

POSITION DESCRIPTION

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

Senior Lecturer/Associate Professor in Clinical Anatomy

POSITION NO	0043721
CLASSIFICATION	Level C/Level D
WORKFOCUS CATEGORY	Academic Teaching
SALARY	Senior Lecturer \$120,993 - \$139,510 p.a. plus clinical loading where appropriate. Associate Professor \$145,685 - \$160,500 p.a. plus clinical loading where appropriate.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time / Part-time negotiable (0.5 – 1.0 FTE)
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	Name: Associate Professor Robb de longh Tel +61 3 8344 5788 r.deiongh@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 Department of Anatomy & Neuroscience is seeking a highly trained and experienced Clinical Anatomist to join a dynamic and highly committed team of topographic anatomy teachers and researchers. The position will involve teaching human anatomy to undergraduate students in the Science and Biomedicine degrees and postgraduate students in the MD and the Graduate Diploma in Surgical Anatomy. A particular focus will be after-hours dissection classes with surgical trainees and interaction with surgical specialists in the Graduate Diploma.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Contribute to teaching and academic leadership in postgraduate anatomy teaching in the graduate MD program and particularly the Graduate Diploma in Surgical Anatomy.
- ▶ Liaise with the Royal Australian College of Surgeons to maintain the academic quality of the Graduate Diploma in Surgical Anatomy and certification.
- ▶ Liaise with and coordinate clinical and surgical specialists involved in teaching and assessment of the Graduate Diploma in Surgical Anatomy.
- ▶ Contribute to teaching in undergraduate anatomical teaching programs in the Bachelor of Science and Bachelor of Biomedicine.
- ▶ Make a significant contribution to the evaluation and renewal of curriculum design and delivery.
- ▶ Develop the leadership skills and familiarity with the curriculum and administrative processes in the Graduate Diploma in Surgical Anatomy required to assume the role of course coordinator.

1.2 SERVICE AND LEADERSHIP

- ▶ As a senior member of the Department, provide leadership and foster excellence in research, teaching and community engagement for improved capability within the department.
- ▶ Active participation in community engagement and professional activities related to the advancement of the discipline.
- ▶ Active participation on Department and Faculty committees and significant contribution to activities and developments across the Faculty.
- ▶ 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.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ An MBBS, an MD or a PhD in a relevant discipline.
- ▶ Experience in teaching dissection-based human anatomy to undergraduate and postgraduate students.
- ▶ A commitment to excellence in teaching and scholarship, particularly in teaching clinical anatomy.

- ▶ Excellent interpersonal and communication skills, with an ability to work collaboratively and to develop and maintain relationships with clinical stakeholders (e.g. Royal Australian College of Surgeons).

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

- ▶ Fellow of the Royal Australasian College of Surgeons (FRACS) or equivalent.
- ▶ Extensive experience in teaching or coordinating a postgraduate anatomy teaching program.

2.2 DESIRABLE

- ▶ A postgraduate surgical qualification.
- ▶ Experience of a surgical training diploma as trainee, teacher or coordinator.
- ▶ Candidates with interests in research in teaching and pedagogy, particularly anatomical teaching will be given favourable consideration.

2.3 SPECIAL REQUIREMENTS

- ▶ This role requires involvement with and ultimately a coordinator role for the Graduate Diploma in Surgical Anatomy therefore the position will require the ability to work outside standard hours, as the classes are delivered on weekends or after hours on weekdays.

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 ORGANISATION UNIT

The Department of Anatomy and Neuroscience is one of the departments within the School of Biomedical Sciences in the Faculty of Medicine, Dentistry and Health Sciences. Further information is available at: <http://biomedicalsciences.unimelb.edu.au/departments/anatomy-and-neuroscience>

5.2 SCHOOL OF BIOMEDICAL SCIENCES

biomedicalsciences.unimelb.edu.au

The School of Biomedical Sciences is part of the Faculty of Medicine, Dentistry & Health Sciences. It was established on 1 January 2015 and comprises the Departments of Anatomy and Neuroscience, Biochemistry and Molecular Biology, Microbiology and Immunology, Pathology, Pharmacology and Therapeutics, and Physiology.

Situated on the University's Parkville Campus in a rich medical practice and research precinct the School has much to offer research and teaching staff alike.

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>