**POSITION DESCRIPTION**

**Coordinator, Digital Literacy Projects**

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| **POSITION DETAILS** |  |
| **Position Title:** | **Coordinator, Digital Literacy Projects** |
| **Position Number:** | 00026389 |
| **Classification:** | HEO7 |
| **Faculty/Division:** | Division of Academic & Student Engagement |
| **School/Branch:** | University Library |
| **Reports to (position title):** | Manager, Learning & Teaching Support |
| **Delegations:** | N/A |
| **Special Conditions:** | * Reasonable workplace adjustments will be made for people with a disability. * Some out of hours work may be required for this position and intra and interstate travel may be required. * May be required to move between and work at any University Library branch. |
| **Significant Working Relationships:** | * Library staff * University staff and students * Division of Academic and Student Experience |

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| **POSITION SUMMARY** |
| The University of Adelaide is a large and successful university in Australia's Group of Eight research intensive universities, distinguished by its international reputation and commitment to innovation and excellence in research and teaching.  The Division of Academic and Student Engagement (DASE) partners with students, staff and the broader community to deliver an outstanding student experience. At the heart of the student experience are transformational opportunities in learning and teaching.  The University Library provides resources, services and spaces that enable and support staff and students to achieve success in their research, teaching and learning. These activities include collection development and management, both physical and electronic; services associated with the discovery of, access to and use of information resources; provision of flexible study spaces and guardianship of special and heritage collections. Services and resources are provided online and from the physical locations of the Barr Smith Library, the Sir John Salmond Law Library and libraries at Waite and Roseworthy campuses.  The Coordinator, Digital Literacy Projects leads the development and implementation of library support of learning and teaching priorities, including under the *Education in a Digital World Strategy*. The role is responsible for identifying and scoping new opportunities for the Library to build the digital literacy of students. This includes, but is not limited to, Artificial Intelligence (AI) literacy support initiatives as well as student equity projects such as the use of Open Textbooks. The rolewill work collaboratively across DASE, Faculties and the wider University to ensure a cohesive and consistent approach to information literacy support. The Coordinator, Digital Literacy Projects role has both a strategic engagement and operational focus. |

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| **KEY RESPONSIBILITIES** | |
| Identify and implement emerging technologies and practices | * Identify, scope and implement initiatives to support student digital literacy and in alignment with university strategic priorities. * Lead cross library projects to implement new tools, technologies and services. * Maintain knowledge of current and future trends across digital literacy in tertiary education. * Engage with peers in other university institutions to determine best practice, participating in development courses and seminars as appropriate. * Foster a culture of innovation and continuous improvement around library services to enable effective implementation of projects. |
| Artificial Intelligence (AI) literacy support | * Contribute to University wide guidelines and strategy informing effective and appropriate use of AI at the University. * Develop, implement and maintain a capability program and resources for students in alignment with existing information literacy support. * Develop a model for providing academic support of AI literacy in curriculum and support the Learning & Teaching team in the implementation of this model. |
| Student equity and open textbooks | * Lead the development and integration of open resources, including textbooks, into teaching programs in partnership with teaching staff and the wider Learning Support team. * Educate, engage and partner with key stakeholders to encourage the use of open textbooks where appropriate. * Recommend strategies for the effective integration of open textbooks to embed in curriculum and increase student engagement. |
| Stakeholder outreach and engagement | * Engage students as partners to determine needs and requirements for Library services and the best approach to providing this service. * Proactively build effective relationships within the University to seek out and understand student needs and requirements. * Educate, engage and partner with key stakeholders to develop new services and support for technologies. * Develop and embed an approach to seeking regular feedback from stakeholders as a basis for further improvement in processes and services. * Actively contribute to appropriate Community of Practice groups. |
| Continuous improvement | * Actively participate in the development of new and innovative ideas that enhance the user experience of the Library including proactive responses to emerging trends to improve experience of physical and online services and spaces. * Collaborate with other Library staff to deliver a consistent, effective, and sustainable service that aligns with the Library’s One-Library service model. * Create, manage, store, access, use and dispose of information assets relevant to this role in accordance with the Information Management Policy. * Demonstrate cultural competence in relation to Aboriginal and Torres Strait Islander issues and people through a respectful attitude and honouring of their past and current relationship with their land. |
| Other reasonable duties commensurate with classification level. | |

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| **PEOPLE MANAGEMENT RESPONSIBILITIES** |
| * N/A |

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| **CAPABILITIES AND BEHAVIOURS** |
| Use the [Capability Dictionary](https://www.adelaide.edu.au/hr/ua/media/1605/rec-core-capability-dictionary.pdf) to identify the capabilities associated with the classification of this position. Staff are required to read and understand the capabilities and associated behaviours that align with the classification of this position. |

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| **UNIVERSITY EXPECTATIONS** |
| Staff are required to read, understand and comply with all University policies, procedures and reasonable direction, whilst demonstrating professional workplace behaviours in accordance with the University’s Code of Conduct |

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| **STAFF VALUES AND BEHAVIOUR FRAMEWORK** |
| Our culture is one that welcomes all and embraces diversity consistent with our [Staff Values and Behaviour Framework](https://www.adelaide.edu.au/hr/organisational-development/university-values) and our Values of integrity, respect, collegiality, excellence and discovery. We firmly believe that our people are our most valuable asset, so we work to grow and diversify the skills, knowledge and capability of all our staff. |

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| **SELECTION CRITERIA** |
| **Knowledge and Experience:**   1. Strong knowledge and understanding of emerging trends in higher education, including new technologies such as artificial intelligence and open educational resources. 2. Demonstrated experience in academic libraries and/or higher education including experience in developing information literacy support services and resources. 3. Demonstrated high level organisational and problem-solving skills, self-motivation, and project management, with an ability to manage complex workflows and concurrent projects. 4. Proven ability to proactively build and maintain effective working relationships with internal and external customers ensuring customer needs are met. 5. Proven ability to actively contribute to a collaborative and dynamic team environment. 6. Demonstrated high level cross-cultural, interpersonal and communication skills with an ability to build productive working relationships across an organisation. 7. Demonstrated ability to promote the organisational values of integrity, respect, collegiality, excellence and discovery, and a commitment to positively comply with the associated behaviour expectations.   **Qualification/s:**   * A degree with subsequent relevant experience; or * An equivalent combination of relevant experience and/or education/training |