

## POSITION INFORMATION

|                              |   |                                |                      |
|------------------------------|---|--------------------------------|----------------------|
| <b>Position Title</b>        | Post-doctoral Research Fellow   |                                |                      |
| <b>Faculty</b>               | Faculty of Health Sciences  |                                |                      |
| <b>School</b>                | Mary MacKillop Institute for Health Research  |                                |                      |
| <b>Nominated Supervisor</b>  | Program Leader, Bone Health and Fractures Research Program, MMIHR   | <b>Campus/Location</b>         | St Patrick's         |
| <b>Academic Level</b>        | Academic Level B  | <b>Academic Career Pathway</b> | Research Only        |
| <b>CDF Achievement Level</b> | <b>#HR to assign</b> 1 All Staff<br>2 Management (Line)<br>2 Management (Middle)<br>2 Management (Senior)<br>3 Executive Leadership | <b>Work Area Position Code</b> | <b>#HR to assign</b> |
| <b>Employment Type</b>       | 1.0 FTE; 3 years  | <b>Date reviewed</b>           | 08/2019              |

## 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
- Chief Operating Officer & Deputy Vice-Chancellor

- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching
- Vice President
- Pro Vice-Chancellor Assisting the Vice-Chancellor and 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 FACULTY OF HEALTH SCIENCES

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The Faculty of Health Sciences comprises six Schools: Allied Health, Exercise Science, Nursing, Midwifery and Paramedicine, Physiotherapy, Science and Psychology.

In 2014 there are approximately 8,500 students (EFTSL) and 521.51 (FTE) staff in the faculty under the disciplines: public health, occupational therapy, speech pathology, social work, exercise science, nursing, midwifery, paramedicine, physiotherapy, science, psychology and counselling. The Faculty is represented across all of ACU's six campuses. An expanding portfolio of postgraduate courses is also available in coursework and research.

The Faculty's current research priorities focus on Cardiovascular Disease and Metabolism, Health Services Research, Movement and Rehabilitation, Psychology and Mental Health.

## ABOUT THE MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH

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The Mary MacKillop Institute for Health Research works towards better health outcomes in Australia and around the world. We collaborate with local and international industry, community and other university groups to address critical public health issues and deliver innovative programs that transform lives.

ACU provides The MacKillop with world-class research infrastructure that facilitates large-scale research studies. The research environment is outstanding in terms of resources (world-class research facilities, infrastructure support, research support staff with experience collecting data for large-scale projects, and secondary databases), intellectual capital (critical mass of world-class researchers, post docs, international visiting scholars and collaborators, and external linkages), and research mentoring and PhD supervision.

## POSITION PURPOSE

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The Post-doctoral Research Scientist will conduct intervention studies in clinical populations as a member of the Bone Health and Fracture Research Group in the Mary MacKillop Institute for Health Research (MMIHR). The position holder will also be required to conduct epidemiological studies within the osteoporosis, frailty, sarcopenia and fractures research fields.

## POSITION RESPONSIBILITIES

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### 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 ( <a href="#">Capability Development Framework</a> )                            |
|--|--|--|
| <b>Research</b>                        | <ul style="list-style-type: none"> <li>Conduct clinical intervention studies investigating the effects of probiotic and nutritional supplements as well as exercise on bone metabolism.</li> <li>Conduct epidemiological studies, based on large population-based cohort data, investigating risk factors for frailty, sarcopenia, fall injuries and fractures.</li> <li>Contribute to high quality academic papers, as well as research reports as necessary.</li> </ul>  | <ul style="list-style-type: none"> <li>Collaborate Effectively</li> <li>Communicate with Impact</li> </ul> |
| <b>Academic Leadership and Service</b> | <ul style="list-style-type: none"> <li>Undertake, oversee and assist in the preparation, conduct and analysis of research activities such as writing and submission of scientific manuscripts.</li> <li>Coordinate communication, activities and meetings between members of the research group as required.</li> <li>Liaise with, assist and report to the Research Program Leader and research partners, providing written reports/ updates/ advice as required.</li> <li>Disseminate results of research activities at local and international meetings.</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate Effectively</li> <li>Communicate with Impact</li> </ul> |

## 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.

In recruiting and selecting a candidate for the position, a subset of the qualifications and capability will form the Selection Criteria, **to a maximum of 10**.

| Qualifications and Capability               |   | Selection Criteria? |
|---|---|---------------------|
| <b>Qualifications and other credentials</b> |   |                     |
| 1.  | PhD in a relevant area  | Yes                 |
| <b>Research</b>                             |   |                     |
| 2.  | A research record in the targeted area of research, including publications in refereed international journals of high repute in relevant disciplines, with an upward trajectory.  | Yes                 |
| 3.  | Knowledge and skills in the conduct of clinical intervention studies and/or epidemiological studies within the osteoporosis and fractures, sarcopenia and frailty research fields.  | Yes                 |
| <b>Academic leadership/service</b>          |   |                     |
| 4.  | Strong written and oral communication skills, including experience in report writing and preparation of manuscripts for publication in academic journals.   | Yes                 |
| 5.  | Experience in the supervision and/or training of staff and in liaison with stakeholder groups or industry partners, and the ability to tutor and train existing researchers in new methodologies.                                     | Yes                 |
| <b>Core Competencies</b>                    |   |                     |
| 6.  | 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                 |
| 7.  | Deliver Stakeholder Centric Service: Keep stakeholder interests at the core of ACU business decisions and ACU service excellence as a top priority. See the <a href="#">ACU Service Delivery Model</a> .                              | Yes                 |
| 8.  | Collaborate Effectively: Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence.   | Yes                 |
| 9.  | Be Responsible and Accountable for Achieving Excellence: Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence. | Yes                 |
| <b>Other attributes</b>                     |   |                     |
| 10.   | Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.                | Yes                 |