



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:	Lecturer Business Analytics
School / Division:	School of Business
Classification	Level B – Academic
Campus:	Sydney
Probation period:	6 months
Reporting to:	Head of School – School of Business
Direct reports:	N/A

ROLE

The appointee will be an academic member of the School provisioning teaching and learning, research and services — demonstrating their academic capabilities as measured by indicators of *activity, engagement, and quality and impact* in accordance with the Institute's academic performance framework¹. The appointee is expected to demonstrate well-established academic skills and strong academic performance (approaching or progressing towards the benchmarks).

As a staff member, the appointee will contribute to maintaining a stimulating, collegial and well-managed academic environment for the Institute.

The appointee brings a diverse and robust academic background aligned with the strategic priorities of the School of Business at the Melbourne Institute of Technology (MIT). With proven expertise in Accounting Theory, Accounting Research, Forensic Accounting, and Auditing, the appointee offers a dynamic blend of theoretical insight and practical application. Their research and teaching experience also reflect a deep understanding of contemporary challenges and regulatory frameworks in the accounting profession. Passionate about student engagement and industry collaboration, the appointee is well-positioned to contribute meaningfully to MIT's commitment to academic excellence and innovation at its Melbourne campus.

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 by 2027
- 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. It offers courses in Business, Accounting, and Business Analytics in Melbourne and Sydney Campuses. The courses include bachelor, graduate diploma, masters by coursework and masters by research. 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.
- Building a student-centred environment that challenges, encourages and motivates students to discover new skills and talents.

RESPONSIBILITIES

The Lecturer is responsible for the development and delivery of units in the MIT courses, providing teaching and learning, and academic coordination for units within the appointee's areas of expertise. The position should undertake continuous assessment of the contents and teaching & learning methods of allocated units, and propose, agree and implement and evaluate the necessary changes. The Lecturer should be proactive, show initiative, demonstrate interest in the students' learning, and incorporate innovation in his/her teaching. When holding unit coordination responsibilities, the lecturer must coordinate lecturers and tutors of the unit in both campuses of the Institute under the direction of the Head of School and Course Coordinator.



Responsibilities of the position include but are not limited to:		
Area	Responsibilities	Outcome Indicators
Curriculum design, revision and delivery	<ul style="list-style-type: none"> If required, provide assistance to the Head of School, Course Coordinators and Discipline Heads in collecting information and data and organising them in the context of designing, reviewing and/or revising curriculum, preparing applications for course accreditation, and benchmarking. Ensure that the units coordinated are of required standards, and provide assistance to the Course Coordinators in ensuring standards of delivery of courses and units offered in the School. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Demonstrated actions of providing assistance in curriculum design Demonstrated actions to update materials of units coordinated and receive approval <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> Demonstrated engagement with the Head of School, Course Coordinator(s), and colleagues in revising units coordinated <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> Approval of revisions by relevant internal and external bodies Demonstrated alignment of contributions to the course design and revisions with the Institute's vision and goals, and the School business plan
Learning & Teaching	<p>In accordance with the Institute's policies, procedures and guidelines, implement best practices in:</p> <ul style="list-style-type: none"> teaching which includes unit coordination, lecturing, tutoring, counselling, class management and associated duties the preparation of material for delivery of units including lecture plans, presentations, assessment tasks, exam papers, tutorial/laboratory exercises and related materials moderating assessments in a timely manner marking assignments and examinations, providing students with feedback and recording marks in a timely manner developing and continually improving teaching strategies, syllabi, as well as short and long-range planning as set out by the 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Demonstrated effectiveness in unit coordination and delivery Use of technology-based teaching, learning and assessment Demonstrated innovation in teaching Scholarly publications on teaching, curriculum and assessment <p><i>Engagement Indicators</i></p> <p>Demonstrated engagement with industry, professional societies and alumni to enhance student learning by organising guest speakers, industry mentoring of students, industry visits and/or similar external engagement activities</p> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> High scores in student evaluation of teaching (sustained over time) Student academic performance meeting or exceeding targets of the Academic Board Excellent feedback in peer review of teaching and learning



	<p>Institute's Academic Board quality measures to ensure excellent feedback and maintenance of standards.</p> <ul style="list-style-type: none"> • incorporating industry-relevance and work-integrated learning experience in teaching • maintaining currency in developments in teaching and learning methods <p>Lecturer's teaching load is up to 14 hours per week per trimester (pro rata for part-time appointments)</p>	<ul style="list-style-type: none"> • Other recognition of teaching quality such as prizes and awards for teaching • Publication of teaching related research findings • Student and graduate satisfaction demonstrated in national surveys
Research Training	<p>In accordance with the Institute's policies, procedures and guidelines for research and research training:</p> <ul style="list-style-type: none"> • supervise research students as principal or associate supervisor, as eligible, and • mentor research students to publish their work in refereed journals or conferences as appropriate 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Students supervised by the appointee submitting their theses <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Research students receiving their degrees • Publication of papers by supervised students on their research findings • High student satisfaction demonstrated through student evaluation surveys for theses units
Scholarship and Research	<p>In accordance with relevant research policies, procedures, codes of conduct and guidelines of the Institute:</p> <ul style="list-style-type: none"> • collaborate with researchers internally and externally for disciplinary - and where appropriate inter-disciplinary – research • conduct high quality research individually and/or in teams, and disseminate research findings • apply for research grants • participate in professional development activities 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Publication of research findings in refereed journals, conferences, books and/or book chapters • Application for research grants • Attendance at professional development sessions <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Demonstrated collaboration with researchers, internally and externally <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Standing of publications (peer-reviewed, national, international, sole/lead author) • H-index (as appropriate to the discipline) • Awarding of external research grants • Receiving prizes and awards for research



Planning, Policy Development and Compliance	<ul style="list-style-type: none"> • Contribute, as required, to the Institute's strategic planning process, the School's business planning process, and policy development and implementation • Contribute, as required, in preparing applications and responses to TEQSA, and professional societies • Participate in committees, as appropriate, in the School and the Institute • Ensure compliance with relevant policies, procedures and regulations at all times. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Contributions to planning and policy development recognised by supervisors • Participation in committees recorded in the relevant minutes <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Engagement with members of committees as recorded in the minutes <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Compliance audits identify no major issues, and any minor issues are rectified quickly
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Academic Profile of the Discipline	Provide assistance to the Head of School and/or Discipline Leaders in increasing the academic profile of the Discipline and the School in the scholarship of teaching and research.	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Posters and reports of show case events <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Positive feedback from industry and community on the academic profile of the Discipline/School
Student Matters	<p>Provide guidance and support to students taught through actions such as:</p> <ul style="list-style-type: none"> • counselling students on academic matters • facilitating responses to issues of concern raised by students • identifying and supporting students at risk by early intervention and monitoring • assisting the Head of School, Discipline Leader and Course Coordinators in addressing student issues and course delivery issues • participating, when invited, in the Student-Staff Consultative Committee meetings 	<p><i>Activity Indicators</i></p> <p>Demonstrable support to students on resolving their concerns and issues</p> <p><i>Engagement Indicators</i></p> <p>Engagement with HoS, Discipline Leader, Course Coordinators, Counsellors and other student support services in resolving student issues</p> <p><i>Quality and Impact Indicators</i></p> <p>High scores in student experience surveys and positive feedback from students</p>



Relationships - external	<p>In consultation with the HoS, promote and develop mutually beneficial relationships and networks with external parties including, but not limited to:</p> <ul style="list-style-type: none"> • higher education services providers (including colleges [where applicable] and universities). • alumni – staff and student. • professional societies related to the appointee's discipline, and • industry connections 	<p><i>Activity Indicators</i></p> <p>Demonstrated evidence of events organised or attended</p> <p><i>Engagement Indicators</i></p> <p>Engagement with alumni, professional associations, industry and higher education providers</p> <p><i>Quality and Impact Indicators</i></p> <p>Contributions towards the realisation of vision, aspirations and state of the Institute through establishing and maintaining external networks of relationships</p>
Monitoring progress towards goal achievement and implementing timely corrective action (when required)	<p>Ensure:</p> <ul style="list-style-type: none"> • timely reporting of progress against objectives • revision of plans to take in to account changed circumstances (when required), and • taking appropriate actions in order to achieve goals. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Production of progress reports • Evidence of appropriate action taken to achieve goals <p><i>Quality and Impact Indicators</i></p> <p>Achievement of goals and objectives</p>
Administration	<ul style="list-style-type: none"> • Assist the HoS, when asked, in administrative matters including: <ul style="list-style-type: none"> ○ monitoring student performance to ensure satisfactory outcomes ○ organising school meetings ○ records management, and ○ preparation for accreditation of courses 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Evidence of assistance to HoS <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Positive feedback from the HoS on reports and assistance received • Improved student academic performance
Special projects	<p>Ensure special projects and tasks (as may be assigned from time to time) are carried out efficiently and effectively.</p>	<p><i>Activity Indicators</i></p> <p>Evidence of completion of special projects and tasks</p> <p><i>Quality and Impact Indicators</i></p> <p>Positive feedback from project/task supervisor</p>

PERFORMANCE MANAGEMENT – SCHEDULE B

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



PERFORMANCE MANAGEMENT – SCHEDULE B

- 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 Academic Level B include²:

- significant contributions to teaching and learning with demonstrated quality educational outcomes
- superior or satisfactory contributions in research and/or academic governance

SELECTION CRITERIA

Essential

- Mandatory – PhD or Doctorate degree in a related discipline
- Mandatory - A minimum of five (5) years of teaching experience at the tertiary level.
- Desirable - Graduate Certificate in Learning and Teaching in Higher Education or equivalent qualification in addition to the mandatory requirements listed above.
- Demonstrated exceptional verbal and written communication skills, as well as strong presentation skills.
- Online/eLearning and project supervision experience would be an advantage. MIT utilises **Moodle**.
- Proficiency in Microsoft Office suite, Power BI, Tableau
- Recent industry experience is desirable.

Desirable

- Satisfactory contributions to academic governance and services through roles such as committee memberships and professional society activities

² From MIT Academic Promotions (Level A to B and Level B to C) Policy and Procedure