

## Position Description



Position title:	Associate Professor and Project Lead, Assessment Transformation
Institute/Directorate/VCO:	Centre for Academic Development (CAD)
Campus:	Ballarat, Berwick or Gippsland Campus. Travel between campuses may be required.
Classification:	Academic Level D
Time fraction:	Full-time
Employment mode:	Fixed-term employment
Mandatory directions	Directions from Victoria's Chief Health Officer require all Victorian-based Federation University workers to be fully vaccinated, unless they are an Excepted Person as defined by the COVID-19 Mandatory Vaccination (Workers) Directions.
Further information from:	Associate Professor Nina Fotinatos, Dean, Learning and Teaching Telephone: (03) 5327 9145 Email: <a href="mailto:nfotinatos@federation.edu.au">nfotinatos@federation.edu.au</a>
Recruitment number:	851586

### Position purpose

Appropriate to a Level D appointment, the Associate Professor, Assessment Transformation (Project Lead) will be expected to:

- provide leadership in the development and delivery of Assessment Transformation programs and courses at undergraduate and graduate levels;
- lead academic capability experiences towards assessment transformation and implementation in Higher Education
- contribute to the Centre for Academic Development (CAD) research program through the pursuit of research; and
- contribute to the Centre for Academic Development administrative functions in a manner appropriate to the level of appointment.

### Portfolio

The Academic portfolio provides overall strategic leadership and management of the Institute of Education, Arts and Community (IEAC), Institute of Health and Wellbeing (IHW) and Institute of Innovation, Science and Sustainability (IISS). In addition, the portfolio also encompasses the Centre for Academic Development (CAD) and Library Services.

## Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our university and TAFE campuses in Ballarat, Berwick, Brisbane, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, as well as a growing Brisbane base, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the university's ambition as expressed in the 2021 - 2025 University Strategic Plan and share the University's values of:

**INCLUSION**, we celebrate our diversity, particularly valuing Aboriginal and Torres Strait Islander cultural heritage, knowledge and perspectives.

**INNOVATION**, we are agile and responsive to emerging opportunities.

**EXCELLENCE**, we act with integrity and take responsibility for achieving high standards.

**EMPOWERMENT**, we create a supportive environment to take informed risks in pursuit of success.

**COLLABORATION**, we establish genuine partnerships built on shared goals.

## Key responsibilities

1. Provide direction, leadership, organisation and coordination of strategic and operational assessment initiatives, reviews and transformation to Institute and Centre staff.
2. Provide direction and leadership on assessment design alignment with program learning outcomes, course learning outcomes and learning activities and resources, applicable to multiple delivery modes, consistent student workload practice and teaching quality indicators.
3. Utilise assessment evidence-based data to disseminate assessment focused heat-mapping tools that support academic teams to commence assessment transformation practices aligned with exemplar technology enhanced learning and online student engagement practices.
4. Develop high-quality sustainable assessment resources and artefacts aligned to the academic capability building and provide ongoing professional development towards best practice in assessment and online student engagement.
5. Coordinate workshops, seminars and other activities for institute staff focused on assessment design, student workload, student retention and success and authentic practices in alignment with developing work-ready graduates and meeting sector national priorities.
6. Develop regular assessment targets for the transformation project and report regularly to the Dean, Learning and Teaching and the Deputy Vice Chancellor (Academic). Develop and implement assessment practices in accordance with the Higher Education Standards Framework (2021) and the Quality Indicators of Learning and Teaching (QILT).
7. Coordinate and understand peer review and benchmarking practices aligned to exemplar assessment at the discipline, year level and program level via internal processes (ie BOLD Learning and Teaching Practice, Moderation of Assessment) and external processes (ie accreditation, sector and discipline benchmarking).
8. Promote internal and external communication of assessment results and progress of assessment transformation project to a wide range of stakeholders.
9. Participate in the collection and analysis of various assessment data to support Institute accreditation and program reviews, including dissemination of results and assisting others with understanding and appropriately using them.

10. Interprets assessment findings and prepares quarterly annual assessment report to summarize such findings, with particular emphasis on the quality of the assessment efforts and findings that influence assessment benchmarking practice.
11. Provide strategic advice and consultation to leadership in the development, implementation, and evaluation of modifications and enhancements to existing operations, systems, and procedures aligned to assessment.
12. Make an outstanding contribution to research activity within the Centre for Academic Development (CAD) and the University within the Scholarship of Learning and Teaching (SoLT) practice.
13. Play a key leadership role in the professional development and staff capability function of the Centre for Academic Development (CAD), Institutes and the University.
14. Other responsibilities applicable to a Level D academic under current Minimum Standards for Academic Levels as assigned by the Dean, Learning and Teaching.
15. Reflect and embed the University's strategic purpose, priorities and goals when exercising the responsibilities of this position. For a more complete understanding and further information please access the Strategic Plan at: <https://federation.edu.au/about-us/our-university/strategic-plan>.
16. Undertake the responsibilities of the position adhering to:
  - The Staff and Child Safe Codes of Conduct and Conflict of Interest Policy and Procedure;
  - Equal Opportunity and anti-discrimination legislation and requirements;
  - the requirements for the inclusion of people with disabilities in work and study;
  - Occupational Health and Safety (OH&S) legislation and requirements; and
  - Public Records Office of Victoria (PROV) legislation.

### Level of responsibility

The Associate Professor and Project Lead, Assessment Transformation will be expected to work independently in the conduct of teaching, assessment capability enhancements and research activities.

The Associate Professor and Project Lead, Assessment Transformation will report regularly to university stakeholders aligned to assessment practice including benchmarking existing practice, developing new resources, processes and pathways to using a distributed leadership approach to build sustained academic capability in the field of curriculum and assessment best practice.

### Position and Organisational relationships

The Associate Professor and Project Lead, Assessment Transformation will work under the broad direction of the Dean, Learning and Teaching and Deputy Vice-Chancellor (Academic).

The Associate Professor and Project Lead, Assessment Transformation will form part of the Centre of Academic Development (CAD) team and work with a range of team members whilst providing senior leadership in the area of assessment practices and implementation of processes and systems leading towards an assessment transformation in all courses and programs.

The Associate Professor and Project Lead, Assessment Transformation will work closely with the respective Director, Learning and Teaching, Executive Deans, Discipline Leaders, Program Leaders and Course Coordinators within each institute, as part of the assessment transformation process. The Associate Professor and Project Lead, Assessment Transformation will lead academic staff in transforming curriculum and assessment, towards effective and efficient student workload practices aligned to best practice, across the university.

### Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

#### Training and qualifications

1. A doctoral qualification is required within the field of education, assessment, teaching quality and/or student learning.
2. A completed Graduate Certificate in Education (Tertiary Teaching) or equivalent, or willingness to complete the qualification through the University's Centre for Academic Development (CAD) upon commencement of their employment.

#### Experience, knowledge and attributes

3. Substantial University expertise in academic capability enhancement, assessment, and educational outcomes aligned to sector best practice, multiple modes of delivery and meet the needs of diverse student cohorts.
4. Demonstrated commitment to and enthusiasm for assessment transformation, learning and teaching quality practices and evidence of implementing, evaluating and reflecting on institutional-wide projects towards best practice.
5. An exceptional teaching record and international record of achievement in research with demonstrated capacity to play a leading role in the field of scholarly learning and teaching practice.
6. Excellent interpersonal, oral and written communications skills, and an ability to relate well to students and other University staff.
7. Other relevant professional or managerial experience aligned to complex project management and change management.
8. Demonstrated commitment and ability to develop and implement student-centred approaches with a focus on student success, including the ability to provide leadership to the Centre and Institute in the development, implementation and monitoring of student-centred approaches and student success initiatives.
9. Knowledge and understanding of the needs, including learning needs, of a diverse range of students, including those with disabilities.
10. Demonstrated alignment with the University's commitment to child safety.

***The University reserves the right to invite applications and to make no appointment.***

*It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.*

### Key Minimum Standards for Academic Levels (MSALs)

#### Teaching and research academic staff

##### Level D

A Level D academic will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisation unit, including a large organisational unit, or interdisciplinary area.

A Level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in his or her discipline. He or she will make original and innovative contributions to the advancement of scholarship, research and teaching in his or her discipline.

*The standards are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels.*

Federation University Australia  
Union Enterprise Agreement  
2019–2021  
Academic and General Staff Employees