



POSITION DESCRIPTION

Secretariat
Faculty of Science

Special Projects Coordinator

POSITION NO	0041168
CLASSIFICATION	HEW 6
SALARY	\$79,910- \$86,499 per annum
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Full time (1 FTE)
BASIS OF EMPLOYMENT	Fixed Term until July 2019
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	Fiona Simpson Tel +61 3 9035 9522 Email fiona.simpson@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

Position Summary

The Special Projects Coordinator oversees the running of two projects recently funded by the Federal Government's Higher Education Participation and Partnerships Programme (HEPPP) scheme to increase the outcomes of students from all underrepresented backgrounds including financially disadvantaged, rural/regional, Indigenous, students with a disability, and women in non-traditional areas in Science, Technology, Engineering and Maths (STEM).

Project 1: The "Science Delivery" program will enable current Low Socio-Economic Status (LSES) students studying Science at The University of Melbourne to take interactive science activities and workshops on university life to students at LSES high schools. "Science Delivery" will present on site at both regional and metropolitan LSES high schools to inspire, interact and increase awareness of the possibilities in studying science and mathematics while providing support and unique development opportunities for university student volunteers from LSES backgrounds.

Project 2: "Enhancing career prospects for students from underrepresented backgrounds" will provide a targeted support program to be delivered to current students within the Bachelor of Science in the early stages of their career preparation. One-on-one intensive support will identify individual needs of each student participating in the program from all underrepresented backgrounds including financially disadvantaged, rural/regional, Indigenous, students with a disability, and women in non-traditional areas, and offer assistance for internship opportunities and applications relevant to their career aspirations.

Key Responsibilities

1.1 ESTABLISH AND IMPLEMENT PROJECTS

- ▶ Liaising with staff within participant regional and metropolitan high schools to introduce Science Delivery;
- ▶ Ensuring participating high schools fully understand the role of the presenters and the aims of the program;
- ▶ Developing and maintaining relationships with key industry stakeholders who provide placement opportunities;
- ▶ Consulting with broader networks, such as the Australian STEM work integrated learning community and academics within the Faculty of Science, to develop a robust and sustainable program;
- ▶ Promoting and raising awareness of the programs to the wider university and local community (media releases etc.).

1.2 ENGAGE AND SUPPORT TARGETED COHORT

- ▶ Working with the In2Science coordinator to identify and recruit appropriate LSES tertiary students to participate in Science Delivery;
- ▶ Organising and conducting the training of participants for Science Delivery;
- ▶ Collaborating with internal stakeholders to establish workshop dates and delivery for Enhancing Career Prospects for students from all underrepresented backgrounds including financially disadvantaged, rural/regional, Indigenous, students with a disability, and women in non-traditional areas;

- ▶ Assisting Science Delivery presenters with content development to meet the needs of the student audience;
- ▶ Maintaining regular contact with participants of the programs during content development and placements;
- ▶ Providing internship-seeking strategies, advice and coaching to students targeted by the program.

1.3 RELATIONSHIP MANAGEMENT

- ▶ Ensuring Science Delivery presenters comply with National Working With Children Checks requirements and University policy and procedure
- ▶ Recruiting both metropolitan and regional LSES high schools to host Science Delivery presentations;
- ▶ Organising scheduling, transport, accommodation and catering for Science Delivery presenters on a regional roadshow;
- ▶ Collaborating with internal stakeholders, such as Student Success and academic staff of the Faculty of Science;
- ▶ Planning and undertaking evaluations and follow-up action in timely manner;
- ▶ Reporting on program outcomes and ensuring a process of continuous improvement is implemented and maintained.

1.4 STUDENT ENRICHMENT

- ▶ Playing a key role in the development of student communications including online resources for schools, industry partners and students;
- ▶ Efficient management of all administrative systems and processes for all matters relating to Internship and Work Integrated Learning programs;
- ▶ Maintaining and developing administrative systems, processes and practices with a view to continually improve engagement opportunities;
- ▶ Assisting with development and delivery of enrichment programs and events;
- ▶ Undertaking additional duties and project work as requested by the Manager, Academic Programs.

1.5 SPECIAL REQUIREMENTS

- ▶ The Special Projects Coordinator will be required to go on the Science Delivery regional Victorian roadshow for up to two weeks in November/December

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A relevant tertiary qualification with subsequent relevant experience or an equivalent;
- ▶ Excellent written and oral communication skills, including public speaking skills and the ability to create clear and engaging presentations;
- ▶ Highly-developed interpersonal skills and the ability to relate positively and confidently on an individual level with a wide and diverse range of internal and external stakeholders;

- ▶ Experience in effectively working with students;
- ▶ Demonstrated ability to work independently with minimum supervision as well as co-operatively in a larger team environment;
- ▶ Ability to exercise discretion, independent judgement and to use initiative to resolve complex issues;
- ▶ High level time management and organisation skills and demonstrated experience in managing competing demands, adapting to changing priorities and the ability to operate within tight timeframes;
- ▶ A high level of computer literacy with demonstrated experience in Microsoft Office, including Excel, PowerPoint and Word.

2.2 DESIRABLE

- ▶ Demonstrated understanding of the Education sector within both tertiary and secondary school levels;
- ▶ A sound knowledge of the needs and challenges faced by students from underrepresented backgrounds and an appreciation of the benefits of on-going support and importance of work integrated learning;
- ▶ Demonstrated experience in advising, coaching and supporting students from culturally and linguistically diverse backgrounds;
- ▶ Sound knowledge and/or appreciation of the elements required to engage students with science education.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Special Projects Coordinator is a member of the Academic Engagement team and works with a high degree of independence under the broad direction of the Manager, Academic Engagement. The Special Projects Coordinator is expected to operate with a high level of independence for day to day activities and proactively determine tasks and priorities to achieve set goals. The Special Projects Coordinator will be required to be proficient in a range of the University and Faculty policies and procedures and will regularly be required to demonstrate this by applying such knowledge to various queries and tasks. The use of initiative is expected and the effective application of administrative and organisational skills is essential.

3.2 PROBLEM SOLVING AND JUDGEMENT

The Special Projects Coordinator is expected to demonstrate well rounded problem solving skills and good judgment and will be called on to provide advice on sometimes complex and varied issues that may arise. The Special Projects Coordinator will be required to exercise excellent judgement in managing workload and prioritising tasks in an area with often tight deadlines and conflicting demands

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

A detailed knowledge of the University's policies and procedures is required to ensure that key responsibilities are executed and key processes are followed. An understanding of issues affecting staff in an academic environment is important, along with the capacity to work with a range of people at different levels within the University and externally.

3.4 RESOURCE MANAGEMENT

There is limited budget responsibility associated with this position

3.5 BREADTH OF THE POSITION

The Special Projects Coordinator communicates with a diverse range of people. The successful candidate will represent the Faculty and University in interactions with stakeholders as required. The Special Projects Coordinator is expected to provide a high level of service and commitment to the success of the Faculty's activities and initiatives.

4. *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 service for excellence and reach the targets of Growing Esteem.

5. *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.

6. Other Information

6.1 ORGANISATION UNIT

The position is located in the Academic Engagement team, within the Faculty Secretariat. Academic Engagement manages marketing and communications for the Faculty and its' seven Schools; provides course information and advice to prospective and current students; administers course and subject processes; coordinates transition, orientation and learning support services for students.

6.2 BUDGET DIVISION

<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 50,000 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 \$290 million of income per annum, with a staff base in the order of 270 professional staff, and more than 580 academic staff.

We offer a range of undergraduate, honours, graduate and research degrees; enrolling over 8,600 undergraduate and 2,440 graduate students. The Faculty of Science is the custodial Faculty for the BSc (Bachelor of Science). The Faculty of Science is a leader in research, contributing approximately \$70 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 \$56 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.

6.3 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>.

6.4 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.

6.5 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>