



POSITION DESCRIPTION

Faculty of Business and Economics
Williams Centre for Learning Advancement

Learning and Teaching Specialist

POSITION NO	0039788
CLASSIFICATION	Level B
SALARY	\$102,967 - \$122,268 p.a
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing
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 Angela Paladino Tel +61 3 8344 1916 Email a.paladino@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 website:
about.unimelb.edu.au/careers

Position Summary

This position has been created by the Williams Centre for Learning Advancement, within the Faculty of Business and Economics (FBE), to provide leadership in the development and enhancement of the quality of teaching, learning, assessment and curricula in the Faculty.

The Learning and Teaching Specialist will work closely with the teaching staff of the Faculty including Academics, sessional and tutoring staff. The incumbent will be expected to develop and deliver a suite of academic development activities focusing on contemporary issues in higher education particularly e-Learning. The incumbent will also be expected to develop and maintain a profile in the scholarship of learning and teaching in areas which are aligned to the learning and teaching strategic directions of the FBE. The role comes at a time when the Faculty is highly engaged in innovations and flexibility for student learning experiences.

The position will report to the Director of the Williams Centre for Learning Advancement.

1. Key Responsibilities

1.1 TEACHING ADVICE AND SUPPORT

- ▶ To provide strategic support and advice to teaching staff as required to support the achievement of the FBE Teaching and Learning plan and FBE Strategic Priorities
- ▶ Monitor, identify and promote engaging, effective and efficient learning approaches, taking advantage of educational technologies to support learning
- ▶ Contribute to the development and delivery of a range of professional and curriculum development activities for academic staff
- ▶ To advise on best practice in teaching, learning and assessment in higher education
- ▶ To design and deliver development programs on targeted topics as appropriate
- ▶ Participate in Assurance of Learning activities.

1.2 ADVANCEMENT OF THE DISCIPLINE

- ▶ Active participation in the communication and dissemination of teaching practice and discipline
- ▶ Active participation in research on how students learn in the discipline
- ▶ Identification of sources of funding to support individual or collaborative projects relating to teaching practice in the discipline.

1.3 ENGAGEMENT

- ▶ Engage in ongoing professional development in the area of higher education, and maintain knowledge of current research, resources and best practice in the field
- ▶ Undertake professional activities including the dissemination of research, publications, and membership of committees.

1.4 LEADERSHIP AND SERVICE

- ▶ To undertake academic and administrative leadership, through input on practices for advancing the quality of teaching and learning

- ▶ To conduct evaluation of teaching and learning within the Faculty.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Completed a PhD in education or a relevant discipline or be close to completion (ie thesis under examination).
- ▶ A strong record of effective teaching both lecturing and tutoring in higher education, preferably in one of the disciplines of the Faculty
- ▶ Experience in the design, delivery and assessment of curriculum in higher education.
- ▶ Experience in designing and delivering effective professional development workshops, seminars and other teaching and learning support for teaching staff in higher education.
- ▶ Demonstrated capacity to influence and enhance educational policies and practices.
- ▶ A solid understanding of contemporary issues in teaching and learning in higher education, in particular those relating to e-Learning environments
- ▶ Evidence of output in relation to the scholarship of learning and teaching. This includes scholarly publications and demonstrated success in conceptualising, preparing and managing relevant grants to completion.
- ▶ Demonstrated capacity to identify sources of funding to support projects relating to teaching.
- ▶ Ability and willingness to work both independently and as an effective member of a team.
- ▶ High level of communication and interpersonal skills.
- ▶ Experience in designing and delivering blended and/or online curriculum

2.2 DESIRABLE

- ▶ Specialist expertise in a particular aspect of learning, teaching, assessment or evaluation in higher education
- ▶ Evidence of dissemination of good practice in relation to student learning
- ▶ Familiarity and engagement with the programs of the Office of Learning and Teaching (or equivalent)
- ▶ Familiarity with University of Melbourne curriculum
- ▶ Experience in training graduate students, tutors and/or academics

2.3 OTHER JOB RELATED INFORMATION

- ▶ This position requires the incumbent to hold a current and valid Working with Children Check.
- ▶ Operational requirements of the Faculty may influence approval of annual leave.
- ▶ Out-of-hours works (including evenings and weekends) may be required, especially in supporting after hours events.

3. 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 strive for excellence and reach the targets of Growing Esteem.

4. 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/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 ORGANISATION UNIT

<http://fbe.unimelb.edu.au/wcla>

The WCLA was established in 1997 to nurture teaching and learning in the Faculty. It was the first embedded teaching and learning support centre in a Business Faculty in Australia and has become the model for similar units in other universities in Australia and worldwide.

WCLA has been successful in obtaining numerous external and internal teaching related grants which have totalled well over \$3 million. It has a strong research culture. Academic staff in the Centre have published in key education journals. WCLA works to assist staff with all aspects of teaching including curriculum design, development and review, pedagogy, teaching skills, assessment practices and evaluation, assurance of learning and the preparation of teaching portfolios for promotion purposes.

The Centre also works closely with units and centres across the university including the Melbourne Centre for the Study of Higher Education to ensure it is up to date with developments in the university and delivery of innovative programme in higher education.

5.2 BUDGET DIVISION

The Faculty of Business and Economics at the University of Melbourne has been preparing students for exciting and challenging careers in industry since 1924. We have developed an outstanding reputation, locally and internationally, for the quality of our teaching and research. The Faculty has an active board of business leaders, government representatives and community leaders who contribute to the implementation of our vision.

Organisational Structure

The Faculty is home to Melbourne Business School (MBS) and to six teaching and research departments:

- Accounting
- Business Administration
- Economics
- Finance
- Management and Marketing
- Melbourne Institute of Applied Economic and Social Research

The Faculty has the following student and academic support centres:

- Academic Support Office
- Student Employability and Enrichment
- Research Development Unit
- The Williams Centre for Learning Advancement

The Faculty is supported by the following Professional Services Units:

- Finance
- Human Resources (including OHS)
- Marketing and Communications
- Service Level and Facilities Management
- Quality Office

The Faculty also hosts two University-wide initiatives:

- ▶ The Melbourne School of Professional and Continuing Education (MSPACE) which provides support to all Academic Divisions for their existing professional, continuing and executive education programs, and operates with a specific whole-of-institution mandate to significantly expand the University's professional, continuing and executive education offerings.

- ▶ The Melbourne Entrepreneurial Centre (MEC) which brings together a number of programs to focus a range of activities aimed at developing an entrepreneurial culture at the University of Melbourne.

Our Programs

There are about 9,500 students enrolled in undergraduate and graduate degrees within the Faculty.

The Bachelor of Commerce is one of the most sought-after business courses in Australia. From 1 May 2013 all graduate programs in business and economics are offered through Melbourne Business School. Melbourne Business School offers a full suite of professional masters programs for those with little work experience right through to the MBA suite. It is also the home of leading research masters degrees and the PhD.

Our Graduates

Since the Faculty was established it has produced over 53,000 graduates. Many of our alumni now occupy senior positions in business, government and academia, in Australia and around the world.

Further information about the Faculty is available at www.fbe.unimelb.edu.au.

5.3 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>.

5.4 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.

5.5 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>