

## POSITION DESCRIPTION

<b>Position Title</b>	Indigenous Success Officer – Outreach		
<b>Organisational Unit</b>	First Peoples and Equity Pathways Directorate		
<b>Functional Unit</b>	Indigenous Higher Education Unit		
<b>Nominated Supervisor</b>	Coordinator, Indigenous Higher Education Unit		
<b>Higher Education Worker (HEW) Level</b>	HEW 6	<b>Campus/Location</b>	Strathfield
<b>CDF Achievement Level</b>	1 All Staff	<b>Position Number</b>	
<b>Employment Type</b>	Full-time / Fixed term	<b>Date reviewed</b>	February 2020

The position will only be open to Australian Aboriginal or Torres Strait Islander applicants.

The filling of this position is intended to constitute a special/equal opportunity measure under section 8(1) of the Racial Discrimination Act 1975 (Cth), and s 105 of the Anti-Discrimination Act 1991 (Qld) s 12 of the Equal Opportunity Act 2010 (Vic) and s 8(4) of the Charter of Human Rights and Responsibilities Act 2006 (Vic)

## ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

**Mission Statement:** *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support this complex and national University consists of:

- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer & Deputy Vice-Chancellor (Administration)

- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Education and Innovation)
- Deputy Vice-Chancellor (Coordination)
- Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

## ABOUT THE EDUCATION AND INNOVATION PORTFOLIO

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The Education and Innovation portfolio is responsible for educational strategy and programs in the University that centre on students, learning and teaching as well as the Vice-Chancellor's areas of innovation focus.

The Deputy Vice-Chancellor, Education and Innovation (DVC EI), supports the Vice-Chancellor in providing leadership to:

- First Peoples and Equity Pathways
- Library
- Learning and Teaching Centre
- Office of Student Success
- Strategic Partnerships and Executive Education
- ACU College
- Advancement and Alumni

## ABOUT THE FIRST PEOPLES AND EQUITY DIRECTORATE

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The First Peoples and Equity Directorate comprises the Office of Director, Indigenous Higher Education Units, Equity Pathways team and Clemente Australia team.

The First Peoples and Equity Directorate has two key responsibility areas:

1. Supporting the implementation of ACU's Aboriginal and Torres Strait Islander education and employment objectives that seek to:
  - Engage the ACU community in a deeper understanding of Aboriginal and Torres Strait Islander peoples' knowledges, histories and cultures;
  - Contribute to improved participation and success of Aboriginal and Torres Strait Islander students;
  - Enhance the belonging of Aboriginal and Torres Strait Islander peoples by providing a culturally safe and enabling higher education environment;
  - Take a leadership role in engagement with Aboriginal and Torres Strait Islander communities;
  - Provide cultural, pastoral and academic support and referrals to Aboriginal and Torres Strait Islander students; and
  - Manage key external stakeholder engagement, targeted recruitment and promotion of ACU to Aboriginal and Torres Strait Islander communities.
2. Supporting the implementation of ACU's Equity objectives through longer term planning and effective delivery of program to:
  - Contribute to improved access and participation in higher education for people from low socioeconomic status (low SES) backgrounds (including Aboriginal and Torres Strait Islander students and Regional and Remote students);
  - Provide widening participation programs in partnership with schools and community organisations to improve access, participation and success of people from low socioeconomic backgrounds in higher education;
  - Develop and implement outreach and pathways programs in collaboration with ACU Indigenous Higher Education Units, Clemente Australia and Refugee Scholarship Program; and
  - Collaborate with other universities on evaluative research and outreach initiatives.

## POSITION PURPOSE

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The Indigenous Success Officer – Outreach is supervised by the Indigenous Higher Education Unit (IHEU) Coordinator at Brisbane, Strathfield and Melbourne campuses to deliver targeted engagement strategy and outreach activities to prospective Aboriginal and Torres Strait Islander students including from regional and remote communities.

Working closely with their IHEU Coordinator and the First Peoples and Equity Pathways (FPEP) Directorate team, the position holder assists with the delivery of prospective student communications and leads innovative engagement activities to attract and convert prospective students.

The role works collaboratively with faculties, the First Peoples and Equity Pathways Directorate, and the Equity Pathways team of each campus to enhance recruitment opportunities and support local marketing and communication strategies.

The position holder has a thorough understanding of the breadth and depth of ACU courses, programs, campus amenities and student services available in their state campuses, specifically the Away From Base (AFB) AFB courses and the support offered by the IHEUs. This role will deliver outreach programs, activities and events that communicate the unique ACU experience to prospective students and to maximise conversion to application and enrolment. Involvement in community outreach programs, activities and events may involve direct contact with children and vulnerable people.

## POSITION RESPONSIBILITIES

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### Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- ACU Capability Development Framework
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence
- ACU Reconciliation Action Plan

The [Capability Development Framework](#) in particular is important in understanding the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

## Key responsibilities

Key responsibilities specific to this position	Relevant Core Competences ( <u>Capability Development Framework</u> )	Scope of contribution to the University			
		Within the work unit or team	School or Campus	Faculty or Directorate	Across the University
<p>Support the IHEU Coordinator to deliver the state program, created specifically to target prospective Aboriginal and Torres Strait Islander students into pathways, undergraduate and postgraduate programs at ACU.</p> <p>This will involve frequent visits to (state/region) secondary school communities to deliver presentations and answer queries; attending Community events, school expos and Open Days. This may include partnering with Equity Pathways to conduct school group events and tours on campus.</p>	<ul style="list-style-type: none"> <li>• Collaborate Effectively</li> <li>• Communicate with Impact</li> <li>• Deliver Stakeholder Centric Service</li> </ul>		✓		
<p>In collaboration with the IHEU Coordinator, develop and maintain relationships in the region with Careers Advisors and Community Engagement Advisors, Indigenous Liaison Officers and other Aboriginal and Torres Strait Islander staff.</p>	<ul style="list-style-type: none"> <li>• Collaborate Effectively</li> <li>• Communicate with Impact</li> </ul>	✓			
<p>Coordinate logistical requirements, including purchasing/hiring equipment, managing car bookings and in partnership with FPEP Directorate staff managing marketing and promotional materials.</p>	<ul style="list-style-type: none"> <li>• Be Responsible and Accountable for Achieving Excellence</li> <li>• Know ACU Work Processes and Systems</li> </ul>		✓		
<p>Develop and coordinate the planning and delivery of minor expos, Advisory conferences, and the volunteer roster for Open Days in the state.</p>	<ul style="list-style-type: none"> <li>• Be Responsible and Accountable for Achieving Excellence</li> </ul>		✓		
<p>Regular reporting to IHEU Coordinator on community responses and insights gathered through enquiries and interactions with prospective students and family members, school leadership teams to inform FPEP communications and IHEU community engagement strategies and share good practice.</p>	<ul style="list-style-type: none"> <li>• Make informed Decisions</li> <li>• Communicate with Impact</li> </ul>	✓			

## HOW THE ROLE OPERATES

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### Key Challenges and Problem Solving

- Establishing and maintaining positive relationships with internal and external stakeholders including: FPEP Directorate, Equity Pathways, campus Marketing and External Relations teams, Aboriginal and Torres Strait Islander communities in regional and remote locations and local Aboriginal and Torres Strait Islander partners.
- Acting with a sense of urgency and encouraging others within the University to do so when opportunities to advance the reputation of ACU and recruit future students are presented.
- Balancing competing demands across the campus/es to deliver outreach programs.

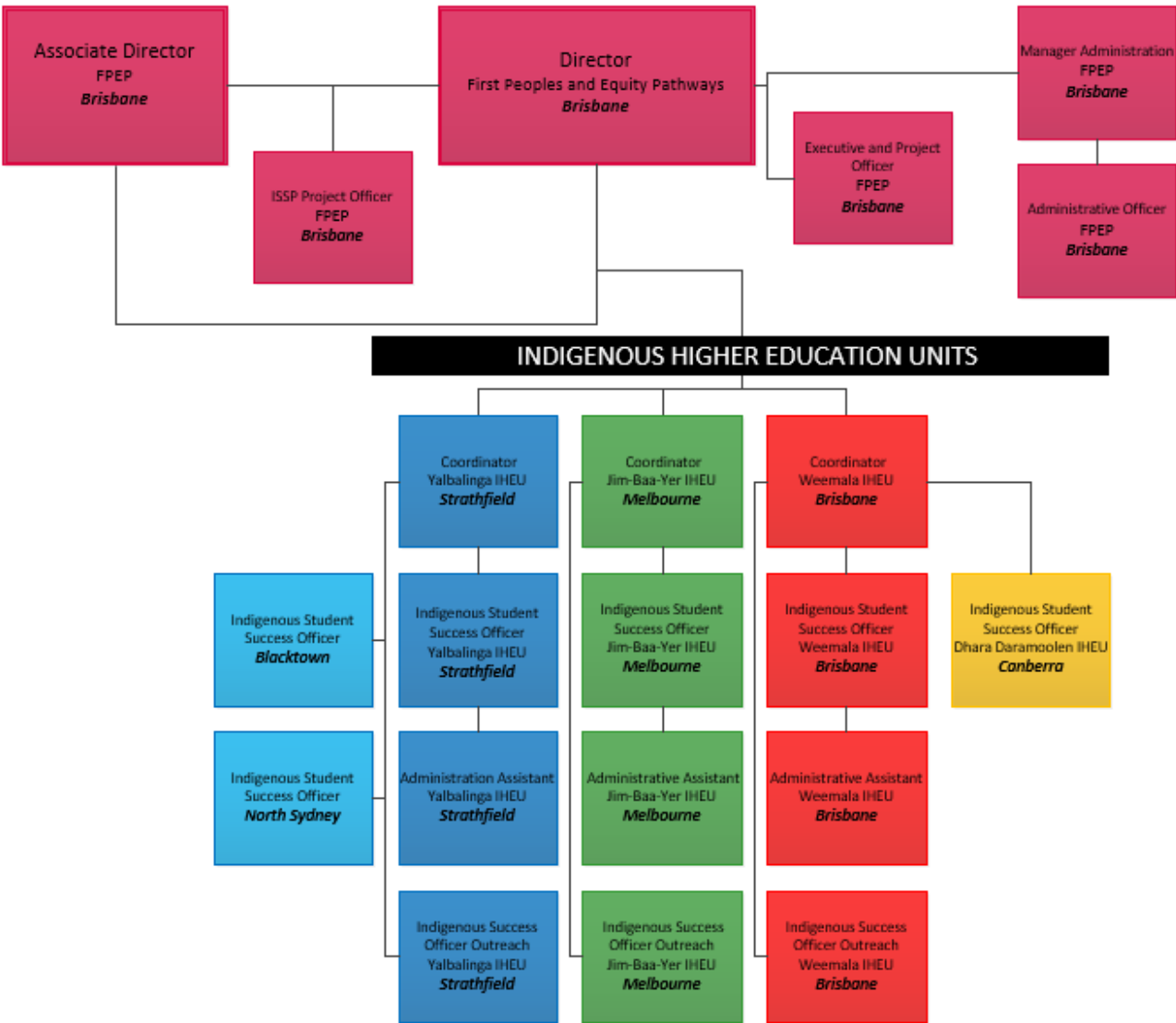
### Decision Making / Authority to Act

- The position holder works under routine supervision in the delivery of future student programs, seeking direction from the IHEU Coordinator and consistent with FPEP Directorate to deliver programs that meet University goals.

### Communication / Working Relationships

- The position holder will be required to communicate with the IHEU Coordinator and with FPEP Directorate to coordinate local and state activities including campus based cultural events.
- In supporting the implementation of the Aboriginal and Torres Strait Islander outreach programs, the position holder liaises with potential pathway, undergraduate and postgraduate students including communities and families. This may involve direct liaison with children and vulnerable peoples.

Reporting



For further information about structure of the University refer to the [organisation chart](#).

## Selection Criteria

### Qualifications, skills, knowledge and experience

1.	Identification as Aboriginal or Torres Strait Islander. Australian Catholic University considers that being of Aboriginal or Torres Strait Islander origin is a genuine occupational qualification for this role.
2.	Proven ability to communicate effectively and provide high quality and appropriate support for Aboriginal and Torres Strait Islander peoples and well-developed relationship management skills enabling interaction with University and external stakeholders.
3.	A relevant degree preferably in Education or Marketing, with relevant experience or an equivalent combination of relevant experience and/or education/training.
4.	Proven high level computer skills, including use of Microsoft Office software, including Excel, Word and PowerPoint to analyse and present data, and prepare and present professional reports and briefings for diverse audiences.
5.	Proven ability to contribute positively as part of a small team and independently, setting priorities and managing time effectively to complete multiple and complex tasks.

### Core Competencies

6.	Live ACU's Mission, Vision and Values: Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.
7.	Be Responsible and Accountable for Achieving Excellence: Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.

### Other attributes

8.	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.
9.	Evidence of ability to work with children and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located.
10.	Ability to work outside standard business hours is required, including travel to regional and remote locations including periods of stay to attend events and activities.