

POSITION DESCRIPTION

U-Vet Werribee Animal Hospital
Faculty of Veterinary and Agricultural Sciences

Lecturer / Senior Lecturer (Diagnostic Imaging)

POSITION NO	0028407
CLASSIFICATION	Lecturer, Level B or Senior Lecturer, Level C
SALARY	<p>\$95,434 - \$113,323 (Level B) \$116,901 - \$134,792 (Level C)</p> <p>Level of appointment will be made in accordance with the qualifications and experience of the successful applicant.</p>
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	<p>Full-time (continuing) position Fractional (part time) applications may be considered</p>
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	New
HOW TO APPLY	<p>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.</p>
CONTACT FOR ENQUIRIES ONLY	<p>Dr Dayle Tyrrell Tel +61 3 8001 2446 Email dayle@unimelb.edu.au</p> <p><i>Please do not send your application to this contact</i></p>

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

about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

ABOUT THE POSITION

The Lecturer/Senior Lecturer in Diagnostic Imaging will be appointed into a teaching scholar position with a primary focus on contributing to the training of veterinary students and residents as well as clinical service delivery in the diagnostic imaging section at the University of Melbourne's teaching hospital which is based in Werribee, a 30 minute drive from the Melbourne CBD. Teaching scholars are expected to provide inspirational teaching and contribute to the student learning experience through lecture preparation and delivery, practical class instruction and clinical teaching of diagnostic imaging. Further scholarship within teaching is strongly encouraged and the successful applicant may be supported to complete a graduate certificate in university teaching.

The appointee will provide inspirational teaching and contribution to the quality of student learning and the student experience. This will be achieved by developing exciting and innovative teaching material for undergraduate and postgraduate students both veterinary and non-veterinary as is necessary for delivery of curriculum. Clinical teaching will occur during provision of a high quality Diagnostic Imaging service in the Hospital, and will include resident supervision.

The position will have a strong emphasis on teaching within the clinical service, and will be expected to independently develop scholarship around teaching and learning.

Imaging equipment consists of Fuji CR system for small and large animal radiography and fixed image intensification, Philips BV Libra C-arm, Philips Epiq5 ultrasound machine, Siemens 16 slice CT (with equine table), GE 1.5T MRI (with equine table) and Argus epic gamma camera. All images are sent to a designated PACS server.

Opportunity also exists for the applicant to pursue their research interest and to contribute to current research projects.

ABOUT US

U-Vet provides high quality veterinary services to small and large animals in the areas of general practice, referral medicine and surgery, neurology, radiology, anaesthesia, emergency and critical care, clinical pathology and anatomic pathology and also provides clinical instruction to students of veterinary science.

The clinical services of U-Vet deals mainly with medical and surgical problems of dogs, cats, pocket pets and horses; other sections of U-Vet provide veterinary services to sheep, cattle and pig producers.

The University of Melbourne has affirmed its position as the number one university in Australia, and remains among the fastest-rising research universities in the world's top 100, according to the Academic Ranking of World Universities (ARWU). It is counted among the best universities in the world – 33 by the Times Higher Education (THE) and 32 by the US News and World Report Rankings. Please refer to [Tradition of Excellence](#) for further information.

The Faculty of Veterinary and Agricultural Sciences provide over 20 courses and 300 subjects to approximately 3,500 equivalent full time students. The Faculty provides the only professional entry veterinary program in Victoria and the Bachelor of Agriculture is the fastest growing undergraduate degree in Australia. The University of Melbourne's agriculture program is the largest in Victoria and ranked 36 in the world, whilst the Doctor of Veterinary Medicine program was the first graduate veterinary professional entry program in Australia. The Faculty is ideally

placed to contemplate changes that have far-reaching consequences on its teaching, engagement and research.

1. *Selection Criteria*

In order to be considered for interview by the Selection Panel, applicants must address the following Criteria in their application. Please visit the University website how to address [Essential Selection Criteria](#)

1.1 ESSENTIAL

To be appointed to Level B, Lecturer

- ▶ Bachelor of Veterinary Science or equivalent registrable veterinary degree
- ▶ Completion of an accredited training program (FANZCVS, ECVDI or ACVR) and be eligible to sit the qualifying examinations
- ▶ Demonstrated capacity to effectively supervise and consult students, trainees, technicians and staff.
- ▶ Demonstrated experience in managing a Diagnostic Imaging clinical service.
- ▶ High level communication skills in English, written and oral, appropriate for scientific audiences as well as excellent organisational and administrative abilities and strong inter-personal skills with exceptional skills in the use of modern technologies for teaching and communication of scientific results.
- ▶ Demonstrated expertise in teaching Diagnostic Imaging to undergraduate and postgraduate students and residents
- ▶ Demonstrated effective teaching practices as evidenced by one or more of: teaching in a range of different settings (lecture, tutorials, clinical settings), with consistent high teaching evaluations and other evidence of positive student feedback and peer review, and/or application to teaching practice of new ideas in the discipline and new ideas about teaching in the discipline.
- ▶ A demonstrated innovative teaching and leadership record, evidenced by one or more of: an institutional impact through the evaluation of curriculum development at the discipline or interdisciplinary level, presentations on teaching and learning at local and national conferences, success in attracting funding to undertake projects related to teaching practice in the discipline, and/or mentoring of junior staff.
- ▶ Demonstrated ability to engage with relevant professional and industry bodies and stakeholders to foster collaborative partnerships whilst working with people of diverse cultural backgrounds.

In addition to the above, to be appointed to Level C, Senior Lecturer

- ▶ Fellowship in the Australian and New Zealand College of Veterinary Scientists in Diagnostic Imaging, or equivalent Diplomat status in either the American College of Veterinary Radiology or the European College of Veterinary Diagnostic Imaging in order to permit registration in Victoria as a specialist
- ▶ Demonstrated capacity provide academic leadership, mentoring, counselling to students, trainees, technicians and staff.
- ▶ Demonstrated extensive experience in leading a Diagnostic Imaging clinical service.

- ▶ Demonstrated significant impact in executing effective teaching practices with consistently high teaching evaluations.
- ▶ A significant innovative teaching and leadership record, evidenced by one or more of: an institutional impact through the evaluation of curriculum development at the discipline or interdisciplinary level, presentations on teaching and learning at local and national conferences, success in attracting funding to undertake projects related to teaching practice in the discipline, and/or mentoring of junior staff.

1.2 DESIRABLE

For both Level B and Level C

- ▶ Developed cross-cultural sensitivity in teaching and learning
- ▶ Registration with Veterinary Practitioners Registration Board of Victoria as a specialist in Diagnostic Imaging
- ▶ Advanced training in teaching and learning (eg Graduate Diploma of Education)

2. Special Requirements

- ▶ Possess a current driver's licence or ability to gain a full drivers licence in Victoria.
- ▶ Able to participate in a roster after hours, including weeknights, weekends and public holidays
- ▶ Registration with the Veterinary Practitioners Registration Board of Victoria
- ▶ Current vaccination status for Hepatitis A/B and tetanus. Current Q fever vaccination status may also be required depending on position

3. Key Responsibilities

The University of Melbourne sets 'Minimum Standards for Academic Levels' (MSALs) which are expected from academic staff. The levels are differentiated by level of complexity, degree of autonomy, leadership requirements of the position, and level of achievement of the academic.

Below are the MSAL's for both Level B and Level C academic staff. The Key Responsibilities, outlined under 3.1 to 3.5 below, are to be read in conjunction with the appropriate MSAL and in accord with the role.

Level B – Lecturer, Research Fellow (Grade 2)

A level B academic will undertake independent teaching and/or research in their discipline or related area. In research and/or teaching and/or scholarship, a level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

A level B academic will contribute to teaching at undergraduate, honours and postgraduate level, and/or engage in independent scholarship and/or undertake research and/or engage in professional activities appropriate to his or her profession or discipline. They will undertake administration primarily relating to their activities at the institution and

may be required to perform the full academic responsibilities of, and related administration for, the coordination of an award program of the institution.

At level B an academic will have experience in research or scholarly activities, which have resulted in refereed journals or other demonstrated scholarly activities. Research may be carried out independently and/or as part of a team. Level B academics may supervise postgraduate research students or projects and be involved in research training.

Level C - Senior Lecturer, Senior Research Fellow

A level C academic will make a significant contribution to the discipline at the national level. In research, scholarship and/or teaching they will make independent and original contributions, which expand knowledge or practice in their discipline and have a significant impact on their field of expertise.

A level C academic will make a significant contribution to research and/or scholarship and/or teaching and/or administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours and postgraduate level. They may undertake research. They will play a major role or provide a significant degree of leadership in scholarly, research and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of, and related administration for, the coordination of a large award program or a number of smaller award programs of the institution.

The research work of a level C academic will be acknowledged at a national level as being influential in expanding the knowledge of his or her discipline. This standing will be demonstrated by a strong record of published work or other demonstrated scholarly activities. A level C academic will normally provide leadership in research, including research training and supervision.

All staff are required to perform all duties in accordance with the Policies of the University of Melbourne and the Faculty of Veterinary and Agricultural Sciences

3.1 TEACHING AND LEARNING

In line with the MSAL above:

- ▶ Be innovative in the teaching and supervision of students which may include, but is not limited to the development of courses and subject material for undergraduate and graduate veterinary and non-veterinary students, preparation of lectures and practicals, contribute to the review of subject materials relating to existing courses and/or subjects, marking and assessment and the undertaking of administrative tasks associated with the role.
- ▶ Maintain currency with the latest ideas in the discipline to enable teaching in the discipline.
- ▶ Identify and obtain funding to support individual or collaborative projects related to the teaching practice in the discipline.
- ▶ Supervision of residents and mentoring them in the process of attaining specialty credentials.
- ▶ Actively participate and advise on the curriculum development of the new program to be delivered by the faculty
- ▶ Participation in clinical service provided in U-Vet

3.2 ENGAGEMENT

In line with the MSAL above:

- ▶ Involvement in professional activity, including participation in meetings of professional societies
- ▶ Participation in continuing education events, for example practitioners' seminars or tutorials
- ▶ Promote U-Vet both to the referring veterinarian and the wider community
- ▶ Engage with relevant professional and industry bodies and stakeholders to foster collaborative partnerships.
- ▶ Expand the knowledge of the discipline which impacts the field.

3.3 LEADERSHIP AND SERVICE

In line with the MSAL above:

- ▶ Contribute to administrative activities, policy development and strategic activities at the Faculty and University levels.
- ▶ Participate in Faculty and University meetings, seminars, committees and promotional activities such as Open Day.
- ▶ Communicate and disseminate information relating to the discipline.
- ▶ Identify sources of funding to support individual or collaborative projects relating to the teaching and engagement discipline.
- ▶ Undertake administration primarily relating to the activities of the role in line with the University of Melbourne Operating Model.
- ▶ Ensure that all requirements are met for the Performance Development Framework for staff supervised by this position in conjunction with the Associate Dean Academic Staff (as appropriate) and the U-Vet Executive Director.

3.4 CLINICAL SERVICE

- ▶ Efficient, enthusiastic management of the Diagnostic Imaging cases within U-Vet. This involves timely and effective internal and external communication and the instruction of residents and other staff as needed
- ▶ Development of the Diagnostic Imaging service in U-Vet. This strategy should have the goal of increasing the number of cases currently being seen by U-Vet and increasing profitability of the service
- ▶ Development and implementation of a marketing strategy to increase the profile of the Diagnostic Imaging service and U-Vet. This should be done in a cohesive fashion along with all other areas of U-Vet.
- ▶ Supervise and train staff including residents in Diagnostic Imaging and participate in training residents in other clinical disciplines
- ▶ Promote the clinical programs to the profession, referring veterinarians, and the public
- ▶ Liaison with other staff and specialists including but not limited to, criticalists, internists, surgeons, anaesthetists, neurologists and pathologists, as required
- ▶ Facilitate the management of the Diagnostic Imaging service and U-Vet with administrative duties
- ▶ Participate in an after hour's roster to provide ongoing and emergency care to patients of U-Vet and provide support to residents and clinicians

3.5 RESEARCH AND RESEARCH TRAINING (ADVANCEMENT OF THE DISCIPLINE)

This is a Teaching specialist position and there is no expectation to conduct independent research, but may elect to do so within the discipline.

3.6 RESPONSIBILITY AND COMPLIANCE

- ▶ Maintain a sound knowledge of current University Policy and Procedures, and reliably follow these or provide compliant advice to others;
- ▶ Reliably follow communications protocols and/or policies as appropriate.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.
- ▶ Behavioural Expectations - All staff are expected to maintain the following behaviours:
 - ▶ Treat everyone equitably; act fairly with staff and demonstrate respect for diversity
 - ▶ Be an effective team player who is cooperative and gains the trust and support of staff, peers and clients through collaboration.

4. Other Information

4.1 FACULTY OF VETERINARY AND AGRICULTURAL SCIENCES

<http://fvas.unimelb.edu.au/>

The Faculty of Veterinary and Agricultural Sciences was formed in July 2014 through the merger of the former Faculty of Veterinary Science and the Department of Agriculture and Food Systems. The new Faculty creates opportunities for closer research collaborations and the formation of interdisciplinary teams to address major issues in veterinary and agricultural sciences. The Faculty's core teaching, postgraduate training, research, clinical consultancy and industry development activities are delivered at the Parkville, Werribee and Dookie campuses, and the Veterinary Hospital operates at Werribee.

Our interdisciplinary approach applies scientific, social, political and economic perspectives to address the needs of both human communities and the natural environment. We address the issues of climate change, food production and food security, crop, plant and soil health, water management, sustainable use of resources for agriculture, animal health and disease and other problems challenging key decision makers today.

Our academic staff engage with government and industry to investigate critical societal issues and the faculty is home to University research centres dedicated to this work. They include: Animal Welfare Science Centre; Primary Industry Climate Challenges Centre; Centre for Animal Biotechnology; Centre for Equine Virology; and the Asia-Pacific Centre for Animal Health', in which the University is a core partner. Research within the Faculty has led to some outstanding outcomes including: increased agricultural productivity; vaccines and diagnostic products that have been commercialised throughout the world; enhanced animal welfare; improvements in public health; and contributions to basic understanding of animal biology.

The Faculty is the only provider of Veterinary Science courses in Victoria and one of only a small number of Universities doing so in Australia. The Bachelor of Agriculture and Bachelor of Food Science along with coursework masters in Agricultural Sciences and Food Science offers one of the most comprehensive educational programs in agricultural and food science in Australia.

4.2 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at <http://futurestudents.unimelb.edu.au/explore/why-choose-melbourne/reputation-rankings>.

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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>.

4.3 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/index.html#home>

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.

4.4 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.

4.5 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/unisec/governance.html>.

5. *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.