

POSITION INFORMATION

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|------------------------------|--|--------------------------------|---------------------|
| Position Title | Research Fellow | | |
| Faculty | Faculty of Health Science | | |
| School | Institute of Positive Psychology and Education | | |
| Nominated Supervisor | Professor John Marshall Reeve | Campus/Location | North Sydney Campus |
| Academic Level | B | Academic Career Pathway | Research Only |
| CDF Achievement Level | ¹ All Staff | Work Area Position Code | |
| Employment Type | Full-time fixed term | Date reviewed | October 2018 |

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Our Mission: Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University, and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support the University consists of:

- Provost
- Chief Operating Officer & Deputy Vice-Chancellor
- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching
- Vice President
- Pro Vice-Chancellor Assisting the Vice-Chancellor and President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

ACU is committed to diversity and social inclusion in its employment practices. Applications from Aboriginal and Torres Strait Islander people, people with disabilities and people from culturally diverse groups are encouraged.

THE INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION

The Institute for Positive Psychology and Education (IPPE) is a new Institute at the Australian Catholic University (ACU), which is undergoing significant research intensification to position ACU as a leader in the international research arena in selected areas of strategic research interest. IPPE leads the international SELF Research Centre, founded in 2000 by Marsh & Craven (750 members from 45 countries; Satellite Centres at leading universities around the world). IPPE also has a track record of successful ongoing collaboration with high-profile Australian industry partners (eg NSW Department of Education, Catholic Educational Office, NSW Police, Peer Support Foundation, Learning Links, NSW Aboriginal Education Consultative Group, and the Black Dog Institute) as well as international partners (Hong Kong Institute of Educational Research, German Max Planck Institute, German Institute for International Educational Research, UK Higher Education Academy, UK Centre for Multilevel Modelling, OECD PISA, Pearson Research & Assessment, Durham Curriculum, Evaluation & Management Centre, and the National Institute of Education Singapore).

IPPE researchers are internationally recognised for: substantive and methodological advances in well-being, resilience, and self-concept research; advanced quantitative analysis (particularly in the integration of confirmatory factor analysis, latent variable structural equation models, and multilevel models, as well as the development and application of advanced statistical models for longitudinal data, exploratory structural equation models, and mixture models); and for developing psychometrically sound measures of important psycho-social outcomes. Working collaboratively, we have achieved synergistic blends of rigorous quantitative, qualitative, and applied research resulting in important contributions to international research.

IPPE, is led by an integrated team of world-class researchers as well outstanding mid- and early-career researchers and post doctoral research fellows who currently hold a number of prestigious externally funded research grants.

ACU provides IPPE with world-class research infrastructure that facilitates large-scale research studies. IPPE's research environment is outstanding in terms of resources (world-class research facilities, infrastructure support, research support staff with experience collecting data for large-scale projects, and secondary databases), intellectual capital (critical mass of world-class researchers, post doctoral researchers, international visiting scholars and collaborators, and external linkages), and research mentoring and PhD supervision.

We are seeking a Research Fellow to join our Institute to assist Professor John Marshall Reeve with his research. The position is designed to support Professor Reeve's research and foster links between the successful applicant and other research programs and researchers within IPPE.

POSITION PURPOSE

The position contributes to and enhances the research profile of the Australian Catholic University. The position is designed to support the research of Professor Reeve in conjunction with the Research Fellow's own program of research.

POSITION RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The [Academic Performance Matrices and Evidence Framework](#) which describes the performance standards in areas of academic activity.
- The [Capability Development Framework](#) which describes the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching, Curriculum Development and Scholarship of Teaching
- Research
- Academic leadership/service.

| Broad area of academic activity | Key responsibilities specific to this position | Relevant Core Competencies (Capability Development Framework) |
|---------------------------------|---|--|
| Research | <ul style="list-style-type: none"> • Establish a quality research program. • Contribute to quality research including high quality outputs of research aligned to ACU research priorities. • Work with and support senior Academic Staff while contributing independently or collaboratively in research | <ul style="list-style-type: none"> • Make informed decisions • Be responsible and accountable for achieving excellence • Collaborate effectively • Knowledge of ACU Work Processes and Systems |

| Broad area of academic activity | Key responsibilities specific to this position | Relevant Core Competencies (Capability Development Framework) |
|---------------------------------|--|---|
| Academic Leadership and Service | <ul style="list-style-type: none"> Ability to contribute to processes within the academic unit. Effectively coordinate staff. Share knowledge with staff and students to benefit the immediate academic team. | <ul style="list-style-type: none"> Adapt and lead change Communicate with impact Collaborate effectively |

QUALIFICATIONS AND CAPABILITY OF THE POSITION HOLDER

This section sets out the qualifications, skills, knowledge, experience and competencies expected of the position holder, collectively referred to as 'qualifications and capability'. These are informed by the evidence and performance standards for the relevant Academic Level and Academic Career Pathway and Academic Level drawn from the [Academic Performance Matrices and Evidence Framework](#) and the Core Competencies set out in the [Capability Development Framework](#).

Opportunities to develop capability are provided through the development programs coordinated by internal providers of professional development. See the [Training and Development website](#) for more information.

SELECTION CRITERIA

| Qualifications and Capability | |
|---|--|
| Qualifications and other credentials | |
| 1. | A PhD in a relevant discipline. |
| Research | |
| 2. | Evidence of alignment and/or experience in research in a relevant area, including native fluency in both English and Korean, thorough knowledge of Korean education, and experience in conducting laboratory experiments or school-based interventions with teachers, or both. |
| 3. | Ability to lead and co-author research publications including evidence of publication success in top-tier, peer reviewed education journals |
| 4. | Demonstrated capacity to attract research grant income, relative to level, to support research programs. |
| 5. | Relevant demonstrated quantitative skills e.g. structural equation modelling, longitudinal data modelling, multilevel modelling, experience and skill using sophisticated statistical software (e.g. HLM) |
| Core Competencies | |
| 6. | Demonstrated ability to work collaboratively with stakeholders internal and external to the organisation to capitalise on all available expertise in pursuit of excellence. |
| 7. | Demonstrated ability to plan work effectively and simultaneously meet tight timeframes in order to manage a number of complex and competing matters. |

| Qualifications and Capability | |
|--------------------------------------|---|
| 8. | Demonstrate confidence and courage to achieve ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values. |
| Other attributes | |
| 9. | Evidence of ability to work with children and adolescents, and contribute to and protect their safety and wellbeing. The successful applicant will be required to apply for and hold a valid working with children clearance for the State or Territory in which the position is located. |
| 10. | Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment. |