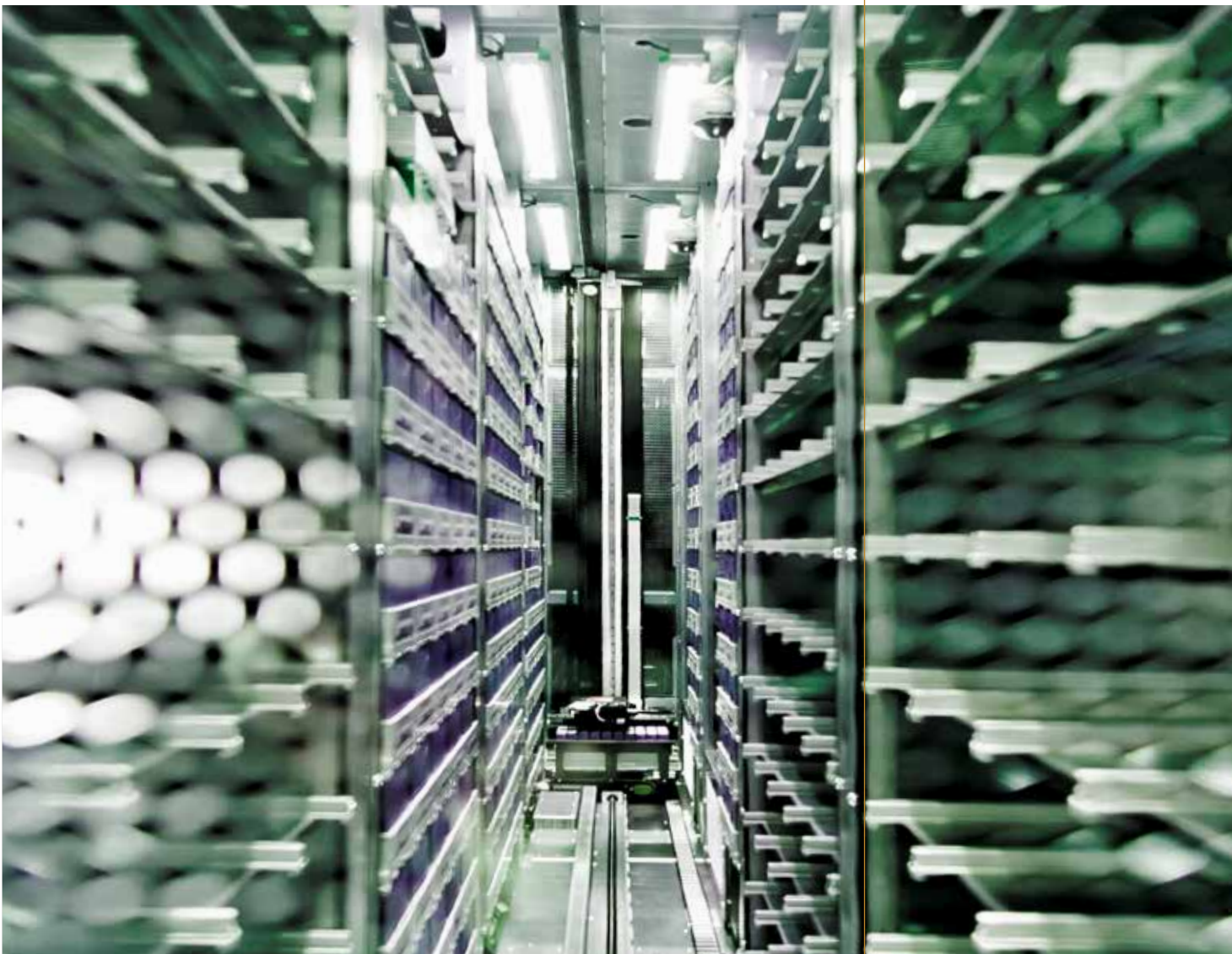# INFORMATION FOR PROSPECTIVE CANDIDATES

Lecturer/Senior Lecturer/Associate Professor

School of Computing

ANU College of
Engineering and
Computer Science

Australian
National
University

Contents

About us

The roles

Information for candidates

About Canberra

Message from Interim Dean

Professor Nick Birbilis

Interim Dean
ANU College of Engineering and Computer Science

Our world needs people who are experts at designing and safely operating the engine that is composed of all of us – our society. They will need to be expert thinkers about how to safely design and operate highly heterogeneous and interconnected systems of natural and made things, IT and people – at scale.

We will reimagine the traditional engineering and computing disciplines. We believe the role of engineers and computing experts in the 21st century is to bring together expertise on people, technological systems and science. We will not step away from the need to master a coherent foundational body of knowledge, and we will not be confined by old disciplinary boundaries as we give shape to new bodies of knowledge. At its core, we will equip our people to ask the right kind of questions from a people-centric, technological and scientific perspective.

We will nurture those people to go out into the world to find the right kinds of problems, and solve them in ways which are truly transformational.

We are looking for people who believe in an interconnected world and who want to create something exceptional. Unlock your imagination and reach out.

Message from the School Director

Professor Tony Hosking

Director
ANU School of Computing

Built on the foundations of our expertise in information and computer science, the School of Computing is seeking transformational thinkers, who are motivated by our mission to provide high quality impact across research, education and engagement. We are committed to growing our research capability, whilst leveraging our strengths and connections to establish new collaborations, with a goal to inspire and deliver best practice in all we do.

Our people are passionate about our intellectual agenda that spans canonical and cutting-edge expertise in artificial intelligence and machine learning, computer systems and software, and theoretical foundations of computing. We are driven to improve student experience by folding real-world experiences into our academic programs and providing opportunities for work-integrated learning, industry projects and internships.

I invite you to see how your expertise can be applied in our community, and join us to inspire a new generation of computing professionals and thought-leaders.

About us

ANU College of Engineering and Computer Science

The Australian National University (ANU) College of Engineering and Computer Science (CECS) is a vibrant and diverse community of more than three thousand students, staff, and visitors. Our College is comprised of three schools: the School of Computing, School of Cybernetics, and School of Engineering, supported by the Professional Services Group.

We aim to bring together expertise in social, technical, ecological and scientific systems to build a new approach. In the College, we draw on our disciplinary foundations to find and solve problems of global importance. Our people build on our traditional world-class expertise and take it in creative, unconventional directions. Through the Reimagine investment, we have the privilege and the responsibility to build a new legacy for the University, the country, and even the world.

Join us in shaping a new intellectual agenda to reimagine engineering, computing, and the use of technology in the world.

School of Computing

The School of Computing has a strong foundation in computing and information sciences at ANU. We are a transformative centre for research in artificial intelligence and machine learning, computer systems and software, and theoretical foundations of computing.

We span canonical and leading edge computing, connecting decades of computer science methodologies with modern data and computational science. Our mission is motivated by the need to design, drive and sustain strategic activities via five broad focus areas: Computing Foundations, Computational Science, Intelligent Systems, Data Science and Analytics, and the Software Innovation Institute.

Be part of an innovative and forward-looking intellectual agenda, built on a diverse, inclusive culture.

Computing Foundations

Computing platforms underpin global commerce, governance, and social wellbeing as critical infrastructure. We focus on the software and hardware foundations of computing, and its theory, to improve the safety, reliability, and performance of software systems, and to make them scalable and secure. We combine teaching and research in the foundations of computing: logic and verification, theory of computation, computer organisation and architecture, operating systems, formal methods and methodologies for software development, and programming languages and tools. We work closely with industry partners on solutions to problems for real systems. Our education programs emphasise hands-on implementation and project-based learning.

Computational Science

Computation increasingly drives discovery in the sciences and engineering. We design, implement and use mathematical models to analyse and solve computationally demanding problems, using advanced computational infrastructure and algorithms to perform large-scale simulations of physical systems and processes, and visualise the outcomes to inform the science. Drawing on advances in machine learning (ML) and artificial intelligence (AI) we enable new approaches to virtual discovery and design, and the effective utilisation of computational assets at scale. Our education programs train computational scientists and provide them with skills in high performance computing relevant to science and engineering. We work with partners in target applications such as environmental science, computational biology, bioinformatics, quantum physical systems, and nanotechnology, to accelerate discovery in these domains.

Intelligent Systems

Machine Intelligence augments human intelligence in analysing and synthesising vast amounts of information. We focus on the computational modelling and design of intelligent agents in complex real-world contexts. Our research integrates areas of artificial intelligence (AI), machine learning (ML), and vision and natural language understanding, and robotics, to build autonomous systems that can perceive, plan, and respond to their environment in pursuit of high-level goals. Our teaching portfolio includes introductory and advanced courses in AI and ML from the foundational science to implementation of large-scale practical intelligent systems, with applications in computer vision, language understanding, and robotics, co-taught and co-developed across the College. We also work across the University to address questions on integrating human and social values in AI systems, touching on aspects of philosophy, cognition, ethics, and safety.

Data Science and Analytics

Data is central to all endeavours today, dealing with its acquisition, storage, curation, retrieval, and processing. By utilising Artificial Intelligence, Machine Learning, and Statistics data becomes the basis for our modelling of and reasoning about the world and society, to also gain understanding. We pursue a rigorous processing of data and its contexts and implications, engaging with domain experts in government, business, and the health and social sciences to build models that turn data into information into knowledge to then support effective and confident economic and social decision making. Our research focus on the design and construction of robust processes and models leads to new algorithms, prototypes, and deployed systems across multiple domains to derive new meaningful insights whilst being sensitive to bias. Our broad teaching portfolio includes both micro and macro credentialing, balancing theoretical techniques with domain-relevant project-based learning, aimed at researchers, practitioners, and decision makers.

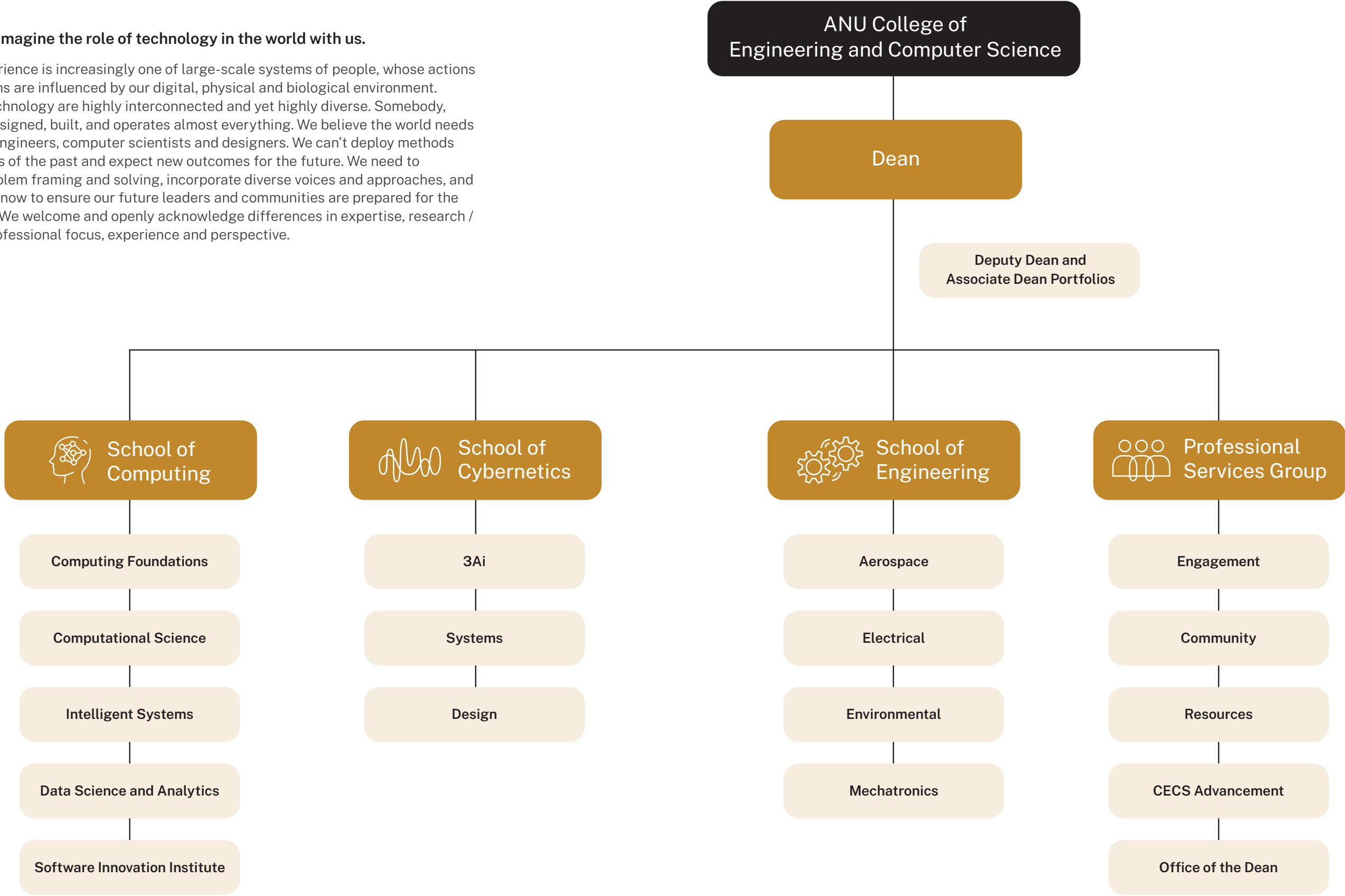### Software Innovation Institute

The Software Innovation Institute (SII) is developing new ways to train the next generation of Data Scientists and Software Engineers. We create, apply and teach state-of-the-art techniques in Data Science and Software Engineering to provide world-leading integrated learning for students, while addressing some of the complex challenges of today. We work with clients on actual projects, managed and supervised by industry experienced staff, to create systems that solve their data problems and drive business decisions, utilising world leading research outcomes. We bring together leading researchers, industry experts, and students to translate research, to design, to engineer, and to build solutions to complex problems, cognisant of cultural context while preserving privacy. Working with colleagues across the University, we are the translational engine for the School and a locus for experiential learning.

Our structure

Come and reimagine the role of technology in the world with us.

Our lived experience is increasingly one of large-scale systems of people, whose actions and interactions are influenced by our digital, physical and biological environment. We and our technology are highly interconnected and yet highly diverse. Somebody, somewhere designed, built, and operates almost everything. We believe the world needs new types of engineers, computer scientists and designers. We can't deploy methods and techniques of the past and expect new outcomes for the future. We need to reimagine problem framing and solving, incorporate diverse voices and approaches, and work together now to ensure our future leaders and communities are prepared for the work to come. We welcome and openly acknowledge differences in expertise, research / education / professional focus, experience and perspective.

ANU College of Engineering and Computer Science

Dean

Deputy Dean and Associate Dean Portfolios

School of Computing
- Computing Foundations
- Computational Science
- Intelligent Systems
- Data Science and Analytics
- Software Innovation Institute

School of Cybernetics
- 3Ai
- Systems
- Design

School of Engineering
- Aerospace
- Electrical
- Environmental
- Mechatronics

Professional Services Group
- Engagement
- Community
- Resources
- CECS Advancement
- Office of the Dean

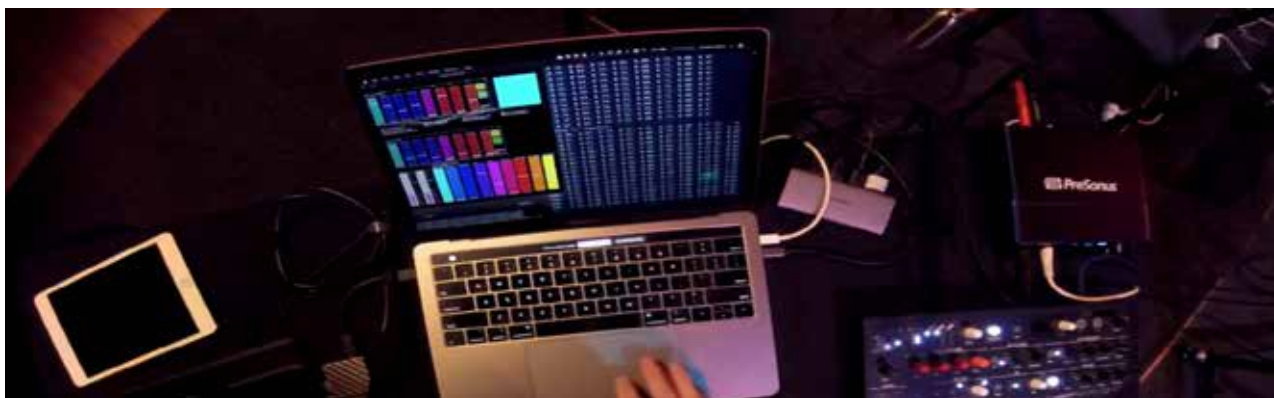REIMAGINE

The roles

Lecturer Level B

Role statement

1. Undertake high impact collaborative and cross-disciplinary research that generates creative works and a body of unique intellectual knowledge as relevant to the Activity Cluster, School, and College.

2. Contribute to the educational activities of the Activity Cluster and School. This includes, but is not limited to, the preparation and delivery of lectures, tutorials, short courses and workshops; the preparation and delivery of professional and executive education courses; the preparation of online material; marking and assessment; and consultations with students. This also includes, but is not limited to, supervision of research students and coursework students working on individual or group projects at undergraduate, honours, and graduate levels.

3. Take an active role in seeking and generating resources to support the development of deep and transformational expertise in fields relevant to the Activity Cluster, School and College. Achieve impact through engagement with a range of stakeholders and / or funding bodies and also through the preparation of research proposals.

4. Provide support to the engagement and impact activities of the School, with the aim to engage and activate a stakeholder community in academia / industry / start-ups / government / broader community, including communicating or publishing original, innovative and multi-disciplinary results in international refereed journals, academic seminars, national and international conferences, or appropriate fora for the field, and collaborate with other researchers at an international level. Also, assisting in outreach activities including to prospective students, research institutes, industry, government, the media and the general public.

5. Supervise less-senior academic and research staff, as appropriate.

6. Maintain high academic standards and collegiality in all education, research, impact, engagement and administration endeavours of the School, College, and University.

7. Contribute broadly to all aspects of the operation of the School, College and University.

8. Take responsibility for workplace health and safety and not wilfully place at risk the health and safety of another person in the workplace.

9. Other duties as required consistent with the classification level of the position.

Selection criteria

1. A PhD or equivalent in a disciplinary area of the School, or a related area as relevant to the School, with a competitive track record of either impact or research as evidenced by appropriate outputs and measures of esteem in industry, government or academic environments.

2. Evidence of effective teaching, training, facilitation, mentoring or other relevant knowledge transmission activities and of the ability to contribute significantly to delivery of the educational agenda in the Activity Cluster and School.

3. An ability to contribute to impact and engagement activities involving government, industry, the wider research community and the general public, including involvement in collaborations and partnerships with a range of internal and external stakeholders.

4. A demonstrated alignment with the School's culture and work environment including a commitment to enhancing diversity and inclusion, characterised by an orientation to collaborative research; team-based projects; interdisciplinary activities and interests; strategic decision making; commitment to the success of peers and the team; and an ability to contribute to the strategic priorities and activities of the School and College.

5. Evidence of effective collaboration, team-based projects and interdisciplinary activities and interests. In particular, evidence of ability and experience in effectively establishing on-going support for industry academia engagement, collaboration and partnerships.

6. An ability and commitment to win bids for competitive external funding to support individual and collaborative research, education and engagement activities with the Activity Cluster and School.

7. Excellent communication skills with the ability to inspire a wide range of audiences, including in cross-disciplinary areas and to foster respectful and productive working relationships with staff, students and colleagues at all levels. Skills in other forms of communication (such as visual communication, podcasting, video, etc.) or a willingness to innovate in these areas will be well regarded.

8. Ability to mentor and develop colleagues to achieve goals in alignment with the College's strategic priorities, particularly in relation to building a diverse and inclusive community life.

9. A demonstrated high-level understanding of equal opportunity principles and a commitment to the application of these policies in a University context.

Consistent with their relative opportunity to do so, a Level B Academic will have a relevant doctoral qualification or equivalent accreditation and standing together with subsequent research (or R&D) experience. This may not apply to candidates coming from different fields such as industry or government. Once in the role, there will be an expectation of academic excellence, making an outstanding contribution to research and, in this particular position, the ability to collaborate with internal and external stakeholders outside of your domain. A position at this level will require a demonstrated record of research output in academia, industry or government.

Senior Lecturer Level C

Role statement

1. Undertake high impact collaborative and cross-disciplinary research that generates creative works and a body of unique intellectual knowledge as relevant to the Activity Cluster, School, and College, and aligned to the strategic directions of the School and College.

2. Make a strong contribution to the educational activities of the Activity Cluster and School. This includes, but is not limited to, the preparation and delivery of lectures, tutorials, short courses and workshops; the preparation and delivery of professional and executive education courses; the preparation of online material; marking and assessment; and consultations with students. This also includes, but is not limited to, supervision of research students and coursework students working on individual or group projects at undergraduate, honours, and graduate levels.

3. Take an active role in seeking and generating resources to support the development of deep and transformational expertise in fields relevant to the Activity Cluster, School and College. Achieve impact through engagement with a range of stakeholders and / or funding bodies and also through the preparation of a combination of state-level, national and international research proposals, industry funds and approved consultancy arrangements. Where appropriate, oversee the management of grants received for research projects.

4. Make a strong contribution to the engagement and impact activities of the School, with the aim to engage and activate a stakeholder community in academia / industry / start-ups / government / broader community, including communicating original, innovative and multi-disciplinary results in international refereed journals, academic seminars, national and international conferences, or appropriate fora for the field, and collaborate with other researchers at an international level. Also, leading outreach activities including to prospective students, research institutes, industry, government, the media and the general public.

5. Contribute to mentoring and career development of less-senior academic and research staff in alignment with the professional development process at the ANU.

6. Maintain and actively promote high academic standards and collegiality in all education, research, impact, engagement and administration endeavours of the School, College, and University.

7. Proactively contribute more broadly to the operation of the School, College and University. This may include representation through committee membership.

8. Take responsibility for workplace health and safety and not wilfully place at risk the health and safety of another person in the workplace.

9. Other duties as required consistent with the classification level of the position.

Selection criteria

1. A PhD or equivalent in a disciplinary area of the School, or a related area as relevant to the School, with an excellent track record of either impact or research as evidenced by appropriate outputs and measures of esteem in industry, government or academic environments.

2. Evidence of effective teaching, training, facilitation, mentoring or other relevant knowledge transmission activities and of the ability to shape and contribute significantly to delivery of the educational agenda in the Activity Cluster and School.

3. Evidence of effective engagement and impact activities involving government, industry, the wider research community and the general public, helping to establish collaborations and partnerships with a range of internal and external stakeholders.

4. A strong orientation to the School's culture and work environment including a commitment to enhancing diversity and inclusion, characterised by an orientation to collaborative research; team-based projects; interdisciplinary activities and interests; strategic decision making; commitment to the success of peers and the team; and an ability to contribute to the strategic priorities and activities of the School and College.

5. A strong orientation to collaboration, team-based projects and interdisciplinary activities and interests. In particular, evidence of ability and experience in effectively establishing on-going support for industry academia engagement, collaboration and partnerships.

6. A record of winning bids for competitive external funding to support individual and collaborative research, education and engagement activities with the Activity Cluster and School, and the ability to identify similar opportunities for others to pursue and to provide mentoring in the process.

7. Outstanding communication skills with the ability to inspire a wide range of audiences, including in cross-disciplinary areas and to foster respectful and productive working relationships with staff, students and colleagues at all levels. Skills in other forms of communication (such as visual communication, podcasting, video, etc.) or a willingness to innovate in these areas will be well regarded.

8. Ability to provide leadership to early-career staff and to mentor and develop colleagues to achieve goals in alignment with the College's strategic priorities, particularly in relation to building a diverse and inclusive community life.

9. A demonstrated high-level understanding of equal opportunity principles and a commitment to the application of these policies in a University context.

Consistent with their relative to opportunity to do so, a Level C Academic will have a relevant doctoral qualification or equivalent accreditation and standing together with subsequent research (or R&D) experience. This may not apply to candidates coming from different fields such as industry or government. Once in the role, there will be an expectation of academic excellence, making an outstanding contribution to research and, in this particular position, the ability to collaborate with internal and external stakeholders outside of your domain. A position at this level will require a demonstrated strong record of research output in academia, industry or government.

Associate Professor Level D

Role statement

1. Undertake high impact independent, collaborative and cross-disciplinary research that generates creative works and a body of unique intellectual knowledge as relevant to the Activity Cluster, School, and College, and aligned to the strategic directions of the School and College.

2. Make a leading contribution to the educational activities of the Activity Cluster and School. This includes, but is not limited to, course and program coordination including development of and responsibility for curriculum/programs of study; the creation of innovative new educational experiences; the preparation and delivery of professional and executive education courses; the preparation of online material; marking and assessment; and consultations with students. This also includes, but is not limited to, supervision of research students and coursework students working on individual or group projects at undergraduate, honours, and graduate levels.

3. Establish and maintain relationships with industry, government and the wider research community to enhance cross-disciplinary collaborations and support the translation of research outcomes into applications, including taking a leadership role in seeking and generating resources to support the development of deep and transformational expertise in fields relevant to the Activity Cluster, School and College. Where appropriate, oversee the management of grants received for research projects.

4. Provide significant leadership and involvement in the engagement and impact activities of the School, with the aim to engage and activate a stakeholder community in academia / industry / start-ups / government / broader community, including communicating original, innovative and multi-disciplinary results in forums of international esteem (and with more extensive impact measures presented in the CECS Academic Performance Standards), and collaborating with others at an international level. Also, leading outreach activities including to prospective students, research institutes, industry, government, the media and the general public.

5. Manage and provide leadership through team development, mentoring and career development of less senior academic and research staff in alignment with the professional development process at the ANU.

6. Maintain, actively promote and champion high academic standards and collegiality in all education, research, impact, engagement and administration endeavours of the School, College and University.

7. Proactively contribute more broadly to the operation of the School, College and University, including representation through committee membership.

8. Take responsibility for workplace health and safety and not wilfully place at risk the health and safety of another person in the workplace.

9. Other duties as required consistent with the classification level of the position.

Selection criteria

1. A PhD or equivalent in a disciplinary area of the School, or a related area as relevant to the School, with an outstanding track record of either impact or research as evidenced by appropriate outputs and measures of esteem in industry, government or academic environments.

2. Evidence of innovative and successful teaching, training, facilitation, mentoring or other relevant knowledge transmission activities and of the ability to shape and contribute significantly to delivery of the educational agenda in the Activity Cluster and the School

3. A demonstrated commitment to and leadership in engagement and impact activities involving government, industry, the wider research community and the general public, including leadership of collaborations and partnerships with a range of internal and external stakeholders.

4. A strong orientation to the School's culture and work environment including a commitment to enhancing diversity and inclusion, characterised by an orientation to collaborative research; team-based projects; interdisciplinary activities and interests; strategic decision making; commitment to the success of peers and the team; and a demonstrated capacity to contribute to the strategic priorities and activities of the School and College.

5. A demonstrated commitment to and championing of collaboration, team-based projects and interdisciplinary activities and interests. In particular, evidence of ability and experience in effectively establishing and scaling on-going support for industry-academia engagement, collaboration and partnerships.

6. A strong record of leading and winning bids for competitive external funding to support individual and collaborative research, education and engagement activities with the Activity Cluster and School, and the ability to identify similar opportunities for others to pursue and to provide mentoring in the process.

7. Outstanding communication skills with the ability to inspire a wide range of audiences, including in cross-disciplinary areas and to foster respectful and productive working relationships with staff, students and colleagues at all levels. Skills in other forms of communication (such as visual communication, podcasting, video, etc.) or a willingness to innovate in these areas will be well regarded.

8. Ability to provide leadership to early-career staff and to mentor and develop colleagues to achieve goals in alignment with the College's strategic priorities, particularly in relation to building a diverse and inclusive community life.

9. A demonstrated high-level understanding of equal opportunity principles and a commitment to the application of these policies in a University context.

Consistent with their relative to opportunity to do so, a Level D Academic will have a relevant doctoral qualification or equivalent accreditation and standing together with subsequent research (or R&D) experience. This may not apply to candidates coming from different fields such as industry or government. Once in the role, there will be an expectation of academic excellence, making an outstanding contribution to research and, in this particular position, the ability to collaborate with internal and external stakeholders outside of your domain. A position at this level will require a demonstrated strong record of research output and leadership in academia, industry or government.

Additional information about the role

Pioneering women lectureships

We are committed to supporting the next generation of women in leadership through the Pioneering Women Lectureships scheme. This scheme is open to women who are successful in their application to the School of Computing tenure track program, across all our Activity Clusters. Find out more about this opportunity and how to apply.

Background checks

The ANU conducts background checks on potential employees, and employment in this position is conditional on satisfactory results in accordance with the Background Checking Procedure which sets out the types of checks required by each type of position.

References

ANU Minimum Standards for Academic Levels

CECS Strategic Intent

CECS Academic Performance Standards

CECS Recovery Plan

Applying for a position at ANU

Application process

All applicants are encouraged to apply for jobs online.

Manual applications should be forwarded to the Contact Officer on the advertisement, care of the School or Department where the position is located.

The closing date is specified in the advertisement. All job applications will be acknowledged upon receipt, by either email if electronic lodging or by mail if email is unsuitable.

Equity

The University is committed to providing equal opportunity of employment including the principle of selection and promotion of staff on merit, which precludes irrelevant personal attributes. Fair and transparent processes are applied in assessing the capacity of a person to perform the inherent requirements of a position, having regard to the person's knowledge, skills, qualifications and experience and their potential for future development.

Equal opportunity in employment also means enabling staff the opportunity to access the relevant conditions of employment, irrespective of personal attributes and to work in an environment free from discrimination, harassment and bullying.

ANU reserves the right to appoint by invitation. On behalf of the University and as part of the application and appointment process, candidates may be requested to provide proof of their identity and citizenship and give permission for verification of their tertiary qualifications and a police background check.

Information for candidates

Employee benefits

The Australian National University provides a number of employee benefits for eligible employees.

Salary packaging

- Novated (car) leases
- Airline Membership - Qantas and Virgin Australia
- Laptops, PDAs
- Parking - Eligible staff are able to apply for permits for
- on-campus parking
- Superannuation
- Health and Wellbeing
- On-campus staff counselling service
- Independent and confidential Employee Assistance Program
- On-campus fully credited primary health care facility - free flu vaccincation
- ANU Fitness Centre - gym and group fitness classes
- Wellbeing programs for staff e.g. Women and Men's Health Checks
- Dedicated Work Environment Group to support staff with Work, Health and Safety matters

Family friendly workplace

- On-campus childcare with the option to deduct payment from pre-tax salary
- Flexible working arrangements
- Breast feeding facilities
- Dual career (spousal) hires

Career and Professional Development

- In-house and external staff development opportunities
- Support for caring responsibility to attend conference/seminar
- Outside Studies Program
- Support for individual career planning/ counselling services
- Staff undergraduate and postgraduate scholarships
- Career development leave program
- Informal and formal mentoring

Campus life and facilities

- Cafes, banks, ATMs, chemist, newsagent, bookshop and a post office
- ANU is a smoke-free campus
- Access to University Libraries - five in total
- ANU GreenShare Car service
- Campus Bicycle Fleet and a network of walking and bike paths around campus
- ANU Green Unit to help reduce our carbon footprint
- Corporate discount for rental cars
- Vehicle Servicing and Maintenance with Autoco Belconnen - free pick up and drop off from the ANU
- Well established and maintained precincts for acoustic and other events e.g. University House, Llewellyn Hall
- Well maintained gardens and sporting/ recreation facilities

Salary and rewards

- Contribution of up to 17% superannuation (in addition to base salary)
- On-campus UniSuper consultant available for general advice on superannuation
- ANU staff health insurance plan with HCF for Australian resident and non-resident staff
- Recognition of Prior Service with another Australian university or Commonwealth authority

Learning communities

Student-led organisations inclusive and open to everyone. These communities encompasses areas such as:

- creative arts
- cultures
- global challenges
- history, and
- sustainability.

For additional information, please contact:

ANU College of Engineering and Computer Science Human Resources

cecs.hradvisory@anu.eud.au

Meet some of our people

Professor Steve Blackburn

Cluster Lead, Computing Foundations
School of Computing

My research focus is on programming language implementation and performance analysis. I am a strong believer in shared research infrastructure, leading the DaCapo benchmark project and the MMTk memory management framework.

The context for most of my research has been language implementation, with a focus in the software engineering of high performance language runtimes, and also the social dimension of successfully creating large software artefacts within the research community.

I am particularly interested in novel garbage collection algorithms, the detailed performance analysis of garbage collection, the design of novel high performance garbage collection mechanisms, and the implementation and software engineering of high performance garbage collectors.

Professor Amanda Barnard

Cluster Lead, Computational Science
School of Computing

There has never been a more exciting or demanding time to be working in computational science. We are at the nexus of the digital revolution and the emergence of a range of transformative computing technologies – and the greatest social, environment, and economic challenges the world has ever faced. These are challenges that only science can solve. Challenges that need large scale modeling, data science, artificial intelligence, and new algorithms to solve them. Computational science is an energising space to work, collaborating with experts from across ANU, the country, and the world. I started in theoretical condensed matter physics, and work alongside computational biologists, quantum chemists, climate scientists, medical researchers, and mathematicians. The next big scientific breakthrough could start with us.

Professor Stephen Gould

Cluster Lead, Intelligent Systems
School of Computing

When returning to Australia from the US more than 10 years ago, I was looking for an academic research environment that encouraged research excellence, collaboration, and exposure to inquisitive students. I found this at the ANU in what's now the School of Computing. This has been a place where I can focus on building world-class research with my peers, engage with academics and industry partners, and develop innovative teaching programs to motivate and excite some of the best students in the world. The informal mentoring that I have received from senior academics along my journey to becoming a full Professor and ARC Future Fellow has been invaluable. The generous grants and teaching support in my first few years allowed me to stay close to international colleagues and build strong new relationships with Australian colleagues. As the world recovers from COVID, I look forward to catching up in-person again with the international colleagues and friends who I have continued to work with. Looking back, I am confident that coming home to Australia was the right move and that I chose the right place to build my research career.

Professor Graham Williams

Cluster Lead,
Data Science and Analytics,
Software Innovation Institute
School of Computing

With experience in academia (ANU), research (CSIRO), the public sector (Australian Government), and industry (Microsoft), Graham has joined the Software Innovation Institute team as Chief Scientist. The Institute provides a tremendous opportunity to be involved in the translation of research to industry and government, whilst encompassing new approaches to education. Research from across the School provides opportunities for students to work on projects that deliver outcomes whilst building their experience within software engineering teams. With Graham's research focus on Accessible Artificial Intelligence and Privacy, the depth of research and knowledge across the School and College forms a collaborative resource to draw upon to drive the next generation of Data Science and Data Scientists.

Dr Ben Swift

Senior Lecturer
School of Cybernetics

I got interested in computer science through making music. It was a real 'lightbulb moment' when I first saw how machines made of bits and logic could be instruments of real creativity in the right hands. It's always been this way – artists don't lag behind the cutting edge of technology, they seek to understand it and push it forward because that's how you make something new.

One of the things I love about working in the School of Computing is that I get to spend my time building software and hardware tools for creative computing, especially in the musical and creative arts – and teaching my students to do the same. This involves lots of interesting technical challenges around multimedia programming, UX design and even AI. More importantly, though, there's no single correct answer in the arts. It forces my students and I to wrestle with questions like 'what should we build' as well as 'how should we build it'. All of the wicked problems in the world exhibit this property, with no single correct (or easy) answer. Here, at the School of Computing, we try and inhabit this tension as we work on the problems that matter.

Our responsibility to Indigenous Australia

As Australia's national university one of our defining roles has been to contribute to the advancement of Australia's Indigenous peoples.

We contribute by graduating Indigenous students, as well as through game-changing research and direct engagement Delivering on our Unique National Responsibilities with Indigenous communities. We provide an environment for debating the big issues and partnering with Indigenous Australia to advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples.

Although the proportion of Indigenous students at ANU is high by the standards of some of our peer universities, we remain far from parity with the population at large for undergraduates. The proportion of postgraduate and higher degree students is lower again, as is the proportion of professional and academic staff. Through targeted activities we will work towards achieving parity with the proportion of Indigenous Australians in the overall population.

Research focused on Indigenous issues is broad in scope and has made a substantial contribution. ANU has strong Indigenous research leaders in a number of disciplines. However, our continued salience requires constant attention to impact, partnership with Indigenous communities and a commitment to novel and multidisciplinary approaches to our work.

Achieving equity

ANU is committed to equity and diversity as fundamental values. Australia has a diverse population and we are committed to providing opportunities and an inclusive and welcoming environment, to those of all backgrounds and identities.

As Australia's National University, we have a responsibility and an obligation to educate students from across Australia who have the capacity to succeed, no matter their background. It is for this reason that we have launched a pioneering program to transform the way we do admissions. We are undertaking an international first to link our admission, scholarship, and accommodation processes so that when we make a student an offer to university, they will at the same time know where they will be living and whether they have a scholarship to support them. We are reserving a place for domestic students in the top 2% of every school in Australia who have the capacity to succeed, ensuring students have access to a world class education no matter the socio-economic status of their school.

Alongside this we are undertaking a major scholarship drive to remove the financial barrier for some of our most capable but most disadvantaged students, whether they be indigenous, suffering a long term disadvantage, low-SES, or from interstate regional and remote areas. We now have a single application form that allows both excelling and disadvantaged students to access more than 200 scholarship opportunities across campus by answering just four questions. And we are looking at the whole person, requiring all undergraduate applicants to have engaged beyond the classroom to support themselves, their family or their community, to clearly signal the importance of engagement beyond studies to both academic and employment success.

Athena Swan

ANU has committed to the SAGE Pilot of Athena SWAN in Australia. Athena SWAN is an accreditation program that recognises, promotes and rewards excellence in advancing gender equity and diversity. ANU became an inaugural member of the SAGE Pilot project in 2016.

While the focus of the SAGE pilot is on Science, Technology, Engineering, Mathematics, and Medicine (STEMM) disciplines, ANU is also committed to gender equity in the Humanities and Social Science disciplines, as well as in our professional staff.

About Canberra

One of the world's most liveable cities

Canberra has the power to surprise, with its abundance of food, wine, art, culture, ideas and innovation. As an evolving city, this element of surprise continues even once you've made Canberra your home, with new developments, events and opportunities constantly emerging to keep life interesting.

About Canberra

Canberra is also a planned city – designed to maximise opportunities for work and play. As our Nation's Capital, big ideas emerge, circulate and grow here, thanks to unique links between leading thinkers in business, government, education and research. Our dynamic economy, highly educated workforce and an innovative business culture provide career and business opportunities unique to Canberra.

Our healthy appetite for outdoor pursuits is enhanced by the natural resources available: from sailing on Lake Burley Griffin, mountain biking at the world class Mount Stromlo facility or heading up to the Snowy Mountains for a day on the slopes. We are also home to most of Australia's major national cultural institutions, with whom the University has a close relationship, and a cultural calendar overflowing with international exhibitions, arts festivals and entertainment.

Where to live

The architects who designed Canberra, Walter and Marion Burley Griffin, had a master plan to create a series of 'satellite cities' separated by nature reserves and connected with major roads. Today their vision lives on, with Canberra divided into seven distinct regions of residential suburbs, each serviced by a central business district.

The resulting benefits are that commuting times are short. Employment hubs are virtually on your doorstep and recreational facilities are within walking distance, regardless of where you live.

Education and childcare

Canberra nurtures the pursuit of dreams from the ground up. Here families are provided with the supportive services, facilities and environments to raise happy, inspired and resilient children. Community is crucial for the support of families and Canberra has a number of ways to connect families with each other through playgroups, family events and activities.

For further information about Canberra visit canberra.com.au

Canberra has the lowest commuting times of all Australia's major cities

More than 25% of Canberra residents were born overseas