



LECTURER IN APPLIED MATHEMATICS

Work Area:	School of Science, Technology and Engineering
Classification:	Level B
Supervisor:	Dean, School of Science, Technology and Engineering

VISION

To become Australia's premier regional university.

MISSION

Enriching our regions, connecting with our communities and creating opportunities for all.

VALUES

At UniSC we will:

- Advocate for equitable access to education and knowledge
- Recognise and embrace diversity and inclusion
- Champion environmental sustainable principles and practices
- Commit to fair and ethical behaviour
- Respect our people, our communities, and their potential
- Be accountable to ourselves and each other
- Strive for excellence and innovation in all that we do

POSITION OVERVIEW

The School of Science, Technology, and Engineering at UniSC seeks applications from suitable, qualified people for the position of Lecturer (Level B) in Applied Mathematics. We wish to recruit a person who is keen to develop and teach undergraduate mathematics courses (subjects) at all levels, while also progressing their research interests in mathematics. Ideally, the successful applicant will develop meaningful connections with teaching academics and researchers across UniSC, nationally, internationally, and with industry. Current areas of research strength at UniSC include pure mathematics (Algebra) and mathematical modelling & simulation, and more broadly in biostatistics and machine learning. There is further opportunity for internal collaboration across other disciplines that include computer science, engineering, ecology and physical sciences. Applicants with suitable qualifications and experience in all areas of mathematics are encouraged to apply.

PROFILE

At the University of the Sunshine Coast, a Lecturer:

- (i) is an effective teacher and makes sound independent contributions to delivering teaching, learning and graduate outcomes
- (ii) has launched a research track record and is developing their research profile. They make positive contributions to research projects; supervise honours students and candidates for higher degrees by



research; play a part in successful grant applications; and are developing a track record of publishing in quality refereed journals

- (iii) can demonstrate engagement within the University through contributions to governance; coordination of and participation in School capacity-building activities; and activities that contribute to the student experience
- (iv) is developing productive industry and community links that benefit students, the community and/or the University. For example, they can undertake consultancies and apply discipline knowledge and skills that benefit external stakeholders and partners and can be involved in activities that encourage participation in University life through outreach activities

All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.

DUTIES

1. The University is committed to delivering high quality teaching, learning and graduate outcomes. Teaching is a scholarly practice that includes:
 - maintaining currency in one's discipline/field
 - maintaining currency in effective learning and teaching practices, especially in one's discipline/field
 - designing, developing, evaluating and improving curricula and teaching
 - making use of appropriate technologies and media to support and enhance learning, teaching, assessment and evaluation
 - engaging students in learning in a variety of modes including: face-to-face (lecturing, tutoring, conducting workshops, simulations and in laboratories) and learning supported by online tools that enhance knowledge construction, collaboration, communication and engagement
 - supporting students to be successful learners
 - assessing, and giving fair, helpful and timely feedback on students' work
 - participating in learning and teaching development processes within and beyond the University
 - high quality administration of teaching
 - developing and maintaining strategic partnerships that enhance the quality of learning and teaching within the University and beyond
 - conducting "practitioner research" into learning and teaching and communicating the outcomes of that research, particularly in quality refereed journals, and
 - contributing to the maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in learning and teaching
2. The University's aims to build research productivity and output significantly. Research is a scholarly practice that includes:
 - purposefully developing focused expertise in a discipline/field



- developing a clear research agenda and participating in research teams
 - framing research problems and researchable hypotheses
 - designing and conducting research projects and writing research reports
 - playing a part in successful applications for research grants, particularly external competitive grants
 - communicating research outcomes to both expert and lay audiences through publishing, exhibiting and performing, and subjecting outcomes to peer appraisal
 - supervising Higher Degree by Research candidates
 - developing and maintaining strategic research partnerships
 - being invited to conduct research with colleagues at other universities, and
 - contributing to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in research
3. The University is committed to regional, national and international engagement and articulates the importance of partnerships and ongoing consultation and cooperation with a broad and diverse range of stakeholders. External engagement is a scholarly practice through which academic staff apply their discipline knowledge and skills to problems in the world. Through external engagement, worthwhile social, civic and professional functions are performed.
 4. Engagement within the University enables academic staff to contribute to achieving the University's strategic priorities through activities other than teaching and research.
 5. Contribute to a positive and safe work environment for you and others, by modelling and promoting conduct that is culturally capable, inclusive, respectful, and ethical.
 6. Other duties within the range of skills normally associated with this classification, including those associated with an evolving research, teaching, learning and professional environment, as required.

SELECTION CRITERIA

Applicants need to demonstrate:

1. Completion of a doctoral qualification in a relevant field or equivalent accreditation and standing
2. Evidence of teaching experience and effective teaching practice in undergraduate courses (subjects). In addition to active face-to-face (classroom) and online teaching, this includes tasks such as taking an active role in course design, assessment design, development of learning materials, course coordination, and managing or working within a team of course staff (E.g. tutors) and mathematics teaching colleagues. Experience with teaching into first-year courses would be viewed particularly favourably but is not specifically required. Evidence may include examples of:
 - a. student feedback on teaching using valid instrument/s, peer review, and/or student outcomes.
 - b. having developed and delivered higher education curricula, learning materials and assessments for specific courses (subjects).
 - c. other contributions and activities in relevant areas of teaching.



d. teaching awards or similar formal recognition.

3. Evidence of research experience, including for example, refereed publications; participation in research teams; co-supervision of candidates for honours and higher degrees by research.
4. Membership of and sound connections with relevant professional bodies and community groups and/or in professional practice.
5. Strong personal qualities and collegial approaches that contribute to the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
6. Evidence of participation in academic development activities and the desire to continue to learn and improve as an effective academic.

Desirable

7. Experience undertaking academic administrative functions, e.g. course coordination, within a University.