SCHOOL OF GLOBAL STUDIES

1. Advertisement:

Title: Lecturer in Anthropology and International Development (Education and Scholarship)

Hours: Full time or part time hours considered up to a maximum of 1.0 FTE. Requests for flexible working options will be considered (subject to business need).

Contract: Full Time, Fixed-term (3 years)

Reference: 6108

Salary range: starting at £33,797 and rising to £40,322 per annum, pro rata if part time

Placed on: 17 June 2021

Closing date for applications: 07 July 2021

Interview Date: 22nd July (via Zoom, includes a presentation)

Expected Start Date: 1 September 2021

The School of Global Studies at the University of Sussex invites applications for a three year fixed-term Lectureship in Anthropology and International Development within the School of Global Studies. Regional expertise is open, and candidates are expected to have or be close to completing a PhD in Anthropology of Development or Development Studies, using ethnographic methods. Candidates are expected to complement or expand the existing Departmental teaching and research strengths in Anthropology and International Development. Applicants should demonstrate prior experience in teaching, ideally at both undergraduate and postgraduate level. We particularly welcome applicants who will further enhance innovative and inclusive approaches to teaching in the Department and School. Prospective applicants are encouraged to direct informal enquiries to the Head of Anthropology, Prof Jon Mitchell: J.P.Mitchell@sussex.ac.uk.

For full details and how to apply see our vacancies page

The University is committed to equality and valuing diversity, and applications are particularly welcomed from women and black and minority ethnic candidates
The School of Global Studies was established in 2009, and is one of the UK’s leading centres of excellence for teaching, research and debate on the global issues of our times. With around 80 permanent academic faculty, a thriving doctoral programme, postdoctoral and visiting researchers, the School is large enough to create a diverse interdisciplinary research environment, while maintaining a close and supportive community for its staff and students. The School has a strong research culture and excelled in the 2014 Research Excellence Framework. The Department of International Relations doubled its 4* research outputs over the previous 2008 RAE. Sussex Anthropology was ranked 6th among Anthropology departments and an impressive 4th for impact, and Sussex Geography was ranked 14th nationally and rated first in the country for 4* impact.

With an annual intake of over 400 students taking undergraduate degrees in Anthropology, Geography, International Relations and International Development, over 300 specialised Masters students and more than 100 PhD students, the School is a hub of interdisciplinary learning. The School’s programmes draw on the School’s areas of research excellence with an aim to tackle some of the most pressing global issues of our times, including global inequalities and global justice, climate and environmental change, war and peace, global health and finance crises, intolerance and discrimination.

The School fosters the global engagement of students and staff, including through a network of partnerships with international centres of excellence in research and teaching, public bodies and the private sector. Our faculty, staff and students engage locally with schools, local authorities and community organisations interested in applying global insights to local problems. We are committed to an approach to the creation and exchange of knowledge that is aimed at generating understanding for a better world for all. We pride ourselves on our pioneering work that seeks to facilitate change and to challenge and transform the structures of inequality. Our community brings together researchers and scholars working at the interface between disciplines spanning the arts, sciences and social sciences.

The School’s departments include Anthropology, Geography, and International Relations. International Development is an interdisciplinary unit that brings together teaching and research from these three disciplines, as well as some dedicated International Development faculty. The School connects with the departments of Economics, Media and Film, History, English and Education, with faculty in Global Health at the Brighton and Sussex Medical School, and with the specialist policy research institutes of the Institute of Development Studies (IDS) and the Science Policy Research Unit (SPRU). With intellectual interests firmly rooted in Sussex’ critical, engaged and interdisciplinary traditions, Anthropology and International Development convene a thriving network that includes visiting and associate fellows, postdoctoral researchers, and research partners from across the globe.

This post would be located within the Department of Anthropology, but has substantial teaching and research responsibilities in International Development. The Department of Anthropology at Sussex is amongst the largest in the UK, and includes faculty in both Anthropology and International Development. REF submissions from the Department are joint Anthropology/International Development submissions, and reflect the strong links between the two areas of research. In the latest REF, 52% of our research was rated at 4* and 3* and 4th equal in the UK for research impact, making us the sixth-ranked Anthropology department in the country. The Department is committed to the highest quality research and teaching.
Anthropology and International Development are distinctive in their progressive interdisciplinary thinking, and in combining empirical and theoretical inquiry with a commitment to understand, interpret and intervene in an increasingly complex, changing and unequal world. At once epistemological, ethical and political, this approach has generated a body of work that has as its common thread a concern with politics and socio-economic transformation, characteristically (though not exclusively) investigated through a focus on everyday practices. Whatever the substantive issues we are addressing, our investigations are informed by a sensitivity to global processes and transnational linkages, to the forms of social differentiation that configure them, and to the historical trajectories within which they are embedded.

More information can be found at:
http://www.sussex.ac.uk/global/
http://www.sussex.ac.uk/anthropology/
http://www.sussex.ac.uk/development/

Job description: Lecturer in Anthropology and International Development (fixed term)

Job Title: Lecturer in Anthropology and International Development
Grade: Lecturer A, Grade 7
School: School of Global Studies
Location: Arts C
Responsible to: Head of School
Responsible for: n/a
Key contacts: Students, other members of Faculty within the School and University, School Officers, academics in the field in other institutions.

Role description: Lecturer A (Education and Scholarship) is an early career-grade teaching position. Post-holders will be expected to teach in a developing capacity and to develop their own scholarship within the field.

PRINCIPAL ACCOUNTABILITIES

1. To deliver and contribute to the design of high-quality teaching programmes to attract students.

2. To contribute fully to the School and University by participating in meetings, working groups, committees and other School and University activities.
KEY RESPONSIBILITIES

1. Teaching & Student Support

1.1 Contribute to the planning, delivery and assessment of high-quality undergraduate and postgraduate teaching in Anthropology and International Development, in liaison with the relevant programme and course convenors.

1.2 Contribute to the development, design and management of new curriculum proposals that are attractive to students.

1.3 With guidance: develop high-quality inclusive teaching materials, methods and approaches using appropriate technology; take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4 With guidance: set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria; and provide constructive and comprehensive feedback to students.

1.5 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study.

1.6 Develop and maintain an understanding of appropriate pedagogy in the subject area.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills.

1.8 Undertake and complete administrative duties required in the professional delivery of teaching.

1.9 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.10 Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc.

2. Scholarship

2.1 Continually update knowledge and understanding in the subject area, and engage in continuous professional development.

2.2 Translate knowledge of the advances in the subject area into the course of study.

2.3 Undertake scholarship to inform education to ensure excellent learning experience for students.
3. Contribution to School & University

3.1 Attend and contribute to School meetings.

3.2 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.3 Assist with undergraduate and postgraduate recruitment.

3.4 Participate in School or University working groups or committees, as required.

3.5 Undertake additional administrative duties, as required by the Head of School.

4. Role-specific duties

4.1 Participate in delivering innovation and excellence as well as in building links with other Departments in the School and beyond.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or level of responsibility entailed.

INDICATIVE PERFORMANCE CRITERIA

- High quality teaching performance across a range of teaching activities, at different levels appropriate to the discipline; as evidenced by surveys, questionnaires and peer review.

- Evidence of skill in assessment and feedback techniques, and using a range of methods for evaluating the effectiveness of teaching.

- Demonstrable contribution to the planning and development of courses.

- Delivering a teaching load in line with School expectations.

- Evidence of applying knowledge arising from research and scholarship to enhance teaching practice.

- Evidence of active engagement in advising students and proactively responding to problems experienced by students.

- Completion, within a reasonable period of time, of a recognised higher education teaching qualification.

- A PhD or equivalent scholarly or relevant professional activity.

- Evidence of successful engagement in PhD supervision as appropriate to the discipline.
Efficient and effective contribution to academic support duties within the School or the University.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below).

2. Excellent interpersonal skills, with the ability to engage with students using a variety of teaching methods.

3. A commitment to equal opportunities, equality and diversity in principle and practice.

4. Experience of teaching at undergraduate level, especially using innovative and online teaching methods.

5. Evidence of engagement in high-quality research activity.

6. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

7. Ability to work individually on own initiative and without close supervision, and as part of a team.

8. Ability to exercise a degree of innovation and creative problem-solving.

9. Demonstrates self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes.

10. Demonstrates willingness to challenge and change institutional practices that present barriers to different groups

11. Excellent organisational and administrative skills.

12. A willingness to participate in student support activities beyond required teaching duties.

13. Excellent IT skills, with the ability to produce high-quality, inclusive learning materials.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.

2. Experience of teaching at postgraduate level.