



POSITION DESCRIPTION

Melbourne Centre for the Study of Higher Education
Melbourne Graduate School of Education

Senior Lecturer (Higher Education)

POSITION NO	0044146
CLASSIFICATION	Level C
SALARY	\$120,993 - \$139,510 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing position Work Focus Category: Teaching and Research
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Gregor Kennedy Tel +61 3 8344 8937 Email gek@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 websites:

about.unimelb.edu.au/careers

Position Summary

The Melbourne Centre for the Study of Higher Education (Melbourne CSHE) is a leading national and international centre for higher education research and also has significant responsibility for the provision of professional development for staff in teaching and learning, research and engagement across the University of Melbourne.

The Senior Lecturer will conduct research and be involved in research projects in an area that is central to one of the research foci of the Centre: higher education policy; teaching and learning, and the student experience; or educational technology and the learning sciences. The successful applicant will contribute to the research performance of the Melbourne Graduate School of Education through publications of articles, supervision of Masters and PhD students and securing research funding.

While based within the Melbourne Graduate School of Education, the Melbourne CSHE supports the professional development of University of Melbourne staff through its suite of programs, activities and resources. The Senior Lecturer will make an active contribution to professional development of staff by co-ordinating and teaching into award and non-award programs offered by the Centre; running seminars and workshops for staff; contributing to professional development events run by the Centre; and developing stand-alone resources for professional development. The Senior Lecturer will be expected to draw on the latest educational policy and research in the contribution to professional development programs, activities and resources.

The Senior Lecturer will be actively involved in all activities of the Centre and be engaged across the University. This role reports to the Associate Director of the Melbourne CSHE.

1. Key Responsibilities

Teaching and Learning

- 3.1 To coordinate and teach into relevant subjects in award and non-award programs offered by the Melbourne CSHE, primarily in the areas related but not limited to teaching, learning and assessment in Higher Education, educational policy research, educational research and evaluation methods, and the use of digital technologies in higher education;
- 3.2 To lead and/or make a significant contribution to the development, review and evaluation of professional development resources produced by the Melbourne CSHE; and
- 3.3 To advance the relevance and academic standing of the professional development courses, activities and programs offered by the Melbourne CSHE.

Research (Advancement of the Discipline)

- 3.4 To develop a program of research that is of significance in the area of higher education, can attract funding, and lead to research outcomes that are published in national and international outlets;
- 3.5 To supervise/offer expertise to postgraduate students undertaking research projects or research higher degrees;

- 3.6 To maintain and expand knowledge of current research, resources and practice in the field of higher education; and
- 3.7 Undertake research activities that are nationally recognised in the field of higher education.

Engagement

- 3.8 To undertake professional activities including the conduct and dissemination of research, publication, membership of committees and consultancies; and
- 3.9 To engage in ongoing professional development in the area of higher education and to maintain knowledge of current research, resources and practice in that field.

Leadership and Service

- 3.10 To provide academic and administrative leadership through co-ordination of subjects and the leading of research teams;
- 3.11 To assist in ongoing professional development of the course team and support sessional staff, as necessary; and
- 3.12 To lead and engage in projects with relevant external education and community groups.

Occupational Health and Safety

- 3.13 Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Special Requirements

- 2.1 At times the Senior Lecturer will be expected to attend Centre events in the evening.

3. Selection Criteria

3.1 ESSENTIAL

- 1.1.1 A doctoral degree in education or in cognate discipline area; or a doctoral degree *and* over 7 years University teaching experience *and* an established track record in the scholarship of teaching and learning.
- 1.1.2 Evidence of a sustained high quality teaching record.
- 1.1.3 Demonstrated research track record which has national impact and a strong record of research publications.
- 1.1.4 Demonstrated capacity to attract research funding and to manage research projects.
- 1.1.5 Ability to undertake subject co-ordination duties and to conduct professional practice visits, as required.
- 1.1.6 Demonstrated capacity in the supervision of higher degree students.
- 1.1.7 An awareness of contemporary debates in the area of higher educational policy and higher education research.

- 1.1.8 Demonstrated ability to harmoniously contribute to both teaching and research teams.
- 1.1.9 Demonstrated capacity to work collaboratively both within and outside the University.
- 1.1.10 Excellent written and oral communication skills.

4. 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 service for excellence and reach the targets of Growing Esteem.

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.

6. Other Information

6.1 ORGANISATION UNIT

MELBOURNE CENTRE FOR THE STUDY OF HIGHER EDUCATION

<http://www.melbourne-cshe.unimelb.edu.au/>

The Melbourne Centre for the Study of Higher Education (Melbourne CSHE) at the University of Melbourne is one of the longest established centres of its kind in the world. The Melbourne CSHE offers leadership in research, development and consultancy in the field of higher education. The Centre has achieved national recognition for its excellent research record and

the integration of its contemporary research base into its professional development and consultancy work. Internationally, the Melbourne CSHE is recognised as a leader in the South-East Asian region and as one of the few centres world-wide that sustains a blend of higher education research at a system-level with effective service to its host institution.

The Melbourne CSHE contributes to the enhancement of high quality teaching and learning at the University of Melbourne through research-based professional development programs, and institutional consultancy and policy development of the highest standard.

Higher degree research candidates are attracted to the Melbourne CSHE to undertake PhD and Masters level research into contemporary issues in higher education, in particular, policy-related research.

6.2 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) is Australia's number 1 and among the world's finest for Education (QS World Rankings by Subject).

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

6.3 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>.

6.4 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. <http://about.unimelb.edu.au/strategy-and-leadership>

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://research.unimelb.edu.au/our-research/research-at-melbourne>

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.

6.5 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 <http://www.unimelb.edu.au/governance>