Deputy Director, WCLA

POSITION DESCRIPTION

Williams Centre for Learning Advancement
Faculty of Business and Economics

POSITION NO

CLASSIFICATION Level C/D (Senior Lecturer or Associate Professor)

SALARY $140,433 to $186,288 per annum (pro rata for part-time)

SUPERANNUATION Employer contribution of 17%

WORKING HOURS Full-time

BASIS OF EMPLOYMENT Fixed term appointment to the role, with underlying continuing appointment within an academic department in FBE

OTHER BENEFITS https://about.unimelb.edu.au/careers/staff-benefits

HOW TO APPLY Online applications are preferred. Go to http://about.unimelb.edu.au/careers, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’), then find the position by title or number.

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Please do not send your application to this contact

For information about working for the University of Melbourne, visit our website: about.unimelb.edu.au/careers
Position Summary

The Williams Centre for Learning Advancement (WCLA) was established to support academic staff within the Faculty of Business and Economics to develop their knowledge and capabilities to create high quality teaching and inclusive learning experiences for students completing undergraduate and undergraduate programs and subjects in FBE. As part of its core mission, the WCLA aims to foster a strong academic culture that values teaching and education as core to the academic mission. It also aspires to be a leading centre known nationally and internationally for producing high impact research on pedagogy and curriculum design in business and economics disciplines.

To realise this core mission, the WCLA is responsible for:

- Supporting the induction and ongoing professional development for academics within the Faculty in relation to teaching and learning, including peer review of teaching, mentoring and the creation of a community of practice for education-focused scholars in business and economics disciplines.
- Assisting individual academics, teaching teams and departments introduce innovations in teaching practices, including integration of interactive and experiential learning activities, curriculum to support diverse and inclusive learning, and the introduction of blended and online learning.
- Producing authoritative, research-led guidance on all aspects of learning design, curriculum innovating, and assessment of learning.
- Partnering with academics in our departments to undertake research and scholarship on teaching and learning relevant to our departments and disciplines.
- Accreditation and assurance of learning.
- Evaluation and benchmarking of teaching practice across programs within the Faculty.

The Deputy Director of the WCLA works collaboratively with the Director in leading a team that comprises both academic and professional staff, including educational specialist and learning designers. With responsibility for leading the team on a day-to-day basis, and nurturing a positive team culture that values innovation and supports our academic mission to provide an outstanding student experience. In partnership with the Director, the Deputy Director also provides the Faculty with expertise in teaching and learning in higher education, in particular with respect to the Faculty’s strategic mission to create and maintain a record of delivering a set of high-quality programs relevant to our students and the professions they enter, and supports learning for an increasingly diverse set of students. The Deputy Director recommends and facilitates the implementation of appropriate strategies for improving teaching and learning performance in the Faculty. The Deputy Director is also responsible for encouraging research and scholarship in teaching and learning in the Faculty.

The position involves close collaboration with academic staff across the Faculty’s four teaching departments, as well as collaborating with professional staff across the faculty and wider university to ensure WCLA is capable of implementing agreed programs and strategic priorities across the academic development activities of FBE.

While the initial appointment is for a fixed term of five years, the Deputy Director will hold a continuing appointment as a senior education-focused academic in one of the four teaching departments within the Faculty of Business and Economics, reflecting their disciplinary background. The appointment may also be renewed at the end of the initial five-year appointment.
1. **Key Responsibilities**

1.1 **LEADERSHIP AND SERVICE**

- Support the Director in developing a set of strategic priorities that fully align with Faculty’s Business Plan.
- Ensure that operational priorities and program of activities and research enable it to deliver on the Centre’s Mission and Strategic Plan approved by the Faculty.
- Work collaboratively with departments to ensure that the Centre understands and is responsive to the needs of individual academics, disciplines and departmental requirements in relation to teaching and learning (academic innovations in learning, teaching and curriculum development).
- Manage and lead the team on a day-to-day basis, and nurtures an innovation mindset, capable of adapting to the changing needs of the faculty and academics, and ensures the Centre operates effectively and efficiently to deliver on agreed priorities.
- Provide career and professional development advice to both academic and professional staff members of the CELT through the annual PDF process.
- Develop productive relationships within key stakeholders within the University, including the Centre for the Study of Higher Education, Learning Environments, and the Academic Skills Unit, to ensure the effective and efficient use of our resources and to avoid any unnecessary duplication of activities.

1.2 **ACADEMIC DEVELOPMENT**

- Provide advice on any matter related to teaching and learning to the Faculty, individual departments, Academic Program Directors, teaching teams, and individual academics.
- Provide the Faculty with research informed advice on emerging issues, challenges and trends in education and learning.
- Support the development of staff capabilities and integration of new and emerging pedagogies and technologies across academic programs at the undergraduate and graduate levels.
- Support the ongoing development of a culture within the faculty that sees education and teaching as core to the academic mission, and provide intellectual leadership to support a strong culture of scholarship in education and learning in business and economics disciplines.
- Create a supportive community of practice among the growing number of education-focused academics within the Faculty.

1.3 **QUALITY ASSURANCE AND ACCREDITATION**

- Ensure that benchmarking is undertaken internally and externally to the University in the relevant areas to ensure resources are being used effectively to achieve the Centre’s mission and agreed strategic priorities;
- Assist in the development and implementation of benchmarking tools to effectively monitor the introduction of multimedia, and e-learning technologies into courses and subjects;
- Assist in the implementation of external accreditation processes as they relate to teaching and learning in the faculty, including working with academic departments on monitoring assurance of learning outcomes;
Review, implement and manage effective evaluation methodologies for teaching and learning strategies and for student support programs.

1.4 RESEARCH
- Publish in high quality scholarly outlets related to education and learning, with particular reference to teaching and learning in business and economics disciplines.
- Closely monitor research in relation to teaching and learning and integrate, where applicable, new initiatives in relation to this activity.
- Support academics within the Faculty (especially those in education-focused roles) to develop a capacity to produce high quality scholarly outputs relating to education and learning of value to our academics, departments and disciplines in business and economics.

1.5 DESIGN DEVELOPMENT AND EVALUATION
- Support the development of appropriate program benchmarks that ensure resources are being used effectively to achieve the strategic objectives of the Centre.
- Facilitate piloting and evaluation of innovative online pedagogies, designs and web-based tools and resources to support different learning requirements in a variety of online environments.
- Prepare evaluation reports, statistical data, and proposals relating to the strategic and future development of programs of the WCLA.
- Contribute to the design, administration, and reporting of the evaluation of related WCLA activities.

1.6 TEAMWORK, LEADERSHIP AND SERVICE DELIVERY
- Support the Director and the WCLA team to deliver on their strategic priorities.
- Actively participate in team meetings within the Centre, Faculty meetings and Committee work (as it relates to teaching and learning), taking a leadership role on various issues as appropriate.
- Contribute to the collegial and intellectual life of the Centre, Faculty and University.
- Represent the University and Faculty in curriculum design, development, delivery and assessment activities and events as appropriate.
- Ensure the smooth operation of the WCLA by assisting other staff during peak periods or absences.
- Contribute to the achievement of WCLA’s key performance indicators.
- Maintain and continuously develop professional knowledge and skills by keeping up to date with new developments (including of educational software) relevant to the role and the organisations’ broader perspective.

1.7 INDUSTRY ENGAGEMENT
- Develop industry partnerships that enhance teaching and learning and lead to the publication of teaching materials, case studies and innovation in curriculum, especially in relation to experiential learning and work integrated learning opportunities such as Internships.
Selection Criteria

1.1 ESSENTIAL

- A doctorate in business or economics or a related discipline, or related to education and learning within business and economics disciplines.
- A record of high-quality research and publication in the scholarship of education and learning.
- Demonstrated excellence in education and learning in the higher education environment in business and economics.
- Demonstrated knowledge of and experience in student learning support for a diverse cohort at both the undergraduate and graduate levels.
- Demonstrated ability to effectively lead and manage a team with diverse and complex areas of responsibility.
- Demonstrated ability to work collaboratively with academic staff in designing and implementing curriculum reform for subjects and programs.
- Demonstrated ability to introduce teaching innovations, including the integration of e-learning technologies and multi-media enhancements, to improve student learning outcomes.
- Demonstrated ability to collaborate with colleagues to deliver the strategic and operational teaching and learning objectives of the Faculty.
- Demonstrated ability to initiate and oversee the implementation of projects and to attract research grants and sponsorships.
- An excellent understanding of effective evaluation methodologies.

1.2 DESIRABLE

- Knowledge of the learning and teaching challenges of post-professional and executive education.
- Demonstrated ability to support teaching and learning in an online environment.
- Experience in accreditation processes, including assurance of learning frameworks.

2. Special Requirements

- N/A

2. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This
commitment is set out in the University’s People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

3. **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:

https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel

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

4. **Other Information**

4.1 **ORGANISATION UNIT**

http://fbe.unimelb.edu.au/wcla

The WCLA was established in 1997 to nurture teaching and learning in the Faculty. It was the first embedded teaching and learning support centre in a Business Faculty in Australia and has become the model for similar units in other universities in Australia and worldwide. WCLA works to assist staff with all aspects of teaching including curriculum design, development and review, pedagogy, teaching skills, assessment practices and evaluation, assurance of learning and the preparation of teaching portfolios for promotion purposes.

WCLA has a strong research culture. It has a strong record in obtaining numerous external and internal teaching related grants. Academic staff in the Centre have published in key education journals.

The Centre also works closely with units and centres across the university including the Melbourne Centre for the Study of Higher Education to ensure it is up to date with developments in the university and delivery of innovative programme in higher education.

4.2 **BUDGET DIVISION**

The Faculty of Business and Economics at the University of Melbourne has been preparing students for exciting and challenging careers in industry since 1924. We have developed an outstanding reputation, locally and internationally, for the quality of our teaching and research. The Faculty has an active board of business leaders, government
representatives and community leaders who contribute to the implementation of our vision.

Organisational Structure

The Faculty is home to Melbourne Business School (MBS) and to six teaching and research departments:

Accounting
  Business Administration
Economics
Finance
Management and Marketing
Melbourne Institute of Applied Economic and Social Research
Melbourne School of Professional and Continuing Education

The Faculty has the following student and academic support centres:

  Academic Support Office
  Student Employability and Enrichment
  Research Development Unit
  The Williams Centre for Learning Advancement

The Faculty is supported by the following Professional Services Units:

  Finance
  Human Resources (including OHS)
  Marketing and Communications
  Service Level and Facilities Management
  Quality Office

The Faculty also hosts two University-wide initiatives:

- The Melbourne School of Professional and Continuing Education (MSPACE) which provides support to all Academic Divisions for their existing professional, continuing and executive education programs, and operates with a specific whole-of-institution mandate to significantly expand the University’s professional, continuing and executive education offerings.
- The Melbourne Entrepreneurial Centre (MEC) which brings together a number of programs to focus a range of activities aimed at developing an entrepreneurial culture at the University of Melbourne.

Our Programs

There are about 9,500 students enrolled in undergraduate and graduate degrees within the Faculty.
The Bachelor of Commerce is one of the most sought-after business courses in Australia. From 1 May 2013 all graduate programs in business and economics are offered through Melbourne Business School. Melbourne Business School offers a full suite of professional masters programs for those with little work experience right through to the MBA suite. It is also the home of leading research masters degrees and the PhD.

Our Graduates

Since the Faculty was established it has produced over 53,000 graduates. Many of our alumni now occupy senior positions in business, government and academia, in Australia and around the world.

Further information about the Faculty is available at www.fbe.unimelb.edu.au

4.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville 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. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

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 http://about.unimelb.edu.au/careers

4.4 ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial
sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

4.5 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 https://about.unimelb.edu.au/strategy/governance