

LECTURER OR SENIOR LECTURER IN BUSINESS ANALYTICS

Work Area:	School of Business & Creative Industries
Classification:	Level C
Supervisor:	Dean, School of Business & Creative Industries

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:

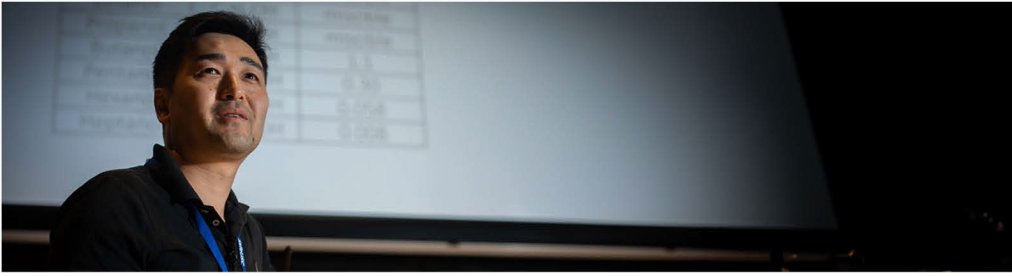
- Advocate for equitable access to education and knowledge
- Recognise and embrace diversity and inclusion
- Champion environmentally sustainable principles and practices
- Commit to fair and ethical behaviour
- Respect our people, our communities, and their potential
- Be accountable to ourselves and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

POSITION OVERVIEW

The School of Business and Creative Industries' mission is "educating to make a difference" in a dynamic and rapidly changing world. Our graduates apply innovative, creative, and sustainable industry practices to address both local and global challenges. Strong industry partnerships ensure students gain practical experience, preparing them for exciting careers in the creative industries and business sectors.

Our passionate scholars are committed to sharing their expertise with the next generation of leaders and practitioners. With interdisciplinary research supported by over 70 expert researchers, we span a wide range of fields, including management, human resource management, accounting, finance and economics, marketing, tourism, and international business. The creative industries portfolio encompasses creative writing and publishing, theatre and performance, screen media, music, journalism, social media, professional communication, design, and game design.

This position will focus on developing and leading the School's **Business Intelligence and Analytics programs**, providing vision and leadership to shape and launch these emerging products and drive their success. It will foster excellence in teaching, research, and engagement within the programs, leveraging interdisciplinary expertise and industry connections. Through active leadership, the role will promote the research agenda, align it with industry trends, and support HDR supervisory activities to develop future experts and practitioners.



PROFILE LEVEL C

At the University of the Sunshine Coast, a Senior Lecturer is an established scholar and an emerging leader who:

- (i) makes significant contributions to the teaching effort of the School through the practice, scholarship and leadership in teaching. For example, they can: take on full academic responsibility and related administration for the coordination of a large program or a cluster of programs; undertake and systematically address teaching and course evaluations and peer reviews to improve their teaching practice and course design; design and develop innovative curricula and teaching materials; undertake reflective practice for continuous improvement, and demonstrate the ability to influence, motivate and inspire both students and other academic staff. Additional outputs can include higher education research in journals, including the scholarship of learning and teaching in professional publications; and external and internal recognition (e.g. awards, and commendations) for excellence in teaching
- (ii) has a sound and established track record in research. The quality and impact of their research can be demonstrated by: the status and consistency of publications in high ranking business or commerce journals (ABDC ranked A or higher); citation rates; and the value of their research for social, environmental, cultural and commercial benefit. They make substantial contributions to successful grant applications and can lead research projects. They can demonstrate quality supervision of candidates for Higher Degrees by Research and involvement in the development of their own discipline/field, which is recognised and acknowledged by peers
- (iii) actively contributes to School and University development, governance and capacity-building, including supporting the School's retention of its AACSB accreditation
- (iv) makes significant contributions to and generates outcomes from developing productive industry and community links that benefit students, the community and the University. For example, they can undertake consultancies; apply their discipline knowledge and skills to collaborate with, and produce benefits for, external stakeholders and partners; and encourage participation in University life through outreach activities

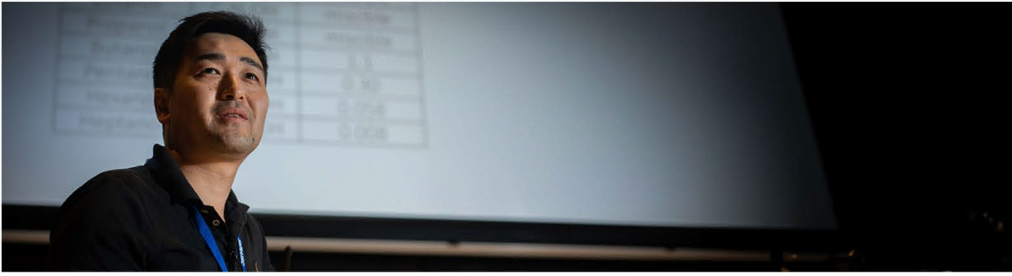
All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.

DUTIES CAN INCLUDE:

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
 - leading 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
 - being invited to teach at other universities and give addresses in various learning and teaching fora in recognition of excellence in learning and teaching in one's discipline/field.
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 high quality research publications
 - successfully applying for research grants, particularly external competitive grants
 - communicating research outcomes to both expert and lay audiences through publishing, presenting, 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. A doctoral qualification in a relevant business field.
2. Demonstrated expertise in descriptive, predictive, and prescriptive data analysis within business and commerce.
3. Proven high-quality teaching experience in Business Analytics, Business Intelligence, Data Science, Data Analytics, or Business Statistics.
4. A track record as an effective educator, with the ability to design, develop, and deliver higher education curricula.
5. A consistent record of research publications in high-ranking journals in business and commerce, evidenced by publications in ABDC-ranked journals (A or higher).
6. Evidence of applying advanced statistical analysis methods in business and commerce research.
7. Established experience in supervising HDR students to completion, with strong quantitative supervision skills.
8. Demonstrated leadership qualities that foster a positive academic environment, promoting engagement and achievement among staff and students.
9. Experience and success in academic administrative roles, such as program coordination, within a university setting.
10. Evidence of regular participation in academic development activities and a commitment to continuous learning and professional growth.

Desirable Criteria

1. Postgraduate qualifications in higher education.
2. Industry certifications in data science, data analytics, statistics, cloud computing, machine learning or artificial intelligence.
3. Research expertise in psychometrics, including Structural Equation Modelling, mediation and moderation analysis, multi-group analysis and latent variable modelling.
4. Expertise in online and asynchronous curriculum development.
5. Active membership and strong connections with relevant professional bodies, community groups, and/or industry networks.