

Position description

Greater together 

Position title:	Associate Professor, Assessment and Academic Integrity
Institute/School/Centre/ Directorate/VCO:	Pro Vice Chancellor, Learning and Teaching
Campus:	Mt Helen, Berwick, Gippsland travel between campuses may be required.
Classification:	Academic Level D
Time fraction:	Full-time
Employment mode:	Continuing employment
Probation period:	This appointment is offered subject to the successful completion of a probationary period.
Further information from:	Deputy Pro Vice Chancellor, Professor Nina Fotinatos Pro Vice Chancellor, Learning and Teaching Portfolio Telephone: (03) 53279145 Email: n.fotinatos@federation.edu.au
Recruitment number:	JR101286

Position summary

Appropriate to a Level D appointment, the Associate Professor, Academic Integrity and Assessment will be expected to:

- Lead initiatives aligned to academic integrity and assessment, including those within the *FedUni Generative Artificial Intelligence ASSURE Framework*;
- Work with institute leaders and key governance committees (ie Artificial Intelligence Steering Committee) towards ongoing responsibility for assurance of learning;
- Lead and contribute to professional development and resource development aligned to peer review and benchmarking units at undergraduate and graduate levels towards improved practice;
- contribute to the development and delivery of units at undergraduate and graduate levels;
- contribute to the portfolio by undertaking scholarly research; and
- contribute to the portfolio's administrative functions.

The Associate Professor, Academic Integrity and Assessment, is teaching-focused and will be expected to devote most of their time and effort to teaching and education-related endeavours, with the remainder on scholarship and administrative-related activities. The Associate Professor, Academic Integrity and Assessment, is expected to make a solid contribution to the professional development across the university towards assurance of learning and lead related initiatives.

Portfolio

The Pro Vice Chancellor (PVC, L&T) Portfolio encompasses a small team and is led by the Pro Vice Chancellor, Learning and Teaching. This portfolio is responsible for the delivery of the university's learning and teaching plan and driving positive changes and innovation in learning and teaching that contributes to quality learning and teaching outcomes and positive student experience.

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, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, 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 Federation University's 2040 Strategic Plan and share the University's values of:

INCLUSION, we champion access and equity for all, creating a welcoming, supportive environment for our diverse learners and staff.

INNOVATION, we innovate to transform, embracing new ideas in teaching, research and operations to continually improve and stay ahead.

EXCELLENCE, we strive for excellence in all that we do, holding ourselves to high standards of quality, integrity and impact.

EMPOWERMENT, we support and trust our people, empowering learners, staff and partners to contribute, lead and succeed.

COLLABORATION, we are stronger together; teamwork and strong partnerships are at the heart of how we operate.

Key responsibilities

1. Lead institutional-wide initiatives aligned to assessment, academic integrity and artificial intelligence aligned to quality teaching practice, innovation and efficiency.
2. Lead professional development offerings with academic and professional staff towards higher education and TAFE stakeholders. Professional development may include topics in the following areas:
 - Design and planning of learning activities
 - Teaching and supporting student learning
 - Assessment and giving feedback to students on their learning
 - Developing effective learning environments, student support and guidance
 - Integration of scholarship, research and professional activities with teaching and in support of student learning
 - Evaluation of practice and continuing professional development
3. Contribute to reward and recognition initiatives in collaboration with the institutes and the central services aligned to academic capability uplift and course/unit quality assurance.
4. Provide leadership, prepare and deliver a range of professional development within the areas of academic integrity and assessment as part of academic capability uplift.
5. Provide leadership in developing, teaching, coordinating and moderating assessments and academic integrity practice at undergraduate and postgraduate levels.
6. Make a significant contribution to developing, teaching, coordinating, and moderating, peer review and benchmarking units in academic integrity and assessment at all levels.
7. Provide leadership for the development, implementation and monitoring of student retention and success strategies in academic Integrity and assessment.

8. Undertake teaching and assessment of undergraduate and postgraduate students.
9. Undertake consultation activities with students, aligned to improvements in learning and teaching and student retention and success.
10. Lead and develop course and unit-level materials and resources in academic integrity and assessment, and contribute to a range of activities associated with the development and delivery of curriculum.
11. Make a significant contribution to scholarship of learning and teaching, including external engagement focused on best practice and student success, and leading and contributing to learning and teaching focused projects
12. Supervise and engage with students undertaking project units, Honours courses and/or research higher degrees (where relevant).
13. Make a significant contribution to the administrative functions of the Pro Vice Chancellor, Learning and Teaching Portfolio, such as via university-wide showcases and engage with Institutes and Associate Deans (Learning and Teaching).
14. Other responsibilities applicable to a Level D academic under the current Minimum Standards for Academic Levels as assigned by the Pro Vice-Chancellor, Learning and Teaching.
15. Reflect and embed the University's strategic purpose, priorities and goals when exercising the responsibilities of this position.
16. Embed effective risk management practices to ensure continuous service delivery. Participate in training and exercises to remain prepared for potential disruptions.
17. Undertaking the responsibilities of the position adhering to:
 - the Staff Code of Conduct, Child Safe Code 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 (OHS) legislation and requirements; and
 - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

The Associate Professor, Academic Integrity and Assessment will be expected to work independently in the conduct of scholarship of learning and teaching activities, assessment, academic integrity and all areas of learning and teaching. This role will assume a broad leadership role across a range of Pro Vice-Chancellor, Learning and Teaching Portfolio functions in learning, teaching and administration.

Position and organisational relationships

The Associate Professor, Academic Integrity and Assessment will work under the broad direction of the Deputy, Pro Vice-Chancellor, Learning and Teaching. This role will provide overarching university support through strategic and operational activities and relationships with institutes and schools entities.

Key selection criteria

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

Training and qualifications

1. A doctoral qualification is required.
2. Hold a valid Employer Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).
3. Successful completion of Graduate Certificate in Education (Tertiary Education) (at least 50%) or equivalent qualification or willingness and commitment to undertake this qualification during probation.

Experience, knowledge and attributes

4. Substantial University administrative experience.
5. Demonstrated commitment to and enthusiasm for learning and teaching, and a distinguished teaching record.
6. A national or international record of achievement in the scholarship of learning and teaching and a demonstrated capacity to play a leading role in the Pro Vice Chancellor, Learning and Teaching Portfolio scholarly innovation with expertise in assessment, academic integrity and learning and teaching innovation.
7. A considerable record of achievement in the supervision of honours, master's, and doctoral students within the scholarship of learning and teaching.
8. Organisational and administrative abilities necessary for the coordination and administration of units, and other administrative duties including event organisation and reporting to various audiences.
9. Excellent interpersonal, oral and written communication skills, and an ability to relate well to students and other University staff.
10. Other relevant professional or managerial experience.
11. Demonstrated commitment and ability to develop and implement academic capability initiatives and professional development project management with a focus on assurance of learning, learning and teaching innovation, student success and generative artificial intelligence implementation as part of efficiency of practice and student success.
12. Knowledge and understanding of the needs, including learning needs, of a diverse range of students, including those with disabilities.
13. Demonstrated working knowledge and application of the Child Safety Standards.
14. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

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
Academic and General Staff Employees
2023–2026