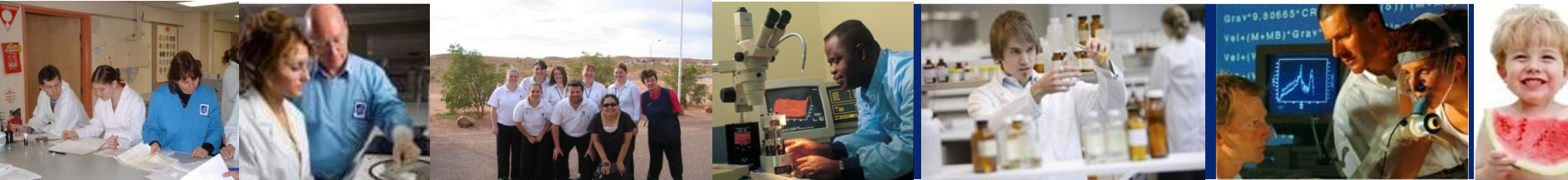




UniSA

# University careers: translating interest into offers

Pat Buckley



# My (atypical) University career

- |                  |  |
|------------------|--|
| <b>Late 1990</b> | <b>Submitted PhD; drove to Dublin for flight to Australia that night</b>                               |
| <b>1991</b>      | <b>'Foot in the door job' with Professor Rob Norman</b>  |
| <b>1991-1994</b> | <b>UniSA Lecturer in Biosciences</b>   |
| <b>1995-2005</b> | <b>Adelaide University (lecturer level A part-time...A fulltime..... B.....C...Head of Physiology)</b> |
| <b>2005-2008</b> | <b>UniSA Associate Head of Pharmacy &amp; Medical Sciences</b>   |
| <b>2008-now</b>  | <b>Dean Research &amp; Research Education, Division of Health Sciences, UniSA</b>                      |

# Australian Universities: A profile



**Group of Eight**  
**Australia Technology Network**  
**Innovative Research Universities Australia**  
**New Generation Universities**

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**31 with Health faculties/ Divisions**  
**17 with nursing schools**  
**17 with medical schools**  
**8 with pharmacy schools**

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**12 in the Top 200 Ranking THES**  
**University Rankings**  
**6 in the Shanghai Jiao Tong Rankings**

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## A class act

Researchers have traditionally been the top guns in universities. But a new wave of teaching-intensive academics are challenging old notions. Julie Hare reports.

Just one year out of her PhD and three years into her academic career, Kirsten Farrand has already accumulated more than \$200,000 in grants. She also has seven staff in her UQ office. Not bad by anyone's reckoning. But Farrand's has not followed the path most travelled by the majority of early-career academics.

Instead, she has decided to devote her career – at this stage anyway – to teaching. Farrand is one of 100 of the University of Queensland's 2400 academic staff who have been awarded



Kirsten Farrand  
At the same time that good teachers are | graduates and their job prospects."

## How to be an associate professor in five years

by Julie Hare

The University of Canberra is to simplify its academic structure that could see early career academics promoted to associate professor in as little as five years.

It is just one of a series of radical reforms under way at the university. UC also plans to double in size within a decade, introduce teaching-only positions, offer only fixed-term contracts only to anyone associate professor and massively increase its vocational education provision.

However, the National Tertiary Education Union says the university will breach its current enterprise bargaining agreement in several areas.

Professor Stephen Parker, UC's vice-chancellor, said the university hoped to collapse the 12 steps between levels B and D into five.

"People will be able to move from the bottom of the lecturer range to senior lecturer in five years

Applegate said it was likely teaching only staff would be required to teach across three semesters and that fixed term contracts only will be offered for any one below associate professor.

"[Parker] is not interested in people who are good at their job, just people who want to rise to the top," Applegate said.

Parker told the *Canberra Times* he wanted to "rid the university" of poorly performing academics.

"We need to move from the past where we paid above-average salaries for below-average academic performance," he told the newspaper.

As an incentive, the university has on offer a 6 per cent pay rise each year for three years. Salary packages from 2010 for level B and C academics will range from \$87,000 to \$122,000.

Parker also plans to tie promotion and annual performance reviews to student satisfaction surveys. All research-active staff will be given the title



Stephen Parker  
IV, diploma and advanced diploma courses.

## Melbourne to shed up to 100 staff as GFC bites

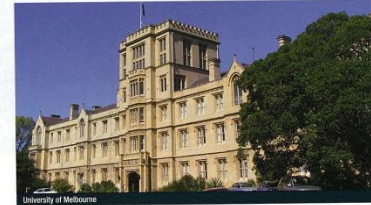
by John Ross

The University of Melbourne will offer voluntary redundancies to up to 100 staff as part of an "economic response program" to plug the hole left by the university's worst ever investment losses.

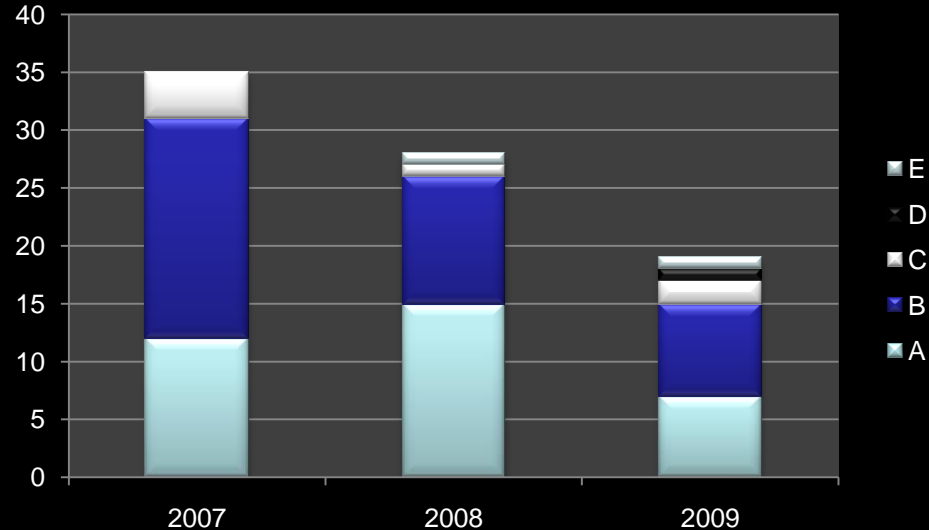
Vice-chancellor Professor Glynn Davis last week said redundancies could be part of a program to cut the equivalent of around 220 full-time positions from the university's 7000-strong staff and save around \$30 million a year.

The announcement came in the wake of a \$191 million net shortfall in investment income last year, compounded by cumulative annual \$6 million losses due to inadequate indexation and another \$6 million expended last year in propping up student services hamstrung by voluntary student unionism.

The University of Melbourne has also been hit hard by the



University of Melbourne  
they want to do to the enterprise exacerbate an existing workload



# University work: plus factors, minus factors



**Autonomy**

**Fun, social exchange, intellectual growth**

**Decent pay (if secure)**

**Chance to pursue interests**

**Relatively safe environment**

**Opportunity to affect world, students**

**Travel and international engagement**

**More teaching (hours, numbers)**

**More admin tasks, less admin support**

**More research (quality, quantity, publications, research income)**

**Higher level performance expected**



# A case study....getting the job

**Level B lecturer advertised, School of Pharmacy & Medical Science, 2007  
(biological sciences)**



**6 short-listed for interview (from 32)**



**3 applicants appointable**

**Successful applicant:**

**PhD 2006; evidence of achievement**

**5 publications, 2 as first author**

**Member of a research group; made the case for alignment**

**Strong teaching portfolio**

**Evidence of broader interest in discipline & service**

**Open to new ways of doing (academic) things**

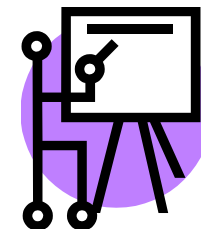
**Personally effective**

# A case study....a week in the life of



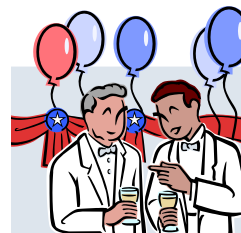
## Teaching (40-50%)

varied contact hours per week, across lectures, lab session & tutorials  
runs large first year subject/ course  
helps train new tutors & lab demonstrators  
curriculum development



## Research (40%)

laboratory work  
data analysis/ manuscript preparation  
conference presentations  
supervision of research students



## Other (10%)

OHS& W committee member  
*ad hoc* University admin duties  
staff development – ECR Development Program  
Organising social events

# A case study....1.5 years on

- ✓ People – working with some of the world’s best
- ✓ Challenging – and to some extent, you determine this
- ✓ Variation
- ✓ Not a 9-5 job – that’s a plus
- ✓ Intellectual freedom
- ✓ Benefits of networks
- ✓ Travel
- ✓ Sense of contribution – both teaching & research



# Translating interest into offers

## Test your interest:

**is this the job & workplace for you?**

## Think about (and plan) your body of work:

**good research, with outputs  
good teaching, with evidence  
SWOT analysis**

## In your application:

**provide evidence for your claims against the selection criteria  
'paint a picture' of you, your skills, and your ambitions  
allow a selection panel to see you're a good 'fit' for the position  
document your teaching/ research/communication carefully; draw from other areas of activity  
no hype; no under-statement**

## In your interview...on edge and on stage:

**prepare  
be authentic, and personally effective  
expect some questions of a behavioural nature**