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| **College/Division:** | College of Engineering & Computer Science |
| **School/Centre:** | School of Cybernetics |
| **Department/Unit:** |  |
| **Position Title:** | Educational Developer |
| **Classification:** | Academic A / B / C |
| **Position No:** |  |
| **Responsible to:** | Educational Experiences Lead |
| **Number of positions that report to this role:** | 0-1 |

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| **PURPOSE STATEMENT**  The ANU College of Engineering and Computer Science has embarked on a major initiative to reimagine the role of engineering and computing in the 21st century. As outlined in the [CECS Strategic Intent](https://cecs.anu.edu.au/sites/default/files/strategic_intent_2019.pdf) – the College has a unique set of national responsibilities and an obligation to have a degree of impact befitting the only national university.  To achieve such impact our College embodies principles and values to guide the pursuit of excellence in education; research, engagement and impact; and collegiality. These principles include: collaborative teamwork, common strategic intent, nurturing peer and junior staff members, and acting with purpose and professionalism. These attributes are articulated in the CECS [Academic Performance Standards](https://cecs.anu.edu.au/sites/default/files/cecs_academicperformancestandardsaps_11dec2019.pdf), which also indicate that each individual may pursue a unique path on the basis of their impact – which may cover a range of outputs and impact indicators. Our community contribute to making our environment the very best possible venue for all staff, stakeholder and student bodies.  **KEY ACCOUNTABILITY AREAS**  The ANU College of Engineering and Computer Science is an interdisciplinary venture, with the aim of housing the very best and brightest from around the world to find and solve problems – not just engineers or computer scientists, but also the brightest minds both from industry and other academic disciplines, with varied backgrounds and areas of expertise. We will reimagine the traditional engineering and computing disciplines. We believe the responsibility of engineers and computing experts in the 21st century is to bring together expertise on people, technological systems, and science to put technology at the service of creating a more sustainable, responsible and safe world.  The School of Cybernetics is a new organisation, and there is a critical need to design, drive and sustain a program of strategic activities that will launch the new School. The School will build on the foundational work of the Autonomy, Agency and Assurance Innovation Institute (3Ai). This is an opportunity to establish an innovative and forward-looking intellectual agenda, built on a diverse, inclusive culture.  The School of Cybernetics will initially have defined three broad focus areas, or activity clusters – the 3A Institute, Systems and Design. Each cluster will have an academic Lead who is responsible for leading the education, research and engagement activities in their area. This structure will allow for the concentration of resources and activities with a consequentially increased potential for meaningful impact.  The School of Cybernetics is new organisation, and there is a critical need to design, drive and sustain a foundational program of strategic activities towards setting the intellectual and organisational agenda of the new school. The success of the School of Cybernetics will be highly dependent on the establishment of an innovative and engaging suite of educational experiences.  Working in meaningful collaboration under the supervision of the Educational Experiences Lead, the Educational Development team will be the catalyst for developing and implementation strategies to deliver truly transformational educational experiences. The Educational Developer will collaboratively develop and implement a roadmap of Educational Experiences for the School. This includes:   * Identifying opportunities to create educational experiences from content or outputs developed in other areas of activity in the School. * Iteratively and collaboratively develop and improve content delivery media, pedagogical approaches and learning modalities * Coordinate and participate in the creation of teaching materials and the delivery of educational experiences * Engage and integrate activities across a range of educational offerings including but not limited to undergraduate, graduate and HDR programmes, as well as short course, micro-credentials   **Position Dimension & Relationships:**  The position will be accountable to their supervisor and the Director of the School and will have regular interactions with the School’s professional and academic staff, College Professional Services Group, wider University community and external stakeholder groups, including in industry and government.  The role involves the conduct of independent and/or team research activities in a highly diverse and collaborative environment; strong contributions to education (which is broader than just teaching and learning) at both postgraduate and undergraduate levels; a commitment to the effective administration of the School; and a strong engagement in cross discipline studies within the School, the College and the broader University environment, to integrate efforts and build critical mass in progressing the CECS Strategic Intent at a level appropriate to appointment.  The Educational Developer will develop and maintain close working relationships with the School leadership team, including the three Activity Cluster Leads, as well relevant academic and professional staff within the College and across the University. They will cultivate relationships with external educational partners, industry, government, philanthropists, and the wider community and also consult and liaise with a variety of internal stakeholders including staff, students and visitors, working in partnership with colleagues across the University.  They will also have significant interactions with the other education roles in the School and College (ie: Course and Program Convenors, Discipline Chairs, Coursework Student Experience Coordinator, International Liaison, College Student Services), as well as the academic community as a whole.  The staff member is expected to contribute cooperatively to the overall intellectual life of the School, College and University.  **Role statement:**  Academic Level A  Under close direction, the Educational Developer will   1. Contribute to the iterative development of the School’s Educational Experiences roadmap. 2. Support high impact collaborative and cross-disciplinary research and creative works to contribute to the intellectual agenda of the School; 3. Support the teaching and education activities of the School, through contributions to the redesign, enhancement, and delivery of courses, non-traditional education practices and incorporation of research-led teaching activities; 4. Attract and foster an inclusive positive student experience through a positive approach to supervising, student projects at undergraduate, honours, graduate-coursework and HDR levels. 5. Contribute to selected engagement and impact activities of the Institute, with the aim to engage and activate a stakeholder community in academia / industry / start-ups / government / civil society. 6. Contribute, as directed, to all aspects of the operation and intellectual life of the School, College and University. 7. Maintain practice and collegiality in all education, research, engagement and impact endeavours undertaken by the 3Ai, College and University. 8. Comply with all ANU policies and procedures and in particular those relating to work health and safety and equal opportunity; 9. Perform other duties consistent with the classification of the position and in line with the process of multiskilling.   Academic Level B  Under broad direction, the Educational Developer will   1. Contribute to the iterative development of the School’s Educational Experiences roadmap. 2. Undertake high impact collaborative and cross-disciplinary research and creative works to contribute to the intellectual agenda of the School; 3. Contribute to the teaching and education activities of the School, through the redesign, enhancement, and delivery of courses, non-traditional education practices and incorporation of research-led teaching activities; 4. Attract and foster an inclusive positive student experience through a positive approach to supervising, student projects at undergraduate, honours, graduate-coursework and HDR levels. Supervise research support staff, and casual teaching staff in the research area; 5. Provide support to the engagement and impact activities of the Institute, with the aim to engage and activate a stakeholder community in academia / industry / start-ups / government / civil society. 6. Contribute to all aspects of the operation and intellectual life of the School, College and University. 7. Maintain practice and collegiality in all education, research, engagement and impact endeavours undertaken by the 3Ai, College and University. 8. Comply with all ANU policies and procedures and in particular those relating to work health and safety and equal opportunity; 9. Perform other duties consistent with the classification of the position and in line with the process of multiskilling.   Academic Level C  Under broad direction, the Educational Developer will   1. Proactively contribute to the iterative development of the School’s Educational Experiences roadmap, and engage with the development of similar initiatives at the College and University levels. 2. Identify and undertake high impact collaborative and cross-disciplinary research and creative works to contribute to the intellectual agenda of the School; 3. Drive and contribute to the teaching and education activities of the School, through strategically planning and delivering on the redesign, enhancement, and delivery of courses, non-traditional education practices and incorporation of research-led teaching activities; 4. Co-design, attract and foster an inclusive positive student experience through a positive approach to supervising, student projects at undergraduate, honours, graduate-coursework and HDR levels. Supervise research support staff, and casual teaching staff in the research area, as well as more junior academic and professional staff; 5. Engage proactively and constructively with the engagement and impact activities of the Institute, with the aim to engage and activate a stakeholder community in academia / industry / start-ups / government / civil society. 6. Contribute to all aspects of the operation and intellectual life of the School, College and University. 7. Maintain and enhance practice and collegiality in all education, research, engagement and impact endeavours undertaken by the 3Ai, College and University. 8. Comply with all ANU policies and procedures and in particular those relating to work health and safety and equal opportunity; 9. Perform other duties consistent with the classification of the position and in line with the process of multiskilling. | | |
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| **SELECTION CRITERIA:**  The breadth and depth of this role are illustrated in the below selection criteria. While candidates should ideally meet all selection criteria, the School of Cybernetics will consider all applications that demonstrate alignment with its mission.  Academic Level A   1. A PhD or equivalent that is relevant to the broad disciplines of cybernetics, engineering, computer science, or a related area, with a focus on education-related disciplines and work. A proven track record of independent research as evidenced by appropriate research outputs in industry, government or academic environments. 2. Potential and interest in effective and innovative teaching, training, facilitation or mentoring (if relevant in your industry) and of the ability to deliver next generation educational experiences in the School and College, including the capacity to foster graduate student education and inspire undergraduate students along with a commitment to educational activities involving the general community, schools, public sector, industry and the wider research community. 3. A strong orientation to collaboration, team-based projects and interdisciplinary activities and interests. In particular, evidence of ability and experience in effectively contributing on-going support for industry-academia engagement, collaboration and partnership, including the ability to implement strategies to transform research and education outcomes into commercial or outreach applications. 4. Demonstrated communication skills with the ability to inspire a wide range of audiences, including in a cross- disciplinary areas and to foster respectful and productive working relationships with staff, students and colleagues at all levels. 5. Demonstrated high-level organisational skills and use sound judgement in decision making along with the ability to contribute to innovative approaches leading to process improvement in line with strategic goals. 6. A demonstrated high-level understanding of equal opportunity (EO) principles and a commitment to the application of EO policies in a University context.   Academic Level B   1. A PhD or equivalent that is relevant to the broad disciplines of cybernetics, engineering, computer science, or a related area, with a clear focus on education-related disciplines and work. A competitive track record of independent research as evidenced by high impact research outputs in industry, government or academic environments. 2. Evidence of effective and innovative teaching, training, facilitation or mentoring (if relevant in your industry) and of the ability to deliver, and contribute to shaping, next generation educational experiences in the School and College, including the capacity to foster graduate student education and inspire undergraduate students along with a commitment to educational activities involving the general community, schools, public sector, industry and the wider research community. 3. A demonstrated affinity with collaboration, team-based projects and interdisciplinary activities and interests. In particular, evidence of ability and experience in proactively contributing on-going support for industry-academia engagement, collaboration and partnership, including the ability to contribute to shaping strategies to transform research and education outcomes into commercial or outreach applications. 4. Excellent communication skills with the ability to inspire a wide range of audiences, including in a cross- disciplinary areas and to foster respectful and productive working relationships with staff, students and colleagues at all levels. 5. Demonstrated high-level organisational skills and use sound judgement in decision making along with the ability to take innovative approaches leading to process improvement in line with strategic goals. 6. A demonstrated high-level understanding of equal opportunity (EO) principles and a commitment to the application of EO policies in a University context.   Academic Level C   1. A PhD or equivalent that is relevant to the broad disciplines of cybernetics, engineering, computer science, or a related area, with a deep focus on education-related disciplines and work. An excellent track record of independent research as evidenced by high impact research outputs in industry, government or academic environments. 2. Evidence of leading and innovative teaching, training, facilitation or mentoring (if relevant in your industry) and of the ability to deliver, and take a leading role in shaping, next generation educational experiences in the School and College, including the capacity to foster graduate student education and inspire undergraduate students along with a commitment to educational activities involving the general community, schools, public sector, industry and the wider research community. 3. A demonstrated orientation to fostering and driving collaboration, team-based projects and interdisciplinary activities and interests. In particular, evidence of ability and experience in driving on-going support for industry-academia engagement, collaboration and partnership, including the ability to design and drive the implementation of strategies to transform research and education outcomes into commercial or outreach applications. 4. Outstanding communication skills with the ability to inspire and influence a wide range of audiences, including in a cross- disciplinary areas and to foster a team culture based on respectful and productive working relationships with staff, students and colleagues at all levels. 5. Demonstrated high-level organisational skills and use sound judgement in decision making along with the ability to drive innovative approaches leading to process improvement in line with strategic goals. 6. A demonstrated high-level understanding of equal opportunity (EO) principles and a commitment to the application of EO policies in a University context.   This position description may be reviewed and updated as required, in dialogue with the appointee, to ensure its continuing alignment with specific tasks and targets for the role. | | | |  |  |  |
| **Supervisor Signature:** | **Date:** |  | |  | **Date:** |  |
| Printed Name: Genevieve Bell | **Uni ID:** | U1041185 | |  | **Uni ID:** | U |
| **References:** |  |  | |  |  |  |
| [CECS Academic Performance Standards](https://cecs.anu.edu.au/staff/academic-performance-standards) |  |  | |  |  |  |
| [Academic Minimum Standards](http://info.anu.edu.au/hr/Salaries_and_Conditions/Enterprise_Agreement/2010-2012/Schedule_4) |  |  | |  |  |  |