



## PROFESSOR OF CYBER SECURITY AND DISCIPLINE LEAD OF TECHNOLOGY

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<b>Work Area:</b>	School of Science, Technology & Engineering
<b>Classification:</b>	Level E
<b>Supervisor:</b>	Dean, School of Science, Technology & Engineering
<b>Supervisor:</b>	5393

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### 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:

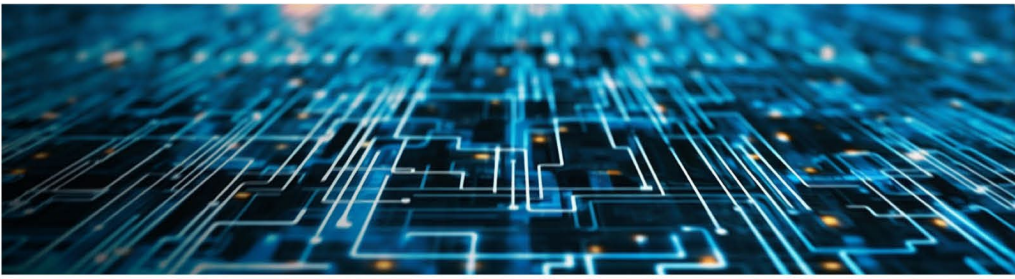
- Advocate for equitable access to education and knowledge
- Recognise and embrace diversity and inclusion
- Champion environmental sustainable principles and practices
- Commit to fair and ethical behaviour
- Respect our people, our communities, and their potential
- Be accountable to ourselves and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

### POSITION OVERVIEW

The Professor of Cyber Security offers an exciting opportunity for a motivated and accomplished individual to join the University of the Sunshine Coast's School of Science, Technology and Engineering. The successful candidate will play a pivotal role in uplifting the profile of our growing Technology Discipline, which is actively contributing to multiple initiatives across the university.

This leadership position will involve teaching at both undergraduate and postgraduate levels across a range of areas, including Machine Learning/Artificial Intelligence, Programming, Cyber Security, Forensics, Networking, and more. The successful candidate will provide leadership in course development, shaping the strategic direction of the discipline and fostering a collaborative and innovative environment that promotes student engagement and industry partnerships.

Beyond teaching, the role includes mentoring junior academics, driving impactful research, and contributing to the growth and international reputation of the discipline. This is an opportunity to leave a lasting legacy by inspiring innovation and advancing the fields of cyber security, forensics, computer science, and information technology education and research. Additionally, as the Discipline Lead, the incumbent will provide leadership and support to academic staff within the discipline, aligning with school objectives and university strategies while promoting research integration, innovation, and improved experiences for students and staff alike.



## PROFILE

At the University of the Sunshine Coast, a Professor has established and continuing international expert status and is recognised as an eminent authority in their discipline/field. They have substantial involvement in the development of their discipline/field, both nationally and internationally, having made a clear and formative impact, which is recognised and acknowledged as significant by national and international leaders in the discipline/field.

- (i) A Professor has a strong, systematic and sustained track record in research. They have attained international recognition in their discipline and can demonstrate significant involvement in and impact on the development of their discipline internationally, which are recognised by their peers as international leadership in the field. They have had consistent success applying for external competitive grants, manage significant research projects and lead and mentor other researchers. The quality and impact of their research can be demonstrated by, for example: the status and consistency of publications or exhibitions with the expectation that publications are in leading journals in the discipline/field; commercialisation or the uptake of intellectual property; citation rates; and the value of their research for social, environmental, cultural and commercial benefit. They can demonstrate sustained and consistent quality supervision of candidates for higher degrees by research (HDR) and mentor other HDR supervisors.
- (ii) As a leader in learning and teaching, a Professor has extensive experience as a senior academic and provides strategic leadership in key aspects of teaching and supporting learning. They make significant contributions to the teaching effort of the School through both exemplary teaching practice and leadership in teaching. For example, they can: undertake high level management and administrative functions in learning and teaching; be responsible for strategic leadership and policy-making in learning and teaching; provide leadership and foster excellence in the design and development of innovative curricula and program development; demonstrate the ability to influence, motivate and inspire both students and other academic staff. Additional outputs can include: a consistent and substantial record of scholarship in learning and teaching (publications) that is nationally and internationally recognised and has demonstrable impact on learning and teaching in the discipline/field; and grants for teaching innovation (especially external competitive grants). A Professor often provides scholarly leadership that is recognised externally through national learning and teaching awards and grants, and invitations to serve on national panels and deliver keynote addresses at significant learning and teaching conferences.
- (iii) A Professor makes significant contributions to the development and standing of the University and/or regional development. Through leadership in engagement, a Professor is able to demonstrate sustained excellence that has resulted in major outcomes and high levels of recognition and prestige for the University and significant social, economic and cultural impact outside the University. For example, external engagement can involve significant contributions to and outcomes from developing and maintaining strategic and productive partnerships, connections and relationships with people, groups and organisations at local, national and international levels and serving on national panels (for example, ARC panels of experts and other assessment panels) and international panels.



- (iv) Within the University, a Professor makes high level strategic contributions to School and University development, governance and capacity-building. They make significant leadership contributions to the development of collegial activities and foster academic and professional excellence at all levels.

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 aims to build research productivity and output significantly. Research is a scholarly practice that includes:
  - International leadership in their field
  - purposefully developing focused expertise in a discipline/field
  - developing a clear research agenda and leading research teams
  - framing research problems and researchable hypotheses
  - designing, conducting and leading research projects and writing research reports
  - consistently and successfully applying for significant 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
  - mentoring other researchers, including Mid- and Early Career Researchers
  - successfully supervising Higher Degree by Research candidates
  - developing and maintaining strategic research partnerships
  - developing and exploiting intellectual property
  - being invited to conduct research with colleagues at other universities and give addresses in various research and research training fora in recognition of excellence in research in the discipline/field, and
  - consistently making significant leadership contributions to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in research
2. 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
  - leading the design, development, evaluation and improvement of curricula and teaching



- leading innovation and 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 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
  - 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, and
  - consistently making significant leadership contributions to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in learning and teaching
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 defining and 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 and extensive experience as an academic leader.
2. Experience of leadership at a Faculty, School, Discipline or Program level.



3. Involvement in the development of their discipline/field and evidence of having made a clear and formative impact in that discipline/field.
4. A clear and coherent research program with: a strong track record of active, sustained and productive engagement in high quality research; publicly verifiable outputs and outcomes from research; external recognition of research performance and achievement; quality supervision of candidates for Higher Degrees by Research; and impact of research.
5. Quality research leadership, for example through: effective mentoring to develop the research capability and capacity of individual and teams of Mid- and Early Career Researchers; substantial leadership contributions that strengthen the University's research capacity, capability and culture; and a consistent record of service on national discipline panels, such as ARC panels of experts and other assessment panels.
6. Effectiveness as a teacher, which is evidenced by both exemplary teaching practice and leadership in teaching, the ultimate outcome of which is student engagement and success. For example, by:
  - Leadership and/or implementation of research-led approaches to learning and teaching in the design and development of curricula;
  - Leadership of learning and teaching development processes which improve teaching practice within and/or beyond the University;
  - Sustained formal recognition for excellence in learning and teaching.
7. Strong leadership contributions and personal qualities that influence 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.
8. Participation and success in academic administrative functions e.g. course/program coordination, within a University.
9. The ability to develop and maintain productive regional, national and international partnerships that reap significant benefits for the University.

#### **Desirable**

10. Postgraduate qualifications in higher education.
11. Formal external and/or internal recognition for excellence in learning and teaching and/or research.

Additionally, in accordance with UniSC's Staff Code of Conduct – Governing Policy, all staff are expected to display professional behaviour, communicate respectfully, and perform their duties responsibly.

A position description is not intended to limit the scope of a position but to highlight the key aspects of the position. The requirements of the position may be altered in order to meet the changing operational needs of UniSC.

***UniSC is committed to creating a work and study environment that values diversity, facilitates equitable access and full participation.***