POSITION DESCRIPTION DOCUMENT PURPOSE

The purpose of this position description document is to provide a description of the role, and how that role fits within Melbourne Institute of Technology (MIT) as an organisation.

This document is not comprehensive, but provides an outline of key areas of accountability and desired outcomes to demonstrate a satisfactory performance of the role. It does not provide an exhaustive list of tasks and activities to be performed in order to fulfil the role; thus, extra activities not listed here may be required of the position in the discharge the duties.

POSITION DETAILS

Position Title:	Senior Lecturer/ Capstone Projects Coordinator
School / Division:	School of Information Technology and Engineering (SITE)
Campus:	Sydney
Employment Mode	2 year fixed contract. Extension of contract is subject to job performance.
Time Fraction	Full-Time

ROLE

To provide academic leadership in designing, coordinating and teaching units in the Networking and Data Analytics courses offered by the School of IT & Engineering (SITE), and to assist in the coordination and management of these units. The position contributes to the School achieving its objectives and goals, which in turn support the vision and strategic aims of the institution. The teaching and learning (T&L) and coordination responsibilities of the position include unit development, unit delivery, assistance with course coordination and student advice.

A primary focus of this position is to make a strong contribution to continually improving MIT's quality of services, by actively developing high quality, research-informed T&L material, coordinating courses and identifying and responding to student needs.

The position reports to the Deputy Head of School of IT & Engineering, or nominee.

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 in December 2017 are set out below.

Vision

MIT continues to be a leading private higher education provider nationally and internationally by proactively developing innovative educational programs 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

- Excellence in teaching and learning;
- Integrity;
- Accountability and
- Transformational Change.

Goals and Priorities:

- Develop and deliver innovative programs that meet industry and market needs;
- Provide an inclusive, service-oriented culture focused on student outcomes;
- Raise our profile and the impact of our teaching and learning and student engagement with our stakeholders;
- Provide inclusive, innovative and responsible education

Enabling Elements:

- Our people
- Technology

MIT ORGANISATIONAL STRUCTURE

MIT business model comprises three (3) key focus areas of Marketing, Operations and Academia. 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
- Executive Dean

RESPONSIBILITIES

The Senior Lecturer in the School is responsible for providing academic leadership in the development and delivery of the capstone units in the MIT Networking and Data Analytics courses at both an undergraduate and post graduate level and related scholarly activities. The position should undertake continuous assessment of the contents and T&L methods of allocated units, and propose, agree, implement and evaluate the necessary changes. The Senior Lecturer should be proactive, show initiative, demonstrate interest in the students' learning, and incorporate innovation in his/her teaching. The position often must coordinate activities with academics in both campuses under the direction of the Head of School by providing materials and supporting his/her colleagues in their teaching.

Area	Outcomes
Teaching	The Senior Lecturer will: • Provide academic leadership in the development, delivery and assessment of teaching & learning activities, including development of teaching materials, assessment tasks, multimedia activities, workshops, etc. • Employ up-to-date, innovative teaching strategies • Achieve strong positive student feedback with a score of 4+ out of 5 in all units • Participate in the design and moderation of examinations and assessment, according to policies and procedures of the MIT • Teach 12-14 hours per week (pro rata) • Implement a continuous cycle of T&L quality, documented in the Senior Lecturer's electronic Academic Portfolio • Ensure that his/her T&L activities are informed by research in the technical areas of competence and/or T&L research

Management	• Undertake course coordination responsibilities.
	• Assess credit transfer applications relevant to his/her expertise
	• Manage the Learning Management System shells for the units for which they are responsible
	• When required, conduct assessments, deploy materials, conduct training, and contribute to the general management of the School.
	• Promptly maintain student records, such as weekly work records, and attendance and marks for assignment and tests
	• Ensure that students receive prompt feedback
	• Actively and consistently participate in academic meetings
	• Liaise with partner institutes and other industry associations as required
	• Produce course evaluation reports at the end of trimester
	• Provide assistance to the Head of School or nominee in matters such as accreditation, benchmarking, moderation, supervision of staff undertaking student projects and related activities.
Course Coordination	• Lead activities of course coordination specified in the Academic Staff Supplementary Manual.
	• Implement for Melbourne campus all campus-specific Course Coordinator responsibilities in consultation with the Head of School
	• For credit assessments, perform relevant assessment of credit applications
	• Act as Course Coordinator in area of designated disciplinary knowledge when the relevant Course Coordinator is on leave.
Student Support	Provide guidance and support to students:
	• Counsel students in academic matters
	• Facilitate responses to matters raised by students in the issues of concern
	• Identify students at risk early and be involved with relevant parties in developing and monitoring the invention strategy to improve students' academic progress
Relationships	Promote, develop and build strong mutually beneficial relationships with internal and external parties including, but not limited to:
	• Partner institutions
	• Staff at the both campuses of MIT
	• Students employment network including internships and industry student projects
	• Industry and employment contacts
	• Academic support services to students
	• Relevant professional organisations
Special projects	Ensure special projects and tasks assigned (as may be from time to time) are carried out efficiently and effectively

PERFORMANCE MANAGEMENT – SCHEDULE B

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

- Regular performance reviews
- Ongoing feedback
- Student surveys
- Identification of professional development needs and provision of support
- Reward structure

Specific performance goals will be set with you during the course of your performance review. Areas of performance focus for this role (together with example measurement tool) are set out below for your information. Further details in relation to the MIT Performance Management System will be provided by our Human Resources Director.

Focus area	Measure - example
Student progression	Big foot statistics
Student Satisfaction	Student Surveys
Student Pass rates	Big Foot statistics
Relationships	Survey results – staff, students, management
T&L innovation	E.g. evidence of on-line, blended or Problem-Based learning
Responsive to students' needs	Prompt response to issues, survey results and number of complaints

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, criminal record check report	Requirement
1. A Doctorate in Networking, Data Analytics or related disciplines	Mandatory
2. Previous experience in teaching at undergraduate and postgraduate levels	Mandatory
3. A research record commensurate with the level of appointment	Mandatory
4. Demonstrated commitment to and enthusiasm for learning and teaching and a demonstrable good teaching	Mandatory
5. Organisational and administrative ability necessary for coordination and administration of units, and other administrative duties	Mandatory
6. Excellent interpersonal skills and demonstrated ability to work effectively and consultatively in team work environment	Highly desirable
7. Knowledge and understanding of the needs of a diverse range of students , including international students and those with disabilities	Highly desirable
8. Other relevant professional or managerial experience	Highly desirable