



LH Martin Institute for Tertiary Education Leadership and Management
Melbourne Graduate School of Education

Associate Director, LH Martin Institute for Tertiary Education Leadership and Management

POSITION NO	0038342
CLASSIFICATION	Level D
SALARY	\$132,677 – \$146,169 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time fixed-term position available for 2 years Fixed term contract type: External Funding Work focus category: Academic Specialist
OTHER BENEFITS	http://hr.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	New
HOW TO APPLY	Online applications are preferred. Go to http://hr.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Leo Goedegebuure Tel +61 3 8344 0619 or email: director-mi@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:

www.hr.unimelb.edu.au/careers

Position Summary

The LH Martin Institute for Tertiary Education Leadership and Management (the Institute) is the national centre for professional development for senior academic and administrative staff in the post-secondary education sectors. Its goal is to improve the quality of leadership, management and governance in the Australian tertiary and vocational education and training (VET) sectors through the provision of a suite of award and non-award programs, consultancy and research.

The Institute is part of the Melbourne Centre for the Study of Higher Education within the Graduate School of Education.

<http://www.lhmartininstitute.edu.au/>

The Associate Director specifically focuses on furthering the range and reach of all Institute programs and ensuring the longer term financial viability of the Institute; the role is accountable to the Director for

- conceptualising and implementing initiatives to support the Institute's strategies
- developing multilateral and bilateral partnership agreements with organisations in Australia and abroad
- fostering relationships with key tertiary institutions both to develop leadership programs and to develop pathways into LH Martin programs
- expanding the range of LH Martin Institute's contacts with organisations active in tertiary education nationally and internationally
- widening and deepening contacts with national and international agencies, eg DFAT, Asian Development Bank, to provide funding for programs, students and the expansion of programs internationally

1. Selection Criteria

1.1 ESSENTIAL

- ▶ A relevant degree with postgraduate qualifications and proven management expertise
- ▶ At significant amount of experience working in a leadership role in a university or tertiary institution.
- ▶ High level experience developing and consolidating relationships at highest levels in governments, universities and other entities in Australia and overseas.
- ▶ Demonstrated capacity to identify business and research opportunities
- ▶ Demonstrated ability to document and negotiate financial and other agreements with partners
- ▶ Capacity to represent LHMI in a range of external contexts
- ▶ Capacity to influence senior tertiary education leaders, government and government agencies and funding bodies of the benefits of the Institute's programs
- ▶ Significant capacity to exercise a high level of initiative in independently formulating, developing and implementing new ideas and in exercising sound, autonomous judgement.
- ▶ Demonstrated capacity for innovation in the areas of teaching and learning and research
- ▶ Highly professional oral and written communication skills

2. Special Requirements

- ▶ The position requires regular interstate and international travel.

3. Key Responsibilities

3.1 LEADERSHIP AND SERVICE

- ▶ In conjunction with the Director and Council, articulate longer term strategic direction and develop and implement short and medium term business plans to support the direction of the Institute
- ▶ Act as expert advisor to the Director and Council on strategic opportunities, new initiatives and their viability and sustainability for the Institute and on developments in executive education more broadly
- ▶ Attend Council meetings and lead the Institute in the absence of the Director

3.2 PROGRAM CONCEPTUALISATION AND DELIVERY

- ▶ Identify and conceptualise further on-line programs to meet emerging tertiary education sector needs
- ▶ Identify areas of current and emerging need for leadership and management in higher education and VET, and emerging themes in order to develop workshops for delivery both in Australia and overseas
- ▶ Deliver content in Award and Executive Education programs.
- ▶ Monitor developments in executive education and online delivery in order to maximise the opportunities for Institute programs.

3.3 ENGAGEMENT

- ▶ In conjunction with the Director and Centre Manager develop broad engagement strategies for the Institute nationally and internationally
- ▶ Manage relationships with higher education organisations and networks, e.g. Australian Higher Education Industrial Association, TAFE Directors Australia, Universities Australia, Group of 8, Australian Technology Network, Association for Tertiary Education Management, etc
- ▶ Manage relationships with LHMI commercial partners and international partners, ensuring appropriate contributions to LHMI activities
- ▶ Manage client relationships to ensure ongoing business opportunities
- ▶ Foster relationships with key individuals, honoraries and associates who can contribute to Institute programs

3.4 BROADER UNIVERSITY RESPONSIBILITIES

- ▶ Be a member of University committees and other entities

4. Other Information

4.1 ORGANISATION UNIT

<http://www.mihelm.unimelb.edu.au>

The position is located within the LH Martin Institute for Tertiary Education Leadership and Management within the Melbourne Graduate School of Education.

4.2 BUDGET DIVISION

Our Vision:

A society in which education enables full and equitable participation.

Our Mission

Through effective collaborations, we will deliver:

- ▶ relevant, high quality, high impact research
- ▶ research-informed, clinical teacher education that develops graduates with the capacity to inspire and improve individual learning outcomes
- ▶ outstanding quality postgraduate studies for professionals.

The Melbourne Graduate School of Education (MGSE) has been ranked number two in the world in the discipline of education in the QS World Rankings by Subject 2014.

This ranking places MGSE among the world's best, ahead of Harvard University and second only to the Institute of Education, London. This is also the highest rank achieved by any discipline, at any university, in Australia.

MGSE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne's Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

Our flagship Master of Teaching is based on a clinical approach to teaching, and is a significant shift away from traditional approaches to teacher education. We also offer a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines.

For more information about us, visit: education.unimelb.edu.au

4.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world.

The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide range of knowledge-based industries.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded. Further information about working at The University of Melbourne is available at hr.unimelb.edu.au/careers.

4.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

- ▶ Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. www.growingesteem.unimelb.edu.au
- ▶ The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.
- ▶ The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. <http://www.unimelb.edu.au/research/research-strategy.html>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and

on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of *Research at Melbourne: Ensuring Excellence and Impact to 2025*.

4.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

4.6 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at www.unimelb.edu.au.

5. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.