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| **Position Description** |

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| **Lecturer (Teaching Focussed) – Ergonomics, Safety and Health** | |
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| **Position No:** |  |
| **Department:** | Public Health |
| **School:** | School of Psychology & Public Health |
| **Campus/Location:** | Melbourne (Various) |
| **Classification:** | LEVEL B - Lecturer |
| **Employment Type:** | |  | | --- | | Fixed Term, 12 Months, Part-time (0.6 FTE)  Fixed term contract type: Replacement Employee | |
| **Position Supervisor:**  **Number:** | Acting Discipline Lead, Ergonomics, Safety and Health  50037978 |
| **Other Benefits:** | <http://www.latrobe.edu.au/jobs/working/benefits> |

Further information about:

La Trobe University - <http://www.latrobe.edu.au/about>

College of Science, Health and Engineering – <http://latrobe.edu.au/SHE>

School of Psychology & Public Health - <https://www.latrobe.edu.au/school-psychology-and-public-health>

Department of Public Health – <http://www.latrobe.edu.au/public-health>

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**Position Context**

The College of Science, Health & Engineering comprises 9 Schools and 16 Departments across La Trobe’s multi-campus operations. The College offers a range of general and specialist undergraduate and postgraduate courses that are rigorous and attuned to meeting the needs of students in ensuring their readiness to work in changing environments. Our courses are appropriately linked to emerging trends and critical global issues. The College research achievements have an outstanding reputation for their innovation and contribution to society and are at the forefront of building strong relationships with industry partners.

One of the larger Schools within the College, the School of Psychology & Public Health undertakes teaching and research across a broad range of disciplines, including: Public Health; Rehabilitation Counselling; Digital Health and Analytics; Health Information Management; Ergonomics, Safety and Health; Art Therapy; Psychology; Neuroscience; and Counselling.  The School currently comprises seven academic units: the Department of Public Health, the Department of Psychology & Counselling, the Olga Tennison Autism Research Centre (OTARC), The Bouverie Centre, the Centre for Alcohol Policy Research (CAPR), the Centre for Health Communication and Participation (CHCP) and the Australian Research Centre in Sex, Health and Society (ARCSHS).

The Department of Public Health is a leading authority in many areas of public health including health policy, health promotion, health administration, health information management and informatics, art therapy, occupational health and safety, palliative care and rehabilitation counselling. Research areas include international health, populations at risk, chronic illnesses and disability, palliative care, health information management, health policy and management, gender and health, behavior change in sport, exercise and rehabilitation, occupational health, healthy relationships and public health practice. Members of the Department are key contributors to La Trobe’s Research Focus Areas (five cross-disciplinary research areas that build on its strengths and address some of the most pressing questions affecting the future of human societies and their environments), particularly *Building Healthy Communities* and *Sport, Exercise and Rehabilitation*. The Department has a dynamic higher degree program in a range of areas, with large numbers of Honours, PhD and Doctor of Public Health students from Australia and overseas.

The Department offers a range of flexible undergraduate and postgraduate courses by which it aims to improve the health and wellbeing of individuals and communities through excellence in teaching and research. The courses include a Bachelor of Health Sciences with majors in public health; health promotion; rehabilitation counselling; sports counselling and athlete welfare; and medical classification, the latter being offered as a combined degree with a Bachelor of Health Information Management. Flagship postgraduate masters’ degrees are offered in Health Sciences, Public Health, Health Administration, Digital Health and Analytics, Health Information Management, Art Therapy and Ergonomics, Safety and Health. The formal programs and short courses are designed for clinicians, managers and health researchers, with relevant external accreditation.

The Masters of Ergonomics, Health and Safety (and the nested Graduate Certificate) are offered fully online, with students also offered opportunities to attend seminars throughout the course. The ESH discipline staff also deliver undergraduate subjects within the Bachelor of Health Sciences.

**Level B – Lecturer (Teaching Focussed)**

A Level B academic with a teaching focussed appointment will work without the need for close supervision and is expected to develop curriculum, coordinate subjects, teach and support students as they learn. In addition, a teaching focussed academic will support the administrative functions of the discipline as well as undertake scholarly work relevant to the development of learning and teaching in their discipline or professional field. A teaching focussed academic is expected to demonstrate teaching excellence in keeping with the La Trobe Teaching Excellence Principles and maintain a track record of excellence as evidenced by Student Feedback on Teaching (SFT) surveys, peer-feedback on teaching and through other evidence-based measures. Further, a level B teaching focussed academic will co-ordinate and/or lead the activities of other staff, as appropriate to learning and teaching in the discipline.

A teaching focussed academic is expected to participate regularly in gathering and monitoring of student feedback through Student Feedback on Teaching surveys and will normally receive high teaching results relative to their peers. At least once a year they will also undertake to have their teaching peer-reviewed as part of a commitment to scholarly teaching practice.

The Lecturer will be expected to teach into and coordinate designated subjects in the undergraduate and postgraduate programs in Ergonomics, Safety and Health and to work in co-operation with the course coordinator(s) and discipline lead to deliver an overall outstanding student experience.

**Duties at this level may include:**

* Demonstrate effectiveness by taking an evidence-based approach to evaluate learning and teaching initiatives.
* Demonstrate a scholarly approach to learning and teaching by contributing to La Trobe’s SoLT (refer appendix) including sharing of good practice.
* Coordinate and teach subjects providing a high-quality learning experience that engages students through the conduct of lectures, tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and/or other sessions in online, blended or face-to-face modes.
* Provide constructive, fair and timely feedback on learning to students.
* Initiate, and participate in innovative subject and course level curriculum design, development and review in areas such as, but not restricted to, online and blended delivery, taking an evidence-based approach to evaluate how these initiatives improve the student experience.
* Prioritise the embedding of employability capabilities in the curriculum.
* Participate in La Trobe Learning and Teaching conferences, colloquia or workshops.
* Lead and implement teaching improvement projects at subject, course or discipline level.
* Provide mentoring to other academics on good teaching practice.
* With mentoring support, as appropriate, obtain funding from internal or external sources for teaching improvement projects.
* Co-supervise or, where appropriate supervise Higher Degree by Research, honours and postgraduate students.
* Continue to develop professional practice skills, knowledge and expertise.
* Contribute to knowledge transfer and to building relationships at a local level.
* Perform allocated administrative functions effectively and efficiently.
* Serve on committees at the school or course level and contribute to committees at the Department, School or College level as required.
* Undertake other duties commensurate with the classification and scope of the position as required by the Head of Department or Head of School.

**Key Selection Criteria**

**ESSENTIAL:**

* Completion of a PhD or other post graduate specialist qualifications in the area of ergonomics and/or occupational health and safety which are recognised by the University/profession as appropriate for the discipline area.
* Demonstrated effectiveness in teaching and a knowledge of current and new teaching methods and pedagogies.
* Demonstrated practice expertise and/or scholarly leadership in the area of ergonomics and/or occupational health and safety
* Demonstrated effectiveness in teaching, curriculum development and subject coordination in face-to-face, blended and/or online modes, as evidenced by sustained high results on student feedback on teaching surveys, teaching excellence awards or through other forms of evidence.
* Evidence of innovative initiatives undertaken in the last three years that have improved the student experience, and the evaluation of effectiveness of these initiatives.
* Demonstrated ability to influence the teaching practice of others.
* Demonstrated ability to engage with the Scholarship of Teaching and Learning.
* Demonstrated high level oral and written communication skills, including the ability to interact effectively, collaboratively and productively with staff and students from a diverse range of backgrounds.

**DESIRABLE:**

* Record of successful Professional Practice and/or research student supervision relative to opportunity.
* Ability to produce outputs related to the Scholarship of Learning and Teaching.
* Graduate Certificate in Higher Education or similar evidence of professional preparation for, and continuous professional development in, higher education teaching.

**Other relevant information:**

* The Department of Public Health bases staff at both the Melbourne (Bundoora) and CBD (Collins St) campuses. Whilst primarily based at the Bundoora campus, the incumbent may be assigned responsibilities that may occasionally require travel to the Melbourne CBD or Sydney campuses.
* The incumbent may be allocated responsibilities that will require them to deliver online teaching in the evenings.
* The position description is indicative of the initial expectation of the role and subject to changes to University goals and priorities, activities or focus of the job.

**Essential Compliance Requirements**

To hold this La Trobe University position the occupant must:

* hold, or be willing to undertake and pass, a Victorian Working With Children Check; AND
* take personal accountability to comply with all University policies, procedures and legislative or regulatory obligations; including but not limited to TEQSA and the Higher Education Threshold Standards.

**La Trobe Cultural Qualities**

Our cultural qualities underpin everything we do. As we work towards realising the strategic goals of the University we strive to work in a way which is aligned to our four cultural qualities:

* We are***Connected****:* We connect to the world outside — the students and communities we serve, both locally and globally.
* *We are* ***Innovative****:* We tackle the big issues of our time to transform the lives of our students and society.
* *We are* ***Accountable:*** We strive for excellence in everything we do. We hold each other and ourselves to account, and work to the highest standard.
* *We* ***Care:*** We care about what we do and why we do it. We believe in the power of education and research to transform lives and global society. We care about being the difference in the lives of our students and communities.

For Human Resource Use Only

Initials: Date:



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| **APPENDIX** |

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| **The Scholarship of Learning and Teaching (SoLT) at La Trobe** | |
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# Purpose

La Trobe is committed to an outstanding student experience and to excellence in learning and teaching. To this end, we have introduced teaching-focussed positions to enable academics the flexibility to focus on learning and teaching (for a period of time, or for the longer term) and to chart a career path that recognises and rewards excellence in scholarly approaches to learning and teaching.

Teaching-focussed academics are expected to demonstrate excellence in the practice of teaching which includes engaging students in high impact learning experiences and/or the scholarly leadership of teaching and curriculum development, in line with the La Trobe Teaching Excellence Principles. Staff in these roles are also expected to align their practice with the strategic directions of the University in relation to learning and teaching. We are committed to an outstanding student experience across all aspects of the student lifecycle; assessment for learning; student employability and an industry-informed curricula; and innovation including through the use of technologies, to engage students in learning.

For the purposes of workload allocation, teaching-focussed academics are also expected to engage in the Scholarship of Learning and Teaching (SoLT). This paper seeks to clarify the definition and expectations of SoLT at La Trobe.

# Background

The term 'Scholarship of Teaching and Learning' (SoTL) was popularised by the work of Ernest Boyer in the 1990s. Boyer (1990) argued there are four scholarships:

1. of discovery: basic or ‘pure’ research, the pursuit of knowledge for its own sake
2. of integration: “making connections across the disciplines, placing the specialties in larger contexts, illuminating data in a revealing way, often educating non- specialists, too”
3. of application: applying what we know through theory as well as practice to solve complex problems
4. of teaching

A recent report by the HEA into SoTL notes that it is a practice now used in the Higher Education sectors of many nations. The Report notes:

*It focuses on teaching and learning strategies underpinning the curriculum, and promotes research-informed teaching. Increasingly, it also seeks to involve students by providing opportunities to learn in research-mode and to develop undergraduate research. SoTL is a research-led form of professional development, and has the potential to inform policy and practice at institutional level, for example, in career development and in the promotion and recognition of teaching excellence.*

SoTL is widely recognised as having significant benefits for higher education institutions. The University of Phoenix observes that the ‘purpose of the scholarship of teaching and learning is to study and improve teaching models and practices to achieve optimal learning’. It therefore benefits the student experience directly. But there are additional benefits for the institution. It is central to improvement to universities as educational institutions and there are reciprocal benefits for staff and students as interactions in the classroom contribute to SoTL as well as *vice versa*: ‘Valuing good theory and best practices is a way to reach and teach students and aspiring scholars and practitioners’.

# La Trobe Definition

La Trobe utilises the following definition. Our preference for the term SoLT, rather than SoTL, emphasises our concern to place student learning and the student experience at the centre of all we do:

The Scholarship of Learning and Teaching (SoLT) at La Trobe refers to systematic, critically reflective and evidence-based learning and teaching practice and/or leadership and/or pedagogic research. It is grounded in the relevant disciplinary and pedagogical literature, is subject to peer review, and contributes positively to continuous improvement in the student experience and the quality of teaching and assessment.

At La Trobe, SoLT activities will be agreed upon by the staff member and their supervisor for the purposes of Career Success. Engagement in SoLT can be demonstrated in a number of ways including:

1. a critically reflective approach to development, monitoring and evaluation of subjects, courses, learning resources and curricula based on scholarly evaluation of subject and course-level data; and/or
2. the creation and evaluation of innovative teaching, assessment and curriculum design strategies; and/or
3. adoption and evaluation of technologies to enhance the student learning experience;
4. engaging with students systematically and as partners to improve teaching, learning and curriculum design and delivery; and/or
5. providing sustained undergraduate research opportunities to strengthen the learning-teaching-research nexus; and or
6. engaging in projects funded by external or internal grants to support instructional activities; and/or
7. influencing and improving practice at the local or institutional levels; and/or identifying, sharing and advocating for evidence-based practice in teaching and learning at La Trobe; and/or
8. fostering conversations in schools, departments and colleges that are informed by national and international higher education developments, and local issues and strategic priorities; and/or
9. scholarly, evidence-based presentations to peers at seminars and conferences; and/or
10. publishing pedagogic research in peer-reviewed journals.

*Paula Baron, PVC Learning Quality Innovation*

*August 2018*