**POSITION DESCRIPTION – Academic Staff**

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| **Position title** | Associate Professor - [area] |
| **Academic Level** | Level D |
| **School / Unit** | School of [area] |
| **College / Division** | College of [area] |
| **Reports to** | Head of School |
| **Direct reports** | Nil |
| **Indirect reports** | Nil |
| **Contract type**  | Continuing / Fixed Term and duration / Casual and durationFull time / part time (x days/week or FTE) |

**ROLE DESCRIPTION**

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| The Role Description is a succinct description of the role. Its purpose and key functions.**Writing tips:** The Role Description section of the PD should clearly outline: * the Teaching contribution,
* Research expertise and
* engagement requirements of the role.

These should be broken into separate sections/paragraphs. |

**OVERVIEW OF THE UNIVERSITY, COLLEGE/DIVISION AND SCHOOL/UNIT AND POSITION CONTEXT**

**Writing tips:** Providea succinct description of the role within the context of the University, College/Division and School/Unit.

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| **EXAMPLE TEXT**The University of Newcastle stands as a global leader distinguished by a commitment to equity and excellence. Our vision is to be a world-leading University for our regions and creating a better future for our regions and the globe. Underpinned by this vision and our values of excellence, equity, engagement and sustainability, [the University of Newcastle’s *Looking Ahead* Strategic Plan 2020-2025](https://www.newcastle.edu.au/strategic-plan) outlines the University’s commitment to delivering an exceptional student experience and serving our communities.The University’s College of XXX brings together expertise in xxx to deliver life ready graduates and transformative solutions to our region and world. XXX strives for excellence, innovation and equity in teaching, education, research and partnerships. The College offers a diverse array of programs across the key areas of XXXThe School of XXX is…. The School consists of XXX discipline groupings: XX, XX, XX. The School has strong links with industry through sponsored undergraduate students and research collaborations. The University of Newcastle offers its academic staff a dynamic working environment, equipped with modern teaching & research facilities.  |

**ORGANISATION CHART**

**Writing tips:** Provide an organisational chart that shows where the role fits into School/Unit and College/Division. Example provided.

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**ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES**

**Please review and update as appropriate for the role**

**Writing tips:** Consider the actual functions and responsibilities of the role and expected outcomes. Broad statements which are concrete and action oriented are recommended.

Between five and eight areas of accountability are typical for most roles. All roles with supervisory or management responsibility should include an accountability for this which includes performance management of staff, work health and safety management, financial management and other areas of relevance.

Measures of performance should include either Key Performance Indicators (KPIs) or outcome measures such as “reports produced accurately and on time” or “quality of feedback from key stakeholders”

The information here will inform the development of the incumbent’s performance review and development plan.

You can find more details to assist you in the [Academic Position Classification Standards](https://www.newcastle.edu.au/__data/assets/pdf_file/0010/89794/academic-staff-classification-standards.pdf)

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| **Areas of accountability** | **Core responsibilities and typical activities** | **Measures of performance** |
| Research  | * Provide outstanding research leadership and demonstrate sustained research achievements of international standard and recognition.
* Lead the implementation of the Discipline’s research strategy and ensure the strategic alignment of research activities with the School’s research themes and the University’s strategic research objectives to deliver maximum impact for the University.
* Maintain a record of high-quality research productivity to build the University's reputation for world-class innovation and maintain an established national and international profile in a field of expertise.
* Attract external research income through partnerships with industry, community and governments.
* Facilitate knowledge exchange and innovation, the development of intellectual property, capitalise on opportunities for entrepreneurship, commercialisation and the development of alternate revenue streams.
* Establish/maintain partnerships/engagement with industry and government to support research opportunities, funding and extend measures of impact and engagement.
* Leadership in the development and training of RHD cohorts, mentoring early career staff in RHD supervision, and co-publication with RHD candidates.
* Principal supervisor of RHD students.
 | Meet the core requirements for a Level D academic staff member |
| Teaching  | * Demonstrate educational leadership at the Course, Program, Discipline, School, College and University levels, as well as demonstrated leadership within their area of expertise.
* Improve student success and retention at Course and Program levels.
* Lead program development and coordination activities; resulting in enhancement at program, discipline and school level or wider.
* Lead teaching innovation including, the interdisciplinary development of online and digital program and course materials.
* Integrate industry/social enterprise networks and partnerships with program/course material to deliver applications and WIL (work-integrated learning)/internship opportunities in industry for students.
* Lead initiatives to continuously improve the quality of student learning and supporting change within the School arising from continuous improvement processes and the sharing of outcomes to inform national/international forums.
* Integrate business/industry enterprise networks and partnerships with course/program material to deliver creative applications and student interactions with industry.
* Lead or actively participate in University recognised initiatives to share experiences and good practice of teaching and learning activities.
 | Meet the core requirements for a Level D academic staff member. |
| Engagement and Leadership | * Lead or making a significant contribution to the governance of the School, College and/or University.
* Actively lead or make a significant contribution to the University in a range of administrative functions including supervision and mentoring of staff, curriculum development, leadership governance, committee roles, and represent the University regionally/nationally.
* Lead and/or making a significant contribution to professional service, including membership of professional associations/committees etc.
* Lead and/or making a significant contribution to College and/or University external engagement initiatives at the regional and/or national level
 | Meet the core requirements for a Level D academic staff member. |
| Wellbeing, Health & Safety and Equity, Diversity & Inclusion | * Adhere to workplace policies and procedures in the areas of work health, safety, equity, diversity and promoting a respectful workplace culture.
 | Policies and procedures are adhered to. |

**POSITION CHARACTERISTICS**

**Writing tips:** Contains additional information about the role which will help ensure candidates get an accurate picture of the overall position. Delete if not applicable and avoid repeating core responsibilities and typical activities.

The information here will inform the development of the incumbent’s performance management plan.

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| Organisational Knowledge | Be aware of the University’s strategic goals and the key priorities relevant to this position. |
| Professional / Industry Knowledge | Ensure breadth and currency of skills and up to date knowledge of developments in relevant sectors. Demonstrated experience in the application of innovation and entrepreneurship in industry/social/cultural contexts.Establish substantial networks and industry partnerships to facilitate research and innovation opportunities and to integrate students into industry. |
| Level of supervision / independence | Accountable for personal and team goals and performance targets. Supervise and mentor academics, students and HDR students.Provide academic support to industry professionals and early career academics. |
| Problem solving and judgement | The position requires developing solutions to complex problems. Problem solving in relation to governance is guided by well-established policies and procedures and guidance is also available from the Head of School.The position requires initiative and creative approaches to the development and delivery of programs/courses that are interdisciplinary, technologically current and industry relevant.Sound judgement is required in developing industry and external networks and relationships. |
| Key relationships (internal & external) & immediate team | Maintain positive and constructive relationships with students, academic and professional staff, external stakeholders and developing international recognition. Impact program delivery and research through the development of networks that facilitate interdisciplinary collaboration and industry integrated content and practice. |
| Challenges |  |
| Special Characteristics | Travel for conferences and research collaboration may be required as well as the ability to work across multiple campuses and outside hours depending on research, teaching and University activities. |
| WWC check required | Yes/No  |
| Criminal record check required | Yes/No |
| Entrusted role check required | Yes / No |
| Delegated authority required | Yes\* / No \*please complete [New Position – Delegation of Authority request](https://www.newcastle.edu.au/__data/assets/pdf_file/0007/678220/New-Position-Delegation-of-Authority-Request.pdf) form and email delegations@newcastle.edu.au.  |

**EXPECTED BEHAVIOURS**

The role is expected to display personal qualities and behaviours consistent with [(choose one from the following options)](https://www.newcastle.edu.au/current-staff/working-here/performance-and-development/leadership-framework/handbook) an Individual Contributors/Middle Leaders/Senior Leaders/Executive Leaders Level as outlined in the Leadership Framework.

The University of Newcastle Leadership Framework describes six leadership capabilities for both academic and professional staff. At the University of Newcastle leaders; shape the future, engage beyond the University, work collaboratively, strive for excellence, drive performance and show courage and respect.

At the University of Newcastle, we recognise that while leaders exist at all levels, people face different challenges and demands depending on their leadership level. For each Leadership Capability the behaviours reflect how each capability can be observed at different leadership levels in the University.

**INHERENT REQUIREMENTS**

This Position Description outlines the major accountabilities/responsibilities and the essential criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements. Inherent Requirements refer to your ability to:

* Perform the essential duties and functional requirements of the job;
* Meet the productivity and quality requirements of the position;
* Work effectively in the team or other type of work organisation concerned; and
* Do the job without undue risk to your own or others health, safety and welfare at work.

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position.

**ESSENTIAL CRITERIA**

**Essential selection criteria have been developed for each academic level that aligns to the Foundations Framework and the Academic Staff Enterprise Agreement. Where possible roles should not deviate too far from these standardised criteria. However, edits can be made to accommodate the requirements of the role. For example: inclusion of accreditation requirements.**

* **Expertise:** Completed a doctoral qualification or equivalent accreditation and standing in [area] or related area.
* **High-Quality Research:** Demonstrated record of quality and impactful publication or non-traditional research output in high-quality outlets including evidence of international and national research collaborations and/or partnerships and, where relevant, through its impact on policy, practice and/or commercialisation.
* **Funding Success:** Demonstrated recent record of successful applications for external research funding in a chief investigator role and mentoring more junior academic staff and researchers.
* **Supervision:** Skills in active and effective record of supervising honours and masters research projects and Higher Degree by Research students successfully to timely completion as the primary supervisor.
* **Quality Teaching:** Demonstrated recent ability to achieve teaching quality as indicated by internal and external surveys and outcomes for students that will improve or innovate in response to feedback.
* **Strategic Leadership in Learning and Teaching:** Demonstrated recent strategic leadership in the planning and delivery of course and curriculum, which where relevant may include clinical teaching, including undertake program convening and course coordination. Recognised as a ‘content specialist’, teaching in specialist areas across courses and disciplines as appropriate.
* **Engagement:** Demonstrated ability to make strong contribution to the governance of the University, including successful mentoring of more junior academic staff, leading and forming strategic partnerships between the University and industry/government and other stakeholders nationally and internationally.

**DESIRABLE CRITERIA**

**Each role should include 2-3 desirable criteria that aligns with the research FoR codes.**

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| **Date PD last reviewed:**  | [insert reviewed date] |