

THE UNIVERSITY OF NEWCASTLE



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Recruiting for
Professor of Architecture
(Creative Practice)
Female Identified

NEWCASTLE.EDU.AU





WELCOME

Higher education has changed more rapidly in the past two years than ever before. Yet, despite its challenges, the COVID-19 pandemic has reinforced the critical role universities play in our communities.

At the University of Newcastle, we witnessed teams mobilise and collaborate with the health sector and industry to address equipment shortages; our educators develop bespoke programs to keep our students engaged with their studies; and our researchers help the community make sense of the global response through their commentary.

From pioneering work that transforms lives and regions to producing life-ready graduates who can change our world for the better, I am proud to be part of a diverse and dynamic team of people who are united by a shared commitment to make a difference.

Our Looking Ahead Strategic Plan 2020 -2025 sets out that shared vision. Developed in consultation with staff and students, our communities, and stakeholders, it reaffirms our place as a world-leading university of our regions and for our regions.

In partnership with government and business, we are revitalising the Hunter and the Central Coast and creating opportunities for economic growth. We are at the cutting-edge of next generation resource innovation, which will support our country's transition to cleaner energy.

We have long-term strategic connections with Hunter Medical Research Institute (HMRI), the Central Coast Research Institute (CCRI), and our established Clinical Schools on the Central Coast and Northern Tablelands. Our Centre of Excellence for Equity in Higher Education takes our work on social justice and participation to the world, and we are the sector leader for the employment of Aboriginal and Torres Strait Islander staff and Aboriginal and Torres Strait Islander student enrolments.

Ever since members of the community helped to build the University's Great Hall literally brick-by-brick, we have understood the transformative power of our place in our regions.

When you join the University of Newcastle you become part of something bigger. We have done great things. We are excited and energised by what more we can achieve.

Join us.



Professor Alex Zelinsky AO
Vice-Chancellor and President

THE UNIVERSITY OF NEWCASTLE BY NUMBERS



RANKED
192
in the world¹



39,936
students from 106 countries
educated and supported
by 2,644 staff²



5,452
international
enrolments from
106 countries²



No. 1
ranked university
in Australia for
industry collaboration³



OVER
95%
of our research is 'at' or
'above world standard'⁴



\$95m

NUspace facility
Home to our School of Law and Justice,
Newcastle Business School and the College of
Human and Social Futures



TOP 200
12 subjects ranked in the top 200⁵

1 QS World University Rankings 2023 2 The University of Newcastle Data Warehouse 2023 3 Innovation Connections IC Data 2023
4 Excellence for Research Australia 2018 5 QS World University Rankings by Subject 2023 6 Times Higher Education Asia-Pacific University Rankings, 2019
7 Times Higher Education Impact Rankings 2022 8 The Audited Higher Education Research Data Collection returns 2020
9 The University of Newcastle Data Warehouse 2023 10 The University of Newcastle Employability and Enterprise data
11 The Good Universities Guide 2021 (social equity)



TOP 50

university in
Asia Pacific Region⁶



No. 1

in Australia for Partnering
for a Sustainable Future⁷



TOP 9

in Australia for research
income (HERDC),
\$133.5m in total⁸

168k

ALUMNI

in 153 countries⁹



100%

renewable energy
in 2020



3000+

Employer
connections¹⁰



THREE COLLEGES

College of Engineering,
Science and Environment.

College of Health,
Medicine and Wellbeing.

College of Human and Social Futures.



5-STAR

maximum rating for
social equity, staff qualification
and learning resources¹¹

LOOKING AHEAD

STRATEGIC PLAN 2020-2025

*Looking Ahead conceptualises our vision and maps our way forward.
It sets out an ambitious program of work that positions our University for the future.*

OUR VISION

*To be a world-leading
university for our regions.*

OUR PURPOSE

*To deliver an exceptional student
experience, preparing graduates
for life in an increasingly
interconnected society.*

*To serve our regions by taking
research that matters to the
world and bringing our global
expertise home.*

OUR VALUES

Our values set the standards that we expect, encourage and nurture in our staff and students. They guide our decision making and position us to achieve our purpose.

EXCELLENCE

We pursue the exceptional and strive for innovation in our teaching, research and operating environment.

ENGAGEMENT

We are deeply connected to the challenges and opportunities in our regions and beyond.

EQUITY

We are committed to widening participation, promoting diversity and fairness, overcoming injustice and increasing success for all.

SUSTAINABILITY

We are ethically minded and prioritise responsible management of our environment and financial resources.

OUR COMMITMENT TO INDIGENOUS HIGHER EDUCATION, INNOVATION AND ENGAGEMENT

We are proud of our record in Indigenous higher education, innovation and engagement, which has been driven by relationships with the Indigenous community and through the work of the Wollotuka Institute.

We are the sector leader in terms of Indigenous student enrolments and the employment of Indigenous staff, and commit to building on this strength and extending our collaboration and partnerships with Indigenous peoples of our regions and beyond.

OUR INITIATIVES

ENGAGEMENT PRIORITIES

We will establish four Engagement Priorities that build on the significant track record of success and the strengths of our University, and that reflect the issues and opportunities relevant to the future of our regions and our world. These include: Better, Healthier Living; Connected Communities; Next Generation Resources; and Growing Industries. These priorities will guide our research, education and engagement efforts and will shape our collaboration with industry and community stakeholders.

The four priorities reflect the mission-driven issues we have the capacity, expertise and civic responsibility to address. We will use our capabilities, experience and collaboration to deliver outcomes that matter for our partners.

The priorities address the challenges our partners are committed to, such as tackling climate change, transforming industries, building a culture of regional entrepreneurship that sparks new industries, creating and educating future workforces, finding practical ways to build stronger and more inclusive communities, and improving the health and wellbeing of people here in our regions and around the world.

LIFE-READY GRADUATES

The University will embrace technology and best practices to deliver the best possible student experience. Recognising the rapidly changing environment our students will be entering when they graduate, our education experience will prioritise activities that help develop life-ready graduates who are community-minded, resilient and ready for work.

We will foster a passion for lifelong learning, and offer opportunities for our graduates to re-engage with our courses throughout their lives and careers.

ASIA PACIFIC FOCUS

With a proud history of global collaboration and success, we will pursue opportunities for partnerships and engagement in the Asia Pacific Region across business and government. As a globally and socially committed institution, we will invest the capabilities of our students and staff to drive solutions to significant global issues. The initiatives put in place will make a University of Newcastle education available and relevant to the Asia Pacific Region.

REIMAGINING OUR CAMPUSES

By reimagining our campuses, we will create an experience that connects us with society and our communities.

Our campuses will be digitally enabled, environmentally responsible, safe, vibrant, and accessible, adding a new dimension of engagement and collaboration beyond our physical boundaries for students, researchers and the world. Each of our campuses will have an identity that meets the specific needs of its surrounding regions and aligns with our Engagement Priorities.

INSPIRING PEOPLE

With our dedication to excellence and equity, our focus on engagement, and our commitment to sustainability, we will build on the passion, commitment and expertise of our people to focus on collaboration, innovation and agility.

Our staff will be empowered and developed as outstanding thought leaders in a high-performing institution guiding students on their journey to becoming life-ready graduates, local ambassadors, and global citizens.





COLLEGE OF ENGINEERING, SCIENCE AND ENVIRONMENT

The College of Engineering, Science and Environment brings together expertise in engineering, environment, and the sciences to deliver life ready graduates and transformative solutions to our region and world.

We strive for excellence, innovation and equity in our teaching, education, research, and partnerships. Our College thinks big about what we can achieve and works collaboratively to set our sights on common goals and deliver innovative answers to our most challenging problems.

Our exciting degree programs reflect industry best practice and research outcomes to ensure graduates are resourceful, innovative and well prepared for the careers ahead of them. Programs are offered at the Newcastle, Central Coast, Sydney and Singapore campuses.

Collaborative spaces for researchers, industry and staff helps facilitate our impressive research accomplishments. While an array of laboratories, design studios and virtual learning spaces create a dynamic environment for our students to experience and learn.

We offer a diverse array of programs across the key areas of architecture, construction, engineering, information technology, cyber security, disaster risk and resilience, data science, science, maths, psychology, sport and exercise, environmental science, food and nutrition, and development studies.

THE SCHOOLS WITHIN THE COLLEGE OF ENGINEERING, SCIENCE AND ENVIRONMENT:

- Architecture and Built Environment
- Engineering
- Environmental and Life Sciences
- Information and Physical Sciences
- Psychological Sciences



SCHOOL OF ARCHITECTURE AND BUILT ENVIRONMENT

The School of Architecture and Built Environment (SABE) aligns its teaching and research under the broad theme of Planning, Designing and Constructing Resilient Communities;

where resilience is defined as the ability to recover from setbacks, adapt well to change and sustain vibrancy in the face of adversity.

The Discipline is committed to excellence in both research and teaching & learning with a particular focus on creative practice and impactful non-traditional research outputs. The School is highly research active, contributing substantially to the overall research inputs and outputs of the College.

RESEARCH WITH IMPACT

Through the research it undertakes and the programs it offers, SABE advances knowledge in its fields of expertise, and it develops professionals who serve their communities in ways that show particular respect for Country,

the sustainability of our environment and the principles of social justice, equity and diversity.

DEGREES

- Bachelor of Design (Architecture) *
- Master of Architecture

LIFE READY GRADUATES

Our undergraduate architecture students complete 120 of their 240 units in the design studio and our Master of Architecture students complete 120 of their 160 units in the design studio. The curriculum clearly places an emphasis on the practical realisation of design concepts.

With design as their central pillar, the studio courses are an arena for students to integrate their architectural

knowledge and immerse themselves in a problem-solving environment that aims to emulate the environment of a real architectural practice.

WORK INTEGRATED LEARNING

From 2023, all undergraduate students will complete work integrated learning as part of their degree programs.

Our students also engage in live projects and exhibit their work publicly at our graduate exhibition, which is an opportunity to showcase work to industry and the local community.

* World Top 150 for Architecture and the Built Environment (QS World University Rankings by subject 2023)



SCHOOL OF ARCHITECTURE AND BUILT ENVIRONMENT

Through the research it undertakes and the programs it offers, SABE advances our store of knowledge in its field of expertise. It develops professionals who serve their communities with particular respect for Country and the sustainability of our environment, as well as the principles of social justice, equity and diversity.

SABE's vision

We humans, and the planet we live on, cannot continue relying on systems that are failing at an accelerating rate. We must find better ways of existing in balance with our ecosystem.

If we do not, the risks we face will become existential ones.

Consequently, SABE's vision is one of questioning and exploration, of challenge to established ideas and methods, both economic and political, calling for significant and urgent change – especially considering that as time passes the options that are open to us to effect such change continue to be reduced.

The School is committed to instilling deep competence in its professions, systems and products of education and research efforts.

But even more important to SABE is the development of the intellectual capacity for close examination of underlying structures and the ability and motivation of individual agency to pursue necessary and beneficial change.

SABE acknowledges Country through an Indigenous lens in the built environment

As visitors, we recognize that we live, work, and play on unceded lands and have a responsibility to respect and care for Country. As a result, we are responsible for managing, building, and constructing our cultural landscapes in a manner that reflects their uniqueness. Designing and building on Country requires us to consider the spiritual and cultural aspects of a living environment where tangible and intangible intersect with past, present, and future.

To meet the current sustainability challenges and be better caretakers of our environment, architects, designers, and construction managers need to become familiar with Indigenous ways of knowing, being, seeing, and doing.

This is accomplished by acknowledging Country as the author, guide, and reference point for creating design that blends, moulds, and correlates with Australia's cultural landscape. Using best practices, We acknowledge those who walked before us.



SCHOOL OF ARCHITECTURE AND BUILT ENVIRONMENT

Architecture with Impact.

The discipline of Architecture at Newcastle University is committed to regional urbanism, the challenges of working in an age of climactic crisis and of thinking with indigenous practitioners and communities in working with Country.

Many of the central challenges of our time can be seen in our local region of Newcastle and the Hunter, where global issues of energy transition, climate justice and social inequity are being played out.

Our location provides us with a unique opportunity to explore the role of architecture in the reimagination of Australia's regions.

We are committed to meaningful engagement with these issues, equipping students with skills, but also the curiosity, agility and courage to meet them.

We understand that in order to engage meaningfully with these complex scenarios demands creativity and innovation.

And that radical and speculative design practice should be situated on real sites and live projects.

We have a legacy at the University of Newcastle of a strong student community in architecture and we continue to nurture a vibrant and inclusive student body who cares for each other and the environment they live in.

Our staff develop and harness skills in criticality and collaboration across subject content, pedagogies in the classroom and through their own projects.

This is architecture that matters.

ABOUT YOU

IGNITE CHANGE AND INSPIRE MINDS

This role is for female candidates who are passionate educators and leaders who will inspire diverse student cohorts and support early career colleagues and be a role model in the built environment.

We are seeking to appoint a Professor of Architecture (Creative Practice) to contribute to the School, College, University and Communities. This position is to encourage female leaders to help SABE lead built environment disciplines into more diverse, inclusive and gender balanced futures.

You will be part of an intersectional community of academic leaders who are driving a shared commitment towards increasing participation and success for women in STEM. Providing vision and energy that is inspiring and motivating to the University's communities. This is an opportunity to take a leading role in building and promoting gender equity in STEM disciplines. You will play an active leadership role in the promotion of University's Athena SWAN initiative and related activities within own discipline and others, shaping the future for the University as a leader in gender equity.

The ideal candidate for this role will be a scholar or practitioner of highly acclaimed, international standing. You will demonstrate an ability to lead School and Discipline priorities for research impact and engagement within the broad theme of Designing Resilient Communities particularly in relationship to Architecture and Design.

You must demonstrate a highly commended, established research profile or an international creative practice, professional practice profile in one or more of the following areas:

- Post Industrial City and Regional revitalisation;
- Co-design and Socially Engaged Design; and
- Reflective Creative Practice.

You will lead the creative practice HDR programme, co-lead the transformation of the Architecture Program's curricula and provide research leadership as well as mentoring with regards to all of the School's Disciplines.

You will also demonstrate a track record of cross and interdisciplinary research and teaching which establishes your notoriety and ability to collaborate across the School, College and University more broadly.

Our new Professor is an innovator and inspiring educator who embraces 21st century modes of learning and novel approaches to teaching delivery. Your contributions are impactful, meaningful and embrace communities and our regions outside of an academic context.

POSITION TITLE

Professor of Architecture (Creative Practice)

LEVEL

Level E

COLLEGE/DIVISION

College of Engineering, Science and Environment (CESE)

REPORTS TO

Head of School, School of Architecture and Built Environment (SABE)

PROFESSOR OF ARCHITECTURE (CREATIVE PRACTICE)

As part of the University's commitment to providing a more diverse and inclusive higher education environment and improving female representation in STEM related fields, only female candidates can apply for this role.

The University currently holds an exemption under Section 126 of the Anti-Discrimination Act 1977 (NSW) in relation to its targeted recruiting programs.

This position is to encourage female leaders to help SABE lead built environment disciplines into more diverse and gender balanced futures.

We are seeking to appoint a Professor of Architecture (Creative Practice) to contribute to the School, College, University and Communities.

ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES

AREA OF ACCOUNTABILITY	CORE RESPONSIBILITIES AND TYPICAL ACTIVITIES
Research	• Lead the execution of the University's research strategy and ensure the strategic alignment of research activities with the University's Strategic Plan and deliver maximum impact for the University. • Deliver a significant and sustained record of high-quality research productivity to build the University's reputation for world-class innovation and maintain an established international and national profile. • Attract significant external research income through partnerships with industry and governments at national or international level by leading projects, programs and/or research centres. • Lead partnerships and collaborations with industry, government and NGOs to facilitate knowledge exchange and innovation, the development of intellectual property, opportunities for entrepreneurship commercialisation and the development of alternate revenue streams. • Lead the delivery of research outputs that are collaborative and inter-disciplinary in their approach and innovative in their application. • Provide research leadership in the recruitment and development of HDR cohorts, mentoring early career academics in HDR supervision, and co-publication with HDR candidates or HDR thesis examiners where applicable. Act as a principal supervisor to ensure successful and timely HDR student completions. • Lead or significantly contribute to research collaborations, partnerships/networks with industry and government to support research opportunities, funding and extend measures of impact and engagement.
Teaching	• Demonstrate exceptional educational leadership at the Course, Program, Discipline, College, School, University, National and/or International level, as well as demonstrated leadership within their area of expertise. • Significantly improve student success and retention at Course and Program levels. • Engage in activities to support College and/or University initiatives or disciplinary initiatives from national/international enterprises resulting in enhancement at discipline level or wider. • Providing leadership in research-led teaching and research initiatives, benchmarking and incorporating interdisciplinary and intercultural perspectives to enhance research and learning approaches within the University.

PROFESSOR OF ARCHITECTURE (CREATIVE PRACTICE)

ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES

AREA OF ACCOUNTABILITY	CORE RESPONSIBILITIES AND TYPICAL ACTIVITIES
	• Lead teaching innovation including but not limited to: the interdisciplinary development of online and digital program and course materials; Integrating industry/social enterprise networks and partnerships with course material to deliver applications, and WIL (work-integrated learning)/internship opportunities in industry for students. • Lead University/College activities and teaching initiatives to continuously improve the quality of student learning, share outcomes from these improvements to inform national/international and deliver organisational goals relating to student learning including student retention. • Play an active role in the maintenance of academic standards and in the development of educational policy and of curriculum areas within the discipline.
Engagement and Leadership	• Actively lead or make a significant contribution to the University in a range of administrative functions including supervision and mentoring of staff, course coordination and program convening, curriculum development, leadership governance, committee roles, and represent the University regionally/nationally. • Lead and/or make a significant contribution to professional service at the national and international level including active contribution to the professional/ discipline community through membership of professional associations/committees etc. • Maintain a recognised public profile as an expert commentator/thought leader that sets the narrative on discipline/industry related issues and impacts.
Wellbeing, Health & Safety and Equity, Diversity & Inclusion	• Adhere to workplace policies and procedures in the areas of work health, safety, equity, diversity and promoting a respectful workplace culture. • Maintain a comprehensive knowledge of the University's governance, management and policy frameworks including Equity and Diversity, Performance Review Development and Workplace Health and Safety

PROFESSOR OF ARCHITECTURE (CREATIVE PRACTICE)

POSITION CHARACTERISTICS

AREA OF ACCOUNTABILITY	POSITION CHARACTERISTICS
Level of supervision / independence	- Accountable for personal and team goals and performance targets. - Supervise and mentor academics, students and HDR students. - Provide academic support to industry professionals and early career academics.
Professional / Industry Knowledge	- Ensure breadth and currency of skills and up to date knowledge of developments in relevant sectors. - Demonstrated experience in the application of relevant disciplines in business/industry enterprise. - Build substantial networks and industry partnerships to facilitate research and innovation opportunities.
Organisational Knowledge	- Ability to conceptualise, develop and review major policies, objectives and strategies to assist the University to meet its strategic objectives; - A comprehensive understanding of the University's policies and procedures relating to Equity and Diversity, the Performance Development Framework and Workplace Health and Safety in the management of staff and in the performance of the responsibilities of the position.
Problem solving and judgement	The position requires initiative and creative approaches to the development and delivery of curriculum that are interdisciplinary, technologically current and industry relevant.
Key relationships (internal & external) & immediate team	- Maintain positive and constructive relationships with students, academic and professional staff, external stakeholders and at the national and international level. - Impact program delivery and research through the development of networks that facilitate interdisciplinary collaboration and industry integrated content and practice.
Special Characteristics	Travel for conferences and research collaboration may be required as well as the ability to work across multiple campuses and outside hours depending on research, teaching and University activities.
Expected Behaviours	- The role is expected to display personal qualities and behaviours consistent with Senior Leaders Level as outlined in the Leadership Framework. - The University of Newcastle Leadership Framework describes six leadership capabilities for both academic and professional staff. At the University of Newcastle leaders; shape the future, engage beyond the University, work collaboratively, strive for excellence, drive performance and show courage and respect.
WWC Check Required	No
Criminal Record Check required	Yes
Entrusted Role Check Required	Yes

PROFESSOR OF ARCHITECTURE (CREATIVE PRACTICE)

INHERENT REQUIREMENTS

This Position Description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements. Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.
- In keeping with the University's focus on an outstanding student experience, the principal mode of working will be on campus, with the expectation that you will be physically present at one of the University's campuses for a minimum of 3 days per week (outside of reasonable work-related travel). Alternative arrangements will require prior approval by the University.

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position.

ESSENTIAL CRITERIA

- Female Identified role: As part of the University's commitment to increasing the number of women in underrepresented areas such as STEMM, this role is open to female candidates only. The University currently holds an exemption under Section 126 of the Anti-Discrimination Act 1977 (NSW) in relation to its targeted recruiting programs.
- Expertise: Completed a doctoral qualification in Architecture or related Built Environment Design Discipline.
- High-Quality Research: Demonstrated significant record of quality and impactful publication or non-traditional research output in high-quality outlets including evidence of international and national research collaborations and/or partnerships and, making significant contributions to knowledge and the beneficial application of knowledge, and intellectual leadership beyond the specific area of research or creative activity, where relevant, through its impact on policy, practice and/or commercialisation.

- Funding Success: Demonstrated recent record of leadership in leading major funding initiatives and application for external research funding and guiding the development of more junior academic staff and researchers.
- Supervision: Skills in active and effective record of supervising masters research projects and Higher Degree by Research Creative Practice students successfully to timely completion as the primary supervisor.
- Quality Teaching: Demonstrated recent ability to achieve teaching quality as indicated by internal and external surveys and outcomes for students that will improve or innovate in response to feedback.
- Distinguished Leadership in Learning and Teaching: Demonstrated distinguished record of scholarly teaching and leadership across all levels and appropriate contexts, including clinical teaching where appropriate, including undertake program convening and course coordination and actively developing educational policy and curriculum areas within the discipline.
- Engagement: Demonstrated significant contribution to the governance of the University, including successful mentoring of more junior academic staff, and developing policy and providing leadership in community activities, in professional, commercial, and industrial sectors at a national and international level.

DESIRABLE CRITERIA

- Demonstrated research track record and/or professional practice expertise in designing resilient communities which focuses on at least one of the following sub areas:
 - o Post Industrial City and Regional revitalisation
 - o Co-Design and Socially Engaged Design
 - o Reflective Creative Practice
- Proven leadership and well-established track record in Creative Practice (Design) Research.
- Proven leadership and demonstrated excellence in delivering architectural design studios with distinctive, innovative teaching methodologies and impactful "live" studio projects.
- Significant leadership in building technologies and structures, or professional practice.
- Demonstrated experience in academic leadership and management.





YOUR NEXT STEPS

The University of Newcastle is committed to finding high calibre talent for this important role and seeks to attract the widest possible field of candidates.

MAKING CONTACT

For a confidential conversation please contact:

Professor SueAnne Ware, Head of School, School of Architecture and Built Environment

T: +61 2 4921 5865

E: sueanne.ware@newcastle.edu.au

TO APPLY

To apply please upload your application via the University of Newcastle [jobs site](#) using reference HRC0001916.

Applications should include the following elements:

- Full CV
- Response to the Essential and Desirable Selection Criteria (maximum 3 pages)
- Cover letter outlining your motivation, suitability and vision for the role (maximum 2 pages)
- Studio Teaching Portfolio, Research Portfolio or equivalent Professional Practice Portfolio.

FEMALE IDENTIFIED ROLE

The University currently holds an exemption under Section 126 of the Anti-Discrimination Act 1977 (NSW) in relation to its targeted recruiting programs.

ADDITIONAL INFORMATION

Interviews are scheduled to take place in September 2023.

RELOCATING TO NEWCASTLE AND THE HUNTER

For information on the opportunities afforded by living in the region, visit [Move to Newcastle](#)

CLOSING DATE

Applications close Wednesday 6, September 2023 at midnight AEDT

The University of Newcastle is committed to diversity and social inclusion. People of culturally and linguistically diverse backgrounds, equity target groups and people of Aboriginal and Torres Strait Islander descent are encouraged to apply.

The University reserves the right not to proceed with any appointment.



THE UNIVERSITY OF NEWCASTLE

ORGANISATION CHART



----- Dashed line denotes senior point of contact between the University and its entities



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[NEWCASTLE.EDU.AU](https://newcastle.edu.au)