

POSITION INFORMATION

Position Title	Mater Lecturer/Senior Lecturer in Healthcare Ethics		
Faculty	Office of the Deputy Vice-Chancellor (Coordination)		
School	Queensland Bioethics Centre		
Nominated Supervisor	Dr David Kirchhoffer	Campus/Location	McAuley at Banyo/ Brisbane
Academic Level	Level B or Level C depending on Qualifications	Academic Career Pathway	Teaching and Research
CDF Achievement Level	1 All Staff	Work Area Position Code	
Employment Type	Full-time, Fixed term (5 Years)	Date reviewed	16.7.2020

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University, and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support this complex and national University consists of:

- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer & Deputy Vice-Chancellor (Administration)
- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Education and Innovation)

- Deputy Vice-Chancellor (Coordination)
- Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

ABOUT THE OFFICE OF THE DEPUTY VICE-CHANCELLOR (COORDINATION)

Established in February 2019, the Office of the Deputy Vice-Chancellor, Coordination is a new University portfolio which, among other key responsibilities, plays a major part in extending ACU's Catholic intellectual and ethical capacity.

The Office of the Deputy Vice-Chancellor, Coordination, comprises ACU's Core Curriculum, the University's Associate Vice Chancellors and Campus Deans, and certain Institutes and Centres that support the University's contribution to Ethics, including; the PM Glynn Institute, the Institute of Child Protection Studies, the Plunkett Centre for Ethics and the Queensland Bioethics Centre.

The major areas of responsibility for the Office of the Deputy Vice-Chancellor, Coordination, encompass: maintaining institutional unity as well as campus diversity across a multi-state, multi-campus university; developing a national approach to Catholicity by coordinating Catholic intellectual life and cultural dialogue with the secular world, extending to both student and staff formation; and coordinating and overseeing changes to organisational structures to achieve organisational direction in line with the Vice-Chancellor's priorities.

ABOUT THE QUEENSLAND BIOETHICS CENTRE

The Queensland Bioethics Centre (QBC) is a collaboration between the Archdiocese of Brisbane and Australian Catholic University. QBC was first established by the Archdiocese in 1981 to become a library and resource for the public on bioethical issues. It was one of the earliest such centres in Australia. Today, the QBC continues its work in collaboration with Australian Catholic University.

The objective of the QBC is to promote a distinctively Catholic approach to the field of bioethics through the following range of possible strategies:

- (a) **Research:** to deepen and advance knowledge and understanding of the ethical standards relevant to human health and well-being from a catholic perspective, and in particular with respect to clinical practice, medical research, the allocation of healthcare resources, and areas of interest to the Australian Catholic Bishops Conference, the Bishops of Queensland and the Archdiocese of Brisbane;
- (b) **Teaching and Learning:** to offer courses and professional development programs in catholic moral theology and philosophical ethics and in the ethics of health care provision, medical research and health care resource allocation from a catholic perspective;
- (c) **Political and Ecclesial engagement:** to collaborate with the Church in Queensland and Australia in order to engage local and federal Governments and make submissions to relevant inquiries in areas relating to bioethics from a catholic perspective;
- (d) **Consultation:** to provide consultation to the public, the Church and to Health Services in relation to bioethical issues in order to give advice from a catholic perspective.

In 2019, ACU and [Mater Misericordiae Ltd](#) entered into an affiliation agreement to support the work of the QBC. Mater comprises several publicly and privately funded hospitals, health centres, a nationally accredited education provider (Mater Education) and a world-class research institute.

POSITION PURPOSE

The Mater Lecturer/Senior Lecturer furthers the cooperation between [Mater Misericordiae Ltd](#) and ACU in supporting the work of the Queensland Bioethics Centre. The position is jointly funded by Mater and Australian Catholic University.

The purpose of the position is to enhance bioethical expertise and capacity in Catholic healthcare in Queensland, and Australia, with a particular focus on the research, educational, public engagement and consultancy needs of Mater, including special interest in ethical issues related to:

Women's health

Neonatology

Intensive Care

End-of-life/Palliative Care

The Mater Lecturer/Senior Lecturer conducts high-quality theologically or philosophically-informed normative or empirical research in bioethics or cognate fields (e.g. clinical ethics, research ethics, professional ethics, value theory, moral theology, moral philosophy); leads and contributes to excellence in teaching and curriculum development in undergraduate and postgraduate courses and professional development in the areas of healthcare ethics, biomedical ethics, bioethics and fundamental theological/philosophical ethics at ACU and Mater Education; contributes to the public engagement and consultancy functions of the Queensland Bioethics Centre with a focus on the healthcare ethics needs of the Mater.

POSITION RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The [Academic Performance Matrices and Evidence Framework](#) which describes the performance standards in areas of academic activity.
- The [Capability Development Framework](#) which describes the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching, Curriculum Development and Scholarship of Teaching
- Research
- Academic leadership/service.

Key responsibilities

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies (<u>Capability Development Framework</u>)
Teaching, curriculum development and scholarship of teaching	<ul style="list-style-type: none"> • Lead and/or contribute to delivery and curriculum development of up to four undergraduate and/or post-graduate units per year in the Faculty of Theology and Philosophy (FTP) and Faculty of Health Sciences (FHS) in a variety of modes ranging from intensive face-to-face to fully online delivery, including in the Master of Theological Studies with a specialisation in Bioethics. • Lead and conduct ethics formation sessions for Mater and other health and aged care partners with staff, visiting medical officers, students (e.g. diploma of nursing students), including development of online and face to face resources. • Develop research-informed informational resources for professional development purposes, especially in the areas of the ethics of women's health, neonatal care, intensive care, and palliative care. 	<ul style="list-style-type: none"> • Deliver Stakeholder-Centric Service • Coach and Develop • Communicate with Impact
Research	<ul style="list-style-type: none"> • Conduct high-quality research in normative or empirical ethics for publication in top international journals or book publishers in areas relevant to Mater and other QBC stakeholders, especially, in the ethics of women's health, neonatal care, intensive care and/or end-of-life care. • Supervise Higher Degree by Research students, e.g. Master's or Doctorate. • Apply for/Source third-party research funding from Competitive grants (e.g. ARC/NHMRC) or research contracts. 	<ul style="list-style-type: none"> • Collaborate Effectively • Be Responsible and Accountable for Achieving Excellence • Make Informed Decisions

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies (Capability Development Framework)
Academic Leadership and Service	<ul style="list-style-type: none"> Participate in clinical case consultations with multidisciplinary teams and participate in relevant multidisciplinary team meetings within some key clinical areas where issues arise e.g. maternal fetal medicine, adult intensive care units, neonatal intensive care units, young adult health service. Chair or participate in Mater clinical ethics committee meetings and consultations. Participate as reviewer in Mater human research ethics committee. Contribute to public engagement through media and other opportunities that may arise. 	<ul style="list-style-type: none"> Deliver Stakeholder Centric Service Collaborate Effectively Make Informed Decisions

QUALIFICATIONS AND CAPABILITY OF THE POSITION HOLDER

This section sets out the qualifications, skills, knowledge, experience and competencies expected of the position holder, collectively referred to as 'qualifications and capability'. These are informed by the evidence and performance standards for the relevant Academic Level and Academic Career Pathway and Academic Level drawn from the [Academic Performance Matrices and Evidence Framework](#) and the Core Competencies set out in the [Capability Development Framework](#).

Opportunities to develop capability are provided through the development programs coordinated by internal providers of professional development. See the [Training and Development website](#) for more information.

Qualifications and Capability		Selection Criteria?
Qualifications and other credentials		
1.	Doctorate by Research (PhD or equivalent), or substantial progress towards a doctorate in an area relevant to bioethics	Yes
2.	Tertiary studies in theology and/or philosophy and evidence of extensive understanding of Roman Catholic approaches to ethics	Yes
Teaching, curriculum development and scholarship of teaching		
3.	Evidence of delivery (and ideally also development) of high-quality undergraduate or post-graduate units/courses in fundamental or applied theological or philosophical ethics, especially in healthcare ethics, bioethics, biomedical ethics, or clinical ethics	Yes
4.	Desirable is experience in delivery of professional development (adult education) to a range of audiences, including senior and executive management level.	Yes

Qualifications and Capability		Selection Criteria?
Research		
5.	Track record of publication in high-quality journals or presses on topics relevant to the position. Desirable, but not necessary, is track record in the ethics of women's health, neonatal care, intensive care, and end-of-life care.	Yes
6.	Desirable is evidence of successful supervision to completion of higher degree by research candidates (e.g. research master's or PhD).	Yes
7.	Desirable is track record of securing third-party research funding.	Yes
Academic leadership/service		
8.	Evidence of capacity to work collaboratively on committees in leadership and development of projects, and, desirable, but not necessary, evidence of contributions made to institutional human research ethics committees (HRECs or IRBs) or clinical ethics committees.	Yes
9.	Desirable is evidence of engagement in ecclesial, professional, political or public forums, e.g. popular media, through writing, public lectures, debates, submissions to government, policy development, and so on.	Yes
10.	Desirable is evidence of practical experience in healthcare or clinical ethics settings, e.g. clinical ethics committees, or clinical ethics consultation.	Yes
Core Competencies		
11.	Live ACU's Mission, Vision and Values: Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.	Yes
Other attributes		
12.	Evidence of ability to work with children, and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located.	No