

# Position Description



<b>Position title</b>	Senior Lecturer in Soil and Environmental Physics
<b>Primary work unit</b>	Department of Soil & Physical Sciences, Faculty of Agriculture & Life Sciences, Lincoln University
<b>Responsible to</b>	Head of Department, Soil & Physical Sciences
<b>Responsible for</b>	No direct reports
<b>Position status</b>	Full time, Permanent
<b>Hours of work</b>	37.5 per week, 1.0 FTE
<b>Remuneration</b>	Grade A7
<b>Our values</b>	<b>Students at our core</b> Students are our reason for being <b>Innovation</b> Innovation is encouraged through collaboration and partnerships <b>Leadership</b> Taking responsibility as a leader <b>Integrity</b> Doing the right thing in a reliable way

## Lincoln – our university

As the longest-running agriculturally-based university in the Southern Hemisphere, Lincoln University's story begins with farming, but it certainly doesn't end there. As New Zealand's economy diversified, so have we. Lincoln University is here to enhance and enrich lives, growing the knowledge of our students so they can shape a world that benefits from a greater understanding of the relationship between our land, the food produced from it and the ecosystems within it. With three academic faculties, one teaching division, several research centres, and a range of corporate service units, Lincoln University draws its students from throughout New Zealand and from over 60 countries. Lincoln University has a student roll of around 3,000 and approximately 700 staff.

Lincoln University is a progressive university with ambitious strategic goals and a commitment to having a professional workforce that reflects the diversity of its community. Professional staff engage with academic staff, students, parents, Government, Iwi, community groups and many other external stakeholders. All staff are expected to uphold the reputation of Lincoln University through the way they undertake their work.

*Lincoln University is committed to the Treaty of Waitangi and the objectives and values as set out in its Māori Strategy, which is linked to Lincoln's Strategic Plan.*

For further information about Lincoln University go to [www.Lincoln.ac.nz](http://www.Lincoln.ac.nz)

## **Position purpose**

The SeniorLecturer has an academic role in the University that focuses on research, teaching and administration responsibilities, with the latter broadly encompassing service to the University and community including industry and professional communities.

## **Position location**

The Faculty of Agriculture and Life Sciences at Lincoln University (AGLS) comprises four departments: Agricultural Sciences; Pest Management and Conservation; Soil and Physical Sciences and Wine, Food and Molecular Biosciences. The Faculty manages over 1,000 ha of land, including dryland and irrigated sheep farms, a deer farm, and commercial and research dairy farms which, together with specialized field and laboratory facilities for agronomy and animal nutritional studies, are used in both teaching and research.

The Department of Soil & Physical Sciences is responsible for the teaching of soil chemistry, biology and fertility, soil and environmental physics, biogeochemistry, pedology, and soil resource characterisation. Much of the Department's research is applied and focuses on mitigating environmental impacts of agriculture and enhancing environmental quality, and this applied research is underpinned by fundamental research. The Department is responsible also for the delivery of first year courses in chemistry, physics and earth science.

Staff are actively involved in teaching, at undergraduate and postgraduate levels, and involved in a wide range of research projects.

## **Strategic context**

The position exists to further the pursuit and acquisition of knowledge and understanding by:

- Initiating, developing and conducting high quality research, collaborating with others in and outside the University;
- Advancing and enhancing the teaching of undergraduate and postgraduate students;
- Contributing to the supervision of postgraduate students' research;
- Contributing to the wider functioning of the University.

There are also expectations of academic staff with respect to extension and other professional activities.

The depth and balance of responsibilities will change in relation to the seniority and development of the staff member.

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## **Key responsibilities**

### **1. Research**

Outcome	On-going research activity at a level appropriate to the career stage of a Senior Lecturer as evidenced by:
Key responsibilities include:	<ol style="list-style-type: none"><li>1. An established research agenda.</li><li>2. Publishing in disciplinary-relevant internationally refereed journals (i.e. where the refereeing process is of international standing) and/or with academically reputable national and/or international presses.</li><li>3. Indicators of the impact and significance, or potential for impact and significance, of research activities.</li><li>4. Where appropriate, encouraging, contributing to and producing research outputs in the form of substantial creative works (e.g. creative performance etc.).</li></ol>

5. Developing leadership skills in research through awareness of the University's strategic research goals and supporting these through research activities.
6. Where appropriate, contributing to research that provides cultural innovation or socio-economic benefits, nationally and internationally.
7. Participating in research teams that may include members from other disciplines and institutions and that address national or international priority areas.
8. Where possible, incorporating Māori and Pasifika perspectives and interests into your research.
9. Engaging constructively and productively on research interests with colleagues within and outside the University.
10. Successfully attracting Honours, and Masters and/or PhD students into the discipline, School or Faculty.
11. Commitment to seeking and successfully attracting internal and/or national level funding for research activities.

## **2. Teaching**

Outcome:

Commitment to teaching and learning as evidenced by:

Key responsibilities include:

1. Academically rigorous teaching that stimulates students' learning in the discipline in general and in your specialist area of soil and environmental physics.
2. Exercising leadership in teaching and assessment practices that engage students in their learning and are focused on student achievement.
3. Maintaining a high standard of teaching as evidenced by student and peer feedback.
4. Demonstrating good pedagogical practice and willingness to reflect on teaching practice (through professional development initiatives such as regularly seeking feedback and evaluation of your teaching practice, and regularly reviewing and updating your teaching practice).
5. Conducting teaching in accordance with University policy, including assessment, course co-ordination and course materials.
6. Regularly reviewing courses to ensure continuing relevance and incorporation of new research or designing new courses/programmes with incorporation of new research.
7. Developing leadership skills in teaching (through awareness of the University's strategic teaching and learning goals and reflecting these in teaching practice, collaborating with colleagues in the design of courses and programmes, providing peer feedback for colleagues on teaching, etc).
8. Where possible, incorporating Māori and Pasifika perspectives in course content and teaching practice.
9. Attracting and successfully supervising Honours, and Masters and/or PhD students to completion.
10. Familiarity with innovation in teaching practice and technology and adoption of new technologies and other appropriate innovations in support of teaching development.
11. Contributing to innovations in learning, teaching and assessment within the discipline and more widely across the University.

## **3. Student Experience**

Outcome:

Commitment to a first-rate student experience as evidenced by:

Key responsibilities include:

1. Providing an open channel for communication with students including being regularly available and accessible to students.
2. Valuing the diversity of the student population and ensuring equity in your teaching, supervision and collaborative practices.

3. Promoting an inclusive culture for learning which encourages and motivates students to succeed in their studies.
4. Seeking to attract and support students from diverse backgrounds, including Māori students, Pasifika students and international students.
5. Commitment to supervision of postgraduate students in ways which ensure and enhance student experience and endeavour,

#### **4. Service**

Outcome:	Commitment to service to the University and the wider community as evidenced by:
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Contributing to the collegial development of the Programme, School and Faculty through respectful and transparent interactions with colleagues.</li> <li>2. Contributing to the academic development of the discipline within the School and Faculty (e.g. as Programme Director, at Faculty Board, by participating in academic reviews, etc).</li> <li>3. Contributing to School, Faculty or University administrative or committee roles in ways which capitalise on your experience and skills.</li> <li>4. Contributing to the University's Treaty of Waitangi and equity obligations and/or objectives.</li> <li>5. Contributing effectively to a role in your professional body or disciplinary community.</li> <li>6. Fostering relations with industry, government, professional bodies and the wider community.</li> </ol>

#### **5. Behavioural Indicators**

Outcome:	The person appointed to this role will understand and be committed to the following:
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Student Focus – listens to and understands the needs of students including those from diverse backgrounds and meets those needs through a professional, courteous and empathetic approach.</li> <li>2. Academic Integrity – committed to the discipline and to collegial decision-making, maintains high professional and ethical standards, and has enthusiasm for teaching and research.</li> <li>3. Innovation – encourages the discussion, free debate and generation of creative ideas and solutions in teaching and research.</li> <li>4. Equity and Diversity – considers equity/diversity perspectives (e.g. Maori, Pasifika, international students/staff, gender, disability) and supports increased participation and success of colleagues and students in these groups.</li> <li>5. Communication – communicates clearly and in a variety of ways to suit the situation and needs of the recipients.</li> <li>6. Collegiality – deals with colleagues and others in a respectful and fair way.</li> <li>7. External Relationships – builds and maintains productive external relationships and networks that benefit the individual and the University.</li> </ol>

#### **6. Treaty of Waitangi**

Outcome:	Demonstrates, and encourages others to demonstrate, support for the University's commitment to the Treaty of Waitangi.
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Support the University to meet its obligations under the Treaty of Waitangi</li> </ol>

#### **7. Health & Safety**

Outcome:	To support a safe working and teaching environment for staff and students
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Accepts responsibility for own safety and wellbeing</li> <li>2. Be aware of and follow the university's Health &amp; Safety Policies, procedures and guidelines</li> </ol>

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3. Undertake all health and safety training and induction, as required
4. Ensure that all appropriate personal protective equipment is worn or used as required
5. Report all events and hazards, and unsafe behaviours
6. Knowledge and understanding of the risks to safety and wellbeing, and encourage staff to raise concerns to support effective problem solving

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### **Key relationships**

The Senior Lecturer in Soil and Environmental Physics will develop and maintain excellent working relationships with staff in the Department of Soil & Physical Sciences. The Senior Lecturer in Soil and Environmental Physics, will also work with:

- staff and students in the AGLS Faculty,
- Academic staff in other Faculties of Lincoln University,
- relevant external organisations and industry providers, and
- staff in relevant Crown Research Institutes, Government Departments, other outside research agencies, and other universities both within New Zealand and overseas

as required to perform effectively in the position.

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### **Delegations**

There are no delegated authorities for this position.

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### **Competencies**

<b>Competency</b>	<b>Demonstrated by</b>
Client focus	Understands and believes in the importance of client service; listens to and understands the needs of internal and external clients; displays professional, courteous and empathetic approach; considers equity and diversity issues in interactions; meets and exceeds client needs to ensure satisfaction
Self-management	Effectively plans and organises work to achieve desired outcomes; proactive, remains focused, takes action to overcome obstacles and follows through to completion
Integrity	Is fair, open, honest and consistent in behaviour and can be relied upon; is receptive to Māori, Pasifika and multicultural issues; generates confidence in others through professional and ethical behaviour
Innovation	Thinks in terms of opportunities and possibilities. Recognises the value of creative and new ideas and harnesses their benefits. Encourages the discussion, free-debate and generation of creative ideas and solutions. Develops unique solutions that are not limited by previous solutions.
Analysis and judgement	Identifies and analyses issues and problems, considers alternatives, makes sound decisions and commits to a course of action
Communication	Clearly and concisely communicates with a wide range of people in all situations, both orally and in writing; effectively listens; understands cultural differences in regard to communication
Relationship building	Builds and maintains positive and productive working relationships and networks; consults widely; is sensitive towards different peoples and cultures

## **Selection criteria**

### **Education**

Applicants should have a PhD degree in Soil Science, Environmental Science or another closely related discipline.

### **Technical or professional knowledge, skills and experience**

#### **Essential**

- Established track record in research publication and/or creative work
- An established research agenda
- Demonstrated evidence of a high standard of teaching in a relevant field at tertiary level
- Demonstrated experience in supervising student research at Honours, Masters and/or PhD level
- Demonstrated evidence of good oral and written communication skills
- Good interpersonal skills and demonstrated ability to work with students and staff from a diverse range of backgrounds
- Demonstrated evidence of engagement and/or collaboration with colleagues in teaching and research
- Evidence of successfully attracting competitive internal and/or national level funding for research activities
- Commitment to the academic discipline and to service to the University, the wider community and, where appropriate, the profession

#### **Desirable**

- Demonstrated evidence of the use of technology and innovation to enhance teaching and research

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<b>Our values</b>	<table><tr><td><b>Students at our core</b></td><td>Students are our reason for being</td></tr><tr><td><b>Innovation</b></td><td>Innovation is encouraged through collaboration and partnerships</td></tr><tr><td><b>Leadership</b></td><td>Taking responsibility as a leader</td></tr><tr><td><b>Integrity</b></td><td>Doing the right thing in a reliable way</td></tr></table>	<b>Students at our core</b>	Students are our reason for being	<b>Innovation</b>	Innovation is encouraged through collaboration and partnerships	<b>Leadership</b>	Taking responsibility as a leader	<b>Integrity</b>	Doing the right thing in a reliable way
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## **Key responsibilities**

### **1. Research**

Outcome On-going research activity at a level appropriate to the career stage of a Lecturer as evidenced by:

Key responsibilities include:

1. A developing record of scholarly research and a research agenda.
2. Publishing in disciplinary-relevant internationally refereed journals (i.e. where the refereeing process is of international standing) and/or with academically reputable national and/or international presses.
3. Indicators of the impact and significance, or potential for impact and significance, of research activities.
4. Where appropriate, encouraging, contributing to and producing research outputs in the form of substantial creative works (e.g. creative performance etc.).
5. Where appropriate, contributing to research which provides cultural innovation or socio-economic benefits), nationally and internationally.

6. Participating in research teams that may include members from other disciplines and institutions and that address national or international priority areas.
7. Where possible, incorporating Māori and Pasifika perspectives and interests into your research.
8. Engaging constructively and productively on research interests with colleagues within and outside the University.
9. Successfully attracting Honours, and Masters and/or PhD students into the discipline, School or Faculty.
10. Commitment to seeking and successfully attracting internal and/or national level funding for research activities.

## **2. Teaching**

Outcome:

Key responsibilities include:

Commitment to teaching and learning as evidenced by:

1. Commitment to teaching with academic rigour and to promoting students' learning in the discipline in general and in your specialist area of soil and environmental physics.
2. Successful teaching, as evidenced by peer and student feedback.
3. Developing and maintaining a high standard of teaching through professional development initiatives such as regularly seeking feedback and evaluation of your teaching practice, and using this to review and update your teaching practice.
4. Conducting teaching in accordance with University policy, including assessment, course co-ordination and course materials.
5. Regularly reviewing courses to ensure continuing relevance and incorporation of new research.
6. Where possible, incorporating Māori and Pasifika perspectives in course content and teaching practice.
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Outcome:

Key responsibilities include:

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1. Providing an open channel for communication with students including being regularly available and accessible to students.
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## **4. Service**

Outcome:

Key responsibilities include:

Commitment to service to the University and the wider community as evidenced by:

1. Contributing to the collegial development of the Programme, School and Faculty through respectful and transparent interactions with colleagues.
2. Where appropriate, contributing effectively to School, Faculty or University administrative or committee roles.
3. Contributing to the University's Treaty of Waitangi and equity obligations and/or objectives.
4. Contributing effectively to a role in your professional body or disciplinary community.

5. Fostering relations with industry, government, professional bodies and the wider community.

## 5. Behavioural Indicators

Outcome:	The person appointed to this role will understand and be committed to the following:
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Student Focus – listens to and understands the needs of students including those from diverse backgrounds and meets those needs through a professional, courteous and empathetic approach.</li> <li>2. Academic Integrity – committed to the discipline and to collegial decision-making, maintains high professional and ethical standards, and has enthusiasm for teaching and research.</li> <li>3. Innovation – encourages the discussion, free debate and generation of creative ideas and solutions in teaching and research.</li> <li>4. Equity and Diversity – considers equity/diversity perspectives (e.g. Māori, Pasifika, international students/staff, gender, disability) and supports increased participation and success of colleagues and students in these groups.</li> <li>5. Communication – communicates clearly and in a variety of ways to suit the situation and needs of the recipients.</li> <li>6. Collegiality – deals with colleagues and others in a respectful and fair way.</li> <li>7. External Relationships – builds and maintains productive external relationships and networks that benefit the individual and the University.</li> </ol>

## 6. Treaty of Waitangi

Outcome:	Demonstrates, and encourages others to demonstrate, support for the University's commitment to the Treaty of Waitangi.
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Support the University to meet its obligations under the Treaty of Waitangi</li> </ol>

## 7. Health & Safety

Outcome:	To support a safe working and teaching environment for staff and students
Key responsibilities include:	<ol style="list-style-type: none"> <li>1. Accepts responsibility for own safety and wellbeing</li> <li>2. Be aware of and follow the university's Health &amp; Safety Policies, procedures and guidelines</li> <li>3. Undertake all health and safety training and induction, as required</li> <li>4. Ensure that all appropriate personal protective equipment is worn or used as required</li> <li>5. Report all events and hazards, and unsafe behaviours</li> <li>6. Knowledge and understanding of the risks to safety and wellbeing, and encourage staff to raise concerns to support effective problem solving</li> </ol>

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## Key relationships

The Lecturer in Soil and Environmental Physics will develop and maintain excellent working relationships with staff in the Department of Soil & Physical Sciences. The Lecturer in Soil and Environmental Physics, will also work with:

- staff and students in the AGLS Faculty,
- Academic staff in other Faculties of Lincoln University,
- relevant external organisations and industry providers, and
- staff in relevant Crown Research Institutes, Government Departments, other outside research agencies, and other universities both within New Zealand and overseas as required to perform effectively in the position.

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## **Delegations**

There are no delegated authorities for this position.

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## **Competencies**

<b>Competency</b>	<b>Demonstrated by</b>
Client focus	Understands and believes in the importance of client service; listens to and understands the needs of internal and external clients; displays professional, courteous and empathetic approach; considers equity and diversity issues in interactions; meets and exceeds client needs to ensure satisfaction
Self-management	Effectively plans and organises work to achieve desired outcomes; proactive, remains focused, takes action to overcome obstacles and follows through to completion
Integrity	Is fair, open, honest and consistent in behaviour and can be relied upon; is receptive to Māori, Pasifika and multicultural issues; generates confidence in others through professional and ethical behaviour
Innovation	Thinks in terms of opportunities and possibilities. Recognises the value of creative and new ideas and harnesses their benefits. Encourages the discussion, free-debate and generation of creative ideas and solutions. Develops unique solutions that are not limited by previous solutions.
Analysis and judgement	Identifies and analyses issues and problems, considers alternatives, makes sound decisions and commits to a course of action
Communication	Clearly and concisely communicates with a wide range of people in all situations, both orally and in writing; effectively listens; understands cultural differences in regard to communication
Relationship building	Builds and maintains positive and productive working relationships and networks; consults widely; is sensitive towards different peoples and cultures

## **Selection criteria**

### **Education**

Applicants should have a PhD degree in Soil Science, Environmental Science or another closely related discipline.

### **Technical or professional knowledge, skills and experience**

#### **Essential**

- A developing record of scholarly research and publication and/or creative work
- A research agenda
- Demonstrated evidence of some successful teaching in a relevant field at tertiary level
- Demonstrated evidence of good oral and written communication skills
- Good interpersonal skills and demonstrated ability to work with students and staff from a diverse range of backgrounds

#### **Desirable**

- Evidence of successfully attracting funding for research activities
- Evidence of commitment to the use of technology and innovation to enhance teaching and research