



## POSITION DESCRIPTION

### Learning and Teaching Unit

Faculty of Medicine, Dentistry and Health Sciences

## Indigenous Student Success Team Leader

*Only Indigenous Australians are eligible to apply as this position is exempt under the Special Measure Provision, Section 12 (1) of the Equal Opportunity Act 2011 (Vic).*

<b>POSITION NO</b>	0065414
<b>CLASSIFICATION</b>	UOM 7
<b>SALARY</b>	\$106,432 - \$115,211 p.a. (pro-rata for part time)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full-time
<b>BASIS OF EMPLOYMENT</b>	Continuing
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Alice Reid Manager, Student Experience Tel: +61 3 9035 7979 Email: <a href="mailto:amturner@unimelb.edu.au">amturner@unimelb.edu.au</a>  <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](http://about.unimelb.edu.au/careers)

## ***Acknowledgement of Country***

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

## ***Position Summary***

The Indigenous Student Success Team Leader is based in the Learning and Teaching Unit, reporting to the Manager, Student Experience. The position takes a leading role in supporting and advocating for our Indigenous students, both prospective and those currently enrolled in the Faculty. The role is directly linked to the Faculty's Indigenous strategy, which aims to strengthen engagement with Indigenous students and increase Indigenous student enrolments in our degrees, in turn producing more Indigenous healthcare workers for our communities.

The Indigenous Student Success Team Leader is responsible for delivering excellent student experience across all Faculty programs while working closely with all learning and teaching aligned academic and professional staff within Schools and Departments. The incumbent will maintain effective working relationships with the Faculty's Indigenous Development Team, MDHS Divisional Group, Murrup Barak and the Melbourne Poche Centre for Indigenous Health (Poche) to ensure high quality and timely delivery of services.

The Indigenous Student Success Team Leader will be part of a team of staff responsible for the delivery of expert service and advice to stakeholders of the Learning and Teaching Unit within agreed service standards and a framework of excellence in customer service.

Only Indigenous Australians are eligible to apply for this position.

### ***1. Key Responsibilities***

#### **1.1 ADMINISTRATIVE SUPPORT**

- ▶ Provide expert advice and operation support to Schools and/or Course Coordinators in developing and implementing Indigenous recruitment strategies for their courses. This includes using funding to create pathways into the University and participation in scholarship and grant committees.
- ▶ High level project coordination and administrative support for Indigenous initiatives and projects including management of small budget.

- ▶ Leadership of the Faculty's Indigenous Student Support working group, bringing together representatives from across the Faculty (including students) to meet regularly to share and progress projects to improve the Indigenous student experience.
- ▶ Oversee the MDHS Indigenous Student Bursary each semester, ensure student data is provided to the Scholarships team in time to facilitate pre-census payments.
- ▶ Provide timely information and advice and produce reports and updates for Faculty committees as required.
- ▶ Develop and maintain the Faculty's Indigenous student facing pages of the website.

## 1.2 INDIGENOUS STUDENT SUPPORT/ENGAGEMENT

- ▶ Collaborate with internal stakeholders such as Murrup Barak, the MDHS Divisional Group, Schools, Academic staff and more to facilitate success for both current and prospective Indigenous students.
- ▶ Provide professional support services to MDHS current and prospective Indigenous students by advising and navigating students on relevant academic processes and procedures
- ▶ Lead engagement activities with the Indigenous student cohort through communications and events. Allocate funding for enrichment opportunities and to bring students together during the year.
- ▶ Lead the work to create a culturally safe and inclusive space for our students. Maintain the Indigenous Student Study Space and engage with students to ensure it continues to meet their needs.
- ▶ Constantly evaluate services for current and prospective Indigenous students to ensure we are providing them with the best experience possible, seek feedback from students on their needs.

## 1.3 STAKEHOLDER ENGAGEMENT

- ▶ Identify and manage relationships with key operational stakeholders across the University to enable MDHS to: (a) deliver its Indigenous initiatives: and (b) support the realisation of other institution-wide agendas in the Indigenous engagement space. This includes Murrup Barak, MDHS Divisional Group, Residential Colleges and others.
- ▶ Identify and manage relationships with key external stakeholders (Indigenous artists, Blue Gum, community, other) in the planning and implementation of initiatives.
- ▶ Key liaison between the Faculty and Murrup Barak, the Indigenous student support unit, for all student-related matters.

## 1.4 LEADERSHIP

- ▶ Manage the Indigenous Student Success Officer. Oversee their daily work, allocate projects, offer professional development opportunities and ensure regular feedback is provided between yearly performance conversations.

## 1.5 OTHER ACTIVITIES

- ▶ Support the delivery of other programs lead by the Student Experience Team and any other duties commensurate with the position as directed by the Supervisor.

- ▶ Compliance with and contribution to quality assurance management, in line with requirements under the University's risk management framework including OH&S, legislation, statutes, regulations and policies.

## ***2. Selection Criteria***

### **2.1 ESSENTIAL**

- ▶ A relevant tertiary qualification, or an equivalent combination of relevant work experience, education and/or training;
- ▶ Good working knowledge and understanding of Aboriginal and Torres Strait Islander cultures and societies with the ability to communicate sensitively and effectively within this environment.
- ▶ Experience in project coordination and the design, delivery and review of high-profile service program initiatives and/or projects aligned with organisational strategic priorities.
- ▶ High-level problem-solving skills with the ability to exercise judgement and initiative.
- ▶ Strong interpersonal and verbal communications skills with the ability to work collaboratively with staff at all levels, in particular senior leaders within a complex organisational structure.
- ▶ Excellent written communications skills
- ▶ Highly developed organisational skills with the ability to work on multiple tasks simultaneously, organising and prioritising to meet specified deadlines.
- ▶ Demonstrated ability to work autonomously with considerable independence.

### **2.2 DESIRABLE**

- ▶ Training in the University of Melbourne's student information system, OneCRM and StudentOne.
- ▶ Knowledge of the University of Melbourne's policies and procedures particularly relating to students.
- ▶ Knowledge of the University's strategies: Advancing Students and Education, Engagement at Melbourne and Murmuk Djerring

## ***3. Special Requirements***

- ▶ Annual leave must be taken at a time which accommodates the peak workflows of the area.
- ▶ The ability to work outside of standard hours may be required from time to time.
- ▶ This position requires the incumbent to hold a current and valid Working with Children Check

## ***4. Job Complexity, Skills, Knowledge***

### **4.1 LEVEL OF SUPERVISION / INDEPENDENCE**

The Indigenous Student Support Team Leader is expected to work with a high degree of independence under the broad direction of the Student Experience Manager. The position requires a high degree of initiative, with the capacity to effectively determine when to seek direction and when to act independently. The position will also have one direct report, the Indigenous Student Support Officer and be responsible for the performance and professional development of this staff member.

#### **4.2 PROBLEM SOLVING AND JUDGEMENT**

The Indigenous Student Success Team Leader is expected to exercise judgement and high-level problem-solving skills in the implementation of the projects for which they are responsible. The incumbent must have the capacity to anticipate and identify problems and assist in the development of sound solutions. Working across the University they must be able to identify key stakeholders, identify mutual ground and collaborate to deliver Faculty initiatives while also positioning, within reason, MDHS to contribute to wider University agendas. They will be expected to exercise a degree of independence and demonstrate initiative in undertaking the responsibilities assigned to the position and to the operational relationships it manages across the University. The Indigenous Student Success Team Leader uses initiative in resolving problems relating to project administration and exercises judgement in referring specific more complex strategic matters onto the relevant supervisor and/or Faculty leadership. The capacity to collaborate and build consensus with key external stakeholders as well as academic and professional staff in a range of divisions is required.

#### **4.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE**

The incumbent will possess the required skills to perform the duties encompassed within the position. The incumbent is expected to develop a detailed knowledge of University and Faculty's policies and procedures, along with an understanding of its culture and organisational structure, including faculty and department structures. The incumbent will require an understanding of Government, University and Faculty policies that support the recruitment and retention of Indigenous students. The position requires having the ability to liaise effectively with internal and external stakeholders.

#### **4.4 BREADTH OF THE POSITION**

The position covers a wide range of tasks, routine and complex, relying on a broad understanding of the Faculty's mission, goals and structure and of the University policy and procedures relevant to departmental administration.

### ***5. 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 strive for excellence and reach the targets of Growing Esteem.

## **6. 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/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

## **7. Other Information**

### **7.1 LEARNING AND TEACHING UNIT**

See: <http://sc.mdhs.unimelb.edu.au>

### **7.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES**

[www.mdhs.unimelb.edu.au](http://www.mdhs.unimelb.edu.au)

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$630m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will

address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development

### 7.3 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>.

### 7.4 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.

## 7.5 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>.