

## POSITION DESCRIPTION – ACADEMIC

### POSITION INFORMATION

<b>Position Title</b>	Research Fellow or Senior Research Fellow (Medieval or Early Modern Studies)		
<b>Faculty</b>	Faculty of Theology and Philosophy		
<b>Institute</b>	Institute for Religion and Critical Inquiry (IRCI)		
<b>Nominated Supervisor</b>	Director, IRCI	<b>Campus/Location</b>	St Patrick's, Melbourne
<b>Academic Level</b>	B or C	<b>Academic Career Pathway</b>	Research Only
<b>CDF Achievement Level</b>	#HR to assign 1 All Staff	<b>Work Area Position Code</b>	#HR to assign
<b>Employment Type</b>	Full-time, 5-year fixed term or continuing	<b>Date reviewed</b>	07/03/2019

### ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

**Mission Statement:** *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University, and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support this complex and national University consists of:

- Provost
- Chief Operating Officer & Deputy Vice-Chancellor
- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching
- Vice President
- Pro Vice-Chancellor Assisting the Vice-Chancellor and President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

## **ABOUT THE INSTITUTE FOR RELIGION AND CRITICAL INQUIRY (IRCI)**

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The IRCI promotes collaborative research on religion and critical thought from multiple disciplinary perspectives, including philosophy, theology, history, and literature. It explores the inter-relationships between philosophy, religion, and their cultural contexts, and contributes to contemporary theological, philosophical, social, and political debates. In this way, the IRCI aims to advance understanding of our world and imagine ways to improve it.

Founded in 2014, the Institute is still in a growth phase but has three established research programmes: Biblical and Early Christian Studies, Philosophy, and Religion and Theology. Each programme includes full-time researchers and research students. Several scholars across these areas have research strengths in medieval and early modern studies, and we have therefore decided to build a new research programme with dedicated specialists in the period led by a senior scholar (see separate advertisement).

The IRCI has established research partnerships with leading institutions in Europe, the UK, and North America, and presents a series of research seminars each year at ACU's Rome Campus. It sits within the Faculty for Theology and Philosophy, the largest such Faculty in Australia, which offers undergraduate and postgraduate courses and higher research degrees across six campuses. In the recent ERA 2015 assessment, the University was ranked at above world standard (ERA score of 4) in Religion and Religious Studies and in Philosophy, placing it among the best universities in Australia in these fields. The Director of IRCI is Professor Peter Howard, the distinguished historian of Medieval, Renaissance and Early Modern Italy.

## **ABOUT MEDIEVAL AND EARLY MODERN STUDIES IN THE IRCI**

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The modern world has been built on self-conscious rejections of religious Byzantine and medieval pasts, and narratives of progression from the age of Renaissance and Reformation to the glories of the Enlightenment, the triumph of free-market capitalism and liberal democratic secularism. We aim to build a team to help advance understanding of this history, and to reframe it through dynamic reinterpretations of the medieval and early modern past.

The recent round of appointments established strengths in late medieval and early modern Italy and the Low Countries, late medieval and early modern Central Europe, early modern France, the twelfth-century Anglo-Norman world, and the history of the papacy, the cultures of time, religious violence, theology and literature, women's spirituality, popular religion, politics, and theology.

Under the leadership of the inaugural Director of MEMS, Professor Christopher Ocker, the programme is now embarking on a second round of appointments and is seeking scholars whose work will complement and

expand the strengths of the first group of appointees. It is envisaged that the programme's profile will embrace the following topical areas, including their physical environments and their temporalities: the body and its senses (including emotions), music and sound, material and visual cultures, cultural exchange, philosophy and theology, law, classical and late antique receptions.

We would hope that new members of the medieval and early modern studies programme will be interested in collaborating with scholars across one or more of the Institute's other research programmes, while also developing a distinctive research profile for the programme which sets it at the forefront of the field internationally.

## **POSITION PURPOSE**

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The primary purpose of the position is to produce high-quality research to contribute to and strengthen the University's research profile, and more specifically the research profile of the Institute.

We seek applicants with expertise in religion, broadly conceived, in the medieval and early modern periods. Successful applicants will work collegially and collaboratively to build their own research profile and contribute to team projects within their areas of specialisation and across traditional disciplinary boundaries as appropriate. The Institute includes scholars of Christian Theology, Early Christianity, History, Literature, New Testament, Philosophy, and Religion, and we expect applicants will be motivated to join a community of scholars interested in fostering and sustaining conversations between these different disciplines.

## **POSITION RESPONSIBILITIES**

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### **Introduction**

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The [Academic Performance Matrices and Evidence Framework](#) which describes the performance standards in areas of academic activity.
- The [Capability Development Framework](#) which describes the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching, Curriculum Development and Scholarship of Teaching
- Research
- Academic leadership/service.

## Key responsibilities

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies ( <a href="#">Capability Development Framework</a> )
<b>Research</b>	<ul style="list-style-type: none"> <li>• Conduct high-quality research of an excellent international standard through peer-reviewed publications, including, where appropriate, jointly-authored publications;</li> <li>• Consult on and submit grant applications;</li> <li>• Supervise research students;</li> <li>• Contribute collaboratively to the intellectual and collegial life of the Institute for Religion and Critical Inquiry, including through helping to establish the Medieval and Early Modern Programme, initiating interdisciplinary research and team projects, and by fostering and sustaining conversations across the different areas of the Institute as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Be responsible and accountable for achieving excellence.</li> <li>• Communicate with impact.</li> <li>• Collaborate effectively.</li> <li>• Adapt to and lead change.</li> </ul>

## QUALIFICATIONS AND CAPABILITY OF THE POSITION HOLDER

This section sets out the qualifications, skills, knowledge, experience and competencies expected of the position holder, collectively referred to as 'qualifications and capability'. These are informed by the evidence and performance standards for the relevant Academic Level and Academic Career Pathway and Academic Level drawn from the [Academic Performance Matrices and Evidence Framework](#) and the Core Competencies set out in the [Capability Development Framework](#).

Opportunities to develop capability are provided through the development programmes coordinated by internal providers of professional development. See the [Training and Development website](#) for more information.

In recruiting and selecting a candidate for the position, a subset of the qualifications and capability will form the Selection Criteria, **to a maximum of 10**.

Qualifications and Capability		Selection Criteria?
<b>Qualifications and other credentials</b>		
1.	A PhD in any discipline within Medieval or Early Modern Studies.	Yes
<b>Research</b>		
2.	A track record of excellent publications in highly regarded scholarly outlets relevant to the field.	Yes
3.	Ability to supervise research students.	Yes

Qualifications and Capability		Selection Criteria?
4.	Ability to work effectively both individually and collegially as part of a collaborative and interdisciplinary research team.	Yes
<b>Core Competencies</b>		
5.	Live ACU's Mission, Vision and Values: Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.	Yes
<b>Other attributes</b>		
6.	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.	Yes
7.	Experience in undergraduate and/or postgraduate teaching is desirable.	Yes