



## SENIOR LECTURER OR ASSOCIATE PROFESSOR IN OCCUPATIONAL THERAPY

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<b>Work Area:</b>	School of Health – Occupational Therapy
<b>Classification:</b>	Level C or Level D
<b>Supervisor:</b>	Discipline Lead, Occupational Therapy

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### VISION

To become Australia's premier regional university.

### MISSION

Enriching our regions, connecting with our communities and creating opportunities for all.

### VALUES

At UniSC we will:

- Advocate for equitable access to education and knowledge
- Recognise and embrace diversity and inclusion
- Champion environmental sustainable principles and practices
- Commit to fair and ethical behaviour
- Respect our people, our communities, and their potential
- Be accountable to ourselves and each other
- Strive for excellence and innovation in all that we do

### POSITION OVERVIEW

The Senior Lecturer/Associate Professor in Occupational Therapy will join our passionate and dedicated team to make a significant contribution to teaching, research, and engagement within the discipline of Occupational Therapy. The successful applicant will have an established research profile, provide leadership and mentoring of staff, and have strong professional networks in occupational therapy locally and nationally.

### PROFILE LEVEL C

At the University of the Sunshine Coast, a Senior Lecturer is a local leader who:

- (i) makes significant contributions to the teaching effort of the School through both teaching practice and leadership in teaching. For example, they can: take on full academic responsibility and related administration for the coordination of a large program or a cluster of programs; undertake and systematically address teaching and course evaluations and peer reviews to improve their teaching practice and course design; design and develop innovative curricula and teaching materials; and demonstrate the ability to influence, motivate and inspire both students and other academic staff. Additional outputs can include higher education research, including the scholarship of learning and teaching; and external and internal recognition for excellence in teaching



- (ii) has a sound and established track record in research. The quality and impact of their research can be demonstrated by: the status and consistency of publications or exhibitions in their discipline/field; citation rates; and the value of their research for social, environmental, cultural, and commercial benefit. They make substantial contributions to successful grant applications and can lead research projects. They can demonstrate quality supervision of candidates for Higher Degrees by Research and involvement in the development of their own discipline/field, which is recognised and acknowledged by peers
- (iii) actively contributes to School and University development, governance, and capacity-building
- (iv) makes significant contributions to and generates outcomes from developing productive industry and community links that benefit students, the community, and the University. For example, they can undertake consultancies; apply their discipline knowledge and skills to collaborate with, and produce benefits for, external stakeholders and partners; and encourage participation in University life through outreach activities

All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.

#### **PROFILE LEVEL D**

At the University of the Sunshine Coast, the achievements of an Associate Professor are of national standing in at least one of the key areas of teaching, research, and/or engagement.

- (i) an Associate Professor has a strong and sustained track record in research. They have had consistent success applying for external competitive grants, managing substantial research projects, and mentoring other researchers. They have attained national recognition in their discipline and can demonstrate substantial involvement in, and impact on, the development of their discipline/field nationally, and sometimes internationally, the outputs of which are recognised and acknowledged by peers as noteworthy
- (ii) as a leader in learning and teaching, an Associate Professor makes significant contributions to the teaching effort of the School through both exemplary teaching practice and leadership in teaching. For example, they can lead the design and development of innovative curricula and teaching materials and demonstrate the ability to influence, motivate, and inspire both students and other academic staff
- (iii) as a leader in engagement, an Associate Professor has a substantial record of developing and maintaining strategic and productive partnerships, connections and relationships with people, groups, and organisations at local, national, and international levels that result in substantial outcomes for the University, the community, and/or the region
- (iv) within the University, an Associate Professor makes substantial contributions to School and University development, governance, and capacity-building. They make substantial leadership contributions to the development of collegial activities and to a positive and productive academic culture.

All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.



## **DUTIES CAN INCLUDE**

1. The University aims to substantially build research productivity and output. Research is a scholarly practice that includes:

- purposefully developing focused expertise in a discipline/field
- developing a clear research agenda and leading and participating in research teams
- framing research problems and researchable hypotheses
- designing, and conducting research projects and writing research reports
- successfully applying for research grants, particularly external competitive grants
- communicating research outcomes to both expert and lay audiences through publishing, exhibiting, and performing, and subjecting outcomes to peer appraisal
- successfully supervising honours and Higher Degree by Research candidates
- developing and maintaining strategic research partnerships
- being invited to conduct research with colleagues at other universities

### **IN ADDITION, DUTIES FOR ASSOCIATE PROFESSOR (Level D) CAN ALSO INCLUDE:**

- National, and sometimes international, leadership in their field
  - Leading research projects
  - mentoring other researchers, particularly Early Career Researchers and Early Career Academics
  - developing and exploiting intellectual property
  - giving addresses in various research and research training fora in recognition of excellence in research in the discipline/field
  - making sound leadership contributions to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in research and learning and teaching
2. The University is committed to delivering high quality teaching, learning, and graduate outcomes. Teaching is a scholarly practice that includes:
- maintaining currency in one's discipline/field
  - maintaining currency in effective learning and teaching practices, especially in one's discipline/field
  - designing, developing, evaluating, and improving curricula and teaching
  - making use of appropriate technologies and media to support and enhance learning, teaching, assessment and evaluation
  - engaging students in learning in a variety of modes including: face-to-face (lecturing, tutoring, conducting workshops, simulations, and in laboratories) and learning supported by online tools that enhance knowledge construction, collaboration, communication and engagement
  - supporting students to be successful learners
  - assessing, and giving fair, helpful, and timely feedback on students' work
  - leading learning and teaching development processes within and beyond the University
  - high quality administration of teaching
  - developing and maintaining strategic partnerships that enhance the quality of learning and teaching within the University and beyond



- conducting “practitioner research” into learning and teaching and communicating the outcomes of that research, particularly in quality refereed journals
  - being invited to teach at other universities and give addresses in various learning and teaching fora in recognition of excellence in learning and teaching in one’s discipline/field, and
  - contributing to the maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in learning and teaching
3. The University is committed to regional, national, and international engagement and articulates the importance of partnerships and ongoing consultation and cooperation with a broad and diverse range of stakeholders. External engagement is a scholarly practice through which academic staff apply their discipline knowledge and skills to problems in the world. Through external engagement, worthwhile social, civic, and professional functions are performed.
  4. Engagement within the University enables academic staff to contribute to defining and achieving the University’s strategic priorities through activities other than teaching and research.
  5. Contribute to a positive and safe work environment for you and others, by modelling and promoting conduct that is culturally capable, inclusive, respectful, and ethical.
  6. Other duties within the range of skills normally associated with this classification, including those associated with an evolving research, teaching, learning, and professional environment, as required.

#### **SELECTION CRITERIA**

##### **To be appointed at Level C, applicants need to demonstrate:**

1. Completion of a doctoral qualification in a relevant field and comprehensive experience as an academic leader.
2. Possession of a qualification in Occupational Therapy with the ability to practise in Australia
3. Effectiveness as a teacher, which is evidenced by:
  - student feedback on teaching using valid instrument/s, peer reviews and/or student outcomes, and
  - the capacity to conceive, develop and deliver higher education curricula and contribute to the practice and leadership of relevant areas of teaching
4. A sound and established track record of research activity, including for example: refereed publications; participation in research teams whose research is funded by external competitive grants; quality supervision of, and timely completions by, candidates for honours and higher degrees by research; and impact of research.
5. Sound leadership contributions and personal qualities that influence the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
6. Participation and success in academic administrative functions e.g. program coordination, within a University.
7. Membership of and sound connections with relevant professional bodies and community groups and/or in professional practice.
8. Evidence of regular participation in academic development activities and the desire to continue to learn and improve as an effective academic.

#### **SELECTION CRITERIA**





**To be appointed at Level D, applicants need to demonstrate:**

1. Completion of a doctoral qualification in a relevant field and comprehensive experience as an academic leader.
2. Possession of a qualification in Occupational Therapy with the ability to practise in Australia.
3. Evidence of involvement in, and impact on, the development of their discipline/field.
4. A clear and coherent research program with: a strong track record of active, sustained, and productive engagement in high quality research; publicly verifiable outputs and outcomes from research; external recognition of research performance and achievement; quality supervision of candidates for Higher Degrees by Research; and impact of research.
5. Quality research leadership, for example through: effective mentoring to develop the research capability and capacity of individual and teams of Early Career Researchers and Early Career Academics; leadership contributions that strengthen research capacity, capability, and culture; and service on national discipline panels, such as ARC panels of experts and other assessment panels.
6. Effectiveness as a teacher, which is evidenced by both exemplary teaching practice and leadership in teaching, the ultimate outcome of which is student engagement and success. For example, by:
  - leadership and/or implementation of research-led approaches to learning and teaching in the design and development of curricula
  - leadership of learning and teaching development processes which improve teaching practice within and/or beyond the University
  - formal recognition for excellence in learning and teaching.
7. Positive leadership contributions and personal qualities that influence the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
8. Extensive experience and success in academic administrative functions within a University.
9. The ability to develop and maintain productive regional, national and international partnerships that benefit students, the community and the University.

Desirable

9. Postgraduate qualifications in higher education.
10. Formal external and/or internal recognition for excellence in learning and teaching and/or research.