



## POSITION DESCRIPTION

Victorian College of the Arts  
Faculty of VCA and MCM

### Associate Professor / Professor in Art

POSITION NO	0044192
CLASSIFICATION	Associate Professor, Level D / Professor, Level E
SALARY	Level D \$145,685 - \$160,500 p.a. Level E \$187,654 p.a.  Level of appointment is subject to the appointees qualifications and experience
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time (1 FTE)
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
HOW TO APPLY	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.
CONTACT FOR ENQUIRIES ONLY	Jon Cattapan Tel +61 3 9035 9142 Email <a href="mailto:jcat@unimelb.edu.au">jcat@unimelb.edu.au</a>  <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](http://about.unimelb.edu.au/careers)

## ***Position Summary***

VCA is seeking an experienced practitioner and academic to lead artistic, pedagogical and research vision in Art. This is a continuing appointment where the appointee will be offered the position of Head of Art, for a period of three years in the first instance and will work with the Director of the VCA to build a strong and dynamic Art program across the undergraduate and graduate studies areas.

The appointee will be an outstanding and well-respected art practitioner and experienced academic with the vision and capacity to shape and build the teaching, learning and research within VCA Art. The appointee will be expected to lead by example and will be a high calibre practitioner.

The appointee will be expected to promote artistic practice and teaching collaboration within the VCA and the University as well as external organisations at state and national levels. This position will contribute significantly to teaching and supervisory excellence at both undergraduate and postgraduate levels. The appointee will lead course development, design and the delivery and maintenance of a high-quality teaching program, and take a leading role in their area of expertise. A principal duty of the appointee will be to foster interdisciplinary activities and engagement activities connected to the discipline.

If the successful applicant is appointed as a Professor, they will be a member of the Academic Board of the University. This position will report to the Director, VCA

## ***1. Key Responsibilities***

The University of Melbourne sets minimum standards expected from academic staff. The levels are differentiated by level of complexity, degree of autonomy, leadership requirements of the position, and level of achievement of the academic. Set out in Appendix 1 are the standards for both Level D and E academic staff. The Key Responsibilities outlined below, are to be read in conjunction with the appropriate standard.

### **1.1 TEACHING AND LEARNING**

- ▶ Guide support and develop high quality teaching practice (undergraduate and postgraduate)
- ▶ Contribute in a leadership role to the delivery and management of undergraduate and graduate course offerings ensuring the highest quality of teaching for the discipline and the pursuit of excellence and innovation
- ▶ Play a major role in the review and development of the discipline to ensure appropriate teaching programs to support research endeavors
- ▶ Contribute actively to postgraduate activities locally, nationally and internationally as well as supervise research higher degree students
- ▶ Contribute to and play a leadership role in raising the teaching profile of the discipline
- ▶ Ensure effective management and supervision of casual staff involved in teaching discipline's program

### **1.2 RESEARCH**

- ▶ Seek and maximise opportunities for multidisciplinary collaboration within the University and between VCA and Melbourne Conservatorium of Music disciplines and programs and cooperation across and within disciplines.

- ▶ Work with senior colleagues to create a strategic research plan for Art and build a strong research culture
- ▶ Maintaining personal academic and research standing; including research active status according to the Faculty Research Active Definitions and university expectations
- ▶ Provide leadership and mentoring to staff in Art undertaking or considering research activities
- ▶ Seek engagement and research opportunities for enhancing the international standing of the University and discipline;
- ▶ Attract and actively supervise high quality graduate research students

### 1.3 LEADERSHIP AND SERVICE

- ▶ Develop, build and foster partnerships and collaborative opportunities with industry, governments, collaborators at other Universities and other stakeholders that contribute to the engagement of teaching and research in the wider community engagement
- ▶ Promoting collaboration with other areas of the Faculty and University;
- ▶ Ensuring effective leadership and management mentoring of academic staff, including fostering career development, induction of new staff, guidance and support for staff on probation, and coaching for high performance;
- ▶ In addition to the above, the rank of University of Melbourne professor brings with it expectations of distinguished leadership within and beyond the University. "The Leadership Roles of Melbourne Professors" frames the leadership expectations for professors. (Appendix 2)
- ▶ Other duties consistent with this Position Description.
- ▶ Occupational Health and Safety (OH&S) responsibilities as outlined in section 4.

### 1.4 HEAD OF ART

Appointment as Head will normally be made for three years, reverting to substantive position at the end of this period unless re-appointed for a further term. Under the broad direction of the Director, VCA, the Head of Art will both lead and manage the discipline program as well as assist with the management of the VCA including the overall academic leadership, plus financial and management responsibility for the Art Programs.

The Head will take responsibility for performance development of all academic staff within the discipline group, including by developing the leadership capacities. Of critical importance to success will be the ability of the Head to work closely with the Director and different staff across the key areas of the VCA and Faculty; learning and teaching, research, curriculum and engagement and alumni development.

Within these core academic, financial and management responsibilities, the Head will continue to contribute to research and scholarship in his/her own discipline. Specific areas of responsibility of the Head include;

- Academic Leadership
- Discipline Management
- Management for Performance
- Management of Financial and Physical Resources

## ***2. Selection Criteria***

### **2.1 ESSENTIAL**

- ▶ Doctoral qualification or equivalent qualification in Fine Arts or a related discipline or demonstrated combination of qualification and experience working at an equivalent level;
- ▶ Demonstrated excellence in academic leadership and management
- ▶ National standing as a practitioner with high level academic experience
- ▶ Demonstrated track record of contribution to the strategic development of an organisation, its programs and public outreach profile
- ▶ Demonstrated ability to initiate and lead engagement opportunities for academic staff and students
- ▶ Significant understanding and experience of a University research environment in the field including current debates, theoretical positions and training approaches, and the needs of research students and research-active staff
- ▶ Demonstrated ability to contribute to the strategic development of the Art program, the VCA and the Faculty programs and its public profile

#### **Additional criteria for appointment to Level E**

- ▶ Recognition as an eminent authority in discipline and achieved distinction at national and international levels with influence in the profession at the highest level
- ▶ Demonstrated excellence in academic leadership and management including ability to build strong, sustainable teams, embedding change and driving performance including the capacity to contribute to strategic planning that will advance the discipline
- ▶ Capacity for leadership and mentoring in the development of innovative approaches to engagement, research and teaching
- ▶ A proven capacity for strong and effective leadership, with exceptional interpersonal skills and the ability to motivate, persuade and negotiate.
- ▶ An internationally recognised publication / professional practice record of distinction and innovation
- ▶ A record of success in gaining research and/or industry support

## ***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/people/community/responsibilities-of-personnel>

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

## ***5. Other Information***

### **5.1 VICTORIAN COLLEGE OF THE ARTS**

Further information about the Victorian College of the Arts can be found at <http://vca.unimelb.edu.au/>

### **5.2 FACULTY OF VCA AND MCM**

Further information on the Faculty of VCA and MCM can be found at <http://vca-mcm.unimelb.edu.au/>

### **5.3 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>.

### **5.4 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.

## 5.5 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 <http://www.unimelb.edu.au/governance>

**APPENDIX 1:****University of Melbourne Minimum standards expected from academic staff at Level D and E****Level D –**

A level D academic will make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisational unit, including a large organisational unit, or interdisciplinary area.

The level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in their discipline. They will make original and innovative contributions to the advancement of scholarship, research and/or teaching in their discipline, and may undertake research.

The research work of a level D academic will make a major original and innovative contribution to their field of study or research, and be recognised as outstanding nationally or internationally. A level D academic will play an outstanding role within their institution, discipline and/or profession in fostering the research activities of others and in research training.

**Level E –**

A level E academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline with the institution and within the community, professional, commercial or industry sectors.

The level E academic will have attained recognition as an eminent authority in their discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level. A level E academic will make an original, innovative and distinguished contributions to scholarship, research and/or teaching in their discipline and may undertake research. They will make a commensurate contribution to the work of the institution.

The research work of a level E academic will typically have achieved international recognition through original, innovative and distinguished contributions to their field of research, which is demonstrated by sustained and distinguished performance. At level E an academic will provide leadership in their field of research, within their institution, discipline and/or profession and within the scholarly and/or general community. They will foster excellence in research, research policy and research training.



# The Leadership Roles of Melbourne Professors

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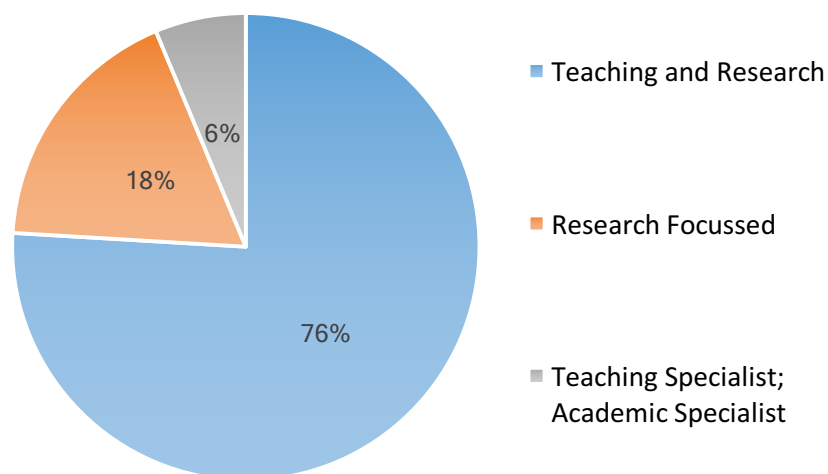


The rank of University of Melbourne professor brings with it expectations of distinguished leadership within and beyond the University. As the roles and activities of Melbourne professors are highly diverse, their leadership contributions are made in a variety of ways. This document frames the leadership expectations for professors and highlights the differing domains in which they may exercise influence for the betterment of the University and society.

Professors who, upon retirement or resignation, have provided distinguished and sustained service to the University through scholarship, intellectual and institutional leadership and have created an enduring legacy may be recognised with an appointment as Professor Emeritus.

The University of Melbourne has a large and diverse professorial community. The University has some 700 salaried professors (of which 30% are women and 70% men), constituting approximately 16% of the overall salaried academic staff. In addition, over 1000 honorary professors collectively make an extraordinary contribution to the University's research, teaching and engagement across faculties and graduate schools, affiliated hospitals and research institutes.

## University of Melbourne salaried professors (2016)



Regardless of the specific nature of their appointments and roles, all Melbourne professors are expected to be ambassadors for the University who advance the capacity and standing of the institution. This can be achieved in a number of ways. For many professors, their leadership contributions are research-focussed; for others, it may be through teaching, learning or engagement; for many, it is a combination of these.

The leadership of professors is of course essential to achieving international excellence for the University. Melbourne professors have global and national prominence as intellectual leaders in their fields. It is expected that professors will work within and beyond established boundaries and discipline norms to produce research and teaching of the highest standard.

# The Leadership Roles of Melbourne Professors

Academic  
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Melbourne



Melbourne professors also make distinguished contributions to shaping and advancing undergraduate and graduate teaching in their department and faculty, as well as the wider University. As inspirational teachers, professors serve as role models and mentors to students and academic staff and lead the achievement of world-class graduate attributes and educational outcomes for Melbourne's students.

The Melbourne professoriate includes professors who are prominent and critically-engaged public intellectuals who make authoritative contributions to government, industry, business and communities that improve society, creating an institutional environment that values and harmonises academic quality alongside societal impact and influence. Melbourne's Enterprise Professors make particular contributions that build the University's engagement with industry, business and government.

Professors of the University of Melbourne may make formal leadership contributions, such as through designated management and governance roles at faculty and University-wide level. Less formally, all professors are expected to be exemplary leaders of both academic and professional staff. They should actively develop others and actively contribute to the life of the University.

Professors are also expected to uphold and symbolise the highest levels of ethical practice and academic and professional integrity and to serve as role models in their relationships with students, professional staff and academics at all levels.

Examples of professorial leadership include:

- Professors may help early career academics and the University's students to forge influential research careers of their own. Actively nurturing and developing the research skills of other researchers, professors lead collaborative research teams, secure research grants that build institutional capacity and create opportunities for younger staff to meet and work alongside senior colleagues.
- Professors may make important contributions to education policy and practice through influential scholarship on teaching, learning, curriculum and assessment. Providers of expert educational advice to government and peak bodies, many professors influence national and international educational thinking and policy. At the University, Professors may build the nexus between teaching and research, establish curricula and teaching that is engaged with industry, business and communities, create work-integrated learning opportunities and introduce educational innovation.
- Beyond the University, many professors lead national and international academic, professional and community organisations and make intellectual contributions of significant value to public discourse, culture and institutions. The University strives to be one of the finest in the world in its engagement with society and commitment to public value, and professors may lead and serve on expert committees, participate in national and international reviews and lead community engagement and development programs.