



POSITION DESCRIPTION

FACULTY OF ARCHITECTURE, BUILDING AND PLANNING

Lecturer/Senior Lecturer in Architectural History and Design

POSITION NO	0043481
CLASSIFICATION	Lecturer (Level B) or Senior Lecturer (Level C)
SALARY	\$98,775 - \$117,290 per annum (Level B) or \$120,993 - \$139,510 per annum (Level C) Level of appointment is subject to qualifications and experience.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Associate Professor Andrew Hutson Tel. +61 3 8344 7438 email: aewhuts@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The Faculty of Architecture Building and Planning at the University of Melbourne seeks to appoint an outstanding academic with a passion for the field of Australian architectural history and architectural design. The successful candidate will have a research focus in Australian architectural history and heritage. The appointee will be capable of making significant contributions both in their areas of expertise as well as in the broader field of architecture, and have the desire to help build an architecture program of world excellence. As a multi-disciplinary Faculty, we welcome candidates who while focussing on architecture can contribute broadly to the Faculty's research strengths, in this case, to the Australian Centre for Architectural History, Urban and Cultural Heritage (ACAHUCH). We also encourage applicants who can contribute to ongoing built environment related policy debate nationally and internationally.

The successful candidate will have a proven capability to make a significant contribution to teaching, research and engagement in Australian architectural history and architectural design. Their academic qualifications will be demonstrated through a strong track record in teaching and learning, research and engagement, with an emphasis on international dissemination of research findings and locally grounded knowledge.

Key to this role will be the demonstrated ability to influence and stimulate the student experience through a range of learning and teaching initiatives. The successful candidate will work with Faculty and University colleagues to refine and enhance the student experience, developing and delivering programs and initiatives that focus on interdisciplinary approaches to take advantage of the emerging design culture in the Faculty.

The appointee will teach at both graduate and undergraduate levels, including into the Bachelor of Design, and will participate in the supervision of research higher degree students. The appointee will have an established research specialisation in architectural history, and demonstrate a high level of research performance and potential relative to the level of appointment. They will have potential to cultivate research links with other groups and disciplines on campus, and with industry and the professions nationally and internationally.

1. Key Responsibilities

- 1.1 Initiate and develop high quality subjects and related materials within curriculum framework of undergraduate and graduate programs.
- 1.2 Successfully prepare and deliver lectures and seminars at undergraduate and graduate levels.
- 1.3 Undertake consultation with students and marking and assessment as appropriate.
- 1.4 Undertake subject coordination and administrative tasks associated with subjects taught.
- 1.5 Supervise coursework masters and graduate students and major graduate research projects as required.
- 1.6 Produce high quality publications and other appropriate outcomes arising from scholarship and research as per the Faculty Research Active definitions and expectations.
- 1.7 Actively initiate and participate in projects aimed at attracting external research funding. Be actively involved in research projects.
- 1.8 Actively participate in research seminars and conferences.

- 1.9 Contribute to developing links with the profession and other universities, both nationally and internationally, to support research within the field of best practice in your area of specialisation.
- 1.10 Contribute to the intellectual debate within the Faculty, broader University and within the profession and discipline.
- 1.11 Contribute to the engagement of the Faculty with the broader community in line with the University's program of knowledge transfer and engagement agenda.
- 1.12 Take an active role in planning, committee and administrative work.
- 1.13 Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

In addition to the above, responsibilities for Senior Lecturer (Level C):

- 1.14 Make major contribution to research projects including, where appropriate, leadership of a research team.
- 1.15 Undertake major role in planning, committee and administrative work.
- 1.16 Provide effective mentoring to colleagues.

2. Selection Criteria

2.1 ESSENTIAL

The level of appointment will be commensurate with qualifications and experience.

Lecturer Level B

- 2.1.1 A PhD in an appropriate field.
- 2.1.2 Demonstrated well established teaching experience and skills with a passion for undergraduate and graduate teaching.
- 2.1.3 Research excellence commensurate with opportunity as demonstrated by a record of quality refereed research publications.
- 2.1.4 Potential for initiating and participating in collaborative research programs, commensurate with the position and level, within the Faculty, University, regionally and globally.
- 2.1.5 Academic administration skills and experience and willingness to undertake a variety of administrative roles commensurate with the position and level.
- 2.1.6 Demonstrated ability to work collaboratively and engage positively with colleagues and external stakeholders.

Additional Essential Criteria for Senior Lecturer (Level C)

In addition to the selection criteria set out above, a Senior Lecturer will need to demonstrate a record of independent and original contributions to research. Their work will be acknowledged at a national or international level as being influential in expanding and developing the knowledge base of this field. This standing will normally be demonstrated by a strong record of published work or other scholarly activities. A Senior Lecturer will provide leadership in research, including research training and supervision.

A Senior Lecturer will display mastery of academic skills and excellent demonstrated performance in contributing to teaching and learning. A demonstrated capacity to contribute in role of senior academic administration is also expected.

2.2 DESIRABLE

- 2.2.1 Industry experience in the area of expertise or discipline.
- 2.2.2 Demonstrated ability to successfully supervise coursework masters and postgraduate research students and their research projects.
- 2.2.3 Capacity to reinforce the interdisciplinary character of the Faculty through collaborative research, engagement and teaching.
- 2.2.4 Ability to work constructively with the community and engage in public debate.
- 2.2.5 Eligibility for membership of relevant professional bodies.
- 2.2.6 Demonstrated capacity to develop curriculum and new programs of study.
- 2.2.7 A track record of applying for research funding and securing significant external grant income.

3. *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 University's People Strategy 2015-2020 and policies that address 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 Growing Esteem.

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:

<http://safety.unimelb.edu.au/topics/responsibilities/>

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

5. Other Information

5.1 BUDGET DIVISION

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 190 staff and approximately 3000 students, one third of whom are international. It is responsible for the undergraduate Bachelor of Environments degree, and offers majors in architecture, landscape architecture, property, construction, and urban design and planning.

The Faculty's graduate school, the Melbourne School of Design 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: <http://msd.unimelb.edu.au/>

5.2 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>.

5.3 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.4 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 <http://www.unimelb.edu.au/governance>