



POSITION DESCRIPTION

School of Languages and Linguistics
Faculty of Arts

Curriculum Coordinator – Latin American Studies

POSITION NO	0043497
CLASSIFICATION	Level B
SALARY	\$98,775 - \$117,290 p.a. (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time position (a part-time appointment of no less than 0.5 FTE can be negotiated)
BASIS OF EMPLOYMENT	Fixed-term position available for two years Contract type: Specific task or project
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 Alfredo Martinez-Exposito Tel +61 3 9035 4742 Email alfredo.m@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 Faculty of Arts at the University of Melbourne is seeking to appoint a Curriculum Coordinator –Latin American Studies to work across the Faculty to support the development of curriculum in the area of Latin American Studies. This work forms part of the Faculty's internationalisation plan as it seeks to increase engagement with key countries and institutions in Latin America and to further internationalise the student learning experience through enhanced curriculum, and to promote opportunities for academic research collaboration.

The Curriculum Co-ordinator – Latin American Studies will lead and support a cross-Faculty project to identify, develop and enhance curriculum in the field of Latin American Studies at both the undergraduate and graduate levels. The successful applicant will be a committed and engaging educator, with experience in developing and delivering curriculum, have excellent organisational and project management skills and the ability to work with a range of stakeholders. He/she is expected to make contributions to the teaching effort of the institution and to carry out activities to maintain and develop his/her scholarly, and/or professional activities relevant to the discipline. The incumbent will be deployed to the School and discipline most aligned to their own educational and academic background, and will work closely with the Head of the School of Languages and Linguistics where Latin American studies as a discipline resides.

1. Key Responsibilities

1.1 CURRICULUM DEVELOPMENT

Primary responsibility of the Curriculum Coordinator– Latin American Studies will be to lead and support a cross-Faculty project to identify, develop and enhance curriculum in the field of Latin American Studies at both the undergraduate and graduate levels. Specifically, the incumbent will be required to deliver the following project tasks over the next two years:

- ▶ Work with academic staff in the Spanish and Latin American Studies program and assist with curriculum development of a Latin American Studies program within the Bachelor of Arts.
- ▶ Work with program co-ordinators across the humanities, languages and social sciences, to identify opportunities to embed Latin American content in the curriculum, and engage domestic students, and students from the region, to test curriculum opportunities;
- ▶ Identify increased opportunities for student exchange and study abroad and internship placements in key markets in Latin America;
- ▶ Identify opportunities for graduate student recruitment and academic partnerships with Latin American higher education institutions in a number of key areas including Translation and Interpreting, Communications and Cultural Management, and the social sciences.
- ▶ Identify opportunities for the Faculty to co-deliver overseas intensive subjects in priority Latin America countries at the undergraduate and/or graduate levels;
- ▶ Work with staff with expertise in Latin America to capture teaching and research strengths and activities to enhance the profile of the Faculty's engagement with the region;
- ▶ Explore opportunities to leverage the Faculty's Object Based Learning and blended learning strategies to profile Latin American studies more broadly as part of the curriculum and to leverage engagement with the broader community;

- ▶ Work with relevant local communities, partners and diplomatic corps to solicit support for the enhancement and promotion of Latin American studies at the University.

1.2 TEACHING

- ▶ Preparation and delivery of lectures, tutorials and seminars as appropriate and in line with Faculty of Arts minimum thresholds for teaching satisfaction
- ▶ Initiation, development and review of subject material
- ▶ Curriculum development
- ▶ Consultation with students
- ▶ Marking and assessment
- ▶ Administrative tasks associated with the subjects taught
- ▶ Demonstrate a mean score of 3.4 out of 5 for the 'Student Evaluation Scores – Survey'

1.3 SERVICE TO THE DISCIPLINE & SCHOOL

- ▶ Involvement in professional activity, including participation in meetings.
- ▶ Engagement with external stakeholders including building external networks and partnerships.
- ▶ Meetings and committee work within the School and the wider university community, as appropriate.
- ▶ Undertake administrative activities commensurate with the level of the position.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A PhD or equivalent qualification (or with a PhD thesis under examination) and relevant teaching experience in Latin American Studies in one or more of disciplines of the humanities, languages or social sciences;
- ▶ Demonstrated ability for excellence in teaching including the capacity to initiate course development;
- ▶ High level ability to initiate, develop and make recommendations in relation to curriculum development, delivery and assessment with a particular emphasis on active learning pedagogies;
- ▶ Demonstrated capacity for multidisciplinary and collaborative teaching;
- ▶ Excellent written, verbal communication and interpersonal skills with the ability to work independently as well as liaise and work effectively with a range of people across all levels of the organisation;
- ▶ High-level organisational skills, including the ability to prioritise workload, work well under pressure to plan, implement, execute and evaluate new initiatives working independently and collaboratively as part of a team;
- ▶ A sound understanding of humanities and social sciences pedagogy including simulations, case teaching, on-line and experientially based learning methodologies.

2.2 DESIRABLE

- ▶ Experience in engaging with higher education institutions in Latin America;
- ▶ Experience in community engagement and a capacity to build local & international networks & partnerships;
- ▶ Language proficiency in either Spanish or Portuguese would be highly beneficial.

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 strive to service 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/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 ORGANISATION UNIT

<http://arts.unimelb.edu.au/soll>

5.2 BUDGET DIVISION

The Faculty of Arts is at the forefront of teaching and research in the languages, humanities and social sciences fields in Australia and in many cases internationally. Founded in 1853, it is one of Australia's oldest and largest faculties with approximately 400 staff and 7000 students - 6000 undergraduates and 1000 postgraduates – engaged in over 900 subjects in more than 40 areas of study. Over 600 international students from more than 50 different countries representing five continents are currently studying towards degrees offered in the Faculty.

As Australia's premier Arts faculty, it aims to provide an exciting, high-quality intellectual environment that will attract the best students and staff across a wide range of disciplines.

The Faculty of Arts maintains strong connections with leading international universities through research collaborations and student exchange programs, and nurtures relationships with government, not-for-profit and private organisations through student internship placements, research projects and community engagement.

As well as housing the Graduate School of Humanities and Social Sciences and the Melbourne School of Government, the Faculty of Arts also comprises five academic schools:

- ▶ Asia Institute
- ▶ School of Culture and Communication
- ▶ School of Historical and Philosophical Studies
- ▶ School of Languages and Linguistics
- ▶ School of Social and Political Sciences

Our students and staff are supported by business units within the Faculty including:

- ▶ The Office of the Dean and Faculty Executive Director
- ▶ The Academic Support Office
- ▶ The Strategy, Planning and Resources Unit
- ▶ The External Relations Unit
- ▶ The Research Office
- ▶ The Human Resources Office

For more information on the Faculty please see www.arts.unimelb.edu.au

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>