change of name better reflects the current focus of pathology with in faculty as a medical discipline rather than a scientific discipline.

Chair of Pathology and Head of the Department of Clinical Pathology will provide high level leadership and make innovative and distinctive contributions to leadership in learning and teaching, research and engagement in the clinical discipline of pathology in The University of Melbourne Department of Clinical Pathology, Melbourne Medical School.

Chair of Pathology and Head of the Department of Clinical Pathology will build successful partnerships and collaborate effectively with research groups and partners to enhance and foster excellence in clinical pathology. The incumbent will also contribute to learning and teaching excellence at all levels.

The title of Chair of Pathology is awarded for the duration of the incumbent's role as Head of Department. If the incumbent is no longer Head of Department, they will be appointed to a continuing professorial position in the Department.

Professors at the University of Melbourne also provide transformational leadership and dedicated service for the University and the broader community beyond their leadership within their academic fields and disciplines.

This position description should be read in conjunction with 'The Leadership Roles of Melbourne Professors' <https://staff.unimelb.edu.au/human-resources/academic-careers-@-melbourne/promotion/Leadership-Roles-of-Melbourne-Professors-April-2017.pdf>

The Council reserves the right to make no appointment or to fill the position by invitation at any stage.

1. Key Responsibilities

1.1 LEADERSHIP AND SERVICE

- ▶ As a senior member of the Faculty, provide leadership and foster excellence in research, teaching and community engagement for improved capability across the Department, Faculty, and the University overall
- ▶ Lead collaborative initiatives with community, industry and policy engagement of significant public value (e.g. research translation/clinical programs/educational programs)
- ▶ Participate actively on Department/Faculty/University committees
- ▶ Engage positively in learning and career development of self and others
- ▶ Effectively demonstrate and promote of University values including diversity and inclusion and high standards of ethics and integrity

- ▶ Provide expert advice to government and peak bodies (local, state, national, international)

1.2 TEACHING AND LEARNING

- ▶ Provide leadership in improving the quality of education and training in clinical pathology disciplines
- ▶ Deliver innovative educational programs in both the postgraduate and continuing professional development space
- ▶ Lead the evaluation and renewal of curriculum design and delivery
- ▶ Oversee and guide the academic development of students

1.3 RESEARCH AND RESEARCH TRAINING

- ▶ Set the direction, and lead, original, innovative, and distinguished research programs that have demonstrable impact that is of benefit to society
- ▶ Develop collaborative, cross-disciplinary research initiatives with national and international partnerships within and beyond the University
- ▶ Secure research grants and external research income that build institutional capacity and create opportunities for early career academic development
- ▶ Publish research outcomes in high-impact, peer reviewed journals
- ▶ Attract and supervise/mentor research higher degree students, encouraging and facilitating student engagement in both discipline-specific and broader professional research networks

1.4 STAFF SUPERVISION

- ▶ Undertake probationary and performance management processes, ensuring you have regular conversations with your staff and are providing positive and constructive feedback to enhance staff and team performance.
- ▶ Provide coaching, guidance and support for career planning, ensuring staff have access to appropriate professional development activities.
- ▶ Understand your responsibilities associated with approving staff leave and ensuring leave is approved in line with operational requirements.
- ▶ Allocate and monitor workload and address associated issues in a timely manner.
- ▶ Ensure new staff participate in the university's induction program and provide a localised work area orientation.

1.5 DEPARTMENT GOVERNANCE

- ▶ Establish and maintain a suitable departmental organisational and committee structure
- ▶ Develop and maintain the strategic and academic planning functions of the department including setting of goals and targets and the initiation and revision of course offerings
- ▶ Allocate responsibilities to staff to ensure the effective and efficient performance of the departments teaching research and service functions.
- ▶ promulgate and implement the University's policies within the Department.

- ▶ Ensure the ethical conduct in and by the Department, including ethical use of communication networks.

1.6 FINANCIAL AND INFRASTRUCTURE MANAGEMENT

- ▶ Manage the finances of the Department, including the establishment of budgets and planning for equipment, other infrastructure expenditure and monitoring of expenditure against allocations
- ▶ Actively pursue opportunities to increase revenue for the Department
- ▶ The manage and maintain the departmental space and infrastructure of resources across various locations of the Department
- ▶ Ensure compliance with legislation, University policy and regulations and University financial management and reporting requirements

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A medical qualification, registrable with the Medical Practitioners Board of Australia or qualifications which will enable registration
- ▶ A Fellowship in the Royal College of Pathologists of Australasia (or equivalent)
- ▶ PhD or equivalent research higher degree
- ▶ International standing and demonstrated leadership in research and scholarship
- ▶ A demonstrated record of academic leadership and provision of effective strategic direction within an organisation
- ▶ Proven high level organisational management and problem solving skills
- ▶ Ability to provide strategic focus and direction, fostering a culture of innovation and collaborative academic achievement
- ▶ Demonstrated ability to meet the governance requirements of the position
- ▶ Demonstrated sustained success in obtaining research grants and external research income (with emphasis on competitive, international and peer-reviewed)
- ▶ Exceptional interpersonal and communication skills, with proven success in working collaboratively with diverse stakeholders including academic peers, clinicians, industry, community, policy makers and government.
- ▶ Extensive experience and excellence in teaching and learning, including capacity to attract and successfully supervise research higher degree students to completion
- ▶ Ethical leader who values diversity and works effectively with individual differences

2.2 DESIRABLE

- ▶ A sound understanding of the impact on the University of changes in the higher education sector in Australia
- ▶ A demonstrated capacity for effective innovation, especially in response to change

2.3 SPECIAL REQUIREMENTS

▶ N/A

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/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 DEPARTMENT OF CLINICAL PATHOLOGY

<http://medicine.unimelb.edu.au/school-structure/clinical-pathology>

The newly established Department of Clinical Pathology focuses on graduate learning and teaching, research and engagement in the clinical discipline of pathology. It collaborates broadly with other Departments, Centres, Schools and Faculties of the University of Melbourne, health services and medical research institutes to generate new knowledge in cancer research to improve the outcomes of patients. Initial programs of

research will specifically focus on the molecular defects of tumours and the utility of applying the knowledge of these defects to prognostication and treatment of patients with cancer. The Department of Clinical Pathology also provides specialist laboratories for cancer cell biology, DNA bio-banking, rapid large scale, next generation sequencing and organoid generation and testing.

Whilst the initial research focus of the MMS Department of Clinical Pathology is cancer research it also has a more generalist remit for graduate learning and teaching and engagement across the broader areas of clinical pathology. The Department of Clinical Pathology teaches into the Melbourne Medical School's flagship course, the Doctor of Medicine and has thriving Honours, Masters and PhD student cohorts.

5.2 MELBOURNE MEDICAL SCHOOL

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

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of nine clinical departments (Clinical Pathology, General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs including the Doctor of Medicine (MD), the first professional entry Masters level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st century medical education.

The MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

5.3 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.

5.4 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>.

5.5 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.

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/governance>