



## 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

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| <b>Position Title:</b>    | Associate Professor in Network Automation/SDN and Research Course Coordinator |
| <b>School / Division:</b> | School of Information Technology & Engineering                                |
| <b>Classification</b>     | Level D – Academic                                                            |
| <b>Campus:</b>            | Sydney                                                                        |
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### ROLE

The appointee will be a senior member of the School and will draw on from their extensive academic experience the provisioning of teaching and learning, research and leadership — demonstrating performance of exceptional distinction and achievements that are distinguished internationally or nationally as measured by indicators of *activity, engagement, and quality and impact* (meeting the benchmarks) in accordance with the Institute's academic performance framework<sup>1</sup>.

As a senior member, the appointee will make significant contributions to maintaining a stimulating, collegial and well-managed academic environment for the Institute.

The appointee reports to the Head of School (HoS) of School of Information Technology & Engineering.

<sup>1</sup> [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 Information Technology and Engineering (SITE) is one of the two Schools of MIT. It offers courses in Data Analytics and Networking with specialisations in Software Engineering and Cybersecurity in Melbourne and Sydney Campuses. The courses offered 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 Associate Professor, as part of the leadership team of the School, is responsible for working with the Head of School and their colleagues to achieve the academic objectives of the School and its strategic development, and thereby contributing to the success of the institute's overall goals and objectives.



| Responsibilities of the position include but are not limited to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Area                                                             | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Outcome Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Curriculum design, revision and delivery                         | <p>Demonstrate imitative in accepting significant responsibilities and provide required assistance to the Head of School, Course Coordinators and Discipline Heads in:</p> <ul style="list-style-type: none"> <li>identifying developments in the appointee's discipline on knowledge and scholarship, and emerging concepts</li> <li>designing and/or revising units and courses to incorporate developments in the Discipline,</li> <li>organising timely audit of courses and units, and ensuring on-time preparation for major and mid-cycle reviews of courses</li> <li>national and international benchmarking of courses and units in the Discipline, and</li> <li>preparing applications to achieve Academic Board's approval, and where required, successful course (re-) accreditation with TEQSA and professional accreditation bodies</li> </ul> <p>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> | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>Demonstrated actions of providing significant assistance in curriculum design and/or revision including cross-disciplinary approaches</li> <li>Demonstrated actions of providing significant assistance in developing national and international benchmarks for courses and student outcomes in the Discipline</li> <li>Demonstrated compliance with the relevant policies and procedures in the actions undertaken</li> </ul> <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> <li>Demonstrated engagement externally with industry, professional societies and alumni informing curriculum design and delivery</li> <li>Demonstrated engagement with the Head of School, Course Coordinator(s), colleagues, members of relevant committees and boards such as the Course Advisory Committee, Teaching &amp; Learning Committee, and the Academic Board in developing and/or revising courses and units</li> <li>Demonstrable outcomes such as new work-integrated learning opportunities, industry-relevant learning in curriculum and increased involvement of industry and alumni in mentoring MIT students</li> </ul> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> <li>Approval of courses and revisions by relevant internal and external bodies</li> <li>External feedback (e.g., from external members of Course Advisory Committee, external experts, TEQSA experts, accreditation assessors of professional societies) demonstrating effectiveness, relevance, originality and sustainability of the contributions made in curriculum design and delivery</li> <li>Demonstrated alignment of contributions to the course design and revisions with the Institute's vision and goals, and the School business plan</li> </ul> |



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| Learning & Teaching | <p>In accordance with the Institute's policies, procedures and guidelines, implement best practices in:</p> <ul style="list-style-type: none"> <li>teaching which includes unit coordination, lecturing, tutoring, counselling, class management and associated duties</li> <li>the preparation of material for delivery of units including lecture plans, presentations, assessment tasks, exam papers, tutorial/laboratory exercises and related materials.</li> <li>marking assignments and examinations, providing students with feedback and recording marks in a timely manner</li> <li>moderating assessments in a timely manner</li> <li>developing and continually improving teaching strategies, syllabi, as well as short and long-range planning as set out by the Institute's Academic Board quality measures to ensure excellent feedback and maintenance of standards.</li> <li>incorporating industry-relevance and work-integrated learning experience in teaching</li> <li>maintaining currency in developments in teaching and learning methods and mentoring junior academic colleagues in continuous improvement of teaching quality</li> </ul> | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>Demonstrated effectiveness in unit coordination and delivery</li> <li>Development and/or use of technology-based teaching, learning and assessment</li> <li>Demonstrated innovation in teaching</li> <li>Scholarly publications on teaching, curriculum and assessment</li> </ul> <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"> <li>High scores in student evaluation of teaching (sustained over time)</li> <li>Student academic performance meeting or exceeding targets of the Academic Board</li> <li>Outstanding feedback in peer review of teaching and curriculum effectiveness</li> <li>Other recognition of teaching quality such as prizes and awards for teaching</li> <li>Publication of teaching related research findings</li> <li>Student and graduate satisfaction demonstrated in national surveys</li> </ul> |



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|                   | Associate Professor's teaching load is 10 hours per week per trimester and coordinate a course.                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 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"> <li>• supervise research students</li> <li>• mentor junior academic staff in research supervision</li> <li>• mentor research students to publish their work in refereed journals or conferences as appropriate, and</li> <li>• show initiatives in attracting research projects from industry.</li> </ul> | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>• Students supervised by the appointee submitting their theses</li> <li>• Demonstrable improvement in research supervision capabilities of mentored staff</li> </ul> <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> <li>• Demonstrated engagement with industry on seeking research projects</li> <li>• Demonstrated engagement with staff in mentoring</li> </ul> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> <li>• Research students receiving their degrees</li> <li>• Publication of papers by supervised students on their research findings</li> <li>• High student satisfaction demonstrated through student evaluation surveys for theses units</li> </ul> |



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| <p>Scholarship and Research</p>                    | <p>In accordance with relevant research policies, procedures, codes of conduct and guidelines of the Institute:</p> <ul style="list-style-type: none"> <li>• collaborate with researchers internally and externally for disciplinary - and where appropriate inter-disciplinary – research</li> <li>• lead research teams where appropriate</li> <li>• conduct high quality research individually and/or in teams, and disseminate research findings</li> <li>• apply for research grants</li> <li>• mentor junior academic staff in research</li> </ul>            | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>• Publication of research findings in refereed journals, conferences, books and/or book chapters</li> <li>• Application for research grants</li> </ul> <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> <li>• Demonstrated collaboration with researchers, internally and externally</li> <li>• Mentoring of junior staff evidenced by acknowledgments in research publications</li> </ul> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> <li>• Standing of publications (peer-reviewed, national, international, sole/lead author)</li> <li>• H-index (as appropriate to the discipline)</li> <li>• External research recognition 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)</li> <li>• Awarding of external research grants</li> <li>• Receiving prizes and awards for research</li> </ul> |
| <p>Planning, Policy Development and Compliance</p> | <ul style="list-style-type: none"> <li>• Contribute, as required, to the Institute’s strategic planning process, the School’s business planning process, and policy development and implementation</li> <li>• Contribute, as required, in preparing applications and responses to TEQSA, and professional societies</li> <li>• Participate in committees, as appropriate, in the School and the Institute</li> </ul> <p>Ensure:</p> <ul style="list-style-type: none"> <li>• Compliance with relevant policies, procedures and regulations at all times.</li> </ul> | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>• Completion of planning, policy and application documents with contributions recognised by supervisors</li> <li>• Participation in committees recorded in the relevant minutes</li> <li>• Evidence of communication with stakeholders on policies and procedures</li> </ul> <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> <li>• Engagement with members of committees in achieving results as recorded in the minutes</li> </ul> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> <li>• Compliance audits identify no major issues, and any minor issues are rectified quickly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |



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| Academic Profile of the Discipline | <p>In accordance with the Institute's strategic goals and priorities:</p> <ul style="list-style-type: none"> <li>• Increase the academic profile of the Discipline and the School in the scholarship of teaching and research.</li> <li>• Develop initiatives in show casing the School's achievements to the industry and community</li> </ul>                                                                                                                                                          | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>• Posters and reports of organising show case events</li> </ul> <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> <li>• Engagement with industry and community as demonstrated in reports of show case events</li> </ul> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> <li>• Positive feedback from industry and community on the academic profile of the Discipline</li> </ul>                                                                                    |
| Student Matters                    | <ul style="list-style-type: none"> <li>• Assist the Head of School and Course Coordinators in addressing student issues and course delivery issues</li> <li>• Actively participate in the Student-Staff Consultative Committee and facilitate response to matters raised therein: <ul style="list-style-type: none"> <li>○ assist HoS in resolving student concerns</li> <li>○ monitor relevant reports, surveys and other feedback and assist the HoS in taking remedial actions</li> </ul> </li> </ul> | <p><i>Activity Indicators</i></p> <p>Evidence of resolution of student concerns and issues in the Discipline</p> <p><i>Engagement Indicators</i></p> <p>Engagement with colleagues and students through committees such as the Staff-Student Consultative Committee</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, develop and build strong mutually beneficial relationships and networks with external parties including, but not limited to:</p> <ul style="list-style-type: none"> <li>• higher education services providers (including colleges [where applicable] and universities).</li> <li>• alumni – staff and student.</li> <li>• professional Associations related to the Discipline, and</li> <li>• industry employer groups and connections</li> </ul>              | <p><i>Activity Indicators</i></p> <p>Demonstrated evidence of events organised and 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> <ul style="list-style-type: none"> <li>• Influential contributions towards the realisation of the vision, aspirations and state of the Institute through establishing and maintaining external networks of relationships</li> <li>• Effective demonstration and promotion of Values of the Institute</li> </ul> |



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| Monitoring progress towards goal achievement and implementing timely corrective action (when required) | <p>Ensure:</p> <ul style="list-style-type: none"> <li>timely reporting of progress against objectives</li> <li>revision of plans to take in to account changed circumstances (when required), and</li> <li>taking appropriate actions in order to achieve goals.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>Production of progress reports</li> <li>Evidence of appropriate action taken to achieve goals</li> </ul> <p><i>Quality and Impact Indicators</i></p> <p>Achievement of goals and objectives</p>                                                                                                                                                      |
| Administration                                                                                         | <p>Be willing to accept and perform leadership roles in the School and the Institute where available.</p> <p>Assist the HoS, when asked, in administrative matters including but not limited to:</p> <ul style="list-style-type: none"> <li>monitoring student performance to ensure satisfactory outcomes for the Discipline</li> <li>organising meetings</li> <li>identifying, planning and maintaining short &amp; long term equipment/facilities for the Discipline</li> <li>records management</li> <li>staff professional development, and</li> <li>preparation for accreditation of courses</li> </ul> | <p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> <li>Performing leadership roles</li> <li>Regular reports from the Discipline to the HoS</li> <li>Evidence of assistance to HoS</li> </ul> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> <li>Positive feedback from the HoS on reports and assistance received</li> <li>Improved student academic performance</li> </ul> |
| 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:

- 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.



## PERFORMANCE MANAGEMENT – SCHEDULE B

Minimum standards of performance for Academic Level D include<sup>2</sup>:

- exceptional contribution to teaching and learning
- outstanding contribution in service to the Institute, the profession and the community (including governance, leadership and engagement through collegial life inside and outside of the Institute)
- recognition at a national or international level in the appointee's discipline
- original and innovative contributions to the advancement of scholarship in the appointee's discipline

## SELECTION CRITERIA

### Essential

- A doctorate in a discipline relevant to the advertised position
- Prior experience as a Level D – Associate Professor, or a minimum of six years as a Level C – Senior Lecturer
- Achievement of eminence in an academic field relevant to the position, with:
  - demonstrated continuing involvement in learning and teaching and other forms of scholarship, and
  - demonstrated sustained active engagement and outstanding achievement in academic and administrative leadership in their discipline
- Significant publications in leading national and international journals and conference proceedings
- Significant teaching experience in the discipline with evidence of innovation and effectiveness in student learning
- Demonstrated evidence of successful teamwork
- Demonstrated evidence of mentoring of academic staff

### Desirable

- Successful competitive research grants
- Experience in working with TEQSA and professional societies in accreditation of degree programs

<sup>2</sup> From MIT Professor and Associate Professor Policy and Procedure