

Policy Title: Academic Leadership Roles

Policy Owner: Senior Deputy Vice-Chancellor

Keywords: Academic Leadership Roles, Executive Dean, Associate Dean, Director (Research Institute); Co-ordinator

Policy Code: PL164 [hr127]

[Intent](#)

[Organisational Scope](#)

[Definitions](#)

[Policy Content](#)

[Accountabilities and Responsibilities](#)

[Related Documents](#)

[Contact Information](#)

[Approval History](#)

1. INTENT

To define the Academic Leadership roles at ECU and outline the key principles by which these roles are appointed, remunerated and managed.

2. ORGANISATIONAL SCOPE

All ECU Academic Staff appointed to academic leadership roles at ECU (excluding casuals and sessionals). This policy excludes central University Executive appointments and the roles of Dean, South West Campus, Dean, Graduate Research School and Dean, ECU International.

3. DEFINITIONS

TERM	DEFINITION
Academic Leaders	Academic Staff who are appointed to an Academic Leadership roles defined in this policy.
Line Management Responsibilities	The supervision of staff including performance discussions, approving workloads and leave as per ECU's policies and guidelines.

4. POLICY CONTENT

4.1. Overall Principles

4.1.1. The Academic Leadership roles defined by this policy are:

- i. Executive Deans;
- ii. Associate Deans;
- iii. Directors of Research Institutes;
- iv. Academic Co-ordinators:
 - a. Course Co-ordinators;
 - b. First Year Co-ordinators;
 - c. Unit Co-ordinators.

- 4.1.2. Academic Leaders contribute to the success of the University through leadership, planning and decision-making in the achievement of its strategic priorities.
- 4.1.3. Through leadership and mentoring, Academic Leaders will provide clear direction and priorities to the academic staff they lead in all areas of work.
- 4.1.4. An Academic Leader who holds another substantive position at the University will automatically revert to that substantive position and title at the conclusion of their fixed-term academic leadership role, or earlier (as detailed in 4.1.10.).
- 4.1.5. Where a role includes Line Management Responsibilities, an Academic Leader may supervise up to 30 staff, unless otherwise negotiated with the Executive Dean or Line Executive.
- 4.1.6. The Vice-Chancellor may confer an academic title onto an Academic Leader during the period of that Academic Leadership position. The academic title of Professor may be used by the incumbent of the role Executive Dean during the term of office. The academic title of Associate Professor may be used by the incumbent of the role of Associate Dean during the term of office.
- 4.1.7. Acting appointments into Academic Leadership roles may be offered for up to twelve (12) months, approved in accordance with the HR Delegations.
- 4.1.8. It is at the discretion of the Vice-Chancellor, or nominee, as to the conferral of an academic title onto an Acting Academic Leader during the period of their Acting Academic Leadership.
- 4.1.9. Where an incumbent is unable, for whatever reason, to carry out the role to which they have been appointed for more than four (4) weeks, any available allowance will not be paid for the duration of that period.
- 4.1.10. As provided at 4.1.4, the University or appointee may choose to end the appointment earlier by providing eight (8) weeks' written notice, or a lesser period where mutually agreed.

5. School Executive Leadership Roles

School Executive Leadership roles are responsible for developing, planning and supporting the strategic and operational direction for the school, guided by the University's strategic plans and priorities. The workload associated with these roles is considered as Academic Leadership and Service.

5.1 Executive Dean

The Executive Dean is responsible for overall strategic and operational leadership of a School, while supporting and influencing University strategy as a member of the University Executive.

5.1.1 Recruitment, Selection and Appointment

- i. The role of Executive Dean is a fixed term appointment, usually for a period of five (5) years. The appointment may be made from within a School – through an expression of interest process – or recruited externally, as determined by the Vice-Chancellor.
- ii. The role of Executive Dean will normally be filled by a Professor (Level E). The appointment of an Associate Professor (Level D) may be considered in exceptional

circumstances. If an Associate Professor (Level D) is appointed to the role of Executive Dean, the incumbent may use the academic title of Professor for the duration of the appointment. On cessation of the fixed term appointment as Executive Dean, the incumbent will revert to his/her substantive role (if applicable) and substantive academic title (unless promoted during the term as Executive Dean).

- iii. Any offer of a subsequent contract for an Executive Dean appointment must be subject to an appropriate and satisfactory end of contract assessment, to be completed by the Vice-Chancellor within six (6) months prior to the expiry of the term.

5.1.2. Accountability, Remuneration and Benefits

- i. The role of Executive Dean is full-time (1.0 FTE) and is considered an academic leadership role at School and University level as a member of the University Executive.
- ii. A summary of the Executive Dean's general responsibilities is outlined in Appendix 2.
- iii. The Vice-Chancellor will set key performance indicators and outcomes for which the Executive Dean is accountable.
- iv. Where required, an Executive Dean will undertake line management responsibilities for up to 30 staff.
- v. An Executive Dean will receive a negotiated salary package, based on the individual's experience, the size and complexity of the School, internal and external relativities, and performance in the role.

5.2 Associate Dean

The Associate Dean is responsible for supporting the Executive Dean in providing strategic and operational leadership for the core activities of a School within a portfolio allocated by the Executive Dean.

5.2.1 Recruitment, Selection and Appointment

- i. The following Associate Dean roles are available for appointment within a School:
 - a. Associate Dean (Teaching and Learning) – with responsibility for curriculum, teaching, learning and the student experience of these;
 - b. Associate Dean (Research) – with responsibility for research and research training;
 - c. Associate Dean (*Discipline*¹) – with responsibility for leading a cluster of staff within one or more academic disciplines.

The role of Associate Dean is a fixed term appointment, normally for an agreed period of up to three (3) years. The appointment may be made from within a School – through an expression of interest process – or recruited externally, as determined by the Executive Dean.

The role is a fractional role (normally between 0.3 FTE and 0.8 FTE), held concurrently with a substantive academic appointment.

- ii. The role of Associate Dean will normally be filled by an Associate Professor (Level D) or a Professor (Level E). The appointment of a Senior Lecturer (Level C) may be considered in exceptional circumstances. If a Senior Lecturer (Level C) is appointed to the role of Associate Dean, the incumbent may use the academic title of Associate

¹ The *Discipline* nomenclature used will be appropriate to the cluster of disciplines that the role leads within the School.

Professor for the duration of the appointment. On cessation of the fixed term appointment as Associate Dean, the incumbent will revert to his/her substantive role (if applicable) and substantive academic title (unless promoted during the term as Associate Dean).

- iii. Any offer of a subsequent contract for an Associate Dean appointment must be subject to an appropriate and satisfactory end of contract assessment, to be completed by the Executive Dean within six (6) months prior to the expiry of the term.

5.2.2 Accountability, Remuneration and Benefits

- i. The mix of academic leadership, teaching and/or research responsibilities will be negotiated with the relevant Executive Dean.
- ii. The role of Associate Dean is normally recognised in the range of 30% to 80% of an academic workload, taking into account the scope, complexity and scale of the role within the relevant School, and the size of the School.
- iii. A summary of the Associate Dean general responsibilities is outlined in Appendix 2.
- iv. An Associate Dean will be accountable for one of the portfolio of responsibilities outlined in Appendix 2 within the School as determined by the Executive Dean.
- v. Where required, an Associate Dean may undertake line management responsibilities for up to 30 staff.
- vi. The remuneration package offered to an Associate Dean is outlined in Appendix 1.
- vii. An Associate Dean reports to the Executive Dean, and may deputise for the Executive Dean as required.

5.3 Director, *Research Institute*²

The Director of a Research Institute is responsible for developing current and future research within the Institute to enhance ECU's research achievements, in alignment with the University's strategic priorities.

5.3.1 Recruitment, Selection and Appointment

- i. A Director of a Research Institute is typically appointed at Professor (Level E).
- ii. A Director of a Research Institute is normally offered a term of up to three (3) years, renewable subject to satisfactory performance and availability of sufficient external funding to support the research program.

5.3.2 Accountability, Remuneration and Benefits

- i. A Director of a Research Institute undertakes line management responsibilities and allocates and approves academic workloads for staff employed by the Research Institute.
- ii. A Director of a Research Institute reports to the Executive Dean of the relevant School.
- iii. A summary of the Director of a Research Institute's general responsibilities is outlined in Appendix 2.
- iv. The remuneration package offered to a Director of a Research Institute is outlined in Appendix 1.

² The *Research Institute* nomenclature used will reflect the title of the relevant Research Institute.

6. Academic Co-ordination Roles

6.1 Academic Co-ordinator

Academic co-ordination roles are integral to providing support for planning, development, delivery and continuous improvement of learning, teaching and the overall student experience of a course, unit or a related academic activity (e.g. accreditation, international programs etc) consistent with ECU policies and procedures. The workload associated with these roles is generally considered as learning and teaching activity.

Normally reporting to the Associate Dean (Discipline), the role of Academic Co-ordinator is a broad title encompassing numerous co-ordination roles within the Schools. These roles are responsible for supporting the planning, development, delivery and review of a specific portfolio, such as Year Group (other than First Year), International Programs, Clinical Programs, or Accreditation. The Academic Co-ordinator also provides academic advice to students or staff in relation to the specific portfolio.

6.1.1 Recruitment, Selection and Appointment

- i. An Academic Co-ordinator is appointed by the Executive Dean and is normally at Senior Lecturer (Level C) or Lecturer (Level B). Appointment at Lecturer (Level A) may be considered in exceptional circumstances.
- ii. The term of appointment of an Academic Co-ordinator is determined by the Executive Dean.
- iii. The nomenclature available for use in titling an Academic Co-ordinator includes:
 - a. *Activity* Co-ordinator (e.g. Practicum Co-ordinator);
 - b. Director, *Activity* (e.g. Director, International Programs); or
 - c. (*Year*) Year Co-ordinator, *Course Name*.

6.1.2. Accountability, Remuneration and Benefits

- i. Workloads for Academic Co-ordinators are negotiated as part of normal workload allocation and should be reflected in the workload allocation approach for the relevant academic work unit.
- ii. Academic Co-ordinators will not normally undertake line management responsibilities.
- iii. A summary of the Academic Co-ordinator's general responsibilities is outlined in Appendix 2.
- iv. An Academic Co-ordinator appointed at Lecturer (Level B) or Lecturer Level A may be entitled to an allowance, as outlined in Appendix 1.

6.1.3. Specialised Academic Co-ordinator Roles

The Academic Co-ordinator role is designed to be flexible and enable a school or other academic unit to develop roles that suite the needs of the local area.

The following specialised Academic Co-ordinator roles have however, been defined to ensure that there is a consistency of approach and understanding within the University as to the key accountabilities in the delivery of the teaching programs:

- **Course Co-ordinator** – Normally reporting to the Associate Dean (Discipline), the Course Co-ordinator is responsible for the development, delivery, and continuous improvement of learning and teaching of a course and the student experience of the course, across all modes and locations.

- **First Year Co-ordinator** – Normally reporting to the Associate Dean (Discipline), the First Year Co-ordinator is responsible for the development and delivery of the academic orientation and strategies for supporting successful transition of commencing students, across all modes and locations.
- **Unit Co-ordinator** – Normally reporting to the Associate Dean (Discipline), the role of Unit Co-ordinator is responsible for the development, delivery, assessment and continuous improvement of learning and teaching of a unit and the student experience of it, across all modes and locations. Unit Co-ordinators are responsible for co-ordinating and mentoring sessional staff as well as ensuring unit teaching staff operate as a team.

The specific responsibilities for each of these specialised roles is outlined in Appendix 2. The *Recruitment, Selection and Appointment* and *Accountability, Remuneration and Benefits* for specialised Academic Co-ordinator roles are consistent with those set out for Academic Co-ordinators.

7. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for the following:

Policy Owner

The Senior Deputy Vice-Chancellor overall responsibility for the content of this policy and its operation in ECU.

Managers

The Vice-Chancellor is responsible for ensuring this policy is adhered to when recruiting, selecting and appointing Executive Deans. The Executive Dean is responsible for ensuring this policy is adhered to when recruiting, selecting and appointing academic staff to Academic Leadership positions within Schools.

Staff

Staff are required to apply this policy when appointed into Academic Leadership roles and to seek guidance in the event of uncertainty as to its application.

All members of the University community are expected to comply with University Policy.

8. RELATED DOCUMENTS:

8.1 Other documents which are relevant to the operation of this policy are as follows:

- Academic Staff Performance Expectations and Outcomes (ASPEO) (HR175) Framework;
- Acknowledging Successful Performance in Research Excellence (ASPIRE) Framework;
- Code of Conduct (HR117);
- Internal Temporary Appointments Policy (HR168);
- Management for Performance System (MPS) (HR129);
- Recruitment, Selection and Appointment Policy (HR131);
- Role Based Development Framework (RBDF);
- Relevant ECU industrial instrument;
- Research Centres and Institutes Policy.

9. CONTACT INFORMATION

For queries relating to this document please contact:

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10. APPROVAL HISTORY

Policy Approved by:	Vice-Chancellor
Date Policy First Approved:	28 November 2005
Date last modified:	10 September 2018
Revision History:	<p>29 September 2010 (approved by the Vice-Chancellor)</p> <p>22 October 2013 (approved by the Vice-Chancellor)</p> <p>10 February 2016 (approved by University Executive)</p> <p>11 April 2017 (approved by the Acting Vice-Chancellor)</p> <p>10 September 2018 (approved by the Acting Vice-Chancellor)</p>
Next Revision Due:	10 September 2020
TRIM File Reference	Sub/18944

Appendix 1. Summary of the Remuneration Package Offered to Academic Leaders

Leadership Role	Appointee Level	Length of term	Line Management of Staff	Workload Allocation and Allowance \$								
Associate Dean	Professor (ALEVE), Associate Professor (ALEVD) * Senior Lecturer (ALEVC)	Initial appointment of up to 3 years. A subsequent contract may be offered subject to an appropriate and satisfactory end of contract review, to be completed a minimum of six months prior to the expiry of the term.	Supervision of no more than 30 staff	*** <table border="1"> <thead> <tr> <th>Workload</th> <th>Allowance</th> </tr> </thead> <tbody> <tr> <td>≥50%</td> <td>10%</td> </tr> <tr> <td>40%</td> <td>8%</td> </tr> <tr> <td>30%</td> <td>6%</td> </tr> </tbody> </table> Allowance based on % of Professor (Level E)	Workload	Allowance	≥50%	10%	40%	8%	30%	6%
Workload	Allowance											
≥50%	10%											
40%	8%											
30%	6%											
Director, Research Institute	Professor (ALEVE) * Associate Professor (ALEVD)	Initial appointment of up to 3 years. A subsequent contract may be offered subject to a satisfactory performance and availability of sufficient external funding availability.	Supervision of staff within the Research Institute	*** 10% of Professor (Level E)								
Academic Co-ordinator • Course Co-ordinator • First Year Co-ordinator	Lecturer (ALEVC) or above. * Lecturer (ALEVB)	As required	Not applicable	No additional allowance * ALEVB will receive 3% of Level C.1								
Academic Co-ordinator • Unit Co-ordinator	Lecturer (ALEVA) and above	As required.	Not applicable.	ALEVB and ALEVC – No additional allowance ALEVA will be paid at a minimum of ALEVA Step 006 for the term of this role.								

* Exceptional circumstances

** Base salary as per the relevant industrial agreement and negotiation on a case-by-case basis depending on the level of appointment

*** All exceptions to the assigned percentage of Professor (Level E) allowance must be approved by the Senior Deputy Vice-Chancellor.

Where a staff member is temporarily appointed in an acting capacity for a continuous period greater than one month, the Executive Dean may approve the transfer of an appropriate pro-rata cash benefit. In circumstances where no temporary appointment is made the absent staff member can continue to receive such allowance(s).

Appendix 2.

Role Statements for Academic Leadership Roles

School Executive Leadership Roles

1. [Executive Dean](#)
2. [Associate Dean \(Research\)](#)
3. [Associate Dean \(Teaching and Learning\)](#)
4. [Associate Dean \(Discipline\)](#)
5. [Director, Research Institute](#)

Academic Co-ordination Roles

1. [Academic Co-ordinator](#)
2. [Course Co-ordinator](#)
3. [First Year Co-ordinator](#)
4. [Unit Co-ordinator](#)

ROLE STATEMENT – EXECUTIVE DEAN

Role Summary

The Executive Dean is the executive leader of the School, and is accountable to the Vice-Chancellor for the effective and transparent management of the School. Fostering a collaborative and inclusive School culture, the Executive Dean develops and implements strategies based on creativity, innovation, sound risk management and forward thinking. The Executive Dean encourages strategic collaboration and engagement with other sections of the University and with external individuals and organisations to enhance ECU's national and international profile.

As a member of the University Executive, the Executive Dean also provides significant support and strategic leadership to wider University strategy. The role undertakes a strong engagement role nationally and internationally, representing the University in various forums. At all times, the Executive Dean demonstrates the University's values and represents its interests.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes expected in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System* (MPS);
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Outstanding scholarly record in a relevant discipline;
- Exceptional leadership capabilities, including experience in leading diverse, collaborative teams;
- Sound knowledge of higher education sector policy, trends, innovations and strategies, particularly in relevant discipline area;
- Capacity to develop and operationalise an internationalisation strategy;
- Demonstrated business acumen, prioritisation and resource management skills;
- Demonstrated capacity to build strategic networks and collaborative relationships;
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

Reporting to the Vice-Chancellor, the Executive Dean is the executive leader of the School, and a member of the University Executive.

The Executive Dean leads a broad academic and operational management team within the School, and is accountable for ensuring strategic objectives are operationalised at the School level.

Key responsibilities for the Executive Dean:

- Strategic leadership of the School and within the University based on ECU's vision and values;
- Accountable for driving the School's international reputation of excellence through performance goal setting and professional development within the School, and external engagement activities;
- Develops and strengthens collaborative relationships with relevant external organisations, increasing national and international School and University profile;
- Develops and executes an internationalisation plan in alignment with the ECU International Strategy;
- Provides consistent leadership and professional development to all School staff;
- Develops and pursues a commercially astute School growth strategy;
- Accountability for the School budget and operational planning;
- Demonstrates and fosters fair, equitable and inclusive practices in a diverse culture;
- Shapes University strategic decision-making through the University Executive;
- Responsible for meeting Key Performance Indicators (KPIs) in the areas of research, teaching, and internationalisation;
- Translates ECU strategy into operational outcomes at the school level;
- Ensures succession planning for School leadership roles;
- Ensures that the School complies with all relevant governance and other University requirements.

ROLE STATEMENT – ASSOCIATE DEAN (RESEARCH)

Role Summary

The Associate Dean (Research) is a member of the School's leadership team, developing and implementing research related strategies within the School. The Associate Dean (Research) reports to the Executive Dean, and collaborates across the School and University to drive the research performance of both. Fostering a collaborative and inclusive School culture, the Associate Dean (Research) develops and implements strategies based on creativity, innovation, sound risk management and forward thinking. The role has a strong focus on enhancing ECU's national and international research profile. The Associate Dean (Research) may also deputise in the Executive Dean's absence, and demonstrates the University's values and represents its interests at all times.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes expected in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System (MPS)*;
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Excellent scholarly record in a relevant discipline;
- Comprehensive leadership capabilities, including experience in leading diverse, collaborative teams;
- Sound knowledge of higher education sector policy, trends, innovations and strategies, particularly in the research domain;
- Demonstrated successful record of obtaining research grants and other funding;
- Capacity to develop and operationalise research strategy;
- Experience in leading change in a complex organisation;
- Demonstrated capacity to build strategic networks and collaborative relationships;
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

Reporting to the Executive Dean, the Associate Dean (Research) is responsible for developing and driving research performance and development within the School.

Key responsibilities for the Associate Dean (Research):

- Collaborating with the Executive Dean, develops and implements research strategies for the School;
- Establishes and refines activities aimed at increasing the national and international research profile of the School and University;
- Leads strategic identification and engagement with untapped external organisations / individuals for collaboration and funding;
- Strengthens existing collaborative relationships with internal and external groups;
- Develops the research and research-training strategy and programs of the School;
- Works collaboratively with the Deputy Vice-Chancellor (Research), Research Institutes and other research-related areas to facilitate quality research and the promotion of research outcomes;
- Drives the research performance and professional development of the School;
- Translates ECU research strategy and governance requirements into operational outcomes at the School level;
- Deputises for the Executive Dean when required and chairs relevant committees and working groups related to the Research portfolio.
- Deputises for the Executive Dean when required;
- Chairs relevant committees and working groups related to the portfolio.

ROLE STATEMENT – ASSOCIATE DEAN (TEACHING AND LEARNING)

Role Summary

The Associate Dean (Teaching and Learning) is a member of the School's leadership team, developing and implementing curriculum, teaching and learning strategies within the School with a focus on continuous improvement. The Associate Dean (Teaching and Learning) reports to the Executive Dean, and collaborates across the School and University to drive the teaching and learning performance of the University. Fostering a collaborative and inclusive School culture, the Associate Dean (Teaching and Learning) develops and implements strategies based on creativity, innovation, sound risk management and forward thinking. The role has a strong focus on enhancing ECU's national and international profile, particularly in the area of teaching and learning, curriculum design and overall student experience of these. The Associate Dean (Teaching and Learning) also deputises in the Executive Dean's absence, and demonstrates the University's values and represents its interests at all times.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes expected in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System (MPS)*;
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Excellent scholarly record in a relevant discipline;
- Comprehensive leadership capabilities, including experience in leading diverse, collaborative teams;
- Sound knowledge of higher education sector policy, trends, innovations and strategies, particularly in relation to learning, teaching, and the associated student experience;
- Capacity to develop and operationalise institutional and school academic governance requirements along with the learning, teaching and student experience strategy within the school;
- Experience in leading change in a complex organisation;
- Demonstrated capacity to build strategic networks and collaborative relationships;
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

Reporting to the Executive Dean, the Associate Dean (Teaching and Learning) works with the Pro-Vice Chancellor, Education, to actively pursue University, and School goals in learning, teaching and overall student experience, with a focus on undergraduate and post-graduate course work programs..

Key responsibilities for the Associate Dean (Teaching and Learning):

Academic Governance

- Manage and report on a range of academic integrity activities within the School as prescribed by university policy and governance requirements.
- Effectively manage and approve assessment practices in accordance with university rules, policies and procedures.
- Actively promote course and unit quality and standards through effective management of curriculum approval processes in accordance with university rules, policies and procedures.
- Represent the School on the Education Committee, a sub-committee of Academic Board and actively participate in its working groups.
- Chair the School Learning and Teaching Committee and ensure the Committee fulfils its obligations as per the University policy and governance requirements.

Leadership

- Translates ECU learning, teaching and student experience strategies and University governance requirements into operational outcomes at the School level;
- Work collaboratively to facilitate cross-School, interdisciplinary initiatives.
- Actively support staff with teaching awards and grants, both internal and external, and promote the scholarship of teaching and learning within the School (including co-ordinating the selection process for teaching award nominees).
- Support School submissions to Board of Examiners
- Collaborate with the Directorate of the Centre for Learning and Teaching to promote a learning and teaching culture which is aligned to the University Strategic Plan and relevant curriculum policies, including:
 - stronger links between teaching and research,
 - directions in Technology Enhanced Learning,
 - student success, internationalisation,
 - embedding of Australian Aboriginal and Torres Strait Islander perspectives, and
 - other learning and teaching initiatives.
- Mentor and/or arrange mentoring for teaching staff in relation to effective practice in learning and teaching and facilitate processes for peer review of teaching within the School.
- Deputises for the Executive Dean when required and chairs relevant committees and working groups related to the teaching and learning portfolio including the School Curriculum Teaching and Learning Committee.

Continuous improvement

- Actively engage with quality indicators for learning and teaching data, including UTEIs, QILT and Analytics to engage teaching staff in continuous improvement of learning and teaching.
- Lead and manage the student learning experience for student retention and learning success and actively supporting the School focus on student learning and transitions.
- Co-ordinate Course Performance Reviews and Distribution of Grades Report and implement recommendations arising out of audits and reviews (e.g. TEQSA, ESOS, professional accreditation and internationalisation).

ROLE STATEMENT – ASSOCIATE DEAN (DISCIPLINE)

Role Summary

The Associate Dean (Discipline) is a member of the School's leadership team, managing a discipline cluster within the School and the associated staff. The Associate Dean (Discipline) reports to the Executive Dean, and is the line manager for a specific group of academic staff responsible for delivery of high quality academic programs. Fostering a collaborative and inclusive School culture, the Associate Dean (Discipline) guides academic performance and development within a discipline cluster within the School based on creativity, innovation, sound risk management and forward thinking. The Associate Dean (Discipline) also deputises in the Executive Dean's absence, and demonstrates the University's values and represents its interests at all times.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes expected in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System (MPS)*;
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Excellent scholarly record in a relevant discipline;
- Relevant experience in line management and leading diverse, collaborative teams;
- Capacity to develop, operationalise and review research, teaching and learning programs;
- Demonstrated capacity to build strategic networks and collaborative relationships; and
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

Reporting to the Executive Dean, the Associate Dean (Discipline) is responsible for guiding academic performance and development within a discipline cluster within the School.

Key responsibilities for the Associate Dean (Discipline):

- Leads academic performance in a discipline cluster;
- Collaborate with the Associate Dean (Teaching and Learning) to enhance learning, teaching and the overall student experience
- Proactively support Course Co-ordinators in their role of building coherent course experiences
- Contributes to the strategic direction and governance of the School;
- Pursues opportunities to improve discipline teaching, learning and research activities, including cross-discipline collaborations;
- Deputises for the Executive Dean when required;

- Accountability for a budget, where applicable; and
- Accountability for managing staff performance and development within a discipline cluster comprising academic, professional (where applicable) and sessional staff.

ROLE STATEMENT – DIRECTOR, RESEARCH INSTITUTE

Role Summary

Reporting to the Executive Dean, the Director of a Research Institute is responsible for developing current and future research within an Institute to enhance ECU's research achievements in alignment with and University strategic priorities.

The Director continues to pursue their academic work through negotiated involvement in research and research training, as agreed with the Executive Dean.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System* (MPS);
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Excellent scholarly record in a relevant discipline;
- Demonstrated leadership capabilities, including experience in leading diverse, collaborative research teams;
- Sound knowledge of policy, trends, innovations and strategies, particularly in the relevant discipline area;
- Demonstrated successful record of obtaining research grants and other funding;
- Capacity to promote and operationalise the research strategy;
- Demonstrated capacity to build strategic networks and collaborative relationships nationally and internationally; and
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

Reporting to the Executive Dean, the Director of a Research Institute is responsible for developing and driving research performance and development within the scope of the Institute that they lead for the benefit of the School and University.

Key responsibilities for the Director of a Research Institute include:

- Collaborating with the Executive Dean, to develop and implement current and future research for the Institute;
- Establishes and refines activities aimed at increasing the national and international research profile of the Institute, School and University;
- Strengthens existing collaborative relationships with internal and external groups;

- Works collaboratively with the Deputy Vice-Chancellor (Research), Associate Dean (Research), Research Institutes and other research related areas to facilitate quality research and the promotion of research outcomes;
- Conducting research in the area relevant to the Research Institute and creating and developing inventions in the field of research
- Drives the research performance and fosters a culture of capacity building through mentoring and professional development of the Institute; and
- Translates ECU research strategy and governance requirements into operational outcomes at the Institute.

ROLE STATEMENT – COURSE CO-ORDINATOR

Role Summary

The role of Course Co-ordinator is responsible for leading and managing a specified course within the School and provides sound advice to students or staff in relation to the course. Working closely with other Academic Co-ordinators, Associate Deans, Academic Co-ordinators, Unit Co-ordinators and other academic and professional staff, the Course Co-ordinator promotes a collaborative and forward-thinking culture within the School and University, ensuring a positive teaching, learning and student experience.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes expected in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System* (MPS);
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Demonstrated capacity to build an excellent academic and research profile in relevant discipline;
- Relevant experience in leading diverse, collaborative teams;
- Capacity to develop, operationalise and review academic programs or activities;
- Demonstrated capacity to build strategic networks and collaborative relationships; and
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

With the support of the Executive Dean, Associate Dean (Teaching and Learning) and Associate Dean (Discipline) and in collaboration with Unit Co-ordinators and relevant professional staff, the Course Co-ordinator will:

Course Governance and Design

- Ensure course design and delivery is relevant to qualification level (Australian Qualifications Framework) and consistent with curriculum design policies and procedures, professional accreditation standards, relevant regulatory frameworks and threshold standards, as applicable.
- Ensure course learning outcomes are fit for purpose with alignment across unit learning outcomes, activities and assessment types across the course, enabling progressive development and achievement through learning, teaching and assessment design.
- Align course program to ECU's strategic direction in learning and teaching (e.g. technology enhanced learning, work integrated learning, internationalisation).

- Ensure integrity of curriculum and compliance with relevant standards (incl. resources and facilities) across modes/campuses/ locations/study periods and afford students equivalent opportunity to achieve the stated learning outcomes, regardless of their location or mode of study.
- Prepare and maintain course information for relevant databases, such as the Curriculum Approval and Publication System (CAPS), ECUonQ, and in marketing and internal publications, ensuring accuracy and currency of course information.
- Direct accreditation processes, where applicable.

Moderation and Assessment

- Ensure performance criteria for each course learning outcome are identified with assessment tasks providing evidence for the progressive attainment of course learning outcomes.
- Monitor the effectiveness of assessment including academic standards across all modes and locations, taking a whole-of-course approach.
- In cases where engaging with third party providers, communicate with relevant staff in relation to all aspects of the learning, teaching, moderation and assessment of the course as well as monitoring the overall student experience and providing timely feedback to teaching staff.
- Manage the provision of timely feedback to students on achievement in relation to course learning outcomes.

Student Support

- Actively engage with issues and concerns with the course and refer for appropriate action in accordance with university rules, policies and procedures.
- Provide advice on administrative aspects of student enrolment and advanced standing as required.
- Actively promote staff engagement with student support services including the development of generic skills including English language proficiency.
- Engage with Learning Advisers and other professionals to support students' success in the course as well identify students who require such support.

Continuous Improvement

- Monitor course quality by engaging with data on the student experience, unit reviews and respond to such data, developing action plans for curriculum improvements/enhancements to the course.
- Monitor and respond to student enrolment, progress, retention, satisfaction, and achievement data.
- Actively engage with regular quality enhancement strategies including using course reviews, course performance reports and benchmarking as set out in curriculum evaluation and review policies and procedures.

Leading Teams

- Build a team to design, teach, and review the curriculum of a course, ensuring all team members have appropriate skills, access to resources to undertake the course teaching and assessment activities, and receive appropriate induction on course content, objectives, resources, responsibilities and professional development opportunities.
- Lead the course teaching team, including sessional staff, in scholarly approaches to learning, teaching and assessment, ensuring support and mentoring of Unit Co-ordinators in supervising unit teaching staff.
- Actively contribute to relevant learning, teaching and student experience committees.

ROLE STATEMENT – FIRST YEAR CO-ORDINATOR

Role Summary

The role of the First Year Co-ordinator is central to successful transition experiences for students. The First Year Co-ordinator/s is responsible for leading and co-ordinating academic orientation and strategies supporting the successful transition of commencing students. First Year Co-ordinators also take a leadership role in curriculum development.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System (MPS)*;
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Demonstrated capacity to build an excellent academic profile in relevant discipline;
- Relevant experience in leading diverse, collaborative teams;
- Capacity to develop, operationalise and review first year academic programs or activities;
- Demonstrated capacity to build strategic networks and collaborative relationships; and
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

With the support of the Executive Dean and in collaboration with the Associate Dean, Teaching and Learning, Course and Unit Co-ordinators, the First Year Co-ordinator is responsible for implementing strategies that help students engage in their first year and successfully transition to their second year in the discipline. First Year Co-ordinator/s in each School achieve these outcomes required of the role in different ways, appropriate to the discipline and the cohort. The key activities of the First Year Co-ordinator will be informed by the university strategic approach to student retention and success.

Key responsibilities for the First Year Experience Co-ordinator:

Facilitate unit design and improvement

- Consult with Course Co-ordinators to ensure first year curriculum is appropriate and integrated with overall course.
- Collaborate with Unit Co-ordinators of first year units to ensure a coherent and positive student experience through quality teaching and learning processes.
- Collaborate with the Centre for Learning and Teaching to ensure adequate learning support is provided to first year students, embedding learning support where appropriate.

Build a sense of purpose

- Support students to develop a sense of purpose in their course/discipline.
- Collaborate with course co-ordinators, relevant first year unit co-ordinators and Centre for Learning and Teaching to embed career development learning where appropriate.

Academic preparedness

- Work with students and staff to support students to become independent learners who are resilient when faced with expected/unexpected challenges.
- Work closely with course co-ordinator and academic staff to support the inclusion of transition strategies across the course.

Build a sense of belonging

- Implement strategies to foster student-student and student–staff interaction and encourage students to be active participants in their learning.
- Provide opportunities that foster student engagement (including Orientation activities) and welcome the rich diversity of resources that students bring, with special consideration for Aboriginal and Torres Strait Islander students, students for whom English is not first language, students with disability, mature aged students, students who are the first in their family to attend University and students studying off campus.

Support individual needs

- Work with relevant Centre for Learning and Teaching staff, Student Services staff and first year unit co-ordinators to co-ordinate proactive and systematic processes targeting engagement, retention and success of commencing students, supporting students who may discontinue their studies.

Evidence-informed / Evidence-based practice

- Engage with data on the overall first year student experience of learning and teaching and respond to such data, informing students of actions taken in response to feedback.
- Report to the Executive Dean and Associate Dean, Teaching and Learning, annually on the effectiveness of the School's orientation and transition activities.

Professional learning

- Collaborate with Centre for Learning and Teaching to ensure adequate professional learning for relevant staff.

ROLE STATEMENT – ACADEMIC CO-ORDINATOR

Role Summary

The role of Academic Co-ordinator is a leadership role within the School which is responsible for a particular portfolio, such as Courses, Year Group (other than First Year), International Programs, Clinical Programs or Accreditation.

The Academic Co-ordinator leads and manages specified academic programs or activities and provides sound advice to students or staff in relation to the specific portfolio. Working closely with other Academic Co-ordinators, Associate Deans, Course Co-ordinators, Unit Co-ordinators and other academic staff, the Academic Co-ordinator promotes a collaborative and forward-thinking culture within the School and University, ensuring a positive student experience.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes expected in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System* (MPS);
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Demonstrated capacity to build an excellent academic and research profile in relevant discipline;
- Relevant experience in leading diverse, collaborative teams;
- Capacity to develop, operationalise and review academic programs or activities;
- Demonstrated capacity to build strategic networks and collaborative relationships; and
- Capacity to foster a culture of capability building and mentoring.

Role Responsibilities

Normally reporting to the Associate Dean (Discipline), the Academic Co-ordinator is responsible for managing specific portfolios, such as Courses, Year Group, International, Clinical Programs and Accreditation.

Broad responsibilities for Academic Co-ordinator within relevant portfolios include:

- Plans, develops and manages the delivery of academic programs in a discipline or course, ensuring quality assurance and quality enhancement of the program;
- Develop and provide opportunities that foster student engagement (including orientation activities) and develop a sense of purpose in their discipline/course to support them to becoming independent learners who are resilient when faced with expected/unexpected challenges;

- Collaborate with course and unit co-ordinators to ensure curriculum is appropriate and integrated with the overall course and provides a coherent and positive student experience for a specific year group.
- Engage with data (when available) on the student experience of learning and teaching and respond to such data, informing students of the actions taken in response to feedback.
- Implements strategic student advice to support students' experience, participation and performance;
- Engages with the profession / industry; and/or
- Pursues opportunities to improve discipline learning, teaching, student experience and research activities, including cross-discipline collaborations.

ROLE STATEMENT – UNIT CO-ORDINATOR

Role Summary

The role of Unit Co-ordinator is central to the student experience. The Unit Co-ordinator is responsible for the development, delivery, assessment, and review of learning and teaching in units across all modes and locations, including ECU's campuses and in partnership with 3rd party providers.

The Unit Co-ordinator also promotes a collaborative and forward-thinking culture within the School and University.

In addition to the responsibilities detailed in this role statement, academic staff are expected to achieve and maintain the outcomes outlined in the *ECU Academic Staff Performance Expectations and Outcomes Framework*.

Organisational Values and Expectations

All ECU Staff are guided by the University's Values – Integrity, Respect, Rational Inquiry and Personal Excellence.

Our staff are required to:

- participate in all ECU, team and individual planning activities, including *Management for Performance System* (MPS);
- comply with ECU policies and practices in all aspects of their work and conduct; and
- ensure the safety and wellbeing of themselves and others by complying with Health, Safety and Equity requirements.

ECU acknowledges and respects the continuing association with Nyoongar people, the traditional custodians of the land, upon which its campuses stand and programs operate.

Capabilities Required

The role requires the following attributes:

- Demonstrated capacity to build an excellent academic and research profile in relevant discipline;
- Relevant experience in co-ordinating teams;
- Capacity to develop, operationalise and review academic activities;
- Demonstrated capacity to build collaborative relationships.

Role Responsibilities

With the support of the Course Co-ordinator, Associate Dean, Discipline, and Associate Dean (Teaching and Learning), the Unit Co-ordinator is responsible for ensuring the integrity, relevance and currency of the unit being co-ordinated in relation to both documentation and delivery across all modes and locations, including in partnership with third party providers.

Key responsibilities for the Unit Co-ordinator are:

Unit Governance and Design

- Ensure units are effectively designed and delivered consistent with relevant curriculum design policies and procedures, the unit's qualification level and professional accreditation standard, as applicable.
- Ensure unit learning outcomes and assessment types are comparable across modes/campuses/ study periods and afford students equivalent opportunity to achieve learning outcomes.
- Generate and maintain the Unit Outline information in Curriculum Approval and Publication System (CAPS), specific to the delivery location and consistent with the ECU endorsed templates, ensuring it is available to students as specified by curriculum design policies and procedures.
- With the support of the Course Co-ordinator, provide leadership for all staff teaching within the unit, including sessional staff across all modes and locations.

- Liaise with the Library and third party partners concerning unit resources and texts as required, ensuring advance ordering occurs and resources made available to students.
- Prepare and maintain the Blackboard site for the unit in accordance with relevant University guidelines, including ECU's Standards for Technology Enhanced Learning.
- As Examiner, prepare and finalise materials for the examination process following consultation, where appropriate, with other academic staff teaching the unit and submit via the Online Examination Submission System (OESS) to a co-examiner for review and endorsement.

Moderation and Assessment

- Ensure components of assessment within the unit elicit appropriate and adequate evidence consistent with the unit learning outcomes and are supported with appropriate pre and post assessment moderation activities.
- Provide and manage the provision of clear, constructive and timely feedback on assessment tasks to students on achievement in relation to unit and relevant course learning outcomes attained as set out in ECU's policies and procedures on assessment, examination and moderation.
- Monitor all aspects of assessment integrity across all modes and locations and refer concerns as per the requirements of University rules, policies and procedures.
- In cases where engaging with third party providers, communicate with relevant staff on all aspects of the learning, teaching, moderation and assessment of the unit as well as monitoring the student experience and providing timely feedback to teaching staff.

Student Support

- Engage with Learning Advisers and other professionals to support students' success in units as well as identify students who require such support.
- Actively engage with student issues and concerns with the unit and refer as required.
- Actively promote both academic and non-academic support services to all students.

Continuous Improvement

- Engage with and respond to data on the student experience of learning and teaching, informing students of the actions taken in response to feedback. Report on the unit's success and comparative standards across all locations in annual unit reviews.
- Maintain familiarity with current policies, procedures and institutional standards relating to the design, delivery and assurance of learning, teaching and the student experience.
- Continuously engage in professional learning to enhance teaching quality across all modes and locations.