

POSITION DESCRIPTION

Position Title	Professor in Quantitative Analysis		
Organisational Unit	The Faculty of Education and Arts		
Functional Unit	Institute For Learning Sciences & Teacher Education		
Nominated Supervisor	Director, Institute for Learning Sciences and Teacher Education		
Career Pathway	Research Only		
Classification	Academic Level E Increment 1		
CDF Level	E Research Only CDF1	Position Number	10610914
Attendance Type	Full Time	Date reviewed	04-APR-2022

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 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 to grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

Each portfolio consists of several Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission 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. For further information about the University please refer to the Organisation Chart.

All our staff contribute to the achievement of our goals set out in the Strategic Plan 2020-2023 and aim to provide high quality services with a strong focus on service excellence. Several frameworks and standards also express the University's expectations of conduct, capability, participation and contribution of staff.

ABOUT THE FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts hosts the National School of Education, the National School of Arts, and two vibrant, multidisciplinary research institutes: the Institute for Learning Sciences and Teacher Education, and the Institute of Humanities and Social Sciences. The Faculty is recognised nationally and internationally as a leader in teacher education, and for its rapidly rising profile in the humanities and social sciences, especially in the disciplines of history, politics and sociology.

Operating across seven of our eight campuses which include Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 12,000 students and offers an engaging program of teaching and research for students and staff. Through its research collaborations, student exchange programs and community engagement initiatives, the Faculty also has strong connections with international universities and an array of government, not-for-profit and private organisations.

ABOUT INSTITUTE FOR LEARNING SCIENCES &TEACHER EDUCATION

The Institute for Learning Sciences and Teacher Education (ILSTE) is a national research institute hosting a team of eminent researchers and international scholars undertaking nationally-funded research studies with a range of industry-funded partners. Our research draws on both qualitative and quantitative methodologies and includes large-scale, longitudinal studies and meta-analyses. A priority focus is on research relating to policy and practice.

ILSTE's research focuses on 21st Century learning, student diversity, innovation and engagement across eight areas of research concentration:

- assessment, evaluation and student learning
- STEM in education
- early childhood futures
- educational semiotics in English and literacy pedagogy
- teachers' work and workforce studies
- data analytics and learning interventions.

ILSTE also has a growing team with expertise in data analytics including data design, statistical methods for modelling complex data (including longitudinal survey, administrative and linked datasets) and data science. Our researchers are experienced with generating and disseminating new knowledge to improve the learning outcomes of children and young people, especially those experiencing disadvantage, on the margins or at risk.

ILSTE provides a forum for researchers, scholars, policy makers and practitioners to collaborate and share evidence-based knowledge to address barriers to achievement and learning engagement faced by young people.

ILSTE has membership of the new ACU Research Centre for Digital Data and Assessment in Education, whose

researchers will examine digital disruption, assessment and data analytics as subjects of research, policy and practice in schooling reform and teacher education. The transformations occurring due to new and emerging technologies and their impact is largely under-researched. The Centre will address this gap and extend ACU's research standing through generating new knowledge through research collaborations and other partnerships across researchers and with national, state-based and global education agencies (e.g. UNESCO).

The Centre's three programs are Data/digital practices at system and school level; Data Innovation for Learning Progressions and Life Course in Teacher Education, and Digital Foundations in the Early Years.

For further information about the Institute visit <https://www.acu.edu.au/research/our-research-institutes/institute-for-learning-sciences-and-teacher-education>

For further information about the Research Centre for Digital Data and Assessment in Education visit <https://www.acu.edu.au/research/our-research-institutes/research-centre-for-digital-data-and-assessment-in-education>.

POSITION PURPOSE

The Professor in Quantitative Analysis will be an outstanding scholar of significant international standing in the fields of data analytics and the use of quantitative methods related to teacher preparation, teaching effectiveness and change. They will publish high-quality research in leading international outlets that strengthens ACU's research reputation and positions the University as a sector leader in the discipline of education and teacher education specifically. The successful applicant may also undertake a leadership role within the Learning Sciences and Teacher Education Institute.

In addition, the Professor in Quantitative Analysis will contribute to the research life of the Institute through leading collaborative grant applications, enhancing research partnerships, participating in research seminars, and attending conferences to disseminate the outcomes of their research. The successful applicant will attract and supervise Higher Degree Research students and advise on the development of research-related teaching initiatives consistent with the expectations of the duties of a Professor. Demonstrated research strength in quantitative methods and survey design and related analysis are essential.

KEY 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 2020-2023](#)
- [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.
- ACU Staff Reconciliation Action Plan

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 which describes the performance standards in areas of academic activity.
- The Capability Development Framework 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

Responsibility	Broad Area of Academic Activity
Conduct research of international standing in the area of schooling, teacher education and pursue opportunities for establishing interdisciplinary teams.	Research
Produce world class publications as sole author and in collaboration with members of the Institute to be published in high-quality international peer-reviewed outlets.	Research
Prepare and submit research grant and significant consultancy applications, and actively identify and seek funding from external bodies, in collaboration with other researchers within the Institute and Faculties.	Research
Provide strong and collaborative local leadership of research in Learning Sciences and grow international and national partnerships in consultation with the Institute Director.	Research
Actively contribute to the intellectual and collegial life of the Institute, the Faculty of Education and Arts, and the University.	Academic Leadership and Service
Provide high quality research supervision to staff and HDR students.	Research
Other duties as required appropriate to the level of appointment.	Research

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	<ul style="list-style-type: none"> • Qualification - A PhD in a related discipline ie. Statistics, Education, Policy, Medical Research. • Experience - A sustained outstanding track record of research achievement including in aligned areas like Statistics, Education, Policy or Medical Research. This will be evidenced by high quality publications in leading international journals and in prestigious international publishing houses. • Experience - Demonstrated ability to work individually, in research teams and in industry partnerships to deliver shared goals and meet deadlines. • Experience - Success in securing and completing national competitive research grants and external research consultancies that show methodological strength and that advance the field. • Experience - Track record in working in interdisciplinary teams. • Experience - A successful track record of early career researcher supervision and contribute to higher degree research student supervision through to completion. • Experience - Demonstrated success in the leadership of a research team or academic administrative unit. • Skill - Demonstrated ability to engage a wide public audience and promote the University's strength in the related disciplines of teacher education and policy and assessment.
Core Competencies:	<ul style="list-style-type: none"> • 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. • Understand the business environment in which ACU operates and adopt a university-wide point of view to seize opportunities and improve commercial viability. • Display openness and resilience, inspire others to change and act to make change happen with ACU's strategic goals and Mission at the heart of all outcomes. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.
Essential Attributes:	<p>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.</p>
Working with children and vulnerable adults check	<p>Evidence of the ability to work with children and/or vulnerable adults and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.</p>

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart
<https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure>

