| Position Title | Senior Project Manager (Data and Impact) | | |
|---|---|---|---|
| Organisational Unit | Faculty of Education and Arts (FEA) | | |
| Functional Unit | Institute for Learning Sciences and Teacher Education (ILSTE) and FEA | | |
| Nominated Supervisor | Director, Institute for Learning Sciences and Teacher Education (ILSTE) | | |
| Higher Education Worker (HEW) Level | HEW 8 | Campus/Location | Brisbane CBD |
| CDF Achievement Level | 1 All Staff | Position Number | 10603934 |
| Employment Type | Full-time Fixed term | Date reviewed | October 2019 |

## 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 and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer & Deputy Vice-Chancellor (Administration)
- Deputy Vice-Chancellor (Research)

- Deputy Vice-Chancellor (Education and Innovation)
- Deputy Vice-Chancellor (Coordination)
- Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission 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.

## FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts (FEA) comprises two National Schools – the National School of Education and the National School of Arts and is recognised nationally and internationally as a leader in teacher education and educational leadership and for its rapidly rising profile in the humanities and social sciences. Operating across eight different campuses nationally and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 12,000 students and offers an engaging program of teaching and research for students and staff.

The National School of Education is the largest provider of initial teacher education in Australia with a strong reputation for its high quality, work-ready graduates. Adding to its traditional strengths in early childhood, primary and secondary initial teacher education, the National School of Education's disciplines reflect key strengths in the areas of early childhood, mathematics and literacy education, the arts, science and technology, educational studies, teacher professional practice, assessment, educational leadership, Indigenous education, and wellbeing and inclusive education.

These disciplines are evidenced both in the undergraduate programs and through its extensive postgraduate coursework programs with strong enrolments. The School also has a large number of students undertaking higher degree study through its PhD and EdD programs.

## 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
- Institute for Positive Psychology
- Mary MacKillop Institute for Health Research
- Institute for Religion and Critical Inquiry
- Institute for Religion, Politics and Society and
- Dianoia Institute of Philosophy

**ABOUT THE INSTITUTE FOR LEARNING SCIENCES AND TEACHER EDUCATION**

The Institute for Learning Sciences and Teacher Education (ILSTE) is a national research institute hosting a team of internationally-renown 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 areas of research concentration:

- 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

**POSITION PURPOSE**

The Senior Project Manager (Data and Impact) will work within a complex environment with a high performing team of senior scholars, Faculty administrators and researchers. The position will oversee, identify, collate, analyse and report on research which stems from longitudinal administrative data related to the enrolment and performance of undergraduate teacher education students and hence the impact of the Faculty's education programs. This work will contribute to the initial stages of ACU's Teacher Preparation and Workforce Study. The Senior Project Manager will be the key point of liaison between the Faculty and the Institute for Learning Sciences and Teacher Education.

This role is responsible for seeking out improvements for current processes within the Faculty and the University, using data from a number of Faculty and other sources. The position will also contribute to the research agendas and research enterprise of ILSTE working with the Faculty of Education and Arts.

**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 2015-2020
- 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 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) | Scope of contribution to the University | | | |
|---|---|---|---|---|---|
| | | Within the work unit or team | School or Campus | Faculty or Directorate | Across the University |
| Initiate data and information processes in the Faculty by identifying, preparing, collecting, analysing and reporting in relation to teacher education and its impact and utilise this data in Institute research that will guide Faculty policy. | • Know ACU Work Processes and Systems<br>• Collaborate Effectively | ✓ | | ✓ | |
| Extensive knowledge and use of methodologies for analysis and use of large scale longitudinal social or administrative data for use in Faculty policy, university administration and research environments. | • Know ACU Work Processes and Systems<br>• Deliver Stakeholder Centric Service | ✓ | ✓ | ✓ | |
| Demonstrated ability to analyse and interpret data, 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 | ✓ | ✓ | ✓ | |

| Key responsibilities specific to this position | Relevant Core Competences (Capability Development Framework) | Scope of contribution to the University | | | |
|---|---|---|---|---|---|
| | | Within the work unit or team | School or Campus | Faculty or Directorate | Across the University |
| 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<br>• Be Responsible and Accountable for Achieving Excellence | ✓ | ✓ | ✓ | |
| Participate in interdisciplinary teams including working within regulatory and policy environments to identify, collate data and conduct longitudinal research of international standing in studies related to data analytics for education research using the university's data. | • Collaborate Effectively<br>• Be Responsible and Accountable for Achieving Excellence<br>• Know ACU Work Processes and Systems | ✓ | ✓ | ✓ | |
| 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<br>• Know ACU Work Processes and Systems | ✓ | ✓ | ✓ | |

**HOW THE ROLE OPERATES**

**Key Challenges and Problem Solving**

- Implement data collection and information analysis methods and systems to provide enrolment, student progress and graduate teacher performance data to inform strategic planning for the Faculty's teacher education programs and their impact
- Integrate data trends and teacher education outcomes with identified research questions
- Undertake detailed data assessment to provide longitudinal trend data for use in the Faculty and Institute
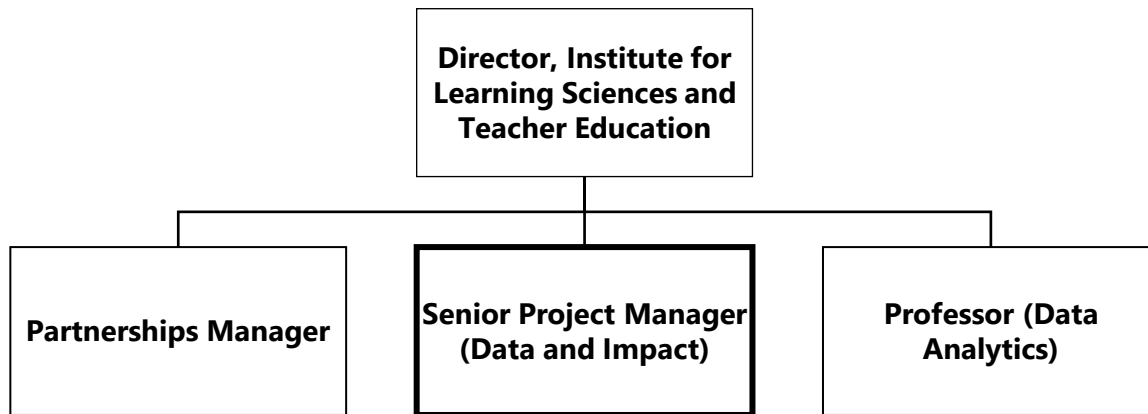
**Decision Making / Authority to Act**

- The position takes initiative to develop longitudinal and trend analysis of organisational data and works with the Executive and Professorial researchers to provide data to inform strategic planning and research papers

- The position would develop methodologies and propose these to the Professorial researchers for further testing and publication

- The position would work in consultation with data collection systems and implement use of data collection processes used in the Faculty from enrolment to graduation

**Communication / Working Relationships**

- The position holder will be required to communicate with professionals from other Universities and relevant external organisations to coordinate joint initiatives

- The position holder communicates internally with people across the organisation with diverse roles from executive and decision-makers, researchers, data and systems administrators, research collaborators and strategic planning

- The position holder communicates with executive, strategic planners and researchers on results of data analysis and long -term trends that feed into policy and program revisions

**Reporting Relationships**

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          │  Director, Institute for │
          │  Learning Sciences and   │
          │   Teacher Education      │
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│ Partnerships │ │Senior Project│ │  Professor   │
│   Manager    │ │   Manager    │ │    (Data     │
│              │ │(Data and     │ │  Analytics)  │
│              │ │  Impact)     │ │              │
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For further information about structure of the University refer to the organisation chart.

**SELECTION CRITERIA**

| | Qualifications and Capability |
|---|---|
| | **Qualifications, skills, knowledge and experience** |
| 1. | Completion of or progress towards postgraduate studies in an education or social discipline with a high component of training in data analytic methods and experience with statistical modelling or predictive analytics applied to research in education or social science. |
| 2. | Knowledge and use of methodologies for analysis and interpretation of large-scale longitudinal social or education administrative data within both the teaching and the research environment. |
| 3. | Knowledge of identifying, sourcing and managing collation and preparation of data for large-scale social research projects, including use of databases for analysis and reporting on findings from qualitative and quantitative data. |
| 4. | Demonstrated ability to analyse data, document methods and findings, customised to Faculty and research project requirements, and prepare professional reports and presentations. |
| 5. | Experience working in a research-intensive organisation in one or more of the fields relevant to the foci of the Data Analytics research concentration e.g. statistical modelling and predictive analytics applied to longitudinal social surveys and administrative data. |
| 6. | A track record of collaborating with Faculty-based academics and administrators, researchers, students, higher education institutions, government and industry. |
| 7. | Experience with contributing to scholarly publications in a team and understanding the role of data collection and information analysis to provide to Faculty Executive, University decision-makers, researchers and academics. |
| 8. | Excellent interpersonal, oral and written communication skills, including high quality presentation of data analysis and research findings. |
| | **Core Competencies (as per the Capability Development Framework)** |
| 9. | Live ACU's Mission, Vision and Values: 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. |