

POSITION DESCRIPTION



Faculty of Architecture, Building and Planning

Education Fellow in Architectural History and Theory (multiple roles)

POSITION NO	0063832
CLASSIFICATION	Level A
SALARY	\$83,468 – 113,262 p.a. (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS BASIS OF EMPLOYMENT	0.6 FTE Part Time – Continuing
OTHER BENEFITS	https://about.unimelb.edu.au/careers/staff-benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Alan Pert Tel +61 3 9035 9656 Email alan.pert@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

Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

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

As a Level A Education Fellow in Architectural History and Theory with a teaching focus, you will be a committed and engaged educator in your discipline, have established academic skills and sound academic performance. Working with the support and guidance of more senior academic staff, you will develop your expertise with an increasing degree of autonomy and work with limited supervision, as well as part of a team.

As Education Fellow in Architectural History and Theory you will actively contribute to engaged teaching and the quality of the student experience, student learning and student outcomes, while also undertaking related subject administration. You will engage in educational professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.

As Education Fellow in Architectural History and Theory with a teaching focus, your primary responsibility will be to contribute to the delivery of core subjects in the field at both undergraduate and graduate levels.

1. Key Responsibilities

1.1 LEARNING AND TEACHING

- Active contribution to teaching delivery of History and Theory subjects in the Bachelor of Design and Master of Architecture programs
- Support the development and evaluation of curriculum and educational resources as required
- Direct involvement in student assessment, whilst maintaining the highest standards in assessment and student feedback
- Provision of empathetic support and guidance for students
- Participation in relevant professional development activity to support personal continuing development in teaching and learning
- Development of a portfolio of relevant quantitative and qualitative measures of teaching quality, including participation in peer review of teaching
- Support developments in learning and teaching practices in response to impact measures from own teaching, and educational research and guidelines

1.2 RESEARCH AND RESEARCH TRAINING

- Contribution to scholarly presentations and publications or other relevant outputs
- Support the development of relevant grant applications to advance learning and teaching

1.3 LEADERSHIP AND SERVICE

- Positive engagement in teams and career development of self and others
- Participation in School, Faculty and University programs aimed to support quality in teaching and learning and enhance student experience
- Active participation and contribution to relevant committees

- Demonstration of the University's expectations for appropriate behaviour, including respect, and upholding the University's commitment to a safe, diverse and inclusive workplace
- Compliance with University statutes, delegations, policies and processes

2. Selection Criteria

2.1 ESSENTIAL

- A PhD in the relevant discipline or near completion, or a Masters with relevant experience in practice
- Extensive relevant experience in teaching within the disciplines
- Demonstrated ability to prepare and deliver University teaching and learning materials, face to face (and online where relevant)
- Demonstrated ability to contribute positively, both individually and as part of a team, to educating, inspiring and supporting students
- Demonstrated ability to work effectively both autonomously and within a team environment, including the ability to plan and organise self and others to ensure the timely completion of tasks.
- Highly developed written and verbal communication and interpersonal skills
- Demonstrated ability to uphold the University's expectations for appropriate behaviour, including respect; to uphold the University's commitment to a safe, diverse and inclusive workplace; and to comply with the University's statutes, delegations, policies and processes

2.2 OTHER JOB RELATED INFORMATION

- Employment in this position is conditional upon completion of the University's "fit and proper" checks where required and receipt of a valid Working with Children Check prior to commencement.
- Occasional work out of ordinary hours, travel, etc. (where relevant).
- Adhere to Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined below.
- Annual leave is normally expected to be taken during non-teaching periods.

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 over 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>

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>

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