

Teaching Focused Academic Building Surveying

POSITION NUMBER	970506
COLLEGE / DEPARTMENT	College of Sport, Health and Engineering
LOCATION/CAMPUS	The position is currently located at the Footscray Park Campus of the University.
CLASSIFICATION	Teaching Focused Academic, Level B

OVERALL PURPOSE

A Teaching Focused Academic at Level B is responsible for delivering high-quality teaching while also contributing to the University's research performance. This role strengthens Building Surveying academic capability and provides ongoing capacity across the Bachelor of Building Surveying and Graduate Diploma in Building Surveying. The incumbent will contribute to teaching, unit and course coordination, assessment and moderation, curriculum renewal, student support, accreditation evidence, professional body liaison and industry engagement, with particular emphasis on the Graduate Diploma in Building Surveying and the quality of Online Real Time (ORT) delivery.

The incumbent will also undertake scholarly, research and professional activities that strengthen the Building Surveying discipline, contribute to research outputs and collaborations, maintain curriculum currency and professional relevance, and support a high-quality student experience across the Building Surveying suite.

ORGANISATIONAL ENVIRONMENT

Victoria University has a bold and ambitious new vision and a seven-year strategic plan characterised by five strategic drivers. Victoria University's [Strategic Plan 2022-2028, Start Well, finish brilliantly](#), also commits the University to the bold ambition to be a global leader in dual sector learning and research by 2028.

VU has innovated a new pedagogic and curriculum approach: the VU Block Model. This, along with the VU First Year College, has been one of the leading learning and teaching innovations in the Australian tertiary education sector over the past decade. Our embedded VU Polytechnic is a leading TAFE provider, renowned for its industry collaboration and its digital innovation in delivery. As a result, Doing Dual Differently is one of our five core drivers and points of uniqueness.

At Victoria University, our research is focused on the development and sustained application of ethical knowledge in all its forms, done in partnership and collaboration, to address the challenges of people, places and planet. In 2022, VU launched its [Research and Impact Plan 2023-2028](#) and is one of the top ten sports science universities in the world with more recent, yet equally profound, achievements in health sciences; immunology; green engineering; the circular economy; and First Nations.

STRATEGIC DRIVERS

People and Culture use only

To achieve our vision, we have identified five Strategic Drivers, with a high-level objective, and the goals to get us to our 2028 target. Our vision is big and ambitious. It is also achievable.

1. Doing Dual Differently
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to Study and Work

VISION

To be a global leader in dual sector learning and research by 2028.

PURPOSE

Victoria University emboldens its people to design their future and has a deep commitment to Protecting Country.

This new Teaching Focused Academic position in Building Surveying is part of the College of Sport, Health, and Engineering at Victoria University. The College is based at the Footscray Park Campus, though the position may be relocated to any other existing or future University work location.

The College of Sport, Health, and Engineering is home to one of Australia's largest programs in sport, exercise, and health science. It also includes a comprehensive built environment and engineering program that complements these efforts by focusing on sustainable construction, innovative infrastructure, and solutions that promote community well-being and address environmental needs. Our curriculum is developed in collaboration with industry and is informed by world-class research, equipping graduates with the practical skills and confidence needed to achieve their career goals in the health, sport, or built environment and engineering sectors.

An organisation chart is attached.

MAJOR CHALLENGES / FREEDOM TO ACT

This position reports to and receives broad direction from the **Head of Built Environment and Engineering** and operates within the University policies, procedures and guidelines.

The incumbent will be expected to work collaboratively and independently as a member of the University and to undertake activities that enhance student learning, professional readiness and industry engagement. A central challenge is maintaining high-quality, professionally current Building Surveying teaching across synchronous Online Real Time delivery while contributing to course coordination, assessment, moderation, student support and curriculum renewal for growing and diverse cohorts.

The role must strengthen continuity and resilience across the Building Surveying suite and support professional accreditation and quality assurance, including engagement with the Australian Institute of Building Surveyors (AIBS) and alignment with Building and Plumbing Commission (BPC) professional registration and regulatory requirements, while maintaining high-quality teaching, industry engagement and a sustainable research trajectory appropriate to Academic Level B.

MAJOR DUTIES PERFORMED

In performing the following duties, the incumbent is required to comply with Quality Assurance policies and procedures, and other relevant legislative requirements applicable to the University. The major duties to be performed are:

- ◆ Conduct independent and collaborative research in Building Surveying or related fields, aligned with VU's Research and Impact Plan.
- ◆ Publish peer-reviewed research outputs at a standard expected of a Level B academic.
- ◆ Contribute to research income generation through grant applications, industry-engaged research and collaborative research activity.
- ◆ Supervise honours and postgraduate research students where appropriate.
- ◆ Engage with industry, professional and regulatory stakeholders to strengthen research relevance, professional practice, curriculum currency and student employability.
- ◆ Develop and facilitate learning activities in synchronous Online Real Time, online, distributed, face-to-face or blended modes as appropriate, reflecting a strong command of Building Surveying and contemporary pedagogic practice.
- ◆ Teach across the Building Surveying suite, with particular emphasis on strengthening capacity in the Graduate Diploma in Building Surveying, and contribute to unit and course coordination.
- ◆ Assess student learning and provide timely, constructive feedback, including effective moderation and other academic administration associated with units and courses taught.
- ◆ Contribute to course-level academic assurance, continuity and quality, including assessment standards, moderation, student advice, course documentation and continuous improvement.
- ◆ Support curriculum renewal and the development of contemporary, industry-aligned learning activities, assessment and resources that reflect current Building Surveying professional and regulatory practice.
- ◆ Contribute to AIBS accreditation and reaccreditation evidence, professional body liaison, and alignment of the Building Surveying programs with relevant BPC professional registration and regulatory requirements.
- ◆ Support the quality and effectiveness of Online Real Time delivery, including live student engagement, consultation and appropriate academic support for working professionals and students studying across Victoria and Australia.
- ◆ Build and maintain productive relationships with industry and the Building Surveying profession to strengthen professional relevance, external engagement and opportunities for students.
- ◆ Enhance the academic, social and cultural experience of students through inclusive, high-quality teaching and appropriate support for students from diverse and underrepresented backgrounds.
- ◆ Contribute to academic service, collegiality and engagement, including the efficient management of internal service roles.
- ◆ Contribute to the overall success of the College through administrative and marketing activities and outreach to industry, the community and the profession.

SELECTION CRITERIA

Applicants are not required to address each element of the selection criteria, but should provide sufficient information in their application to enable the selection panel to make an informed assessment of their suitability for the role

Essential Selection Criteria

- 1 A PhD in Building Surveying or a related built environment discipline, together with relevant qualifications and demonstrated expertise in Building Surveying and, preferably, current or recent professional/industry experience.
- 2 Demonstrated disciplinary expertise in Building Surveying and contemporary professional and regulatory practice, with capacity to teach, coordinate and assure the quality of Building Surveying learning and assessment.
- 3 Current or recent professional/industry experience in Building Surveying, preferably with AIBS membership and/or BPC registration, or eligibility for appropriate professional membership or registration.
- 4 Demonstrated experience or capacity to deliver high-quality synchronous online or Online Real Time teaching, including effective engagement, consultation and support for diverse cohorts and working professionals.
- 5 A developing research track record appropriate to Academic Level B, with evidence of capacity to publish in refereed journals and contribute to research impact, collaboration and industry-engaged research.
- 6 A strong understanding of pedagogical theory and contemporary educational practice relevant to Building Surveying and professionally oriented higher education.
- 7 Evidence of developing effective learning environments, curricula, assessment and moderation practices that engage students, support achievement of learning outcomes and maintain appropriate academic standards.
- 8 Demonstrated capacity to contribute to professional accreditation, quality assurance and liaison with external professional and regulatory bodies, including AIBS and BPC.
- 9 Demonstrated commitment to student success and the provision of appropriate support for students from diverse, low socio-economic and underrepresented backgrounds.
- 10 Evidence of continuing professional learning in Building Surveying and teaching practice, and a continual improvement approach to education.
- 11 Demonstrated high-level communication, interpersonal and organisational skills, with the ability to engage effectively with students, staff, industry, professional and regulatory stakeholders and to contribute to a collegial, cross-culturally sensitive working environment.
- 12 Demonstrated commitment to relevant policies, procedures and legislation in the day-to-day performance of the role, including awareness of OH&S responsibilities and willingness to undertake required OHS training.

Organisational Chart

