

THE UNIVERSITY OF NEWCASTLE



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Recruiting for
Senior Lecturer
Architecture
(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 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 Senior Lecturer Architecture to contribute to the School, College, University and Communities.

This position is for someone who identifies as female, who is a great collaborator and colleague, and who is excited about giving students an inspiring and relevant architectural education.

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. You will play an active 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 with established and recognised traditional or creative practice research. You will have leadership and management experience and be able to demonstrate an ability to work productively in teams, whether within the university or the profession.

You will have experience in developing innovative design studios and affiliated subjects, which engage diverse student cohorts. You can demonstrate how your teaching has incorporated innovative technologies and modes of delivery.

You will have experience in the School and Discipline priorities for research impact and engagement within the broad theme of Designing Resilient Communities, in relationship to Architecture and Design.

You should be able to demonstrate a recognised research/ practice profile in one or more of the following areas:

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

Ideal candidates should have a high level research and/or professional practice track record, and a substantive vision for future research directions in the discipline.

POSITION TITLE

Senior Lecturer Architecture

LEVEL

Level C

COLLEGE/DIVISION

College of Engineering, Science and Environment (CESE)

REPORTS TO

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

TERM

Full time, ongoing (tenured)

SENIOR LECTURER ARCHITECTURE (FEMALE IDENTIFIED)

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 help SABE lead built environment disciplines into more diverse and gender balanced futures.

We are seeking to appoint a Senior Lecturer Architecture to contribute to the School, College, University and Communities.

ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES

AREA OF ACCOUNTABILITY	CORE RESPONSIBILITIES AND TYPICAL ACTIVITIES
Research and Innovation	- Achieving sustained and significant research performance through demonstrated research productivity, mentoring, leadership and esteem at a national level. - Leading competitive grant applications and research collaborations funded by competitive grants. - An established national profile in field of expertise, interdisciplinary and/or multi institutional research programs and publications in leading journals. - With the support of mentors and/or supervisors, engaging in networking with industry, government and NGOs. - Deliver effective research outputs including outputs/ creative works in high-quality refereed journals/outlets. - Leading the recruitment of high calibre RHD candidates and the creation of a supportive research training environment. - Effective co-supervision of research masters and RHD students with other academic supervisors and research mentors, and co- publication with RHD candidates. - Being an active participant in research collaborations, networks and/or partnerships to support the development of a field of expertise.
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. - Contribute to ongoing improvement of student success and retention at Course and Program levels. - Offer students informal consultation and feedback opportunities through an appropriate communication mechanism in accordance with University policy. - Lead course development and coordination activities; engage in activities in support of Program level enhancement in accordance with University policy. - Engage in activities to support research and work integrated learning (WIL) approaches, and/or interdisciplinary and intercultural perspectives across teaching and learning. - Work collaboratively with colleagues to benchmark teaching and assessment activities with others teaching at Program level, to uphold standards or support change to new modes of delivery.

SENIOR LECTURER ARCHITECTURE (FEMALE IDENTIFIED)

ROLE RESPONSIBILITIES AND TYPICAL ACTIVITIES

AREA OF ACCOUNTABILITY	CORE RESPONSIBILITIES AND TYPICAL ACTIVITIES
	• Work collaboratively with colleagues to benchmark teaching and assessment activities with others teaching at Program level, to uphold standards or support change to new modes of delivery. • Work collaboratively with colleagues to identify opportunities for ongoing course and program development and to demonstrate reflective and analytical practice leading to improved performance where necessary and contributing to a positive impact on the quality of student learning at the program level. • Work collaboratively with colleagues to share experiences and good practice of teaching and learning activities.
Service and Engagement	• Collaborating with colleagues to contribute to the University and its academic community. • Actively contribute to the School and College through a range of administrative functions through identified roles, committees and initiatives. • Active contribution to the professional/ discipline community through membership of professional associations/committees etc. • Active contribution to School and/or Faculty external engagement initiatives, including communicating with stakeholders. • Ongoing commitment to internal and external professional development activities.
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

SENIOR LECTURER ARCHITECTURE (FEMALE IDENTIFIED)

POSITION CHARACTERISTICS

AREA OF ACCOUNTABILITY	POSITION CHARACTERISTICS
Level of supervision / independence	- Accountable for personal and team goals and performance targets. - Supervise/support students where appropriate.
Professional / Industry Knowledge	- Ensure currency of skills and up to date knowledge of developments in relevant sectors. - Demonstrated experience in the application of conservation science knowledge and skills. - Establish networks and industry partnerships to facilitate research and innovation opportunities and to integrate environmental science students and graduates into industry.
Organisational Knowledge	- Be aware of the University's strategic goals and the key priorities relevant to this position. - 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 courses that are interdisciplinary, technologically current and industry relevant. - Sound judgement is required in establishing industry and external networks and relationships.
Key relationships (internal & external) & immediate team	- Maintain positive and constructive relationships with students, academic and professional staff, external stakeholders and a developing national network. - Impact course 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 the Individual Contributors 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.
Challenges	- The role is required to provide support and practical expertise in assisting students in the application of conservation science knowledge and skills in industry/society. - The role requires flexibility and responsiveness to change in order to stay abreast of developments in relevant disciplines, technology and industry/society needs.
WWC Check Required	No
Criminal Record Check required	Yes

SENIOR LECTURER ARCHITECTURE (FEMALE IDENTIFIED)

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.
- A PhD in Architecture or a related field.
- Evidence of high-quality teaching in Architecture including design studios courses and technical / construction courses at undergraduate and / or postgraduate level, commensurate with experience.
- Demonstrated ability to lead interdisciplinary research that delivers quality outputs, as demonstrated by a high impact, peer-reviewed publication record.

- Demonstrated experience in the development and delivery of courses including the incorporation of contemporary research methods, digital learning platforms, and interdisciplinary approaches.
- Demonstrated ability to supervise HDR students in Architecture both theory and creative practice.
- Demonstrated ability to lead successful applications for research support from industry and / or external granting bodies.
- Willingness and ability to contribute to outreach activities, College governance, organisational administration (including Program Convening and course coordination) and initiatives/activities within the University.
- Ability to work independently as well as collaboratively in both teaching and research.
- Highly developed interpersonal skills including the ability to participate in a team environment demonstrating clear communication and mutual respect.
- Knowledge of, and experience in adhering to workplace policies and procedures in the areas of work health safety, equity, diversity and promoting a respectful workplace culture.

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 demonstrated excellence in delivering architectural design studios with distinctive, innovative teaching methodologies and impactful "live" studio projects as well as construction technology course.
- Significant leadership in or in collaboration with Professional Practice.
- Demonstrated ability in academic leadership and management.
- Demonstrated experience in building technologies and structures, or professional practice.





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 HRC0001917.

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

Correct as at 18 May 2023 10:11 am



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