



POSITION DESCRIPTION – SCHEDULE A

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:	Casual Lecturer / Tutor
School / Division:	School of Information Technology and Engineering (SITE) / School of Business (SOB)
Campus:	Melbourne or Sydney

MIT VISION AND GOALS

Founded in 1996, Melbourne Institute of Technology (MIT) has grown dynamically as one of the leading private, higher education providers in Australia with campuses in Melbourne and Sydney. MIT is a teaching only Higher Education Institution. Our vision, mission, values and goals as approved by the MIT Board of Directors are set out below.

Vision

MIT aspires to be a leading private higher education provider nationally and internationally by proactively developing innovative educational approaches to meet industry needs and by a commitment to inspire tomorrow's graduates.

Mission

MIT, through its higher education programs and personalised and transformational student experience, provides the opportunity for individuals to access knowledge and to enrich and transform their futures.

Values

1. Excellence in learning and teaching;
2. Integrity;
3. Accountability and;
4. Transformational Change

Goals

1. To provide high quality programs that meet the needs of our students and industry;
2. To provide an inclusive environment where all students have the opportunity to succeed;
3. To strengthen institutional effectiveness, financial sustainability, collegial governance and sense of community;
4. To make collaboration an integral part of all our activities.

MIT ORGANISATIONAL STRUCTURE

MIT business model comprises four (4) key focus areas as guided by its vision: Academia, Finance, Marketing, and Operations. Our organisational structure is designed to ensure each of these areas is fully resourced.

Our Executive 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
- Executive Dean
- Human Resources Director and
- Group General Manager

DEPARTMENTAL CONTEXT

School of Information Technology and Engineering (SITE)

The School of Information Computer Networking and Engineering (SITE) offers a number of courses at undergraduate and postgraduate level including Bachelor of Networking (Major in Cyber Security); Master of Networking (Major in Cyber Security); Bachelor of Networking; Master of Networking; Master of ICT Research; Bachelor of Engineering Technology Telecommunications; Master of Engineering (Telecommunications); Bachelor of Data Analytics; Master of Data Analytics; Bachelor of Networking (Major in Software Engineering); Master of Data Analytics (Major in Software Engineering).

School of Business (SOB)

The School of Business (SOB) offers a number of undergraduate and post-graduate Courses including Bachelor of Business (Major in Accounting); Master of Professional Accounting; Master of Business Research; Bachelor of Business (Major in Marketing); Bachelor of Business (Major in Management); Bachelor of Business (Major in Digital Marketing); Bachelor of Business (Major in Digital Marketing).

Federation University @ MIT

The delivery of partner programs at MIT aims at establishing a culture of shared values and scholarly practice to meet the requirements of the administration of *FedUni* programs at MIT Melbourne.

One of the major aims of both Schools is establishing the culture of shared values, attitudes and strategies to further the MIT Goals of producing competent, work-ready graduates for a number of business professions. The main objectives of the MIT Schools include but are not limited to:

- Maximising the retention and success of students,
- Employ and manage 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
- Establishing a departmental committee structure which will enable input from staff, students and relevant external bodies and industry involvement
- Developing and maintaining programs and curriculum that are innovative and connect theory and practice

RESPONSIBILITIES

Delivery of programs at degree and Masters level, providing academic and administrative leadership and consultative and coordination tasks. The responsibility incorporates the areas as set out below

Area	Outcomes
Delivery of units/courses	<ul style="list-style-type: none"> • Conduct lectures and tutorials • Update and maintain the intellectual property of the units being taught • Ensure marking of assignments/exams and results in a professional and timely manner • Liaise regularly with program manager and/or coordinator • Attend academic meetings when requested • Participate in student's review of grades • Provide consultation and assistance to students • Attend Professional Development activities to keep up to date with the scholarship of teaching & learning • Engage in research and professional activities appropriate for the discipline • Contribute to administrative functions as required • Attend induction program at the start of each semester

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

Focus area	Measure - example
Student recruitment and retention	Student survey and statistics
Efficient systems and procedures	Response times for counselling services and solving issues
Relationships	Survey results – staff, student
Delivery of courses/units	Survey results – staff, student

KEY SELECTION CRITERIA

Application letter and/or resume must address the qualification/knowledge/experience/attributes section under the key selection criteria

Qualifications: Include all educational and training qualification, professional membership,	Requirement
1. A Masters degree or equivalent. A PhD qualification is preferable For teaching Masters courses, a doctorate or equivalent professional experience	Mandatory
Knowledge/Experience/Attitude/Skills	
2. Three years teaching experience at the tertiary level as well as relevant industry experience	Mandatory
3. Excellent communication skills both oral and written	Mandatory
4. Evidence of professional development and/or scholarship activities	Mandatory
5. Evidence of development and implementation of innovative teaching practices and programs	Highly desirable
6. Excellent interpersonal skills and demonstrated ability to work effectively and consultatively in teamwork environment	Highly desirable
7. Demonstrated commitment and enthusiasm for teaching and a quality teaching evaluation and/or record	Highly desirable
8. Knowledge and understanding of the needs of a diverse range of students both domestic and international	Highly desirable
9. Organisational and administrative abilities necessary for coordination and administration of units/courses	Highly desirable