



POSITION DESCRIPTION

Faculty of Architecture, Building and Planning

Lecturer / Senior Lecturer Teaching and Learning (Multiple Positions)

POSITION NO	0045956
CLASSIFICATION	Lecturer Level B / Senior Lecturer Level C
SALARY	Level B \$ 98,775 – 117,290 p.a. Level C \$120,993 – \$139,510 p.a. Level of appointment is subject to qualifications and experience
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1 FTE)
BASIS OF EMPLOYMENT	Continuing position/s
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	Andrew Hutson, Deputy Dean Tel +61 3 8344 7980 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 seeks to appoint outstanding academics with a passion for the built environment professions, and the desire to help build teaching programs of world excellence. The successful candidates will have a proven capability to make a significant contribution to teaching and learning, research and engagement focusing on their demonstrated expertise.

The appointments will be a Teaching and Research position. The successful candidates will join a newly-established team within the Faculty of Architecture Building and Planning to focus on the research and delivery of excellent education in the built environment disciplines. The Faculty's current teaching modes primarily include studio teaching, tutorial, seminar and lecture-based formats. The nature of teaching and subject delivery is changing with the incorporation of innovative teaching approaches including flipped and blended approaches, e-learning, and incorporation of digital learning tools and on-line modules. The expectations of students and academics are also changing with traditional lecture formats becoming less effective and accepted and more innovative approaches and tools being tested. Within this fast-changing context, the Faculty has committed academic positions and resources to review, adapt and implement improved and effective modes of teaching and learning.

The successful candidates will undertake a position in the Faculty to further develop and facilitate improved teaching and learning. This improved development within the Faculty will incorporate best practices and effective measures of teaching quality with subsequent mechanisms to determine improved student experiences and satisfaction.

1. Key Responsibilities

Academic staff are expected to make contributions to the teaching effort of the Faculty and to carry out activities to maintain and develop their scholarly research and professional activities relevant to their profession or discipline as follows:

- 1.1 Reporting to Assistant Dean Teaching and Learning Quality in undertaking a key role in the development of T&L quality in the Faculty.
- 1.2 Contribute substantially to meeting the Teaching and Learning objectives of the Faculty, as an effective member of the teaching and learning team, working with other academic and professional staff.

Within the medium term this will include working as part of the team contributing to the delivery of objectives as outlined in the Faculty Strategic Plan - 2018-2023, as outlined below:

A. Review and improve Teaching Quality

- Review and implement appropriate University recommendations in respect to teaching and learning efficacy and delivery.
- Review existing modes of teaching delivery and recommend changes and mechanisms for implementation.
- Review means of measuring teaching and learning improvement and effectiveness
- Implementation and development of new modes of teaching delivery that include blended learning and e-Learning
- Support academic staff to improve teaching and learning practice and delivery

B. Develop Teaching, Learning & Student Experience Strategy

- Review mechanisms for determining student satisfaction with subject and course delivery in conjunction with University systems

- 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 Initiate, lead and collaborate in research projects across the Faculty and in other collaborative academic research endeavours across the University.
- 1.6 Actively initiate and participate in projects aimed at attracting external competitive and/or consultant research funding.
- 1.7 Supervise RHD students and their research projects as the opportunity presents.
- 1.8 Develop and deliver high quality subject content and related materials within curriculum framework of undergraduate and graduate programs.
- 1.9 Undertake subject coordination and administrative tasks associated with subjects taught.
- 1.10 Enhance quality and quantity of research activities within the Faculty of Architecture, Building and Planning, including through active participation in research seminars and conferences.
- 1.11 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.
- 1.12 Significant contribution to the intellectual debate within the Faculty, broader University and within the profession and discipline.
- 1.13 Contribute to the engagement of the Faculty with the broader community in line with the University's engagement agenda.
- 1.14 Take an active role in planning, committee and administrative work.
- 1.15 Provide effective mentoring to colleagues.
- 1.16 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):

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

2. Selection Criteria

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

Please specify the level of appointment you are applying for and address relevant selection criteria.

2.1 ESSENTIAL

- ▶ A PhD degree (or significant progress towards) in a built environment discipline related to the one or more of the courses in the Faculty of ABP.
- ▶ Demonstration of excellent Teaching Quality outcomes in built environment disciplines, preferably in working with others to improve overall school/faculty performance.
- ▶ Research capacity commensurate with opportunity, as demonstrated by a record of publications and participation in research projects and grants.
- ▶ 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.
- ▶ Excellent organisational and project management skills.

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 and / or scholarship, including research through practice.
- ▶ Their work being 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
- ▶ Leadership in research, including research training and supervision.
- ▶ A demonstrated capacity to contribute in role of senior academic administration is also expected.

2.2 DESIRABLE

- ▶ Demonstrated experience successfully delivering initiatives to improve teaching and learning quality outputs and measures within a Faculty of the built environment. This may include a focus on one or more of the following: student engagement; student-centred teaching approaches; support for other academic staff in the development of teaching practice.
- ▶ Demonstrated expertise in a range of contemporary teaching approaches such as online and blended pedagogies, development of digital learning tools, use of learning analytics, and incorporation with more traditional approaches.
- ▶ Research outcomes focussed on pedagogy in a built environment discipline.

3. *Special Requirements*

N/A

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 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.

5. *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.

6. *Other Information*

6.1 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. The Faculty 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 approximately 3000 students, one third of whom are international. It is responsible for the University's 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 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 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 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. Researchers address key issues, such as mitigation of natural disasters, climate change, sustainability, the future of cities, population growth and urban density; leading debate in many of these areas. The Faculty also contributes 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 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. MSD's PhD and MPhil graduates are well-rounded professionals, critical thinkers and future research leaders.

The Faculty has built strong research foundations by valuing and developing its 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>

6.2 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>

6.3 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.

6.4 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>