## Faculty of Architecture, Building and Planning

### Lecturer (Learning and Teaching)
**Built Environments Learning + Teaching**

<table>
<thead>
<tr>
<th>POSITION NO</th>
<th>0045956</th>
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<tbody>
<tr>
<td>CLASSIFICATION</td>
<td>Lecturer, Level B</td>
</tr>
<tr>
<td>SALARY</td>
<td>$114,645 - $136,136</td>
</tr>
<tr>
<td>SUPERANNUATION</td>
<td>Employer contribution of 17%</td>
</tr>
<tr>
<td>WORKING HOURS</td>
<td>Full-time (1 FTE)</td>
</tr>
<tr>
<td>BASIS OF EMPLOYMENT</td>
<td>Continuing</td>
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<td>HOW TO APPLY</td>
<td>Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a>, select the relevant option (‘Current Staff’ or ‘Prospective Staff’), then find the position by title or number.</td>
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**CONTACT FOR ENQUIRIES ONLY**

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*Please do not send your application to this contact*

For information about working for the University of Melbourne, visit our website: [about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)
Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of country throughout Australia. The University recognises the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of country and their continued connection to the land, waterways, song lines and culture. The University respects all Aboriginal and Torres Strait Islander People and warmly embrace those students, staff, Elders, and collaborators who identify as First Nations.

ABP’s Commitment to Diversity and Inclusion

ABP is committed to creating a diverse and inclusive environment that welcomes and values all people. We recognize that diversity is essential in contributing to the success of our Faculty. Aboriginal and Torres Strait Islanders, the LGBTIQ+ community, people living with disability and those from a culturally and linguistically diverse background, are strongly encouraged to apply.
Position Summary

The Faculty of Architecture, Building and Planning at the University of Melbourne seeks to appoint a Lecturer (Learning and Teaching); Built Environments Teaching + Learning (BEL+T).

The successful candidate will join BEL+T, a group established in 2018 within the Faculty of Architecture Building and Planning to focus on the research and delivery of excellent education in built environment disciplines. The work of the group draws on creative problem solving and design-led approaches, evidence-based research methodologies, and project-focused consultancy, to improve teaching quality and student engagement. The BEL+T group explores contemporary and emerging teaching methods, tailored to built environment disciplines and the specific pedagogic challenges and opportunities they present. Supporting the development of skills and knowledge that graduates will bring to our future built environments is the focus of the group’s collaborations within and beyond the Faculty.

In line with the Faculty’s strategic initiatives, academic positions and resources have been committed to review, adapt and implement improved and effective modes of teaching and learning in built environment disciplines. The Faculty’s current teaching modes include studio teaching, tutorial and lecture-based formats, and increasingly include flipped and blended approaches. These respond to the development of digital learning tools and changing work contexts, as well as to the needs of a changing student cohort.

The successful candidate will have a proven ability to make significant contributions to learning and teaching, and to research and engagement that focuses on their demonstrated expertise in this area. They will undertake an important role in the Built Environments Learning + Teaching (BEL+T) group to support the Faculty’s strategic initiatives focused on the improvement of Teaching Quality and Student Engagement, widening participation, curriculum development, and inclusive teaching practices. The Faculty’s Strategic Plan can be viewed here https://msd.unimelb.edu.au/about/designing-futures-2028. Focused projects in the short-term will support teaching practice development for all staff, incorporation of indigenous knowledges in built environments programs, effective measures of teaching quality, and development of design and pedagogy in specific subjects.

1. Key Responsibilities

1.1 Report to the BEL+T group lead, Associate Dean (Teaching and Learning), while undertaking a key role in the development of Teaching and Learning quality in the Faculty.

This will include contributions to:

- delivery of Teaching and Learning objectives of the Faculty and University, by working with academic and professional staff as an effective member of the Built Environments Learning + Teaching (BEL+T) group;
- investigation and communication of contemporary educational issues, practices and technologies, and of evidence-based research relevant to built environments learning and teaching;
- design, development, delivery and evaluation of built environment learning and teaching projects and/or initiatives, and translation of outcomes to selected subjects or programs;
- teaching and learning support within the Faculty, particularly relating to educational design and technologies, relevant pedagogy and effective use of learning spaces and resources. Focused projects in the short-term will support staff engagement and skill development, inclusive and supportive teaching in built environments programs,
effective measures of teaching quality, and development of learning design and pedagogy in specific subjects.

- professional development opportunities and support (e.g. workshops and training sessions, online resources) aimed at improvement of teaching quality and student engagement.

1.2 Initiate, lead and collaborate on research projects within the Faculty and in other collaborative academic research endeavours across the University, including projects aimed at attracting external competitive and/or consultant research funding.

1.3 Supervise RHD students and their research projects as the opportunity presents.

1.4 Produce high quality publications and other appropriate outcomes arising from scholarship and research as per the Faculty Research Active definitions and expectations.

1.5 Contribute to developing national and international links with the professions, other related university groups, and built environments learning and teaching groups, to support development of practice and research in a relevant area of specialisation.

1.6 Significant contribution to the intellectual debate within the Faculty, broader University and within the profession and discipline, including through active participation in research seminars and conferences.

1.8 Contribute to the engagement of the Faculty with BE professions and the broader community in line with the University’s engagement agenda.

1.9 Take an active role in planning, committee and administrative work suitable to the role.

1.10 Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.

2. Selection Criteria

ESSENTIAL

- A PhD degree in a built environment discipline related to the one or more of the courses in the Faculty of ABP, or an equivalent combination of relevant experience and/or education/training;
- Demonstration of excellent Teaching Quality outcomes preferably while working with others to improve overall school/faculty performance in a tertiary education environment.
- Successful delivery of learning and teaching focussed initiatives such as: student engagement; inclusive and student-centred teaching approaches; professional development for teachers; support for subject design and/or teaching practice.
- Demonstrated expertise in a range of contemporary teaching approaches including online and blended pedagogies; integration/development of digital learning tools and/or multimedia; use of learning analytics; and incorporation of these with more traditional approaches.
- Research capacity commensurate with opportunity, as demonstrated by a record of publications and participation in research projects and grants.
- Excellent organisational and project management skills, including the ability to prioritise workload and to plan, implement, execute and evaluate new initiatives.
- Outstanding interpersonal and communication skills, including demonstrated capacity to work with participants from varied backgrounds and successful mentoring of colleagues.
Demonstrated ability to work independently and collaboratively in a team to meet agreed deadlines and achieve project goals.

2.1 DESIRABLE

- Experience with the specifics of learning and teaching in built environments disciplines, including studio pedagogy.
- Research outcomes focussed on pedagogy that are relevant to built environment disciplines offered by the Faculty.

3. Other Information

3.1 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia’s premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at http://about.unimelb.edu.au/careers

3.2 FACULTY OF ARCHITECTURE, BUILDING AND PLANNING

The Faculty of Architecture, Building and Planning is the leading educational and research institution in the Asia-Pacific region addressing the design and realisation of inhabited environments. It actively seeks to extend the linkages between education, research and practice in the built environment, and maintains excellent and extensive relationships with members of the built environment professions, government, professional associations and the wider community.

The Faculty has nearly 200 staff and 3000 students, one third of whom are international. It is responsible for the undergraduate Bachelor of Design degree, and offers majors in architecture, landscape architecture, property, construction, and urban planning.

The Faculty’s graduate school, the Melbourne School of Design (MSD), teaches accredited masters courses across the professional disciplines of Architecture, Construction Management, Landscape Architecture, Property, Urban Design and Urban Planning.

The MSD is distinctive from its competitors in its aim to inspire learning through interdisciplinary reflection, and its integration of research, teaching, and practice around the environmental implications of all forms of urbanisation. With opportunities to engage in advanced studio and seminar-based learning and research, MSD students develop new perspectives, critical reflection, and modes of action to address the environmental, social and aesthetic challenges in producing sustainable centres of habitation, locally and internationally. Students can take part in field trips which examine the global context of habitable environments.
The Faculty has an international reputation for excellence in research and research training and is a leader in built environment and urban research. Faculty staff are actively engaged in collaborations and partnerships both locally and globally, to produce research that responds to major social, economic and environmental challenges, as well as fundamental research into the built environment in Australia and the Asian region. Our researchers address key issues, such as mitigation of natural disasters, climate change, sustainability, the future of cities, population growth and urban density. We lead debate in many of these areas. We also contribute definitive knowledge and understanding of the history, conservation and heritage of the built and natural environment, built environment practice and management, urban morphology and design research. The Faculty draws its research strength in part from its capacity to work in the multidisciplinary frame of its various built environment disciplines, as well as with colleagues in health, engineering, education, history and social sciences.

Through the MSD, we provide the highest quality research training environment, attracting the best and brightest future researchers in our disciplines from around the world. PhD and MPhil students have access to innovative professional development programs and generous funding support, along with excellent facilities and resources. Our PhD and MPhil graduates are well-rounded professionals, critical thinkers and future research leaders.

We have built strong research foundations by valuing and developing our people, rewarding excellence, and fostering a culture of enquiry, creativity and outstanding scholarship.

More information about ABP / MSD can be found at: https://msd.unimelb.edu.au/

### 3.3 ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
- We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.
- We will deliver this through building a brilliant, diverse, and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

### 3.4 EQUAL OPPORTUNITY, DIVERSITY, AND INCLUSION
The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification, and victimisation. The University makes decisions on employment, promotion, and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity, and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers, and visitors with a safe, respectful, and rewarding environment free from all forms of unlawful discrimination, harassment, vilification, and victimisation. This commitment is set out in the Advancing Melbourne strategy that addresses diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability, and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Advancing Melbourne.

3.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at [https://about.unimelb.edu.au/strategy/governance](https://about.unimelb.edu.au/strategy/governance)

4. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at: [https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel](https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel)

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.