



ASSOCIATE PROFESSOR OR PROFESSOR OF AGRICULTURAL BIOTECHNOLOGY

Work Area	School of Science, Technology and Engineering
Classification	Level D or Level E
Supervisor	Dean, School of Science, Technology and Engineering
Position No	6247
Incumbent	Vacant

VISION

To become Australia's premier regional university.

MISSION

Enriching our regions, connecting with our communities and creating opportunities for all.

VALUES

At UniSC we will:

- Advocate for equitable access to education and knowledge.
- Recognise and embrace diversity and inclusion.
- Champion environmental sustainable principles and practices.
- Commit to fair and ethical behaviour.
- Respect our people, our communities, and their potential.
- Be accountable to ourselves and each other.
- Strive for excellence and innovation in all that we do

POSITION OVERVIEW

The Associate Professor or Professor of Agricultural Biotechnology is an effective leader, responsible for building a significant externally funded research program at UniSC that employs and supports early career researchers and grows UniSC's Higher Degree Research Student cohort. The incumbent has a strong track record of publications in international peer-reviewed journals, as well as demonstrable impact pathways with industry. This role connects with existing research strengths within UniSC such as the Australian Centre for Pacific Islands Research Centre. This position is responsible for developing and maintaining effective relationships with Australian and International agriculture industries, as well as state and federal agencies.



Duties can include:

1. Research

The University aims to build research productivity and output significantly. Research is a scholarly practice that includes:

- National, and sometimes international recognition of achievements in their field
- purposefully developing focused expertise in a discipline/field
- developing a clear research agenda developing and being part of successful research teams
- framing research problems and researchable hypotheses
- conducting impactful theoretical and applied research from design through to delivery
- consistently and successfully applying for significant research grants, particularly external competitive grants
- communicating research outcomes to both expert and lay audiences through publishing, exhibiting and performing, and subjecting outcomes to peer appraisal
- mentoring other researchers, particularly Early Career Researchers and Early Career Academics
- successfully mentoring Higher Degree by Research candidates
- developing and maintaining strategic research partnerships
- developing and exploiting intellectual property
- being invited to conduct research with colleagues at other universities and give addresses in various research and research training fora in recognition of excellence in research in the discipline/field, and
- consistently making significant contributions to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in research

2. Learning and Teaching

The University is committed to delivering high quality teaching, learning and graduate outcomes. Teaching is a scholarly practice that includes:

- maintaining currency in one's discipline/field
- maintaining currency in effective learning and teaching practices, especially in one's discipline/field
- designing, developing, evaluating and improving curricula and teaching
- making use of appropriate technologies and media to support and enhance learning, teaching, assessment and evaluation
- engaging students in learning in a variety of modes including: face-to-face (lecturing, tutoring, conducting workshops, simulations and in laboratories) and learning supported by online tools that enhance knowledge construction, collaboration, communication and engagement
- supporting students to be successful learners



- assessing, and giving fair, helpful and timely feedback on students' work
- Leading learning and teaching development processes within and beyond the University
- high quality administration of teaching
- developing and maintaining strategic partnerships that enhance the quality of learning and teaching within the University and beyond
- conducting "practitioner research" into learning and teaching and communicating the outcomes of that research, particularly in quality refereed journals
- being invited to teach at other universities and give addresses in various learning and teaching fora in recognition of excellence in learning and teaching in one's discipline/field, and
- consistently making significant contributions to the maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in learning and teaching

3. Engagement

The University is committed to regional, national and international engagement and articulates the importance of partnerships and ongoing consultation and cooperation with a broad and diverse range of stakeholders. External engagement is a scholarly practice through which academic staff apply their discipline knowledge and skills to problems in the world. Through external engagement, worthwhile social, civic and professional functions are performed.

- Engagement within the University enables academic staff to contribute to defining and achieving the University's strategic priorities through activities other than teaching and research.
4. Other duties within the range of skills normally associated with this classification, including those associated with an evolving research, teaching, learning and professional environment, as required.
 5. All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.

Selection Criteria:

To be appointed at Level D applicants need to demonstrate:

1. Completion of a doctoral qualification in a relevant field and comprehensive experience as an academic
2. Evidence of involvement in, and impact on, the development of their discipline/field.
3. A clear and coherent research program with: a strong track record of sustained and productive engagement in high quality research; publicly verifiable outputs and outcomes from research; external recognition of research performance and achievement; quality supervision of candidates for Higher Degrees by Research; and impact of research.
4. Commitment to and evidence of quality research, for example through: effective mentoring to develop the research capability and capacity of Mid and Early Career individuals and teams; contributions that strengthen research capacity, capability and culture; and service on national discipline panels, such as funding panels of experts and other assessment panels.



5. Effectiveness as a teacher, which is evidenced by both research-led curriculum development and teaching practice, the ultimate outcome of which is student engagement and success. For example, by:
 - leadership and/or implementation of research-led approaches to learning and teaching in the design and development of curricula;
 - leadership of learning and teaching development processes which improve teaching practice within and/or beyond the University; and/or
 - formal recognition for excellence in learning and teaching.
6. Inclusive and solution-focused contributions and personal qualities that influence the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
7. Extensive experience and success in academic administrative functions within a University.
8. The ability to develop and maintain productive regional, national and international partnerships that benefit students, the community and the University.

Desirable

9. Postgraduate qualifications in higher education.
10. Formal external and/or internal recognition for excellence in learning and teaching and/or research.

To be appointed at Level E applicants need to demonstrate:

1. Completion of a doctoral qualification in a relevant field and extensive experience as an academic.
2. Being at the forefront of developments in their discipline/field and evidence of having made a clear and formative impact in that discipline/field.
3. A clear and coherent research program with: a strong track record of, sustained and productive engagement in high quality research; publicly verifiable outputs and outcomes from research; external recognition of research performance and achievement; quality supervision of candidates for Higher Degrees by Research; and impact of research.
1. Commitment to and evidence of high quality research development, for example through: effective mentoring to develop the research capability and capacity of Mid and Early Career individual and teams; substantial leadership contributions that strengthen the University's research capacity, capability and culture; and a consistent record of service on national discipline panels, such as funding panels of experts and other assessment panels.
2. Effectiveness as a teacher, which is evidenced by both exemplary research-led curriculum development and teaching practice, the ultimate outcome of which is student engagement and success. For example, by:
 - leadership and/or implementation of research-led approaches to learning and teaching in the design and development of curricula;
 - leadership of learning and teaching development processes which improve teaching practice within and/or beyond the University; and/or



- sustained formal recognition for excellence in learning and teaching.
3. Strong leadership contributions and personal qualities that influence the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
 4. Participation and success in academic administrative functions e.g. course/program coordination, within a University.
 5. The ability to develop and champion productive regional, national and international partnerships that reap significant benefits for the University.

Desirable

6. Postgraduate qualifications in higher education.
7. Formal external and/or internal recognition for excellence in learning and teaching and/or research.