POSITION DESCRIPTION-SCHEDULE A

POSITION DESCRIPTION DOCUMENT PURPOSE

The purpose of this position description document is to provide you with a clear understanding of your role, and how that role fits within Melbourne Institute of Technology (MIT) as an organisation.

This document provides an outline of your key areas of accountability and desired outcomes from satisfactory performance of the role. It does not provide an exhaustive list of tasks and activities that are required to be performed in order to fulfil the role.

POSITION DETAILS

Position Title:	Deputy Head of School
School / Division:	School of Business
Classification	Academic Level E / D
Campus:	Sydney
Time fraction:	Full-time

ROLE

The appointee will assist the Head of School in providing academic leadership for the School of Business including strategic and administrative leadership in learning and teaching, scholarship and research and student experience — demonstrating outstanding performance, measured by indictors of *activity*, *engagement,* and *quality and impact* (meeting or surpassing the benchmarks) in accordance with the Institute's academic performance framework[1].

The appointee will work with the Head of School in maintaining a stimulating, collegial and well-managed academic environment for the Institute including effective and efficient use of allocated school resources to maximise the school's contributions to the Institute's strategic plan.

The appointee may be delegated responsibilities of staff supervision and/or other school operational activities; when delegated he/she is authorised to act on behalf of the Head of School.

The appointee reports to the Head of School.

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[1] Melbourne University Academic Career Benchmarks and Indicators (ACBI) Framework is used in conjunction with the draft MIT Academic Performance Framework in identifying appropriate indicators for responsibilities and outcomes.

MIT VISION AND GOALS

MIT: A proud history, a confident future

Founded in 1996, Melbourne Institute of Technology (MIT) has provided outstanding, employment-focused degrees in Business and ICT for almost 30 years.

MIT grew to over 4,000 students prior to the onset of the Covid-19 pandemic. Like all higher education institutions, MIT was impacted by the closure of international borders triggered by the pandemic.

Since the reopening of international borders, confidence has returned to the international student market. MIT's high-quality student programs and organisational agility will enable it to renew its growth trajectory, achieve University College status, and lay the foundations for the next decade of success.

Vision

MIT aspires to be one of the leading providers of industry-engaged, employment-focused higher education programs, equipping students with the knowledge, skills, and opportunities to build successful careers.

Mission

MIT inspires students and helps them create their future through employment-focused educational programs. These are developed and delivered in collaboration with industry, and underpinned by excellence in learning and teaching, scholarship and research.

Values

- Excellence;
- Integrity;
- Accountability
- Transformational Change, and
- Agility

MIT's overarching goals are to:

- Become one of the top 20 higher education institutes in Australia for high-quality student experiences and learning outcomes
- Attain Self-Accrediting Authority status during 2023
- Progress towards achieving University College status by2027
- Capitalise on the reopening of international borders to rebuild student numbers: achieve pre-pandemic EFTSL levels by 2025 and 5-10% growth per annum thereafter
- Achieve student satisfaction and graduate employment outcomes equal to or above industry averages in all courses
- Be renowned for excellence in industry-engaged learning with all students engaging with industry as part of their course
- Continue to deliver outstanding, student-centric support services
- Be recognised as a high-performing employer of choice

MIT ORGANISATIONAL STRUCTURE

MIT business model comprises four (4) key focus areas of Academia, Finance, Marketing and Operations. Our organisational structure is designed to ensure each of these areas is fully resourced. A copy of our organisation chart, depicting lines of authority and accountability, is available to staff.

Our Senior Management Team is responsible for the development of our strategic plan and effective implementation of strategies across all business areas. It comprises our:

- Chief Executive Officer,
- Managing Director,
- Group General Manager & Human Resources Director pro tem, and
- Executive Dean

ORGANISATION CONTEXT

The School of Business is one of the two Schools of MIT. The School offers higher education diplomas, bachelor degrees, master degrees by course work and master degrees by research in Melbourne and Sydney campuses.

A major focus of the school is in establishing a culture of shared values, attitudes and strategies to further MIT's goal of producing competent, work-ready graduates for the industry.

The main objectives of the School include but are not limited to:

- Maximising the retention and success of students
- Employing academic and administrative staffing at appropriate levels to develop, maintain and deliver innovative programs
- Managing the development and implementation of policies and procedures for student admissions, assessment, completion and other relevant areas
- Having appropriate departmental committee structures to enable input and involvement from staff, students and relevant external bodies and industries
- Developing and maintaining programs and curriculum that are innovative and connects theory and practice, and
- Building a student-centred environment that challenges, encourages and motivates students to discover new skills and talents.

RESPONSIBILITIES

The Deputy Head of School is responsible for assisting the Head of School in all aspects of the School's operations. Deputy HoS will support the Head in the strategic development of the School and achievement of its academic objectives, and will contribute to the success of the institute's overall goals and objectives. The role will cover improving student learning, producing outstanding graduates, carrying out academic policy implementation, overseeing quality assurance and fostering continuous improvement in teaching and learning in the School.

Responsibilities of the position include but are not limited to:

Area	Responsibilities	Outcome Indicators
Academic Administration	▪ Conduct administrative functions delegated by the Head of School, which may include but not limited to: o Establishing and managing staff selection panels o Reviewing and approving special consideration applications o Chairing committee meetings o Allocation of teaching staff to units and/or courses o Monitoring academic integrity outcomes and preparing reports o Reviewing course and learning material Providing academic support for staff as it relates to discipline matters, and professional development activities in the discipline o Selection of casual lecturing and tutoring staff for on-campus teaching o Representation of the School on Institute committees and panels. o Contributions to creating a collegial environment within the School and across the campuses and the two schools. ▪ Assist the Head of School in administrative responsibilities such as: o Managing school resources o School business planning and reporting o Preparing applications for course accreditation o Monitoring external agreements such as for advanced standing and external pathways into School's courses	*Activity Indicators* ▪ Demonstrated capabilities in carrying out administrative functions efficiently. ▪ Communicating progress and completion statuses of functions to the supervisor and where relevant to staff and students ▪ Active involvement in the School's business planning and implementation processes *Engagement Indicators* ▪ Engagement with Head of School on administrative functional responsibilities ▪ Engagement with staff and students *Quality and Impact Indicators* ▪ Timeliness and quality of administrative functional outcomes ▪ Positive feedback on school administration from the Head of School ▪ Positive feedback indicating a collegial environment within the School ▪ High feedback scores from students and other stakeholders ▪ Achievement of school business plan objectives and targets

	- Managing workloads (Teaching and Administration) to ensure maximum efficiency - Identifying, planning and maintaining short & long term equipment/facilities - Records management - Quality assurance activities and reporting. • During leaves of absence of the Head of School, perform the role of Acting Head of School on Executive Dean's instructions.	
Academic Leadership	Provide academic leadership in the discipline of expertise of the appointee, consistent with the academic level of appointment, including: o providing advice to the Head of School and the Executive Dean in all aspects for the development and advancement of teaching and learning, and research in the appointee's discipline of expertise o demonstrating initiatives in course development o assisting discipline leaders and course coordinators with developing and maintaining professional association accreditations. o assisting course coordinators with developing and maintaining industry partnerships. o promoting excellence in teaching, research and scholarship	*Activity Indicators* • Demonstrated leadership in advancing the Discipline's standing • Offering of new units and/or courses • Increased enrolments • Presentations in staff professional development events *Engagement Indicators* • Demonstrated engagement with industry, higher education sector, professional associations and the community. • Engagement with colleagues in staff professional development *Quality and Impact Indicators* • Influential contributions of the Discipline to the vision, aspirations and state of the Institute • Appreciation from external entities such as the industry, the higher education sector, the government and the community on the School's academic achievements. • Awards and prizes for leadership and service.

Learning & Teaching	- Perform learning and teaching responsibilities consistent with the appointee's academic level of appointment including:
	  o program delivery which includes unit coordination, lecturing, tutoring, thesis and/or project supervision, counselling, class management and associated duties for the School
	  o assessing students
	  o moderating the work of colleagues
	  o fostering a culture of student feedback to implement a continuous improvement cycle
	  o introducing teaching innovation in course design and delivery.
	  o developing constructive industry relevant Work Integrated Learning (WIL) opportunities.
	  o the use of technologies in teaching and learning
	  o supervising higher degree by research (HDR) students
	
	- Assist the Head of School in ensuring school targets in the Institute's Teaching & Learning Plan are met
	
	- Teaching load of Deputy Head of School: 8 hours per week.
		Activity Indicators
		- Evidence of effective program delivery, including assessment moderation.
		- Successfully implemented teaching plans.
		- Demonstrated innovation in learning and teaching
		- Monitoring school targets in the Institute learning and teaching plan
		
		Engagement Indicators
		
		- Collaboration with Campus Directors for teaching and unit coordination across campuses.
		- Consultations with external examiners and moderators.
		- Engagement with industry on work integrated learning
		
		Quality and Impact Indicators
		
		- Compliance with set teaching plans and quality standards.
		- High scores in student evaluation of units and teaching (sustained over time).
		- Meeting or exceeding student academic performance targets of the Academic Board.
		- Publication of learning and teaching related research findings.
		- Student and graduate satisfaction demonstrated in national surveys.

Scholarship & Research	- Perform research and scholarly activities in accordance with the academic level of appointment
	
	- Assist the Head of School in providing support for research and scholarly activities including:
	
	  o ensuring staff scholarship and research meet or exceed requirements of the Higher Education Standards Framework (HESF)
	  o ensuring adequate resources in the School for staff scholarship and research activities and research training of higher degree by research (HDR) students
	  o mentoring junior staff and research students
		Activity Indicators
		- Research outcomes such as research publications, research grants and organisation of conferences by the School
		- Progress of research students to graduation
		- Monitoring school targets in the Institute scholarship and research plan
		
		Engagement Indicators
		- Engagement with Head of School, staff and research students in research and support for research
		- Mentoring of staff evidenced by acknowledgments in research publications

	- keeping track of scholarly outputs of school staff and preparing reports on scholarship and research activities - ensuring that the school targets for the Institute's Scholarship and Research Plan are achieved.	*Quality and Impact Indicators* - Standing of School publications (peer-reviewed, national, international) - External research recognition of School staff through invitations such as for reviewing journals and refereed conferences, membership of conference program committees, editorship of journals and conference proceedings and keynotes (international and national) - Awarding of external research grants - Receiving prizes and awards for research
Academic policy	Assist the Head of School in ensuring: - Compliance at all times with Institute's policies and procedures - Compliance at all times with relevant government and other regulations - Effective implementation of academic policies and procedures in the School in both campuses - Clear communication of policies and procedures to all School staff, students and external parties (as appropriate) - Effective monitoring of compliance with policies and procedures.	*Activity Indicators* - Audit results showing consistent policy and regulatory compliance - Implementation of new academic policies in a timely manner *Engagement Indicators* - Effective communication and training sessions on policies and procedures - Feedback sessions with staff to understand the practicality and challenges of policy implementation *Quality and Impact Indicators* - Monitoring reports showing effective compliance checks - Positive feedback from staff and students regarding clarity and fairness of policies
School Academic Profile	In accordance with the Institute's intention to be a leading private institute of higher education, assist the Head of School in increasing the academic profile of the School in terms of the scholarship of teaching and research.	*Activity Indicators* - Demonstrated improvements in the School's academic reputation - Successful execution of staff professional development strategies *Engagement Indicators* - Collaborative teamwork with the Head of School - Participation in academic conferences and seminars to enhance the School's profile *Quality and Impact Indicators*

| | | ▪ Achievements or recognitions received by the School in academic forums |
		▪ Increase in collaborations and partnerships with reputed academic institutions

Student Matters	▪ Assist the Head of School in:
	
	   o ensuring high quality educational experience for all students
	
	   o ensuring student grievances, complaints and appeals are addressed promptly and are recorded in accordance with the relevant policies and procedures
	
	   o examining, monitoring and taking appropriate actions on student surveys and reports
	
	▪ Actively participate and promote the Student-Staff Consultative Committee and facilitate responses to matters raised.
		Activity Indicators
		
		▪ Demonstrated initiatives in improving student educational experience
		▪ Demonstrable support to students on resolving their concerns and issues
		
		Engagement Indicators
		
		▪ Engagement with Head of School, Discipline Leaders, Course Coordinators, Counsellors and other student support services in resolving student issues
		
		Quality and Impact Indicators
		
		▪ High scores in student experience surveys and positive feedback from students
		▪ Effective promotion of diversity and cultural awareness
		▪ Effective promotion of a culture that values high achievement by staff and students

Relationships - external	Promote, develop and build strong mutually beneficial relationships and networks with external parties including, but not limited to: ▪ higher education services providers (including colleges [where applicable] and universities) ▪ alumni – staff and student ▪ industry regulators and relevant authorities ▪ industry employer groups ▪ industry connection & networking ▪ other Schools.	*Activity Indicators* ▪ Demonstrable leadership in development of partnerships and networks ▪ Demonstrated evidence of events organised and/or attended by School academics *Engagement Indicators* ▪ Engagement with alumni, professional associations, industry and higher education providers ▪ Leadership in development and maintenance of community, industry and cultural partnerships ▪ Leadership in external professional and disciplinary communities (nationally and internationally) *Quality and Impact Indicators* ▪ Contributions towards the realisation of vision, aspirations and state of the Institute through establishing and

		maintaining external networks of relationships
		• Effective promotion of Values of the Institute externally
		• Leadership of short- and long-term engagement programs that create social, cultural and economic value
Academic standards and reputation	Assist the Head of School in ensuring that: • the Institute's focus on academic integrity is fully embedded in all academic activities of the School • relevant training initiatives to assist staff to improve performance are identified and implemented • strategies are developed, implemented and reviewed to effectively monitor the currency and validity of the courses and curricula • scholarship and research projects undertaken by academic staff are established, largely aimed at enhancing learning and teaching experience.	*Activity Indicators* • Planning and monitoring academic integrity in academic staff and student activities, evidenced by written plans and reports • Monitoring currency of curricula, evidenced by reports to the Academic Board • Monitoring the practice of academic freedom and responsibility policy • Facilitating the enhancing of learning and teaching through scholarship and research projects, evidenced in the annual scholarship and research report to the Academic Board • Reporting annually to the Academic Board on student academic integrity *Quality and Impact Indicators* • Passing of audits with no major faults identified in implementing policies and procedures on academic integrity, and any minor issues addressed promptly • Collection of, attention to and action on feedback from a variety of sources on course currency • Courses pass accreditation with positive feedback from accreditation assessors and experts
Finance	Assist the Head of School in planning effective and efficient use of allocated School resources to maximise the School's contribution to the Institute's strategy.	*Activity Indicators* • Budgets and financial reports demonstrating efficient resource use • Successful allocation and utilisation of funds for academic initiatives *Engagement Indicators* • Collaboration with financial departments and stakeholders. • Regular financial review meetings with the Institute's finance team. *Quality and Impact Indicators* • Positive contribution to the Institute's financial strategy.

		▪ Achieving financial goals set for the academic year.
Personnel	Assist the Head of School, when required, in the following activities performed in accordance with MIT staffing policies, procedures and advice: ▪ Select staff for appointment (with advice) ▪ Staff performance reviews are per schedule ▪ Staff promotion support to the Institute (with advice) ▪ General staffing matters (resolution of interpersonal problems, sickness cover, etc.) taking advice from the HR office as appropriate ▪ Staff professional development ▪ Preparation of staffing plans for the School.	*Activity Indicators* ▪ Efficient staff hiring and performance review processes ▪ Positive outcomes from staff promotion processes *Engagement Indicators* ▪ Regular meetings and consultations with HR for staffing matters including performance review ▪ Organising regular professional development sessions for staff *Quality and Impact Indicators* ▪ Well-structured staffing plans implemented. ▪ Increased staff retention rates.
Monitoring progress towards goal achievement and implementing timely corrective action (when required)	▪ Timely reporting of progress against objectives ▪ Revision of plans to take into account changed circumstances (when required) ▪ Taking appropriate action to achieve goals	*Activity Indicators* ▪ Production of progress reports. ▪ Evidence of appropriate action taken to achieve goals. *Quality and Impact Indicators* ▪ Achievement of goals and objectives
Special projects and tasks	▪ Ensure special projects and other tasks assigned (as may be from time to time) are carried out efficiently and effectively	*Activity Indicators* ▪ Evidence of completion of special projects and tasks *Quality and Impact Indicators* ▪ Positive feedback from project/task supervisor

PERFORMANCE MANAGEMENT – SCHEDULE B

Staff performance is managed in accordance with MIT Performance Management System which incorporates:

- Regular performance reviews

- Ongoing feedback

- Identification of professional development needs and provision of support

- Reward structure

Specific performance goals will be set with the appointee during the course of the performance review. The Human Resources Director will provide further details in relation to the MIT Performance Management System.

Minimum standards of performance for Deputy Head of School include:

- demonstrated expertise and national or international standing commensurate with the academic level of appointment Academic Level D or E, demonstrated through contributions to the scholarship of teaching and learning, and contribution to governance, leadership and engagement

- demonstrated capability to:

    o perform with diligence assigned academic administrative responsibilities of the School

    o perform independently tasks, when delegated by the Head of School

    o perform with excellence the learning and teaching, and research and scholarship requirements across the disciplines of the School.

    o ensure continual quality improvement, and compliance with government regulations and institute policies in all academic activities.

    o balance academic challenges with operational constraints to deliver academically strong and financially viable solutions.

    o facilitate a culture of collegial and collaborative environment in the School.

SELECTION CRITERIA

Essential

- A doctorate in a discipline relevant to the School

- Prior appointment at Academic Level D – Associate Professor or above in an Australian higher education institution or its overseas equivalent

- Demonstrated academic coordination and/or management experience through roles such as Course Coordinator, Discipline Leader or Deputy Head of School

- In-depth understanding of scholarship in a teaching intensive higher education institution

- Demonstrated commitment to and enthusiasm for learning and teaching, and a distinguished teaching record

- A national or international record of achievement in scholarship and research

- Experience in design, development, and delivery of higher education curricula

- Excellent communication and interpersonal skills to work collaboratively across the Institute and externally with professional bodies and other external stakeholders

- Appreciation of cultural awareness and issues relating to the diverse cultural background of the student body and knowledge of ESOS Act, Higher Education Standards Framework (HESF 2021) and other relevant legislation as it affects student welfare

Desirable

- Leadership in successful accreditation of courses with professional and/or government accreditation bodies