POSITION DESCRIPTION

THE UNIVERSITY OF MELBOURNE

School of Geography
Faculty of Science

Lecturer/Senior Lecturer/Associate Professor in Spatial Sciences

POSITION NO	0045411
CLASSIFICATION	Lecturer, Level B / Senior Lecturer, Level C / Associate Professor, Level D
SALARY	Level B $98,775 - $117,290 p.a. Level C $120,993 - $139,510 p.a. Level D $145,685 - $160,500 p.a. Level of appointment is subject to the appointee's research record, qualifications and experience.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers, select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Lesley Head Tel +61 3 8344 9395 Email lesley.head@unimelb.edu.au *Please do not send your application to this contact*

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The School of Geography seeks to appoint a Lecturer/Senior Lecturer/Associate Professor in Spatial Sciences. We require candidates with internationally recognised research records and an excellent track record of teaching, relative to opportunity. The appointee will be central to the School of Geography's goal to strengthen its teaching and research capability in spatial science.

Spatial science is considered here to include both computer based spatial technologies (including geo-spatial information systems/Geographical Information Systems (GIS)/remote sensing), and the sophisticated analysis of spatial information. It is expected that the appointee will have expertise in spatial science applications that complement or extend the School's research in physical geography, and will also be able to support the development of spatial science applications across the School. Our physical geography expertise focuses around earth surface processes and biogeography, across a range of temporal scales.

The appointee is expected to lead a research program of exceptional promise that will attract postgraduate students, engage international collaborators and secure external research funding from national competitive research schemes, as well as potential industry partners. The appointee will have a core commitment to research, and will also teach within the School's undergraduate and Masters programs, and supervise research students. The appointee is expected to lead and develop interdisciplinary collaborations, in particular with other members of the School, Faculty of Science, and with researchers elsewhere in the University. The appointee is expected to assist the School in establishing spatial science teaching and research capability.

The successful candidate will be appointed at either Academic Level B, C or D, dependent upon the Selection Panel's assessment of the individual's application.

1. Key Responsibilities

For Minimum Standards for Academic Staff Level B, C and D view
http://www.policy.unimelb.edu.au/schedules/MPF1157-ScheduleB.pdf

1.1 TEACHING & LEARNING

- Design and develop curriculum in spatial sciences.
- Develop and deliver lectures, tutorials and other classes in spatial science at undergraduate and postgraduate level.
- Assist in developing teaching capabilities in spatial science across the School of Geography.
- Provide academic mentoring and assistance to students.
- Set, participate in, and mark student assessments.
- Contribute productively and convivially to discussions in the School of Geography about our collective teaching responsibilities and strategies.

1.2 RESEARCH & RESEARCH TRAINING

- Conduct research and contribute to knowledge through scholarship, publication and presentation in fields that advance the use of spatial science.

- Assist the School of Geography in developing the necessary systems to support an improved capability in spatial science.
- Initiate and direct the preparation of proposals and submissions to external funding bodies, and succeed in obtaining external research grant income to support research.
- Supervise higher degree research students.
- Actively participate in research seminars and conferences.

1.3 ENGAGEMENT

- Develop strategies through in-depth synthesis and review of evidence to inform policy.
- Disseminate knowledge and facilitate its application by advocating the evidence-informed adoption of new approaches to address priorities and improve effectiveness.
- Present research to the public to elevate public awareness of educational and scientific developments, and promote critical enquiry and public debate within the community.
- Interact with industry, community groups and alumni to enhance the exchange of knowledge.

1.4 LEADERSHIP & SERVICE

- Effectively undertake a range of administrative functions, including those connected with teaching responsibilities and the conduct of the academic affairs of the School.
- Participation in School and/or Faculty meetings and/or the committees that have responsibility for the academic affairs of the School.
- Involvement in professional activity in the discipline.
- Actively contribute to School activities such as Open day to promote student engagement.
- Actively participate in the University Performance Development Framework.
- Comply with Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.
- Ensure an up-to-date record of University compliance courses, such as, but not limited to Appropriate Workplace Behaviour, PDF for Staff and Supervisors, OH &S training courses.

2. Selection Criteria

2.1 LEVEL B ESSENTIAL

- Completion of a PhD in a relevant area
- Demonstrated expertise in the application of spatial sciences that complements or extends the School's research in physical geography. Demonstrated capacity to foster spatial science teaching and research across all areas of School endeavour, including human geography
- Demonstrated experience in analysing spatial data (e.g. point data, attribute data, remote sensing, population data) derived from a wide range of sources (including GIS/remote sensing/drones/other).
- Demonstrated experience in managing large datasets and establishing protocols for data management.

- Demonstrated research excellence, relative to opportunity, as evidenced by peer-reviewed publications and the ability to attract funding through competitive grants or other research funding
- Demonstrated experience, relative to opportunity, in developing engaging teaching materials in spatial science
- Excellent written and verbal communication skills, including the ability to communicate with a range of stakeholders in academic and non-academic environments
- Demonstrated capacity to supervise research students, relative to opportunity

2.2 ESSENTIAL (LEVEL C)

In addition to 2.1, the following criteria are essential for Level C:

- A demonstrated aptitude for independent research with a strong record of publication, a record of gaining external competitive research grants, commensurate with experience and opportunities, and the ability to develop research links with other departments/groups nationally and/or internationally.
- A track record of success in teaching at university level, the ability to teach large undergraduate classes, and the ability to develop and teach relevant discipline subjects at a graduate level.
- Evidence of success in graduate student supervision.
- Demonstrated ability to work collaboratively and to contribute to the organisational development of the School, Faculty and the University as a whole.

2.3 ESSENTIAL (LEVEL D)

In addition to 2.1 and 2.2, the following criteria are essential for Level D:

- A track record of independent research with a very strong record of publication, a strong record of gaining external competitive research grants, commensurate with experience and opportunities, and the demonstrated ability to develop research links with other schools/groups/industries nationally and/or internationally.

3. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy

sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

4. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 SCHOOL OF GEOGRAPHY

http://www.geography.unimelb.edu.au/

The School of Geography is a world-class teaching and research community within the Faculty of Science. We are committed to the combination of both human and physical geography. Located on Bouverie Street in Carlton, the School currently comprises about 30 academic staff, and 5 professional staff. Academic research and teaching specialises in the geographic areas of international development, urbanisation, geomorphology, and biogeography. Environmental change is an overarching theme of interest, and is analysed with reference to both social and natural sciences. Research is supported by palynology, geomorphology, aquatic –ecology, and paleo-climatology laboratories and a full range of field equipment. Geography teaching is undertaken in the undergraduate majors of Geography (offered in the BSc and the BA) and in breadth offerings within the Melbourne Model. Masters teaching is in the M Geography and in the University-wide Master of Environment. The School has a thriving postgraduate research training program with approximately 65 PhD students currently enrolled.

5.2 FACULTY OF SCIENCE

http://www.science.unimelb.edu.au

Science at the University of Melbourne is the most highly ranked Faculty of Science in Australia.* Science is defined by its research excellence in the physical and life sciences and is at the forefront of research addressing major societal issues from climate change to disease. Our discoveries help build an understanding of the world around us.

We have over 150 years of experience in pioneering scientific thinking and analysis, leading to outstanding teaching and learning and offer a curriculum based on highly relevant research, which empowers our STEM students and graduates to understand and address complexities that impact real world issues and the challenges of tomorrow.

We aspire to engage the broader community with the impact that Science has on our everyday lives. Through the strength of our internships and research project offerings, our

students are provided opportunities to engage with industry partners to solve real-world issues.

The Faculty of Science has over 40,000 alumni and is one of the largest faculties in the University comprising seven schools: BioSciences, Chemistry, Earth Sciences, Ecosystem and Forest Sciences, Geography, Mathematics and Statistics, and Physics.

The Faculty is custodian of the Bio21 Molecular Science and Biotechnology Institute, Office for Environmental Programs and home to numerous Centres.

Science manages more than $280 million of income per annum, with a staff base in the order of 220 professional staff, and more than 540 academic staff.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling over 7,500 undergraduate and graduate students. The Faculty of Science is the custodial Faculty for the BSc (Bachelor of Science) with enrolments of approximately 6,200 students.

The Faculty of Science is a leader in research, contributing approximately $50 million in HERDC income per annum. The Faculty of Science is highly research focused, performing strongly in the ARC competitive grants schemes, often out-performing the national average. The Faculty of Science is currently growing its competitiveness and standing in the NHMRC space.

The Faculty of Science provides community services and industry partnerships based on a solid foundation of research in the pure and applied sciences. The Faculty has an endowment of approximately $50 million. The annual income from the endowment supports more than 120 prizes, scholarships and research awards.

*Figures from the latest available data for 2015, including published international rankings data.

5.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at http://about.unimelb.edu.au/careers.

5.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. http://about.unimelb.edu.au/strategy-and-leadership

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.
http://research.unimelb.edu.au/our-research/research-at-melbourne

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at http://www.unimelb.edu.au/governance