



Position Description - Research Director

1. Position details

Position title	Research Director (RD)	Classification	Academic Level E
Area/Division	Academic	Campus	Melbourne or Sydney
Employment fraction	Full-time	Reports to	Executive Dean
Primary focus	Institute-wide research leadership, research training, ethics, governance, compliance and capability development	Committee leadership	Research and Scholarship Committee; Research Ethics Committee; Examinations Committee
Academic standing	Discipline leadership consistent with Level E appointment	External stakeholder responsibilities	TEQSA, industry partners, professional associations, universities, research networks and alumni

2. Institutional context

MIT is a profession-focused higher education provider with campuses in Melbourne and Sydney, offering degrees in business, information technology, engineering, networking, cybersecurity, data analytics and software engineering. Research activity spans these domains and includes external collaborative and grant-funded research, visiting researchers, research events and professional community engagement.

The Research Director provides whole-of-institution leadership for research, research student training, staff research training and coordination. A key feature of this role is to continue to develop MIT's research culture, extend research relationships, improve research student outcomes and provide reliable evidence that MIT's research environment is coherent, sustainable and compliant with external regulatory expectations, especially TEQSA.

MIT's significant research student cohort is supervised using a discipline-specific research student supervision cluster model to provide strong research project experience for students. One of the requirements of this role is to support supervisors in these clusters with research training, resource coordination and advice. The role requires strong personal research experience and achievements, senior academic leadership and the ability to implement practical governance in collaboration with the two discipline schools. It also requires the ability to work collegially with the Executive Dean, Heads of School and academic committees to help build institutional capability, governance and research outputs.

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 framework*. The appointee is expected to meet or surpass the benchmarks of academic performance.

* <https://www.mit.edu.au/about-us/governance/institute-rules-policies-frameworks-and-lans/Frameworks/AcademicPerformance>
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3. Position purpose

The Research Director leads strategic development, governance, staff and student research capability development and research and ethics quality assurance. The position is accountable for establishing a focused, credible and compliant research ecosystem at MIT that supports staff research, research higher degree courses, academic capability, alignment with institutional strategy and policy and ensures consistency with the Higher Education Standards Framework and accepted standards of research integrity and ethics.

4. Key activities

- Ongoing implementation, monitoring and reporting of the current Research and Scholarship Plan at Academic Board with clear evidence of progress against agreed objectives.
- Ensuring that MIT's research capabilities and resources are focused on and well connected to the needs of the two schools, MIT's research supervision clusters, research students, supervisors and targeted external partners.
- Enabling research students to experience timely supervision allocation, candidature confirmation, milestone review, ethics approval, thesis examination and completion support.
- Leading research ethics, research integrity and research governance processes so that they are reliable, documented and suitable for an Australian higher education institution offering research higher degrees.
- Supporting academic staff to build research capability through mentoring, professional development, internal grants, collaboration and targeted dissemination.
- Demonstrating a coherent research environment in accreditation, reaccreditation, annual reporting and regulatory engagement.

5. Key accountabilities

5.1 Strategic research leadership

- Lead the development, implementation and review of MIT's Research and Scholarship Plan in consultation with the Executive Dean, Heads of School, Academic Board and relevant committees.
- Support the research supervision clusters that strengthen the student experience in MIT's research higher degree courses, the development of its discipline strengths and its profession-engaged mission.
- Provide senior advice to the Executive Dean and Academic Board on research strategy, research capability, research risk, research resourcing and research performance.
- Prepare an annual Research and Scholarship Report for Academic Board and the Board of Directors, supported by evidence of activity, quality, engagement, impact and risk management.
- Promote research and scholarship internally and externally through seminars, showcases, partnerships and communication of research achievements.



5.2 Research governance, ethics and compliance

- Chair the Research and Scholarship Committee, Examinations Committee and Research Ethics Committee, ensuring that each committee has clear agendas, minutes, decisions, reporting lines and action follow-up.
- Ensure research governance arrangements address research integrity (including AI use and integrity), responsible conduct of research, ethics approval, conflict of interest, data management, authorship, supervision, candidature progression and research risk.
- Work with the Executive Dean, Academic Board Chair and Heads of School to ensure research-related committees operate coherently and do not duplicate or fragment accountability.
- Lead or contribute to policy review, procedure development, external registrations and compliance improvement in research and research training.
- Support TEQSA-related submissions, evidence preparation, responses and continuous improvement actions concerning research and research training.

5.3 Research training and higher degree student success

- Oversee research training processes for research master's students, including confirmation of candidature, ethics training and applications, progress review, examination and completion processes.
- Ensure research students receive clear expectations, timely feedback, appropriate supervisory support and structured opportunities to develop research capability.
- Monitor student progress and work with Heads of School, Course Coordinators and supervisors in the research student supervision clusters to address progression risks, supervision concerns and course delivery issues.
- Develop and maintain an online research training portal that provides accessible guidance for students, supervisors and academic administrators.
- Organise research seminars, research methods support, guest lectures and networking opportunities that assist students to complete high-quality research and connect with relevant research communities.

5.4 Research culture, capability and performance

- Continue to build a collegial research culture that encourages scholarship, applied research, collaboration, dissemination and responsible research practice.
- Plan professional development for academic staff in research design, methods, publication, research supervision, grant development, industry collaboration and research integrity.
- Mentor academic staff and emerging supervisors, with particular attention to staff developing research outputs, supervision capability and external research engagement.
- Oversee the internal research grant scheme and ensure funded activity aligns with MIT's research priorities and produces appropriate outcomes.
- Maintain a personal research profile consistent with appointment at Academic Level E, including peer-reviewed outputs, external engagement and appropriate disciplinary recognition.



5.5 Research course quality, curriculum and accreditation

- Work with Heads of School and Course Coordinators to ensure research course design, curriculum, supervision arrangements, assessment, milestones and examination processes meet internal and external quality expectations.
- Contribute to the review of research courses and units, including annual monitoring, benchmarking, mid-cycle review and major reaccreditation preparation.
- Contribute to research course benchmarking, using relevant national and international comparators to identify demonstrable improvement actions.
- Assist schools to connect research training with disciplinary developments, applied research opportunities and theory-practice integration.

5.6 External partnerships, industry engagement and reputation

- Develop productive relationships with universities, higher education providers, professional associations, industry groups, alumni, employers and community organisations.
- Identify research project opportunities, industry-linked research topics and external funding opportunities suited to MIT's scale and disciplinary profile.
- Represent MIT professionally in research-related forums and contribute to the institution's reputation as an industry-engaged higher education provider.
- Use external networks to strengthen supervision capacity, benchmarking, guest seminars, research collaboration and employability-aligned research activity.

5.7 Reporting, administration and continuous improvement

- Provide clear, timely and evidence-based reports to Academic Board, the Executive Dean, Heads of School and other governance bodies as required.
- Monitor progress against approved research objectives and initiate corrective action where targets, timelines, risk controls or quality expectations are not being met.
- Ensure research records, committee documentation, student progression information and evidence for reporting are accurate, accessible and audit-ready.
- Undertake special projects and additional duties aligned with the seniority, classification and purpose of the role.

6. Performance expectations and evidence

Annual performance expectations will be set with the Executive Dean. The following indicators define the usual evidence base for assessing role performance.

Performance area	Expected evidence	Indicative measures
Strategic leadership	Approved Research and Scholarship Plan; progress reports; annual Research and Scholarship Report; evidence of committee endorsement and improvement actions.	Research plan milestones met; research concentrations defined; Academic Board receives timely evidence-based reports.
Governance and compliance	Committee minutes; risk registers; policy updates; ethics and integrity records; TEQSA evidence packs.	Research committees meet schedule; actions closed; no major compliance findings; minor issues resolved promptly.
Research training	Student progression records; supervisor allocations; candidature confirmations; examination timelines; student feedback; research training resources.	Timely milestone completion; improved supervision capability; timely thesis examination; positive research student feedback.
Research capability	Staff development records; internal grant outcomes; mentoring evidence; staff outputs; seminars and workshops.	Increased staff research engagement; quality outputs; improved publication, supervision and grant readiness.
Research performance	Peer-reviewed outputs; grants; disciplinary recognition; external invitations; research collaborations; impact or engagement evidence.	Performance consistent with a Level E appointment and MIT's academic promotions policy framework.
External engagement	Partnerships, guest lectures, benchmarking activities, industry-linked projects, employer or professional association engagement.	Evidence that external engagement contributes to research topics, collaborations, student networks, benchmarking or reputation.
Course quality	Benchmarking reports; reaccreditation evidence; improvement plans.	Research courses remain current, coherent, compliant and aligned with MIT's strategic research focus.

7. Leadership capabilities

Capability	Application in this role
Academic judgement	Applies senior academic standards to research strategy, supervision, ethics, course quality and external engagement.
Regulatory literacy	Understands HESF expectations, TEQSA evidence requirements and the governance obligations attached to research higher degrees.



Capability	Application in this role
Collegial leadership	Influences academic staff without relying solely on positional authority and builds trust across schools and committees.
Execution discipline	Converts strategy into specific plans, responsibilities, timelines, evidence, reports and closed-loop improvements.
Research credibility	Maintains standing as an active scholar and models the research behaviours expected of senior academics.
Institutional pragmatism	Builds research capability at a scale suited to MIT's mission, staffing and degrees.

8. Selection criteria

Essential

- A doctoral qualification in a discipline relevant to MIT's research higher degree offerings.
- Appointment, or capacity for appointment, at Academic Level E, with a commensurate record of academic leadership.
- Demonstrated research standing in a relevant discipline, evidenced by sustained peer-reviewed outputs, external engagement and appropriate indicators of quality, impact or recognition.
- Experience leading research strategy, research capability development, research governance or research training within a higher education institution.
- Significant experience supervising research students, supporting supervisor development and managing research progression, assessment or examination processes.
- Practical understanding of research ethics, responsible conduct of research, research integrity, research data management and research risk.
- Experience contributing to course quality assurance, benchmarking, accreditation and regulatory evidence preparation.
- Demonstrated capacity to work collegially with senior academic leaders, committees, professional staff, students and external stakeholders.
- Ability to produce clear written reports, provide policy advice and generate governance documentation suitable for Academic Board and executive audiences.
- Demonstrated ability to mentor academic staff and build research capability in an institution with developing research maturity.

Desirable

- Experience working directly with TEQSA requirements or preparing evidence for provider registration, course accreditation, reaccreditation, self-accrediting authority or University College processes.
- Experience developing focused research concentrations, applied research partnerships, internal research grant schemes or industry-linked research projects.
- Experience in private higher education or an institution with a strong teaching and employability mission.
- Success in external research funding, professional association engagement and research collaboration with industry or community partners.



9. Compliance and conduct expectations

- Act consistently with MIT policies, procedures, delegations, codes of conduct and governance requirements.
- Promote safe, respectful, inclusive and collegial working and learning environments.
- Protect confidential information and maintain appropriate records in accordance with institutional requirements.
- Identify and escalate material academic, ethical, compliance, student progression or reputational risks in a timely manner.
- Participate in performance planning, professional development and workload discussions appropriate to the role and appointment fraction.

10. Position description review

This position description may be reviewed to reflect changes in MIT's strategic priorities, academic governance, regulatory requirements, research profile, course portfolio or organisational structure. Any substantial change will be discussed with the appointee and approved through the appropriate internal process.