



**POSITION DESCRIPTION**

<b>POSITION TITLE:</b> Academic Coordinator – Special Projects	<b>CLASSIFICATION LEVEL:</b> Bond Level 6
<b>SCHOOL/OFFICE:</b> Office of Learning and Teaching	<b>DATE POSITION CLASSIFIED/UPDATED:</b> November 2021

*This position is first and foremost with Bond University and although this position is described as operating within a section of the university, it is a fundamental requirement of your position that the best interests of the university must be your priority at all times.*

**PURPOSE OF THE POSITION:**

The primary duties of this position will be leading, enhancing, expanding, and coordinating the Academic Development and Special Projects portfolio within the Office of Learning and Teaching. Key duties also include coordinating projects that drive teaching innovation, support a transformative student learning experience, enhance program evaluation practices, and enable the scholarship of learning and teaching at Bond University.

This position will focus on coordination of strategic educational projects and initiatives, providing high level learning and teaching advice, action research, data analysis, review, and reporting outputs to support continuous improvement at Bond University.

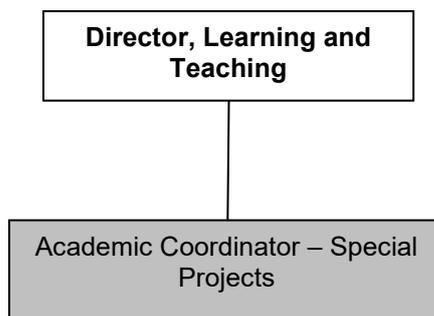
The role involves several key responsibilities, including, but not limited to:

1. The provision of high-level advice and supports to ensure academic programs, educational development, and learning and teaching delivery align with the strategic priorities of the University, inspiring students and innovating through pedagogical and educational best practice.
2. The provision of advice to support assurance of learning, accreditation and benchmarking activities across multiple departments and stakeholders
3. Evaluation, review and reporting on strategic learning and teaching projects to ensure alignment with Bond University strategic goals and priorities
4. Coordination of key priority projects and/or activities including, but not limited to online learning, e-assessment, hybrid and multi-modal teaching and evaluations of teaching
5. Coordination of activities to support building a culture of teaching excellence including scholarship of learning and teaching, teaching awards, annual events to promote learning and teaching.

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**REPORTING RELATIONSHIP:**

This position reports to:

**SELECTION CRITERIA:**

1. A PhD or equivalent degree (eg. EdD) in an area of study relevant to learning and teaching, educational development, and/or adult education.
2. Substantial experience in academic development, teacher education and/or instructional design in a higher education setting.
3. Demonstrated excellence in teaching and the development, implementation and review of curriculum.
4. Demonstrated experience in planning, developing, facilitating and/or reviewing professional development programs, activities and services to build institutional capacity and individual capability in learning and teaching.
5. Proven ability to coordinate academic projects or teaching/learning initiatives and events in professional settings.
6. Excellent oral and written communications skills and advanced report writing skills
7. An understanding of contemporary best practice in education in relation to the development of teacher expertise and professional learning programs.
8. Proven initiative and the ability to manage a number of complex tasks simultaneously.
9. A service orientation together with a 'client-customer' focus.

**DESIRABLE CRITERIA:**

1. Previous experience working in a tertiary environment in learning and teaching.
2. Ability to work effectively and collaboratively in multi-disciplinary teams, faculties, and networks.
3. Knowledge and understanding of educational technologies and online learning.
4. Ability to conduct action research and produce quality publications on learning and teaching topics including online learning, e-learning, assessment, and assurance of learning.
5. Capacity to support academic staff in research and publication relevant to learning and teaching.

6. Previous experience supporting accreditation, benchmarking an/or program review at university level for assurance of learning.

COMPETENCY:	RESPONSIBILITY:	PERFORMANCE INDICATORS:
<p><b>Academic development, coordination</b></p>	<ul style="list-style-type: none"> <li>• Design, develop and conduct action research and scoping on strategic learning and teaching priority areas (e.g., Educational technology, intensive mode teaching, e-assessment)</li> <li>• Coordination of data, analysis and reporting for learning and teaching projects and academic development initiatives aligned with OLT and University strategic agenda</li> <li>• Provides high level advice and assistance with accreditation, assurance of learning and curriculum review/evaluation activities within OLT and the wider University</li> </ul>	<ul style="list-style-type: none"> <li>• Educational and action research activities and actions reflect current best practice and satisfy a range of university stakeholders</li> <li>• Scoping documents and investigations conducted on strategic learning and teaching priority areas are comprehensive, relevant and reflect an evidence-based approach</li> <li>• Reports produced for university stakeholders are high quality, professional and timely in order to inform decision-making</li> <li>• Educational resources, publications and online materials support learning and teaching and professional growth of Bond University educators</li> <li>• Records and data are maintained and regularly updated for currency</li> <li>• Analysis and reporting of data is accurate and provides appropriate information on strategic learning and teaching goals</li> <li>• Reports for Director, Learning and Teaching and senior management are provided within specified guidelines and timeframes</li> <li>• Internal service users and academic clients report high levels of</li> </ul>

	<ul style="list-style-type: none"> <li>• Manage learning and teaching initiatives, online/hybrid program and subject development and LMS projects</li> <li>• Design, develop and coordinate academic development publications, online resources and guides on existing and emerging learning and teaching topics aligned with university strategy and policy</li> </ul>	<p>satisfaction with quality of academic development publications and online materials</p> <ul style="list-style-type: none"> <li>• Assurance of learning is supported through high level pedagogical, policy and system knowledge and advice</li> <li>• Curriculum review activities are provided within agreed quality parameters and timeframes</li> <li>• All projects are effectively managed, with deadlines met and targets achieved.</li> <li>• Effective contributions are evidenced through advancements of TEL, online programs and LSM at University level</li> <li>• Appropriate coordination of OLT team members collaborating on specific projects is evidenced</li> </ul>
<p><b>Program evaluations and advice regarding innovations and accreditation supports/advancement</b></p> <p><b>Coordination of key learning and teaching service initiatives and systems</b></p>	<ul style="list-style-type: none"> <li>• Provide advice and assistance to support evidence-based decision-making in relation to learning and teaching service provisions and future strategic project proposals</li> <li>• Provide strategic coordination and leadership of program evaluations and curriculum innovations</li> <li>• Support accreditation activities and quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Regular liaison and communication with university stakeholders (e.g., ITS/Faculty) to facilitate effective management of specific initiatives and project activities.</li> <li>• Learning and teaching systems are updated regularly and reflect best practice</li> <li>• Program evaluation work reflects a command of higher education learning and teaching best practice and understanding of audit and evaluation in education</li> </ul>

		<ul style="list-style-type: none"> <li>• Accreditation advice is aligned with internal and external benchmarking, policy and accreditation requirements to ensure compliance</li> <li>• Use of internal OLT records and data as well as external benchmarking and scoping is evidenced in advice and assistance</li> <li>• Assistance and work undertaken reflects a proactive, strategic and supportive approach to quality service provisions and operations</li> </ul>
<p><b>Special projects including SoTL, Teaching Evaluations, Learning Space innovations and enhancements</b></p>	<ul style="list-style-type: none"> <li>• Support the coordination of special projects aimed at ensuring a high quality of teaching and learning</li> <li>• Provide high level advice and coordination supports for key priority projects within OLT and on behalf of other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Special projects are managed with efficiency and produce outputs that contribute to high quality teaching and learning</li> <li>• Advice, leadership and work activities relating to priority projects reflect best practice in adult learning, tertiary education and emerging pedagogies</li> <li>• Work outputs reflect a strong command of the field and document the impact of innovations and enhancements for university stakeholders</li> </ul>
<p><b>Other activities to assist the Director of Learning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Assist the Director, Learning &amp; Teaching in maintaining high quality academic development support services and operations as required</li> </ul>	<ul style="list-style-type: none"> <li>• Supports and actions are professional, consultative, and collaborative and reflect a commitment to continuous improvement on an individual, departmental and institutional level.</li> </ul>
<p><b>Understanding of Quality Assurance</b></p>	<ul style="list-style-type: none"> <li>• Staff should demonstrate an understanding of the principles of quality assurance and</li> </ul>	

	<p>continuous improvement as they apply at Bond University.</p> <ul style="list-style-type: none"> <li>• Staff are expected to demonstrate an ongoing commitment to the Bond University Strategic Plan, university policy and to our quality assurance processes.</li> </ul>	
<b>Understanding of Cultural Sensitivity</b>	<ul style="list-style-type: none"> <li>• Staff will come into contact with staff and students from a variety of cultural backgrounds. It is expected that mutual respect, cultural awareness and cultural sensitivity will form the basis of the professional working relationship.</li> <li>• Staff are encouraged to attend a cultural sensitivity workshop to further enhance and develop cultural awareness and cultural sensitivity skills.</li> </ul>	
<b>Understanding of WHS Responsibilities</b>	<ul style="list-style-type: none"> <li>• Maintain a safe workplace and follow safety directions and internal controls. Alert your Manager of WHS risks and be vigilant in observing safe practices. Understand WHS requirements in your work area.</li> <li>• All managers of staff are required to conduct risk assessments and implement controls accordingly as well as action safety audit results within the directed time frame.</li> <li>• Awareness of, and accountability for, WHS responsibilities in the work area and for the staff and contractors under your control (if applicable).</li> </ul>	

It is not the intent of this position description to limit the scope of this position in any way but to give an overview of this role at Bond University. You may at times be required to work at other tasks and areas as directed by the Management.