Position Description

Position Purpose: To provide cultural advice and contribute to the enhancement of cultural and social wellbeing of staff and students.

ORGANISATIONAL CONTEXT
The Deputy Vice-Chancellor (Academic) (DVC-A) is the chief academic officer of the University and is the member of the University Executive.

The DVC-A portfolio has a key role in overseeing the development of a balanced academic staff profile for the University as well as the capabilities of the academy. The portfolio also oversees the development and execution of Indigenous and widening participation strategies and plans as well as the operations of the University Art Gallery.

Walanga Muru, located within the DVC-A Office, is a culturally affirming environment that leads the development and implementation of the University’s Indigenous engagement and advancement strategies.

Our approach is to consult with Aboriginal and Torres Strait Islander communities to make informed decisions when developing programs and initiatives that will increase Aboriginal and Torres Strait Islander enrolments, completions, and employment opportunities. We provide leadership and guidance on matters relating to Indigenous education and employment within the University.

ORGANISATION CHART
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<tr>
<th>KEY ACCOUNTABILITIES</th>
<th>POSITION CONTEXT</th>
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| • Provide cultural advice to staff and students, aimed at enhancing the access, retention and success of Indigenous students and staff.  
• Assist Director with strategic planning and monitoring of cultural activities run by Walanga Muru.  
• Contribute to design, develop and implement programs and initiatives aimed at enhancing cultural Wellbeing across the University for students and staff.  
• Work collaboratively across faculties and department to enhance the wellbeing of staff and students  
• Maintain accurate records and data collection around student needs and outcomes.  
• Identify and build, relationships with the Indigenous community and key Indigenous stakeholders including institutional contacts, agencies, and government bodies.  
• Contribute to relevant committees, working parties, and departmental roles to assist in the smooth running of Walanga Muru e.g. the Patygarang Strategy Committee on cultural matters.  
• Contribute to the delivery of welcome to, or acknowledgement of country, ceremonies for University events.  
• Comply with relevant EEO and WHS regulations.  
• Perform any other duties as required and appropriate for this classification. | Reports to: Manager, Student Engagement |
| | Positions Reporting to: Direct: nil  
Indirect: nil |
| Key Direct Clients: | • MQ Indigenous students  
• Indigenous staff members in other offices or departments  
• Immediate team members  
• Other external contacts |
| Other Key Relationships: | • Other staff members in own office or department  
• MQ staff in general  
• MQ students |
| Budget Accountability: | nil |
| Role-specific Conditions: | • Aboriginal or Torres Strait Islander  
• Domestic travel required.  
• Working with children checks  
• Work hours may vary to accommodate attendance at work-related functions/events |
| Scope and autonomy | Within defined parameters, adapts and develops processes, procedures, systems and/or techniques that impact how work is performed. |
| Problem solving | Regularly identifies, designs, develops and implements improvements to work procedures, practices, systems and/or techniques. |
### CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

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<th>COMPETENCIES</th>
<th>ATTRIBUTES</th>
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<tr>
<td>Planning and Execution: Managing time and resources to complete tasks and achieve objectives.</td>
<td>Perseverance: Persevering despite obstacles to ensure tasks are completed.</td>
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<td>Quality Focus: Ensuring accuracy and quality when completing tasks.</td>
<td>Flexibility: Responding effectively to unexpected or changing circumstances.</td>
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<td>Communication: Effectively articulates key messages, both verbally and in writing, adapting to suit context and audience.</td>
<td>Reliability: Meeting commitments and responsibilities.</td>
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<td>Service Focus: Making students, staff, alumni and other key contacts and their needs a priority.</td>
<td>Interpersonal Impact: Making a positive impression on others in a range of interpersonal contexts.</td>
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<td>Relationship Management: Establishing effective working relationships with others.</td>
<td>Resilience: Dealing effectively with and recovering quickly from setbacks or pressure.</td>
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<td>Teamwork: Working in collaboration with others to achieve shared goals.</td>
<td>Integrity: Maintaining confidentiality, discretion and professionalism.</td>
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**REQUIRED KNOWLEDGE**
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- Tertiary qualifications in a relevant discipline and/or equivalent combination of experience and/or training.
- Knowledge of the structure and relationships within Indigenous communities.
- Communication skills and the ability to maintain Indigenous cultural and professional creditability.
- Knowledge of the higher education sector.
- Awareness of cultural/Indigenous communication styles.
- Computer skills including Microsoft and the use of data and/or records management systems.

**ACQUIRED KNOWLEDGE**
Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Knowledge of Indigenous programs and structure.
- Knowledge of Indigenous and University policies, systems, processes and procedures on student support services.
- Knowledge of what other areas of the University do and how they interact with the Office.
- Knowledge of University governance and regulatory requirements.

**KEY EXPERIENCES**
Practical experiences and exposure to specific environments or activities related to successful performance.

- Navigating and working within complex cultural systems.
- Working in partnership with Indigenous communities.
- Working in the education or community sector in similar roles.
- Identifying trends and critical issues for Indigenous people.
- Building and maintaining strong reciprocal relationships with stakeholders, including Indigenous communities.