

# POSITION DESCRIPTION



## Faculty of Architecture, Building and Planning

Learning Environments Applied Research Network (LEaRN)

*Designing Learning Spaces for Diversity, Inclusion and Participation ARC Linkage Project*

## Research Fellow (Quantitative Focus) – Designing Learning Spaces for Diversity, Inclusion, and Participation ARC Linkage Project

<b>POSITION NO</b>	0063089
<b>CLASSIFICATION</b>	Level A.6 to A.8
<b>SALARY</b>	\$105,518 – \$113,262 p.a. (pro-rata) *PhD entry-level \$105,518 p.a.
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Part-time 0.5FTE
<b>BASIS OF EMPLOYMENT</b>	Fixed-term position to 1 May 2027
<b>OTHER BENEFITS</b>	<a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a>
<b>HOW TO APPLY</b>	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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Associate Professor Ben Cleveland Tel +61 03 90353757 <a href="mailto:benjamin.cleveland@unimelb.edu.au">benjamin.cleveland@unimelb.edu.au</a> <b><i>Please do not send your application to this contact</i></b>

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[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Position Context***

### ***1. Learning Environments Applied Research Network***

The *Learning Environments Applied Research Network* (LEaRN) is a multi-disciplinary research group supported by the Faculty of Architecture, Building and Planning and Faculty of Education at the University in Melbourne and the School of Education at Edith Cowan University.

LEaRN is a network of academia, practitioners, industry, and government agencies in Australia and overseas exploring the intersections between teaching and learning and the built environment. As a research network, LEaRN collaborates with partners across various sectors, including education, architecture, design, furniture, ICT, and government and private school systems. The network aims to provide an intellectual space to focus on the relationships between pedagogy and space across all educational environments, from early years' settings through to schools, tertiary environments and the workplace. Communicating LEaRN's research to non-academics is critical to the group's engagement approach.

[Find out more about LEaRN here.](#)

Since 2009, LEaRN has completed five Australian Research Council (ARC) Linkage Projects. A sixth ARC Linkage Project, *Designing Learning Spaces for Diversity, Inclusion, and Participation* is the focus of this position.

### ***2. Designing Learning Spaces for Diversity, Inclusion and Participation ARC Linkage Project***

The *Designing Learning Spaces for Diversity, Inclusion, and Participation* ARC Linkage Project investigates how to design schools to make it easier for students with disabilities to participate. This research considers school design related to three core principles: **diversity**, which acknowledges and appreciates human heterogeneity; **inclusion**, which argues for equitable access to education and the built environment; and **participation**, which offers an evaluative lens to assessing students' ability to access and participate meaningfully in learning and the life of their school.

Project objectives (O) include:

- O1. Investigating lived experiences of students with disability and the people around them in school environments to identify barriers to and enablers of participation.
- O2. Determining the indoor environmental quality (acoustics, lighting, air quality, thermal comfort) requirements of students with disabilities, particularly for those with sensory needs.
- O3. Evaluating school facilities to determine what's working/not working for students with disability and identify opportunities for infrastructure improvement.
- O4. Determining means of effectively communicating the insights gained from the research to policymakers, architects, and other stakeholders involved in school design.

[Associate Professor Ben Cleveland](#), the Lead Chief Investigator (CI) will guide the research along with eight other CIs: Professors [Christine Imms](#), [Lorraine Graham](#), [Janet Clinton](#) and [Paul Loh](#); Associate Professors [Christhina Candido](#) and [Kate Tregloan](#); and [Dr Ruth Aston](#). A Project Manager (0.6 FTE), Research Manager (0.4 FTE), two Research Fellows (each 0.5 FTE), and several Research Assistants will support the research program.

## Position Summary

The Research Fellow (Quantitative Focus) will join the *Designing Learning Spaces for Diversity, Inclusion, and Participation ARC Linkage Project* with an initial focus on objective three (O3) and later objective four (O4), while also helping to advance the project's other research objectives (see listed above).

The successful applicant will be expected to work collaboratively with the research team to ensure the project's research activities, dissemination, and translation objectives are met.

The Research Fellow (Quantitative Focus) will:

- Report to Lead CI Cleveland and work closely with the other CIs, the Research Fellow (Qualitative Focus), Research Manager, and Project Manager.
- Be based within LEaRN at the University of Melbourne (UoM), working from both the Faculty of Architecture, Building and Planning and Faculty of Education at the Parkville Campus.

## 3. Key Responsibilities

### 3.1 RESEARCH AND RESEARCH TRAINING

- ▶ Work collaboratively with the cross-disciplinary research team, including co-researchers with lived experience, to develop and coordinate research primarily related to objectives three (O3) and four (O4) of the *Designing Learning Spaces for Diversity, Inclusion, and Participation ARC Linkage Project*.
- ▶ Contribute to the research activities primarily related to objectives O3 and O4, while also supporting the other objectives.
- ▶ Conduct survey-based research with students, principals, teachers, learning support staff, allied health professionals, and parents and caregivers to produce deep insights into how learning environment factors enable/constrain the participation of students with disabilities in learning/school - building on insights developed through objective one (O1). The role will include survey data management, analysis, and reporting.
- ▶ Engage effectively with researchers and partner organisations across disciplines and sectors, including people with lived experience of disability, service providers, and policymakers in the design, delivery, and dissemination of the research.
- ▶ Prepare conference papers as lead and/or co-author for presentation locally, nationally and/or internationally.
- ▶ Produce high-quality research papers and reports as lead author and/or co-author of publications.
- ▶ Develop a range of materials and activities to disseminate information about research activities and findings to public audiences.
- ▶ Participate in professional activities, including presentations at seminars and events related to the project.
- ▶ Contribute to preparing additional grant applications that can support the ARC project's objectives, particularly related to disability sector funding opportunities.
- ▶ Be expected to work with PhD candidates (potentially as a co-supervisor) and research assistants as required.
- ▶ Demonstrated capacity to develop, implement, and report on evaluations of programs and/or facilities (i.e., post occupancy evaluations) or similar.

- ▶ Demonstrated skills in survey data management and bivariate analysis (e.g., correlations). Experience working with large datasets e.g. <1000, and multivariate and/or statistical modelling within mixed methods designs.

### 3.2 LEADERSHIP AND SERVICE

- ▶ Foster relationships with key internal and external stakeholders.
- ▶ Contribute to departmental and campus seminars, meetings and/or committee membership. Present research results at local, national and international forums.
- ▶ Provide advice on the future conduct and direction of research projects, particularly within your own sphere of expertise
- ▶ Effectively demonstrate and promote the University values of diversity and inclusion and maintain high standards of ethics and integrity.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

## 4. Selection Criteria

### 4.1 ESSENTIAL

- ▶ Doctoral qualification (or near completion) in education, program evaluation, built environment, behavioural or social sciences related fields.
- ▶ A demonstrated interest in the lived experience of people with disability.
- ▶ Demonstrated knowledge and skills in quantitative methods, including survey development, implementation, data analysis, interpretation, and dissemination.
- ▶ A track record, commensurate with opportunity, of quality research in relevant fields, as evidenced by research publications in leading peer-reviewed journals.
- ▶ Experience in project and time management, with demonstrated ability to develop and achieve clear goals through innovative and effective strategies.
- ▶ Demonstrated ability to work independently and as part of a research team in collaborative research programs.
- ▶ Excellent oral and written communications skills, as evidenced by a demonstrated ability to structure and present clear research summaries to academic and lay audiences and to prepare research reports and manuscripts for publication.

### 4.2 DESIRABLE

- ▶ A strong interest in the built environment as a factor in the lived experience of people with disability.
- ▶ Demonstrated commitment to and experience of engaging with people with lived experience of disability as co-researchers.
- ▶ Previous experience engaging broad stakeholder groups in research, including service providers and policy makers throughout the research life cycle to facilitate knowledge translation and research impact.
- ▶ Demonstrated capacity to mentor and supervise junior research staff and postgraduate students.
- ▶ Higher level multivariate and statistical modelling and data analysis skills appropriate to mixed methods would be an advantage.

### 4.3 SPECIAL REQUIREMENTS

- ▶ The incumbent will be required to hold and maintain a current Working with Children Assessment Notice, valid for paid work (<http://justice.vic.gov.au/workingwithchildren>), and a current police check.
- ▶ The appointee may be required to attend the occasional event outside standard working hours (e.g., present at an evening panel discussion). Time off in lieu would apply as per the University's policies.
- ▶ Interstate travel may be required to collect data and collaborative with stakeholders. International travel may also be required to attend and present at conferences.

## 5. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer 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 based on 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.

## 6. *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>

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

## 7. *Other Information*

### 7.1 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>

## 7.2 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.

## 7.3 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>