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| POSITION DESCRIPTION (ACADEMIC) |

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| ***INSTRUCTIONS*** |
| *Guidance notes for drafting the position description are displayed in purple italic font.* |
| *A hashtag highlighted in yellow (#) indicates that text input is needed.* |
| *Sometimes the input needed is a selection between pre-set choices. These are separated with a pipe character (|), highlighted in yellow. Retain the option that applies to this position description and delete the others.* |
| ***When you are finished:***   1. *Check for and remove unwanted highlighting:*    1. *Select the highlighted text*    2. *Click the highlight tool in the* ***Font*** *group on the* ***Home*** *toolbar, and select* ***No Colour****.* 2. *Delete the guidance notes by searching for italic format and replacing it with nothing:*    1. *Click* ***Replace*** *on the* ***Home*** *toolbar (or press* ***Ctrl+H****) to open the* ***Replace*** *dialog box.*    2. *Click* ***More****, click* ***Forma****t,* ***Font*** *and select* ***Italic****.*    3. *Click* ***OK****. Click* ***Replace Al****l.* |

**POSITION INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Position Title** | # | | |
| **Faculty** | # | | |
| **School** | # | | |
| **Nominated Supervisor** | # | **Campus/Location** | # |
| **Academic Level** | # | **Academic Career Pathway** | #Teaching and Research|Teaching-focussed|Research-focussed|Research Only|Academic Leadership/Service# |
| **CDF Achievement Level** | #***HR to assign*** 1 All Staff|2 Management (Line)|2 Management (Middle)|2 Management (Senior)|3 Executive Leadership# | **Work Area Position Code** | #***HR to assign*** |
| **Employment Type** | #Full-time|Part-time| Fractional#, #Continuing|Fixed term# | **Date reviewed** | # |

**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](https://www.acu.edu.au/about-acu/mission-identity-and-values/) 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.

**ABOUT #*NAME OF FACULTY, RESEARCH INSTITUTE OR PORTFOLIO***

***Insert information about the faculty, research institute or portfolio***

#

**ABOUT #*NAME OF SCHOOL, CENTRE OR DIRECTORATE***

***Insert information about the school, centre or directorate***

#

**POSITION PURPOSE**

*The position purpose provides broad outline of why the position exists. Describe in one or two brief sentences what the position does and what the position is expected to achieve [and the behaviours needed to achieve it]. Sentences should start with a verb (present tense, third person singular). eg “Provides,” “Manages,” “Monitors,” etc.*

*Examples:*

*For an Associate Lecturer (Teaching-focussed ACP, Exercise Science):*

*Accountable for high quality teaching outcomes through the effective development and maintenance of lectures, tutorials and laboratory sequences for specified units in Exercise Science coursework degrees, particularly in areas relevant to health, disease, rehabilitation and/or nutrition through the lifespan.*

*“Develops and maintains a lecture, tutorial and laboratory sequence for specified units in Exercise Science coursework degrees, particularly in areas relevant to health, disease, rehabilitation and/or nutrition through the lifespan.”*

*For a Lecturer (Teaching and Research ACP, Accounting):*

*“Undertakes quality research and contributes to excellence in teaching and learning within the Accounting discipline at undergraduate and postgraduate levels. Participates in community engagement and advances the standing of the Peter Faber Business School nationally.”*

*For a Senior Lecturer (Teaching and Research ACP, Psychology:*

*“Leads and contributes to excellence in teaching and curriculum development in both the undergraduate and postgraduate Psychology and Counselling courses. Conducts recognised quality research in psychology in an area of relevance to the School and supervise postgraduate research. Contributes to the leadership of academic administration in the School.”*

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**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
* Learning For Life Framework 2014-2017
* ACU Teaching Criteria and Standards Framework
* Research Quality Standards
* Academic Performance Matrices and Evidence Framework
* ACU Capability Development Framework
* Minimum Standards for Academic Levels (MSALs)
* Higher Education Standards Framework
* ACU Service Delivery Model
* ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

* The [Academic Performance Matrices and Evidence Framework](http://www.acu.edu.au/apme) which describes the performance standards in areas of academic activity.
* The [Capability Development Framework](http://www.acu.edu.au/cdf) which describes the core competencies needed in all ACU staff to achieve the University’s strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

* Teaching, Curriculum Development and Scholarship of Teaching
* Research
* Academic leadership/service.

**Key responsibilities**

*List up to 10 key responsibilities. Key responsibilities are the important tasks that the position does and that take up the majority of the position’s time. The performance standards within Academic Performance Matrices and Evidence Framework should inform the development of key responsibilities. Each responsibility should state the outcome expected to be achieved. Introduce each responsibility with an active verb (present tense, first person singular), eg “Coordinate,” “Undertake,” “Develop,” etc.*

*In the Relevant Core Competencies column, name the Core Competencies (typically up to three) that are needed to perform the responsibility. Use only the name of the Core Competency, eg Applies Business Acumen. Consult the* [*Capability Development Framework*](http://www.acu.edu.au/cdf) *including the Expectations and Behaviours for the CDF Achievement Level of this position.*

*Re order the table below to reflect the Academic Career Pathway. For example, for the Research-focussed ACP, list the research responsibilities first. For the Teaching focused ACP, delete the section for research.*

| **Broad area of academic activity** | **Key responsibilities specific to this position** | **Relevant Core Competencies (**[**Capability Development Framework**](http://www.acu.edu.au/cdf)**)** |
| --- | --- | --- |
| **Teaching, curriculum development and scholarship of teaching** | ***Describe key responsibilities:***   * # * # * # | ***Insert the names of relevant Core Competencies:***   * # * # * # |
| **Research** | ***Describe key responsibilities:***   * # * # * # | ***Insert the names of relevant Core Competencies:***   * # * # * # |
| **Academic Leadership and Service** | ***Describe key responsibilities:***   * # * # * # | ***Insert the names of relevant Core Competencies:***   * # * # * # |

**QUALIFICATIONS AND CAPABILITY OF THE POSITION HOLDER**

This section sets out the qualifications, skills, knowledge, experience and competencies expected of the position holder, collectively referred to as ‘qualifications and capability’. These are informed by the evidence and performance standards for the relevant Academic Level and Academic Career Pathway and Academic Level drawn from the [Academic Performance Matrices and Evidence Framework](http://www.acu.edu.au/apme) and the Core Competencies set out in the [Capability Development Framework](http://www.acu.edu.au/cdf).

Opportunities to develop capability are provided through the development programs coordinated by internal providers of professional development. See the [Training and Development website](http://www.acu.edu.au/staff/our_university/training_and_development) for more information.

In recruiting and selecting a candidate for the position, a subset of the qualifications and capability will form the Selection Criteria, **to a maximum of 10**.

*Insert the minimum qualifications, skills, knowledge, competencies and experience expected of the position holder. Insert Yes in the Selection Criteria column if a candidate should address the item in an application and a selection committee should test for it when shortlisting, interviewing and making a hiring recommendation.*

*Important: Note the guidance below for cases where certain items must also be Selection Criteria. This includes the Core Competence of Live ACU’s Mission, Vision and Values.*

| **Qualifications and Capability** | | **Selection Criteria?** |
| --- | --- | --- |
| **Qualifications and other credentials**  ***Refer to the relevant Academic Performance Matrix for guidance. If applicable, specify the evidence that demonstrates equivalence with the qualification level. Include professional registration.*** | | |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
| **Teaching, curriculum development and scholarship of teaching** | | |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
| ***Delete for roles in the Teaching-focussed Academic Career Pathway***  **Research** | | |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
| **Academic leadership/service** | | |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
|  | # | #Yes|No# |
| **Core Competencies**  ***Insert “Yes” in the Selection Criteria column for the Core Competencies that are identified as relevant to the Key Responsibilities above.***  ***“Live ACU’s Mission, Vision and Values” must be included in the Selection Criteria for all positions.*** | | |
|  | ***Do not delete – this must form part of the Attributes of the Position Holder and the Selection Criteria.***  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. | Yes |
|  | Apply Commercial Acumen: Understand the business environment in which ACU operates and adopt a University-wide point of view to seize opportunities and improve commercial viability. | #Yes|No# |
|  | Adapt to and Lead Change: Display openness and resilience, inspire others to change and act to make change happen with ACU’s interests, strategic goals and Mission at the heart of all outcomes. | #Yes|No# |
|  | Deliver Stakeholder Centric Service: Keep stakeholder interests at the core of ACU business decisions and ACU service excellence as a top priority. See the [ACU Service Delivery Model](https://staff.acu.edu.au/__data/assets/pdf_file/0009/629919/service-delivery-model-pages.pdf). | #Yes|No# |
|  | Collaborate Effectively: Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. | #Yes|No# |
|  | Communicate with Impact: Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. | #Yes|No# |
|  | Coach and Develop: Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement. | #Yes|No# |
|  | Be Responsible and Accountable for Achieving Excellence: Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence. | #Yes|No# |
|  | Know ACU Work Processes and Systems: Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness. | #Yes|No# |
|  | Make Informed Decisions: Make informed, evidence-based decisions by sourcing and interpreting University and business information. | #Yes|No# |
| **Other attributes** | | |
|  | Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment. | Yes |
|  | ***Include only if the position involves working with children. For guidance, refer to*** [***ACU Working with Children Checks***](https://staff.acu.edu.au/human_resources/recruitment_and_selection/working_with_children_checks) ***or contact*** [***Service Central***](https://acu.service-now.com/service_central)***. Otherwise, delete this row from the table.***  Evidence of ability to work with children, and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located. | Yes |
|  | ***Include only for positions in the ACT that involve providing services to vulnerable people who are experiencing disadvantage and access the service in relation to the disadvantage. For guidance, refer to the*** [***ACT Government website***](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804/kw/working_with_vulnerable) ***or contact*** [***Service Central***](https://acu.service-now.com/service_central)***. Otherwise, delete this row from the table.***  Evidence of ability to work with vulnerable people, and contribute to and protect their safety and wellbeing. The successful applicant will be required to be registered to work with vulnerable people in the Australian Capital Territory. | Yes |