

POSITION DESCRIPTION

School of Geography, Earth and Atmospheric Sciences
Faculty of Science

Senior Lecturer /Associate Professor in Isotope Geochemistry

POSITION NO	0059541
CLASSIFICATION	Senior Lecturer Level C / Associate Professor Level D
SALARY	Level C \$140,433 - \$161,926 p.a. (pro rata for part-time) Level D: \$169,094 - \$186,288 p.a (pro rata part time) Level of appointment is subject to qualification and experience
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-Time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing FLEXIBLE EMPLOYMENT The University of Melbourne is strongly committed to supporting diversity and flexibility in the workplace. Applications for part-time or other flexible working arrangements will be welcomed and will be fully considered subject to meeting the inherent requirements of the position.
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	Prof. Todd Lane Tel +61 3 8344 6516 SGEAS-head@unimelb.edu.au <i>Please do not send your application to this contact</i>

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

Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

Position Summary

The School of Geography, Earth and Atmospheric Sciences is searching for an outstanding academic to fill a new position in isotope geochemistry. The incoming geochemist will preferably have a particular interest in isotope geochemistry, geochronology or thermochronology. The successful applicant would join a vibrant teaching and research culture in the School, which embraces its key disciplines as well as the multi-disciplinary synergies across the School and Faculty. The appointee would contribute to teaching excellence, primarily in the geoscience program, at both undergraduate and postgraduate levels, as well as potentially contributing to multi-disciplinary subject areas. They will also make significant contributions to research, developing their own research agenda that has impact on academic knowledge and the broader community.

The School of Geography, Earth and Atmospheric Sciences combines discipline strength and expertise in those three areas, from the social sciences through to the quantitative physical sciences. In addition to our internationally recognised discipline expertise, we have strength in a number of multidisciplinary thematic areas including: climate change; resource futures; space, place and social change; environmental hazards; Indigenous knowledge; and Earth system interactions. The successful applicant will have teaching and research interests that focus on geochemistry and their interests may also intersect with one or more of these multidisciplinary themes and strategic priority areas. The appointee will benefit from outstanding School research facilities, instrumentation and infrastructure as well as a network of facilities hosted as University platforms.

The successful candidate will be appointed at either Academic Level C or Level D based upon experience and achievement as determined by the Selection Panel's assessment of the individual's application.

We encourage applicants from under-represented groups, including Aboriginal and Torres Strait Islander people. To allow us to consider performance relative to opportunity, we also invite applicants to provide a brief statement (up to 1 page) that describes circumstances that may have affected their career development or progression, including career interruptions or delays, periods of part time work, or forms of bias they have experienced.

1. Key Responsibilities

As with all positions, career achievements will be interpreted relative to opportunity, including career disruptions due to caring responsibilities, time in industry, illness etc.

The position description should be read alongside the Academic Career Benchmarks & Indicators.

A level C academic should display a mastery of academic skills and excellent performance (meeting or approaching the benchmarks)

A level D academic should display performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally (meeting the benchmarks).

1.1 RESEARCH AND RESEARCH TRAINING

- ▶ Conduct a program of research that contributes to the geoscience discipline in the School of Geography, Earth and Atmospheric Sciences.
- ▶ Publish research findings in international refereed journals and present results at seminars, conferences, and meetings. The term publish should be interpreted broadly and may include the submission of government policies, industry recommendations, or other outputs recognised by the discipline.
- ▶ Conduct research that contributes to the School's strategic research priorities, with a focus on isotope geochemistry / geochronology.
- ▶ Engage with internal and external collaborators
- ▶ Actively supervise research students (undergraduate, graduate coursework and PhD students).
- ▶ Prepare research proposals for submission to external funding bodies to successfully obtain external funding to support their research.
- ▶ Manage and develop relevant geochemical laboratories and equipment
- ▶ Engage with the larger community via interactions with government, industry, the media, public lectures, and/or outreach activities.

1.2 TEACHING AND LEARNING

- ▶ Actively participate in the School's undergraduate and graduate teaching programs in geoscience and allied multi-disciplinary areas, including for example the coordination of subjects, preparation and delivery of lectures, practicals and participation in field work programs.
- ▶ Actively contribute to the development and review of curriculum, along with familiarisation with the role of multimedia in relation to the curriculum, and develop high quality, innovative subject material.
- ▶ Set, participate in, and mark student assessments.
- ▶ Teach subjects to a standard that delivers a high-quality learning experience.
- ▶ Provide academic mentoring and assistance to students.

1.3 LEADERSHIP AND SERVICE

- ▶ Contribute to a range of administrative functions, including those connected with their research activities, teaching responsibilities and the administration and governance of the School and / or Faculty of Science.

- ▶ Active participation in School and/or Faculty meetings and/or the committees that have responsibility for the administration and governance of the School.
- ▶ Involvement in professional activity in the discipline and/or multiple disciplines.
- ▶ Actively contribute to School activities such as Open day to promote student engagement.
- ▶ Promote a diverse and inclusive workplace where all staff and students feel welcome and safe, and conduct themselves in a way that is aligned with the University's values and expectations.

1.4 OTHER

The appointee will be expected to:

- ▶ Actively participate in the University Performance Development Framework.
- ▶ 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.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A PhD in geoscience or a related discipline
- ▶ An established track record of publications in one or more aspects of isotope geochemistry, in leading international journals or other high-quality publications, relative to career opportunity.
- ▶ An established (level D) or demonstrated (level C) capacity to establish collaborations and engage with a broad range of researchers nationally and internationally.
- ▶ Evidence of the ability to lead applications for external research funding from national competitive research bodies or other sources, which may include industry, government, community groups, etc (level C). For level D applicants, an established record of funding leadership is required.
- ▶ Evidence of the ability to teach broadly into an undergraduate geoscience program, geoscience field teaching, specialist subjects in geochemistry, and graduate courses focused on their area of expertise.
- ▶ Evidence of the ability to lead components of an isotope geochemistry laboratory.
- ▶ A demonstrated capacity to supervise undergraduate and graduate research students.
- ▶ A potential or demonstrated capacity to initiate or contribute to service activities within the School, the Faculty of Science, and the broader professional community.
- ▶ Excellent oral and written communication skills in English.
- ▶ A demonstrated ability in interpersonal and organisational skills including the ability to project manage, meet deadlines, and interact with colleagues from a broad range of disciplines in a collegial, respectful and effective manner.

2.2 IN ADDITION TO 2.1, TO BE APPOINTED AT LEVEL D, APPLICANTS MUST BE ABLE TO DEMONSTRATE:

- ▶ An international reputation for independent research with a strong record of publication and/or other research outputs, 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.
- ▶ An established track record of success in teaching at university level (or equivalent), and the ability to develop and teach relevant discipline subjects at a graduate level.
- ▶ An established record of working collaboratively, leading teams, and a track record of internal and external service activities.
- ▶ Successful leadership or contributions to leadership/management of an isotope geochemistry laboratory.

2.3 DESIRABLE

- ▶ A potential or demonstrated capacity to conduct research activities in collaboration with industry and/or government.
- ▶ A potential or demonstrated capacity to develop new analytical techniques or protocols.
- ▶ A demonstrated interest in collaborating on one or more topics of strategic importance for the School (e.g., paleoclimate, archaeological science, planetary sciences).
- ▶ A potential capacity to manage and existing School facilities and equipment for research or consulting activities (see a summary in Section 5.1).

2.4 OTHER JOB RELATED INFORMATION

- ▶ This position requires the incumbent to hold a current and valid Working with Children Check. This clearance can be arranged by the University of Melbourne prior to the successful applicant starting.
- ▶ Occasional work out of ordinary hours, travel, fieldwork etc.

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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

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/topics/responsibilities/>

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, EARTH AND ATMOSPHERIC SCIENCES

<http://sgeas.unimelb.edu.au>

The School of Geography, Earth and Atmospheric Sciences was formally established in 2021, following the merger of the Schools of Geography and Earth Sciences. The new School synergises discipline strengths in geography, atmospheric science and geoscience. The School offers undergraduate and graduate research programs in these core discipline areas, and in the multi-disciplinary fields of Climate Change, Environmental Science and Archaeological Science. The research within the School is built upon extensive expertise in geography, geoscience and atmospheric science, ranging from the social sciences through to the quantitative physical sciences. In addition to internationally recognised discipline expertise, we have strengths in a number of multi-disciplinary areas including: climate change; resource futures; space, place and social change; environmental hazards; Indigenous knowledge; and Earth system interactions. With strengths in both the spatial (local to global) and temporal (deep time as well as recent) dimensions of environmental change, the School is committed to achieving a better future for our students, society and the environment. We are committed to advancing reconciliation with Indigenous Australians through involvement with the Indigenous Knowledges Institute which is hosted within the Faculty of Science, research and teaching partnerships with Indigenous communities, and archaeological science. The School contributes strongly to the key areas of Place, Community, Education, Discovery, and Global in the University's Advancing Melbourne Strategy.

The School of Geography, Earth and Atmospheric Sciences operates world-class analytical facilities including a range of mass spectrometers for isotopic and (ultra-) trace element analysis partly housed in clean laboratories, and designated isotope geochemistry, trace element geochemistry, geochronology, noble gas and thermochronology laboratories. An electron microprobe, a micro-CT scanner and other analytical equipment are part of a university-wide analytical platform (TrACEES).

5.2 FACULTY OF SCIENCE

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

Science at Melbourne is a global leader across fundamental and impactful scientific research and education. Science begins with curiosity, and we are dedicated to understanding the universe from the level of sub-atomic particles to the solar system. We aim to be leaders who positively impact the community locally and globally, addressing major societal issues from climate change to disease. Our discoveries help build an understanding of the world around us.

Our strength is our breadth of expertise. We are the second largest faculty in the University comprising seven schools: Agriculture, Food, & Ecosystems Sciences, BioSciences, Chemistry, Geography, Earth & Atmospheric Sciences, Mathematics & Statistics, Physics and Veterinary Science.

This depth of knowledge positions the faculty to better understand, explore and impact our world and humanity, within a truly comprehensive Faculty of Science.

We have more than 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. We aim to train students with the knowledge and intellectual flexibility to drive the industries of tomorrow and lead across all levels of society.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling more than 11,500 undergraduate and 3,750 graduate students.

We are dedicated to delivering leading transformative educational outcomes, underpinned by research, and an inclusive and inspiring student experience.

Excellence comes in many forms and diversity of thought, perspective and disciplines is essential to deliver globally leading science. At the core of our success is our focus on an inclusive environment for all in our community. Our Faculty's focus on equity, inclusion and belonging is grounded in our endeavour to ensure we are best placed to advance research, teaching and serve diverse national and global communities.

As a Science community we sit across six of the University's seven campuses – Parkville, Dookie, Burnley, Creswick, Shepparton and Werribee. This reach provides us with a unique perspective that is beneficial to our teaching and research. It also means we can offer our students a greater variety of learning experiences and internships to engage with industry partners to solve real-world issues.

We are the highest ranked science faculty amongst all Australian universities, and are ranked amongst the top science faculties in the world. The Faculty is custodian of the Bio21 Molecular Science and Biotechnology Institute, Office for Environmental Programs, Australian Mathematical Sciences Institute (AMSI), the Indigenous Knowledge Institute and home to numerous Centres.

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 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

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>