

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:	Research Director
School / Division:	Academic
Classification	Academic Level D or E
Campus:	Melbourne
Employment type:	Part-time – 0.6 FTE

ROLE

The appointee will provide leadership in the strategic evolution of the research culture at the Institute which includes the provisioning of appropriate infrastructure, academic and administrative resources and effective academic and industry networks to meet quality standards in accordance with the Higher Education Standards Framework. The appointee will direct the academic research and research training activities at the Institute, chair the Research and Scholarship Committee and chair the Research Ethics Committee.

The appointee will demonstrate outstanding performance and pre-eminence as a scholar of international standing in one of the Institute's discipline areas 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 meet or surpass the benchmarks of academic performance.

The appointee is required to demonstrate leadership in maintaining a stimulating, collegial and well-managed academic environment for the Institute.

The appointee reports to the Executive Dean.

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 2024
- 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 2026 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
- Develop high quality research activity in selected major discipline areas in support of the accredited research masters degrees in Business and Information Technology, with strong industry links and with performance measured by traditional research KPIs.

MIT ORGANISATIONAL STRUCTURE

The 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

MIT has campuses in Melbourne and Sydney and two schools that operate across both campuses: School of Information Technology & Engineering (SITE) and School of Business (SOB). In addition to bachelor, graduate diploma and masters by coursework programs, the Institute offers masters by research in both schools. SITE's expertise is mainly in areas of telecommunications, networking, cybersecurity, data analytics and software engineering. The Business School's expertise is mainly in business, accounting, management, digital marketing and business analytics. A major focus of the schools 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.

Within this context, the role of the Director of Research includes but not limited to:

- Developing and growing the research culture at MIT across all locations, respecting both MIT's current nascent engagement in research, and its ambition to grow its research in support of its research higher degree courses..
- In conjunction with the Executive Dean and Heads of School, ensuring the establishment, development and maintenance of a small number of focussed research areas in support of MIT's research higher degree courses.
- Maximising the success of research students.
- Ensuring adequate resources and research facilities for academic staff and research students.
- Managing the development, implementation and maintenance of policies and procedures for student research course progression, assessment, completion and other relevant areas.
- Ensuring the effective operation of the research-related committees at MIT reporting to Academic Board, including chairing the Research and Scholarship Committee and the Research Ethics Committee.
- Assisting the schools to develop and maintain research courses and curricula that are innovative and connect theory and practice.
- Assisting the schools to develop and maintain a student-centred environment that challenges, encourages and motivates students to discover new skills and talents from a research perspective, including in undergraduate and coursework masters degrees.

RESPONSIBILITIES

The Research Director is responsible for:

- providing collegial, inclusive academic leadership for research at MIT, and oversight of all aspect of research courses at the Institute;
- assisting the Executive Dean and Heads of School to achieve the academic objectives of the schools and their strategic development in research and research training;
- chairing the Research and Scholarship Committee and the Research Ethics Committee;
- contributing to the success of the Institute's overall goals and objectives.
- Encouraging research and scholarly activities aligned with MIT's educational focus.

Responsibilities of the position include but are not limited to:

Area	Responsibilities	Outcome Indicators
Strategic leadership	<p>Working with the Executive Dean and Heads of School, provide leadership in developing and implementing strategic objectives to raise the research profile of the Institute by:</p> <ul style="list-style-type: none"> • leading the development and implementation of the Institute's Research & Scholarship plan, • making significant contributions on research and research training objectives for the Institute's strategic plan, • in conjunction with the Executive Dean and Heads of School, ensuring the establishment, development and maintenance of a small number of focussed research areas in support of MIT's research higher degree courses, • developing initiatives in show-casing research and research training achievements of the Institute to the academic community, industry and society • ensuring that the several research-related committees at MIT work effectively together to support research and research training activities • produce the annual Research and Scholarship report, to be received by Academic Board and the Board of Directors. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Active engagement with academic and executive leadership of the Institute • Making progress with the targets in Research & Scholarship Plan • Establishment of focussed research areas • Organising show-case events evidenced by reports and posters of the events • Presentations at Academic Board meetings and at other occasions on research objectives and progress with achievements • Ensuing that all research-related committees meet according to schedule, and report effectively to Academic Board • Presenting, as per schedule, the annual Research and Scholarship report to Academic Board <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Engagement with industry and community as demonstrated in reports of show-case events • Engagement with the Executive Dean and Heads of School in the establishment, development and maintenance of focussed research areas • Engagement as an ex officio member of Academic Board on all research-



		<p>related matters as demonstrated in meeting notes and minutes</p> <ul style="list-style-type: none"> • Engagement broadly within the Institute with stakeholders as demonstrated in meeting notes and minutes <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Influential contributions to the vision, aspirations and state of the Institute • Achieving approval of the Research & Scholarship Plan by the Academic Board • The Academic Board commending regular progress reports on the Research & Scholarship Plan • The Academic Board and Board of Directors accepting and commending the annual Research and Scholarship report • Positive feedback from industry and community on the research profile of the Institute • Successful performance of the focussed research areas as measured by traditional research KPIs • Effective leadership across the Institute on research and research training matters • Awards and prizes for leadership and service
<p>Curriculum design, revision and delivery</p>	<p>Working with the Heads of School and Course Coordinators, and in accordance with relevant policies and procedures, provide leadership and take responsibility for the research courses by:</p> <ul style="list-style-type: none"> • initiating and overseeing design and/or revision of units and courses to incorporate developments in the research disciplines, • organising timely audit of courses and units, and ensuring on-time preparation for major and mid-cycle reviews of courses • regularly ensuring that national and international benchmarking of research courses and units is undertaken 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Demonstrated innovative and inspiring leadership in initiating curriculum design and/or revision including cross-disciplinary approaches • Demonstrated leadership in developing national and international benchmarks for courses and student outcomes for the research courses • Demonstrated compliance with the Institute’s policies, procedures and guidelines, the Higher Education Framework, and procedures and guidelines of TEQSA <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Demonstrated engagement externally with industry, professional societies



	<ul style="list-style-type: none"> • preparation of applications to achieve Academic Board's approval, and where required, successful course (re-) accreditation with TEQSA and professional accreditation bodies. <p>Provide leadership and guidance in ensuring that the delivery of courses and units in the research courses are of required standards.</p>	<p>and alumni informing curriculum design and delivery</p> <ul style="list-style-type: none"> • Demonstrated engagement with colleagues, members of relevant committees and boards such as Course Advisory Committees, Learning & Teaching Committee, and the Academic Board in developing and/or revising courses and units <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Approval of courses and revisions by relevant internal and external bodies • External feedback (e.g., from external members of Course Advisory Committee, external experts, TEQSA experts) demonstrating effectiveness, relevance, originality and sustainability of MIT research courses and units therein • Demonstrated alignment of course design and revisions with the Institute's vision and goals, and the Schools' business plans
<p>Research Training</p>	<p>In accordance with the Institute's policies, procedures and guidelines for research and research training, and, where appropriate, in conjunction with Heads of School and through the relevant committees:</p> <ul style="list-style-type: none"> • ensure all students in the research courses are allocated supervisors, and their research topics obtain the necessary approval on time • ensure confirmation of candidature of research students are completed in a timely manner • ensure all students ready to submit their theses have examiners organised and approved on time • ensure examination of research theses are completed in a timely manner • organise supervisory training facilities for staff and other research-related staff professional development 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Research courses operating correctly and smoothly • Research students submitting their theses on time • Development of research and research training portal • Demonstrable improvement in research supervision capabilities of mentored staff <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Demonstrated engagement with research leaders and industry on student networking opportunities and research project topics • Demonstrated engagement with staff in mentoring and improving research processes <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • High completion rates in a timely manner for students in research degrees



	<ul style="list-style-type: none"> • ensure the development and maintenance of a research and research training portal • organise guest lectures and seminars for research students to develop their research connections and networks • where appropriate, supervise research students • mentor junior academic staff in research supervision • mentor research students to publish their work in suitable refereed journals or conferences as appropriate • show initiatives in attracting research projects and funding from industry, and • show leadership in maintaining, and where required improving, research training processes in collaboration with the Heads of School, professors and course coordinators. 	<ul style="list-style-type: none"> • Publication of papers by students on their research findings • High student satisfaction demonstrated through student evaluation surveys in research courses • Provision of meaningful, constructive and timely feedback to mentored staff and research students • Positive feedback on presentations from attendees at staff professional development events • Positive feedback from staff and students on the portal for research and research training • Positive feedback from students on networking opportunities organised
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"> • chair the Research and Scholarship Committee of the Institute • chair the Research Ethics Committee of the Institute • plan and organise professional development sessions for building research capabilities of academic staff • oversee the internal research grant scheme through the Research & Scholarship Committee • take initiatives in establishment and leading of research teams in their research area • 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 external research grants 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Publication of research findings in highly-rated refereed journals, conferences, books and/or book chapters • Research and Scholarship Committee and Research Ethics Committee performing their functions and achieving their objectives <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Demonstrated leadership in initiating and maintaining collaborative research • Mentoring of junior staff evidenced by acknowledgments in research publications <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 and other recognised indicators (as appropriate to the discipline) • External research recognition through invitations such as for reviewing for journals and refereed conferences, membership of conference program



	<ul style="list-style-type: none"> mentor junior academic staff in research. 	<p>committees, editorship of journals and conference proceedings and delivery of keynote addresses (international and national)</p> <ul style="list-style-type: none"> Awarding of external research grants Receiving prizes and awards for research Demonstrable increase in quality and impact of research outcomes of academic staff of the Institute
<p>Planning, Policy Development and Compliance</p>	<ul style="list-style-type: none"> In discussions with the Executive Dean and the Academic Board Chair, ensure the effective operation of all research related committees – the Research and Scholarship Committee, Higher Degree as by Research Committee, Research Assessment Committee and Research Ethics Committee. Contribute to the Institute’s strategic planning process, School business planning processes, policy development and implementation, particularly in research and research training. For research courses, lead Heads of School and Course Coordinators in preparing (re)accreditation applications and responses to TEQSA and, contribute as required for accreditation of other courses. Participate in committees, as appropriate. Ensure compliance with relevant policies, procedures and regulations at all times. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Effective operation of research related committees, including ensuring that all meet according to schedule, and report as required to Academic Board. Completion of planning, policy and application documents, with contributions recognised by the Executive Dean Active chairing and participation in committees recorded in the relevant minutes Evidence of communication with internal and external stakeholders on policies and procedures <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> Engagement with members of committees in achieving results 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
<p>Student Matters</p>	<ul style="list-style-type: none"> Demonstrate initiative and leadership in proposing ideas and strategies to improve the student research experience. Work with the Heads of School and Course Coordinators in addressing student issues, course delivery issues and supervision issues for research courses.. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Demonstrated initiatives in improving student educational experience in research courses Evidence of resolution of student concerns in the research courses <p><i>Engagement Indicators</i></p> <p>Engagement with colleagues and students through committees such as</p>



	<ul style="list-style-type: none"> • Actively participate in the Student-Staff Consultative Committee of both Schools when research courses are discussed, and facilitate response to matters related to the research training raised therein: <ul style="list-style-type: none"> ○ identify and resolve student concerns, and ○ monitor relevant reports, surveys and other feedback and take remedial actions in consultation with the Heads of School 	<p>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 research students</p>
Relationships - external	<p>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"> • industry employer groups and connections. • higher education service providers (including other colleges [where applicable] and universities) • alumni – staff and student • professional associations, and 	<p><i>Activity Indicators</i></p> <p>Demonstrated evidence of events organised and attended as reported in the annual Research and Scholarship Report</p> <p><i>Engagement Indicators</i></p> <p>Engagement with alumni, professional associations, industry and higher education providers as reported in the annual Research and Scholarship Report</p> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Influential contributions towards the realisation of the vision, aspirations and state of the Institute through establishing and maintaining external networks of relationships • Effective demonstration and promotion of Values of the Institute
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 established in the Research and Scholarship Plan and other relevant plans • revision of plans to take in to account changed circumstances (on an annual basis, and at other times 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, submitted to Academic Board • 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"> • Ensure the Academic Board, Executive Dean and Heads of School are regularly informed on research training matters. • Assist the Heads of School, when required, in administrative matters relating to research and research training including but not limited to: <ul style="list-style-type: none"> ○ monitoring student performance to ensure satisfactory outcomes ○ identifying, planning and maintaining short & long term equipment/facilities for research courses ○ records management 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Reports to the Academic Board, Executive Dean and the Heads of School on research training matters • Demonstrable assistance to Heads of School on administration related to research courses <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Positive feedback from the Executive Dean and Heads of School on reports and assistance received • Satisfactory, and improving research student feedback on the quality of administrative processes experienced • Improved student academic performance in research courses
Special projects	Ensure special projects and tasks (as may be assigned from time to time) are carried out efficiently and effectively.	<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 the 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 each performance review, and interrogated at the subsequent review.. The Human Resources Director will provide further details in relation to the MIT Performance Management System.

Minimum standards of performance for the Research Director include:

- performance standards expected of the level of appointment (Level D – Associate Professor, or Level E – Professor)
- demonstrated leadership, as evaluated using a 360° evaluation in research and research training
- recognition as an eminent authority in his or her discipline, having achieved distinction at the national level and may be required to have achieved distinction at the international level as appropriate to the academic level of appointment.
- original, innovative and distinguished contributions to the scholarship of training students in research, and/or significant contribution to governance, leadership and engagement whilst in academic leadership positions

PERFORMANCE MANAGEMENT – SCHEDULE B

- sustained and distinguished performance in research through original contributions evidenced in publications in reputable international journals, refereed conferences and, where relevant, patents and research grants
- Encouraging research and scholarly activities aligned with MIT's educational focus.

SELECTION CRITERIA

Essential

- A doctorate in a discipline relevant to the advertised position
- Prior experience as a Level E - Professor, or a minimum of five years as a Level D - Associate Professor
- Prior significant experience in administering or coordinating courses at Masters or PhD levels
- Achievement of national, and preferably international, 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
- Extensive publications in leading national and international journals and conference proceedings
- Extensive supervision experience in research courses with evidence of innovation and effectiveness in student learning
- Demonstrated evidence of academic leadership and successful teamwork
- Demonstrated evidence of mentoring and management of academic staff
- Demonstrated evidence of competence in academic administration
- Successful competitive research grants

Desirable

- Experience in working with TEQSA and professional societies in accreditation of degree programs