



# Position Description

## Associate Director, Academic Integrity

Office of Academic Quality, Standards and Integrity

Provost and Deputy Vice-Chancellor (Academic) Portfolio

**Classification** Level 10

**Delegation band** [Delegations and Authorisations Policy \(see Section 3\)](#)

**Workplace agreement** [Charles Sturt University Enterprise Agreement](#)

**Date last reviewed** March 2025

## Office of the Provost and Deputy Vice-Chancellor (Academic)

The Provost and Deputy Vice-Chancellor (Academic) is responsible for the operation of the university's Academic Portfolio, which includes the three Faculties as well as the Division of Learning and Teaching, the Division of Library Services, the Division of Student Success, and the Office of Academic Quality and Standards.

This includes responsibility for the course profile and, with Charles Sturt's Academic Senate, for course quality, learning and teaching quality, and academic integrity. The Provost and Deputy Vice-Chancellor (Academic) is also responsible for Charles Sturt's Education Strategy (2030).

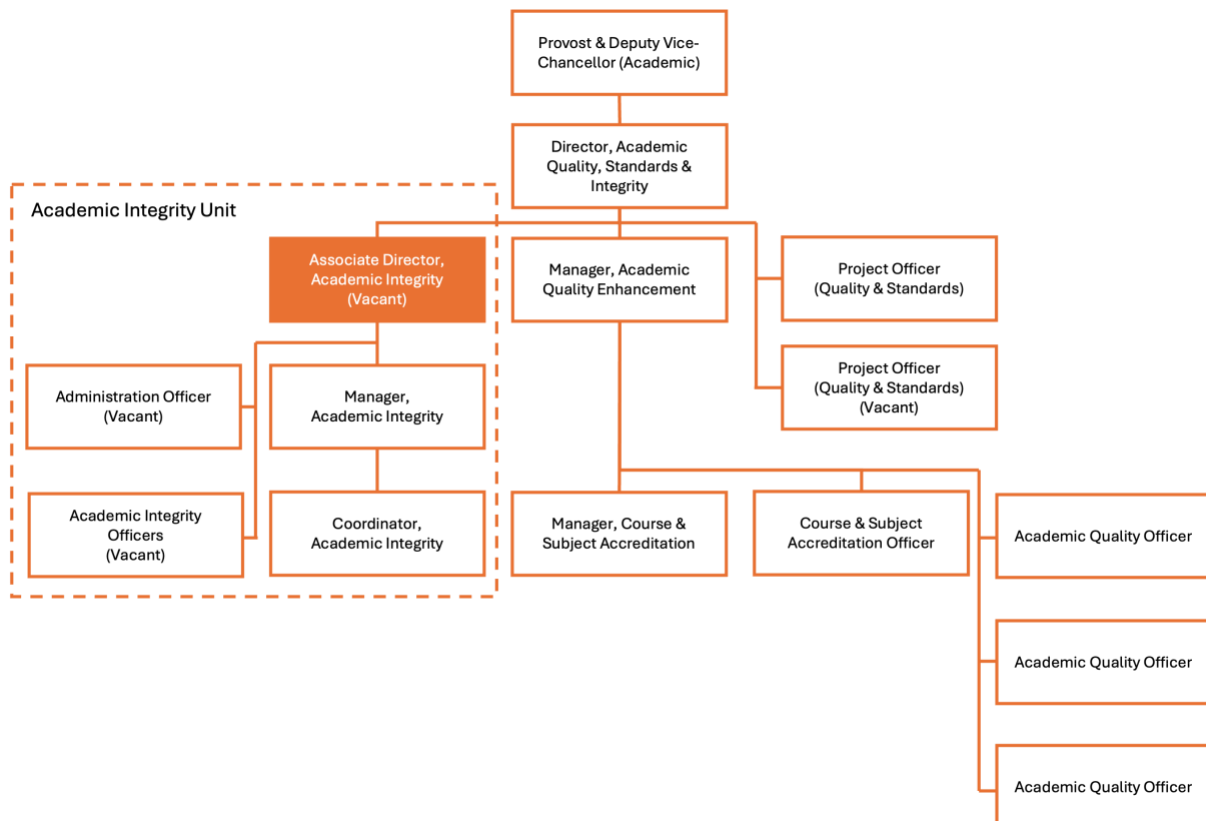
## Office of Academic Quality, Standards and Integrity

The Office of Academic Quality, Standards and Integrity is a dedicated and centralised team focused on Charles Sturt's policy and processes to support academic integrity and assure the quality of our courses and subjects.

The Office leads the development of policy and procedures that support quality educational outcomes and provides central services supporting quality and compliance monitoring and enhancement at the School, Faculty and Portfolio level, curriculum management, and academic integrity and misconduct. In addition, the Office includes a centralised Academic Integrity Unit responsible for investigating cases of academic misconduct across the university.

The Office drives a quality culture in everything we do by focusing on continuous improvements aligned with Charles Sturt's Education Framework, Academic Quality Policy and University Strategy 2030.

## Organisational chart





## Reporting relationship

**This position reports to:** Director, Academic Quality, Standards and Integrity

**This position supervises:** Manager, Academic Integrity  
Academic Integrity Officers  
Administration Officer

## Key working relationships

- Staff in the Academic Integrity Unit.
- Staff from the Office of Academic Quality, Standards and Integrity.
- Office of the Provost and Deputy Vice-Chancellor (Academic).
- Faculty Executive Deans, Deputy Deans, Associate Deans, Sub-Deans, Heads of School and Course Directors.
- Faculty Administration Managers and Course, Subject and Operations Team Managers.
- Pro Vice-Chancellor (Learning and Teaching) and the Division of Learning and Teaching leadership team.
- Executive Directors, Student Experience, Student Success, and Security, Safety and Wellbeing.
- Student Conduct and Support Unit.

## Position overview

The Associate Director, Academic Integrity provides leadership in fostering a culture of academic integrity and oversees the management of academic misconduct across the university. Reporting to the Director, Academic Quality, Standards and Integrity, the role leads the Academic Integrity Unit (AIU), shaping its strategic direction and establishing processes to ensure alignment with institutional policies, national standards, and emerging trends. This role requires a dynamic leader who can confidently navigate a high-volume, fast-paced environment while effectively managing relationships with diverse stakeholders.

The Associate Director collaborates with senior leaders and stakeholders to lead annual reporting, implement preventative measures, and champion an educative approach to academic integrity. They also ensure consistency in academic misconduct outcomes by training Academic Integrity Officers, reviewing investigations for quality and compliance, and providing expert advice on academic integrity policy and procedures.

The Associate Director provides both high-level and operational oversight of the AIU, directly managing Academic Integrity Officers, supporting their well-being, and driving continuous improvement to enhance processes and ensure excellence in academic integrity outcomes. Leading by example, they balance hands-on responsibilities with strategic initiatives, demonstrating fairness, resilience, and professionalism while building strong relationships and collaboration across the university.

## Principal responsibilities

- **Values:** Consistently embody the University's values in behaviour and decision-making, while encouraging inclusivity and collaboration to foster a safe and respectful work environment.
- **Leadership:** Lead by example to inspire, empower, and foster a culture of collaboration, innovation, and continuous improvement. Ensure clear direction, effective communication, and accountability, driving organisational success and individual growth, and a safe working environment.



- Lead the development, implementation, and continuous improvement of a comprehensive academic integrity framework, ensuring alignment with institutional policies, national standards, and emerging sector trends, working collaboratively with the Division of Learning and Teaching.
- Serve as a leading authority on academic integrity and misconduct at the university, ensuring a cohesive and consistent approach across all faculties and divisions and providing expert advice on complex policy issues and academic misconduct matters.
- Provide strategic and operational oversight of the Academic Integrity Unit, directly managing Academic Integrity Officers and ensuring academic misconduct matters are handled with discretion, fairness, and in alignment with university policies and external regulations.
- Be accountable for achieving strategic objectives and managing academic integrity programs across significant organisational areas, including faculties and divisions, ensuring consistent application of academic integrity standards and alignment with institutional goals.
- Lead the Academic Integrity Unit, fostering a collaborative, high-performing team culture. Ensure staff are supported in their professional growth and well-being, while promoting a positive and inclusive work environment aligned with university values.
- With a strong knowledge and understanding of sector trends and developments, work collaboratively with the Manager, Academic Integrity to champion an educative approach to academic integrity. This includes leading the creation of training programmes, resources, and initiatives for staff and students, aimed at fostering a culture of academic integrity.
- Lead the annual reporting cycle for academic integrity and misconduct, including the collection, critical analysis, and interrogation of data to identify trends, inform policy and process improvements, and support decision-making at governance levels. Ensure that reporting aligns with institutional and external regulatory requirements.
- Work with faculties, divisions and other key stakeholders to develop and implement measurable preventative actions and promote best practices in academic integrity, providing leadership for coordinated efforts.
- Collaborate with senior leaders and stakeholders to review, refine, and enhance the university's policies and procedures, ensuring continued alignment with the Higher Education Standards Framework, and responsiveness to emerging challenges in the sector.
- Drive continuous improvement initiatives across case management processes, resource allocation, staff capabilities, and operational efficiencies within the Academic Integrity Unit, proactively addressing emerging challenges in academic integrity and misconduct.
- Other duties appropriate to the classification as required.

## Required capabilities

This section comprises capabilities from the Charles Sturt [Capability Framework](#). Read the Framework for more detail regarding these capabilities.

Capability	Capability Definition	Level of influence
<b>Innovates</b>		
<b>Acts Strategically</b>	Analyses opportunities to determine effective solutions and solve problems in order to achieve short and long-term objectives.	Influence groups/systems
<b>Navigates Complexity</b>	Adjusts and responds effectively to new or unexpected situations, challenges, or opportunities whilst developing strategies to manage wellbeing in a challenging environment.	Influence groups/systems



<b>Connects</b>		
<b>Builds Relationships</b>	Implements interdisciplinary collaboration, adopts diversity and inclusion principles, and facilitates relationship building to work effectively with others.	Influence groups/systems
<b>Communicates with Influence</b>	Listens to understand the position of others and leverages effective communication and negotiation skills in order to influence and navigate toward mutually beneficial outcomes.	Influence groups/systems
<b>Achieves</b>		
<b>Manages Change</b>	Assumes responsibility for change. Supports change initiatives, builds knowledge to understand purpose and impact. Supports others to engage with change to deliver outcomes.	Influence groups/systems
<b>Drives Impact</b>	Collaboratively engages with peers and stakeholders in the community and industry. Places our people and students at the centre of design decisions.	Influence groups/systems

This section comprises of Enabler and Manages Effectively capabilities from the Charles Sturt [Capability Framework](#).

<b>Capability</b>	<b>Capability description</b>	<b>Level of influence</b>
<b>Enablers</b>		
<b>Practices Effective Governance</b>	Refers to policies, processes and guidance to support effective decision making and applies risk management processes to mitigate risk and proactively manage safety and compliance obligations.	Influence groups/systems
<b>Utilises Technology Effectively</b>	Builds capability in relevant technologies, complies with security obligations and addresses the ethics of technology use to minimise risk.	Influence groups/systems
<b>Manages Projects Effectively</b>	Applies effective planning and coordinates effort using project management practices to deliver specific project objectives.	Influence groups/systems
<b>Manages Effectively</b>		
<b>Clarifies Purpose and Inspires Direction</b>	Clearly articulates the purpose and strategies of Charles Sturt and alignment to teamwork priorities. Provides a sense of direction and motivates people and teams to strive for it.	Influence groups/systems
<b>Coaches and Develops Others</b>	Guides and supports individuals to enhance their skills, knowledge, and capabilities, fostering personal and professional growth, and empowering them to reach their full potential.	Influence others
<b>Builds Effective Teams</b>	Builds teams with complementary abilities and skill sets, encourages effective communication and collaboration and cultivates a supportive environment to reach objectives.	Influence others



## Physical capabilities

The incumbent may be required to perform the following.

- Work in other environments beyond your base campus, such as other campuses.

## Selection criteria

Applicants are expected to address the selection criteria when applying for this position.

### Essential

- A. A post-graduate degree with substantial extension of the theories and principles, normally requiring at least eight years of relevant graduate experience; or a range of management experience; or postgraduate qualifications with relevant experience; or an equivalent level of knowledge gained through any other combination of education, training and/or experience.
- B. Expert knowledge of academic integrity and misconduct in Higher Education, including emerging sector trends such as contract cheating, generative artificial intelligence (GenAI), and other sector challenges, with the ability to apply this knowledge to the development of strategic initiatives and policies.
- C. Strong understanding of the Higher Education Standards Framework, with proven experience ensuring compliance with relevant regulatory requirements and best practices in academic integrity.
- D. Demonstrated ability to provide strategic advice and operational leadership in managing complex academic misconduct issues, ensuring alignment with institutional policies, regulatory requirements, and sector standards.
- E. Proven experience in data analysis, reporting, and translating insights into actionable improvements, with experience presenting findings to internal governance bodies.
- F. Exceptional interpersonal and communication skills, with a demonstrated ability to influence and collaborate effectively with senior leaders, academic and professional staff, and stakeholders to foster a culture of academic integrity and continuous improvement.
- G. Proven leadership experience in managing and developing diverse teams, supporting staff development and well-being, while fostering a high-performing, inclusive, and collaborative work environment.
- H. Strong project management skills, including the ability to lead multiple initiatives, prioritise competing demands and deliver results within established timelines in a high-demand, fast-paced environment.
- I. High-level knowledge of assessment and pedagogy, with experience applying this to academic integrity policy and practice.
- J. Knowledge of Generative AI tools and their application to support academic and professional tasks.

### Desirable

- K. Expertise in using data analytics to investigate academic integrity breaches, with the ability to generate insights that inform integrity strategies and assessment design.