**POSITION DESCRIPTION**

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| **Position Title** | Senior Data Manager & Analyst |
| **Organisational Unit** | Faculty of Education and Arts |
| **Functional Unit** | Institute for Learning Sciences and Teacher Education (ILSTE) |
| **Nominated Supervisor** | Professor Michele Haynes |
| **Higher Education Worker (HEW) Level** | HEW 9 | **Campus/Location** | McAuley (Brisbane) |
| **CDF Achievement Level** | 2 Management (Middle) | **Position Number** | #**HR to assign** |
| **Employment Type** | Fulltime - Fixed term | **Date reviewed** | May 2020 |

**ABOUT AUSTRALIAN CATHOLIC UNIVERSITY**

Mission Statement: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 this complex and national University consists of:

* Provost
* Chief Operating Officer & Deputy Vice-Chancellor
* Deputy Vice-Chancellor, Coordination
* Deputy Vice-Chancellor, Education and Innovation
* Deputy Vice-Chancellor, Research
* Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the [Mission](http://www.acu.edu.au/about_acu/our_university/governance/university_services/secretariat/mission_statement) 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.

**RESEARCH INSTITUTES**

Research Institutes have been established at ACU as rigorous interdisciplinary and collaborative research environments without discipline-based boundaries, facilitating both immediate and ongoing collaborations of ACU researchers with interpersonal and national experts and enabling exceptional opportunities for innovative research to be conducted on a significant scale. This creates the potential for profound impact benefiting the research community and society as a whole.

The following Research Institutes have been established:

* Institute for Learning Sciences and Teacher Education (ILSTE)
* Institute for Positive Psychology and Education (IPPE)
* Mary MacKillop Institute for Health Research (MMIHR)
* Institute for Religion and Critical Inquiry (ICRI)
* Dianoia Institute for Philosophy
* Institute for Humanities and Social Sciences

To build on the success of the research intensification strategy, the following Research Centres have been recently established in the areas of education, humanities and social sciences, health, theology and philosophy:

* Research Centre for Digital Data and Assessment in Education
* Gender and Women's History Research Centre
* Research Centre for Refugees, Migration, and Humanitarian Studies
* Research Centre for Social and Political Change
* Research Centre for Studies of the Second Vatican Council
* Research Centre for Sports Performance, Recovery, Injury and New Technologies (SPRINT)
* Healthy Brain and Mind Research Centre.

**ABOUT THE INSTITUTE FOR LEARNING SCIENCES AND TEACHER EDUCATION (ILSTE)**

The Institute for Learning Sciences and Teacher Education (ILSTE) is a national research institute hosting a team of internationally-renowned researchers and international scholars undertaking nationally-funded research studies with a range of industry-funded partners. Our research draws on both qualitative and quantitative methodologies and includes large-scale, longitudinal studies and meta-analyses. A priority focus is on research relating to policy and practice.

ILSTE’s research focuses across six research programs:

* Assessment, evaluation and student learning
* Sciences, technology, engineering and mathematics in education
* Early childhood futures
* Educational semiotics in English and literacy pedagogy
* Teacher education, quality and professional practice
* Data analytics and learning interventions

Our researchers are concerned with generating and disseminating new knowledge to improve the learning outcomes of children and young people, especially those experiencing disadvantage, on the margins or at risk.

ILSTE provides a forum for researchers, scholars, policy makers and practitioners to collaborate and share evidence-based knowledge to address barriers to achievement and learning engagement faced by young people. Further information about the Institute can be found at: [http://www.acu.edu.au/ilste](http://www.acu.edu.au/)

**POSITION PURPOSE**

The Senior Data Manager & Analyst will contribute to the research enterprise of ILSTE, working within a high performing research team of senior scholars, to develop approaches to the collaborative acquisition and management of data, provide system support for research data systems including administration of data repositories (uploading datasets; creating high quality metadata; developing sound processes for data ingest) for on-going extension and maintenance of the Initial Teacher Education longitudinal data for the Teacher Preparation and Workforce Project, implemented by ILSTE and the Faculty of Education and Arts. The role will also contribute to the development and application of rigorous statistical methodologies for analysis of this longitudinal data for reporting on initial teacher education, and for research that will guide Faculty policy.

The duties of the Senior Data Manager & Analyst include communicating with ILSTE research scholars, computer systems developers, and university data providers to establish secure information transfer processes by developing a system for routine extraction of the required data from existing data systems, and importation to a data warehouse previously developed in ILSTE for the longitudinal research. The duties will also include working with statistical experts to analyse the unique set of linked longitudinal data. This project provides an exciting opportunity to work as part of a team in progressing leading research in teacher education and preparation for the workforce, using advanced data management and data analytic methodologies.

**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 2020 - 2023
* Catholic Identity and Mission
* ACU Capability Development Framework
* Higher Education Standards Framework
* ACU Service Delivery Model
* ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence

The [Capability Development Framework](http://www.acu.edu.au/cdf) in particular is important in understanding the core competencies needed in all ACU staff to achieve the University’s strategy and supports its mission.

**Key responsibilities**

| **Key responsibilities specific to this position** | **Relevant Core Competences (**[**Capability Development Framework**](http://www.acu.edu.au/cdf)**)** | **Scope of contribution to the University** |
| --- | --- | --- |
| Within the work unit or team | School or Campus | Faculty or Directorate | Across the University |
| Plan, coordinate and manage large-scale research projects, from inception to completion, under the direction of the Institute Director and other project stakeholders to ensure effective management of research projects/outcomes. | * Apply Commercial Acumen
* Be Responsible and Accountable for Achieving Excellence
* Know ACU Work Processes and Systems
 | ✓ |  | ✓ |  |
| Initiate data and information processes in the Institute, Faculty and across the University by: identifying sources of data; communicating with Faculty and University data providers to initiate processes for extracting data from systems; collating data for transfer to project database for research; linking and utilising this data for reporting in relation to teacher education and its impact; and, preparing the data for use in Institute research that will guide Faculty policy. | * Apply Commercial Acumen
* Collaborate Effectively
* Be Responsible and Accountable for Achieving Excellence
 | ✓ |  | ✓ | ✓ |
| Analyse longitudinal data using advanced statistical methodologies, interpret data and results from analyses, document methods and findings customised to project requirements, prepare professional reports and presentations, and contribute to the writing of academic publications. | * Be Responsible and Accountable for Achieving Excellence
 | ✓ | ✓ | ✓ |  |
| Develop effective networks and communications among members of the Faculty, Institute, stakeholders, and industry partners to build strategic working relationships and maintain the Faculty’s profile with teacher education outcomes and the Institute’s research profile. | * Collaborate Effectively
* • Be Responsible and Accountable for Achieving Excellence
 | ✓ | ✓ | ✓ |  |
| Collaborate with a range of university and industry partners (external and internal) in supporting their engagement in the longitudinal Teacher Preparation and Workforce Study implemented by ILSTE and the Faculty. | * Deliver Stakeholder Centric Service
* Know ACU Work Processes and Systems
 | ✓ | ✓ | ✓ | ✓ |
| Establish and maintain project management databases to support the administrative and record keeping requirements. | * Know ACU Work Processes and Systems
 | ✓ |  | ✓ |  |
| Conduct research in accordance with the National Statement on Ethical Conduct in Human Research ensuring protocol and procedural compliance across all participants and the investigative team. | * Know ACU Work Processes and Systems
* Make Informed Decisions
 | ✓ |  | ✓ |  |
| Provide high level data management and system support advice for education research and input into scholarly publications.  | * Collaborate Effectively
* Be Responsible and Accountable for Achieving Excellence
 | ✓ |  | ✓ |  |

**HOW THE ROLE OPERATES**

**Key Challenges and Problem Solving**

* Implement new systems within the agreed budget, timeframe and quality standards, given the technical issues to be resolved and the work involved in system migration.
* Providing high level support to the Institute Director and Research Director in managing the design and development of an online computer system for delivering strategic research outputs that involves:
	+ meeting critical timelines,
	+ working with internal and external stakeholders,
	+ responding to work demands quickly and efficiently, and
	+ prioritising project tasks effectively.
* Providing strategic research advice to the Director about the directions of research and identification of opportunities for linking with government and industry partners.

**Decision Making / Authority to Act**

* The position holder is responsible for coordinating complex studies and research opportunities and networks, with the ability to identify and develop strategic links to government and industry partners.
* The position holder has autonomy in the management of their own work priorities within the agreed parameters of the research projects and research related activities being undertaken.
* The position holder is able to determine appropriate processes and approaches for the design and development of the computer system and outputs to achieve the objectives of the GTPA project.

**Communication / Working Relationships**

* The position holder provides principal researchers linked to the project team with relevant support and actions and project plans related to the design and development of the GTPA computer system.
* The position holder is responsible for directing and overseeing the work of technical assistants on relevant research projects.
* The position holder is required to work effectively with a range of research organisations and liaise with a diverse range of people including other research staff, academics, professional staff, research participants, and stakeholders.
* The position holder communicates with internal and external stakeholders to identify requirements, understand processes and to coordinate project planning and activities.

**Reporting Relationships**

For further information about structure of the University refer to the [organisation chart](http://www.acu.edu.au/staff/our_university/organisational_chart2).

**SELECTION CRITERIA**

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| **Qualifications, skills, knowledge and experience** |
|  | Doctoral qualification in a discipline relevant to research in one or more of the areas of: research data management and systems OR data science, with a high statistics component, orother postgraduate relevant qualification with considerable industry experience.  |
|  | Knowledge of, and experience with, technologies and solutions that support: data database development; data management, storage and publication; data analysis; and, reporting of results customised to project requirements, including online computing solutions, platforms and tools. |
|  | Knowledge of good practice around data management for research across the data lifecycle (creating data, processing data, analysing data, preserving data, giving access to data, data security and privacy), including good practice relating to metadata and data curation. |
|  | Knowledge of statistical approaches to analysis of longitudinal data and data modelling, and evidence of demonstrated impact through research in one or more of the fields relevant to the foci of the Data Analytics research concentration e.g. longitudinal data modelling of administrative data for education or social research. |
|  | Demonstrated ability in managing large-scale social research projects including design of databases and data flow for collecting and managing qualitative and quantitative data.  |
|  |  Effective oral and written communication skills including ability to communicate and collaborate with data providers for routine data extraction, a strong track record of initiating collaborations with researchers, government and industry, and experience with high quality presentation of research findings. |
| **Core Competencies (as per the** [**Capability Development Framework**](http://www.acu.edu.au/cdf)**)** |
|  | Ability to demonstrate confidence and courage in achieving ACU’s Mission, Vision and Values by connecting the purpose of one’s work to ACU’s Mission, Vision and Values. |
|  | Demonstrated ability to work individually, in research teams and Faculty management teams to deliver shared goals and meet deadlines. |