



POSITION DESCRIPTION

Victorian College of the Arts
Faculty of Fine Arts and Music

Senior Lecturer / Associate Professor / Professor in Dance

POSITION NO	0046494
CLASSIFICATION	Senior Lecturer, Level C / Associate Professor, Level D / Professor, Level E
SALARY	Level C \$116,901 - \$134,792 p.a. 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	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	Jon Cattapan Tel +61 3 9035 9142 Email jcat@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

VCA is seeking an experienced practitioner and academic to lead artistic, pedagogical and research vision in Dance. This is a continuing (tenure-track) appointment as Senior Lecturer/Associate Professor/Professor of Dance, and the successful candidate will for the first three to five years, lead the program and its development work with the Director of the VCA to build a strong and dynamic Dance program across the undergraduate and graduate studies areas.

The Dance program is nationally and internationally recognised and has received much acclaim for the development of local dance-makers for the last twenty years. A recent Review of the program has identified a need to review the Dance curriculum to enable new content, delivery and management of the program, ensuring the program is relevant in the wider field of international dance and that it caters to the needs and aspirations of future Dance students. This is a rich and exciting opportunity to build on the success of the Dance program and lead it in the next stage of its evolution.

The appointee will be an outstanding and well-respected dance practitioner and experienced academic with the vision and capacity to shape and build the teaching, learning and research within VCA Dance. 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, curriculum review and design and the delivery and maintenance of a high-quality teaching program. A principal duty of the appointee will be to foster interdisciplinary activities and engagement and research 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.

1.1 TEACHING AND LEARNING

- ▶ The leadership and development and design of professionally relevant, high quality curricula, course and subject material in the discipline of Dance in consultation with appropriate staff and colleagues
- ▶ 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
- ▶ Contribute actively to postgraduate activities locally, nationally and internationally as well as supervise research higher degree students

- ▶ Preparation and delivery of lectures, workshops and seminars at undergraduate and postgraduate coursework level
- ▶ 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 Dance 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 Dance 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 DANCE

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 Dance 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 Dance 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
- ▶ Appropriate, significant teaching experience in a Dance higher education context with outstanding achievement in professional activities
- ▶ Strong leadership and interpersonal skills
- ▶ Demonstrated ability to contribute to the strategic development of the Dance program, the VCA and the Faculty programs and its public profile
- ▶ Demonstrated ability to initiate and lead engagement opportunities for academic staff and students

Additional criteria for appointment to Level D

- ▶ Demonstrated track record of contribution to the strategic development of an organisation, its programs and public outreach profile
- ▶ National standing as a practitioner with high level academic experience
- ▶ 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

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 FINE ARTS AND MUSIC

Further information on the Faculty of Fine Arts and Music can be found at <https://finearts-music.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>

The Leadership Roles of Melbourne Professors

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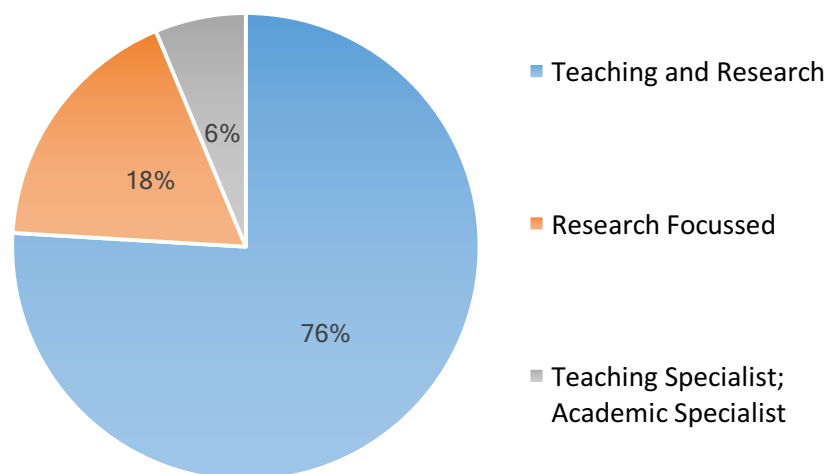


The rank of University of Melbourne professor brings with it expectations of distinguished leadership within and beyond the University. As the roles and activities of Melbourne professors are highly diverse, their leadership contributions are made in a variety of ways. This document frames the leadership 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

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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.