



POSITION DESCRIPTION

Melbourne School of Psychological Sciences
The Faculty of Medicine, Dentistry & Health Sciences

Lecturer in Psychology

POSITION NO	0045730
CLASSIFICATION	Level B
WORK FOCUS CATEGORY	Academic Teaching
SALARY	\$98,775 to \$117,290 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time
BASIS OF EMPLOYMENT	Continuing
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	Associate Professor Piers Howe +61 3 8344 6287 pdhowe@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

Psychological Sciences is one of the leading schools of Psychology in Australia, with active research programs in Behavioural Neuroscience, Clinical Psychology, Clinical Neuropsychology, Cognitive Psychology, Developmental Psychology, Quantitative and Mathematical Psychology, and Social Psychology. We have a large undergraduate and fourth-year teaching program and extensive postgraduate programs providing research and professional training.

We are seeking to appoint an outstanding individual to join our innovative teaching team. The appointee will be actively involved in teaching and learning, curriculum development, and student enrichment activities. In particular, they will be required to develop and deliver teaching and assessment materials that reflect the latest advances in pedagogy, efficiently coordinate individual subjects and heighten the student learning experience in response to feedback. They will also be expected to engage with external partners to enhance the teaching and learning experience, complement and extend the School's strengths in research and research training, and actively participate in School activities.

The successful applicant will report to the Director of Teaching and Learning and will be required to work closely with teaching staff, particularly the Undergraduate Programs Convenor, the Convenor of Academic Innovation, the Tutor Coordinator and tutors in furthering the teaching goals and objectives of the Melbourne School of Psychological Sciences.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- › Engage in curriculum design, teaching preparation and the delivery of lectures in undergraduate or postgraduate psychology subjects as required.
- › Provide student feedback on teaching and learning and enhance the student learning experience in response to feedback.
- › Participate in the development of new course or subject materials and review existing courses and subjects in consultation with the Director of Teaching and Learning.
- › Contribute to and lead the development of Learning and Teaching Initiative grants with other teaching staff in the School and the University.
- › Coordinate undergraduate or postgraduate subjects and perform relevant administrative functions related to teaching and learning.
- › Lead research seminar groups in the third year 'Capstone' subject and contribute to the assessment of this subject as required.
- › Provide academic counselling and pastoral care to students in collaboration with other teaching staff.
- › Maintain an ongoing subject presence on the University's Learning Management System (LMS), including the monitoring of student posts to the Discussion Board.
- › Maintain a portfolio of relevant quantitative and qualitative measures of teaching quality incorporating SES results and peer review of teaching and learning as a reviewee or reviewer.
- › Contribute to the research efforts of the School, including research in teaching and learning and the training of Honours and postgraduate students.

- › Contribute to the School's portfolio of external relations activities, particularly with regards to student engagement.
- › Bring relevant entrepreneurship and local engagement with government, business, professions or communities to enhance excellence in teaching and learning.

1.2 LEADERSHIP AND SERVICE

- › Contribute to strategic planning and policy development of teaching and learning in the School and participate in relevant academic committees as required.
- › Bring active leadership and service beyond the academy, contributing to the intellectual, cultural, social, health or economic life of the community.
- › Positively engage in teams and learning and professional development of self and others.
- › Manage student attendance records and assist with sessional staff administration as required.
- › Comply with all School and University academic policies and procedures, statutes, delegations and processes.
- › 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

- › A PhD or equivalent research higher degree in psychology or a cognate discipline.
- › Evidence of teaching experience and flexibility to participate in and teach a range of subjects, including the capacity to develop innovative teaching and assessment materials, deliver lectures, provide feedback, and support on-line activities.
- › Excellent computer skills and familiarity with the Microsoft suite of applications and statistical packages related to the discipline of psychology.
- › Sound written and verbal communication abilities and strong organisational and planning skills, particularly as they relate to teaching and learning.
- › Demonstrated ability to work independently and collaboratively in a team to achieve project goals and meet agreed deadlines.
- › An ethical staff member who can uphold the University's values, standards and expectations for appropriate behaviour in the workplace, including to act ethically and in good faith, with trust and integrity, and committed to a diverse and inclusive workplace.

2.2 DESIRABLE

- › Familiarity with the undergraduate or postgraduate psychology programs at the University of Melbourne, including the ability and willingness to teach in more than one subject area of psychology.
- › Expertise in, and the capacity to teach courses in developmental psychology.
- › Previous experience in developing new and innovative curriculum resources, including prior success in obtaining funding to support these activities.

- ▶ Previous experience with academic administration such as subject coordination, the provision of course advice and pastoral care, or overseeing the activities of undergraduate tutors in the Melbourne School of Psychological Sciences.
- ▶ A developing profile in scholarly activity and research, particularly in teaching and learning.
- ▶ Familiarity with University internet resources and systems, such as the Learning Management System (LMS), Turnitin and Themis.
- ▶ Registration as a psychologist by the Psychology Board of Australia (only needed for applicants involved in teaching professional practice skills).

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 THE MELBOURNE SCHOOL OF PSYCHOLOGICAL SCIENCES

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 15th in the world in the 2018 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 84 academic, teaching, research and professional staff, 140 honorary staff, and 146 PhD students. In 2017, there were over 4,500 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 THE 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 \$630m 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>