



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Academic Pathway for Aboriginal and Torres Strait Islander peoples within the Business School



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A Guidance Through Time by Casey Coolwell and Kyra Mancktelow

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

The University of Queensland

The University of Queensland (UQ) acknowledges and respects Aboriginal and Torres Strait Islander peoples as First peoples of this country. We value and celebrate the uniqueness of knowledges, cultures, histories and languages that have been created and shared for at least 65,000 years. Our vision is to build a strong sense of belonging in an inclusive UQ that works respectfully with Aboriginal and Torres Strait Islander students, staff and communities in teaching, learning, research and collaboration – embracing and enhancing the best of our nation's and the world's diversity.

For more than a century, The University of Queensland (UQ) has maintained a global reputation for creating positive change by delivering knowledge leadership for a better world. UQ ranks among the world's top universities, as measured by several key independent rankings, including the CWTS Leiden Ranking (32), U.S. News Best Global Universities Rankings (36), the Performance Ranking of Scientific Papers for World Universities (39), QS World University Rankings (47), Academic Ranking of World Universities (51), and Times Higher Education World University Rankings (62).

At UQ, we're changing the way higher education is imagined and experienced. Our students enjoy innovative and flexible learning options, diverse and dynamic partnership opportunities, and an integrated digital and campus learning environment. More than 55,300 students, including the majority of Queensland's highest academic achievers, as well as top interstate and overseas students, study across UQ's three beautiful campuses in South East Queensland at St Lucia, Herston and Gatton. They include more than 19,900 postgraduate and approximately 20,200 international students who contribute to a diverse, supportive and inclusive campus community. At the end of 2020, there were 468 identified Aboriginal and Torres Strait Islander students studying undergraduate, postgraduate and higher degree research programs across UQ.

With a strong focus on teaching excellence, having won more national teaching awards than any other Australian university, UQ is committed to providing students with the best opportunities and practical experiences during their time with us, empowering them with transferable knowledge and skills that will prepare them to exceed expectations throughout their careers. UQ's 280,000 graduates are an engaged network of global alumni spanning more than 170 countries, and include approximately 15,400 PhDs.

UQ's six faculties, eight globally recognised research institutes and more than 100 research centres attract an interdisciplinary community of 1500 scientists, social scientists and engineers who champion research excellence and continue UQ's tradition of research leadership. This is reflected in UQ being the number one recipient of Australian Research Council Fellowships and Awards nationally across all scheme years. UQ has an outstanding track record in commercialising innovation, with major technologies employed across the globe and gross product sales of more than \$22 billion.

UQ is one of only three Australian members of the global Universitas 21; a founding member of the Group of Eight (Go8) universities; a member of Universities Australia; a member of the Association of Pacific Rim Universities (APRU); and one of only three Australian charter members of the prestigious edX consortium, the world's leading not-for-profit consortium of massive open online courses (MOOCs).

UQ employs more than 7200 academic and professional staff (full-time equivalent), which includes approximately 97 fixed and continuing staff, and 93 casual staff identified as Aboriginal and Torres Strait Islander. More information about working at UQ can be found at [uq.edu.au](https://business.uq.edu.au).



Organisational Environment

The Faculty of Business, Economics and Law (BEL) at the University of Queensland offers wide range of undergraduate and postgraduate programs at the St Lucia campus. As UQ's largest faculty, BEL comprises over 12,000 passionate students, including 5600 international students. At the end of 2020 there were 52 Aboriginal and Torres Strait Islander students in BEL.

UQ Business School is independently ranked as one of the top business schools in Australia and among the leading institutions worldwide. Our mission is to cultivate courageous thinkers who empower future leaders to positively transform business and society. The School's mission is to achieve national and international recognition as being among the best research intensive business schools in the Asia-Pacific region. The School carries AACSB International and EQUIS accreditation – the first school in Australia to receive AACSB and EQUIS accreditation across the full range of programs. The School also carries UNWTO accreditation and is the only School in Australia to hold such accreditation.

The School has approximately 185 academic staff and 70 professional staff; this includes 7 Aboriginal and Torres Strait Islander staff members. The School is primarily located on the St Lucia campus, but also conducts MBA and Executive Education at our 293 Queen Street campus in the Brisbane central business district.

We are motivated, collaborative and focused on driving global change – and as a result, are looking to grow our talent by recruiting Aboriginal and Torres Strait Islander Academic Staff in the areas of: finance, business information systems, tourism, marketing, management, accounting, strategy and entrepreneurship. We expect to hire at least 3 new academic staff in this round, providing a cohort experience to our new hires, in addition to mentorship from our existing Aboriginal and Torres Strait Islander staff members and other supports detailed below.

Importantly, these new hires are critical to delivering on our goals as a school. The School has recently committed to a sustainability strategy that complies with the **UN Principles of Responsible Management Education (PRME)**, including embedding issues of ethics and sustainability across our teaching programs. As part of this initiative, the school has committed to a plan for Indigenising the UQ Business School curriculum, integrating Indigenous knowledges across 25% of our course deliveries. The University has also advanced an **Aboriginal and Torres Strait Islander Research and Innovation Strategy**, which commits UQ to the active pursuit of ethical and responsible research that contributes to cultural, social, environmental and economic benefits for Aboriginal and Torres Strait Islander peoples and communities.

Discipline areas within the Business School

There are multiple positions available across the following areas within Business including: finance, management, business information systems, tourism, marketing, accounting, strategy and entrepreneurship. The areas currently accepting expressions of interest are:

- The **Finance** discipline has specific expertise in firm valuation, asset pricing and portfolio analysis
- The **Business Information Systems** discipline makes a sustained and influential contribution to the management, modelling, governance, integration, analysis and use of very large quantities of diverse and complex data in an interconnected world.
- The **Tourism** discipline has established international reputations in several areas, including tourism policy and planning and visitor research.
- The **Marketing** discipline translates knowledge into practical application in the areas of advertising and branding, quantitative marketing and service research
- The **Management** discipline has supported policy and program initiatives in Australian and State Governments around innovation, responses to skills shortages, support for small business and efforts to build upon the management and leadership skills of Australian public and private sector organisations.
- The **Accounting** discipline hosts some of Australia's leading accounting researchers, and with an outstanding reputation works closely with industry, commerce and the accounting profession.
- The **Strategy and Entrepreneurship** discipline engages in a wide range of topics facing businesses in Australia and globally, with expertise spanning start-up and entrepreneurial firms, the challenges facing larger organisations around their strategy, efforts at building high performance work cultures, staying innovative, and competing successfully as international businesses.

About the Academic Pathway Program

The University of Queensland (UQ) employs more than 7,200 academic and professional staff. One of the things that makes UQ a great place to work is that it is a culturally inclusive space for staff and students, where diversity contributes to learning outcomes. We seek to configure our staffing profile in a way that is reflective of the wider community to further advance these outcomes.

UQ's Aboriginal and Torres Strait Islander (Indigenous) Academic Pathway Program aims to build and develop academic capability through an individualised program structure specifically designed to develop the necessary skills to succeed in an academic role.

Successful candidates will be matched with disciplinary units in UQ Business School, which will be able to provide career support through training and mentorship in your related field of study. Successful candidates will receive an individualised academic development program, which provides the candidate with an opportunity to significantly build research and/or a teaching track record at UQ.

The program offers a range of employment opportunities and remuneration will be offered to successful applicants based on their qualification and experience in line with the University's salary scales for Academic Appointments (Levels A-E).

UQ's Indigenous Academic Pathway Program offers two streams of employment – pre-doctoral and post-doctoral.

Pre-Doctoral (PhD Pathway)

For candidates looking to begin an academic career, we can offer a five (5) year fixed term contract that encompasses a Higher Degree by Research (HDR) salary scholarship partnered with an appropriate academic position (level dependent on experience), which will allow candidates to engage in relevant studies while gaining on the job academic training and experience.

Post-Doctoral (Academic Pathway)

For candidates with a PhD or close to completion, we can offer continuing contracts across academic levels A, B, C, D and E.

Candidates may be offered a Teaching and Research, Research Focussed, or Teaching Focussed position depending on skills, experience and career trajectory.



Cultural Support at UQ

UQ is committed to Aboriginal and Torres Strait Islander peoples' learning, discovery, and engagement. The University's Strategic Plan outlines strategies aimed at increasing opportunities for Aboriginal and Torres Strait Islander peoples, which are supported through the development of a [Reconciliation Action Plan](#) and [Aboriginal and Torres Strait Islander Employment Strategy](#). The UQ Strategic Plan commits to:

- Strive for the personal and professional success of our Aboriginal and Torres Strait Islander students, staff, and alumni
- Positively influence society through knowledge
- Support and develop inspirational leadership
- Advance ideas that benefit the wider community.

The University's Reconciliation Action Plan and Aboriginal and Torres Strait Islander Employment Strategy provides a blueprint for the University to build on the extensive work already undertaken to strongly support and encourage the celebration of diverse cultures and knowledges, and recognise the enormous contributions that Aboriginal and Torres Strait Islander peoples have brought and continue to bring to UQ.

The University's Reconciliation Action Plan, Aboriginal and Torres Strait Islander Employment Strategy and Strategic Plan place a priority on increasing the number and representation of Aboriginal and Torres Strait Islander people amongst the staff and students of the University.

As noted earlier, in 2020 UQ had 468 students and over 240 staff who identify as Aboriginal and/or Torres Strait Islander. Support for Aboriginal and Torres Strait Islander peoples' at UQ include:

- Professor Bronwyn Fredericks, [Pro-Vice-Chancellor \(Indigenous Engagement\)](#) is responsible for leading the implementation of Indigenous strategies and strengthening leadership within the University in relation to Indigenous engagement, as well as building links with the community. UQ's specialist Aboriginal and Torres Strait Islander Employment Team is located in the Office of the Pro-Vice-Chancellor (Indigenous Engagement).
- The [Aboriginal and Torres Strait Islander Studies Unit \(ATSIS\)](#) Unit strongly supports the celebration of Aboriginal and Torres Strait Islander cultures. It recognises the enormous contributions that Aboriginal and Torres Strait Islander peoples and perspectives bring to UQ's learning, discovery and engagement activities, and supports students from pre-enrolment through to graduation.
- UQ's Poche Centre for Indigenous Health provides national leadership in urban Indigenous health research and workforce development.
- [UQ Aboriginal and Torres Strait Islander Staff Network](#) meets multiple times a year, providing an opportunity for a culturally friendly catch up where you can have a chat and discuss matters that are important to the Aboriginal and/or Torres Strait Islander communities.
- Goorie Berrimpa Student Collective is the Indigenous student collective for Aboriginal and Torres Strait Islander students at UQ, and the name translates into 'meeting place'.

More locally, the BEL Faculty has its own staff network and has recently developed a specific *RAP Implementation in BEL plan*, which commits BEL to actions regarding:

1. Promoting reconciliation and healing through meaningful Aboriginal and Torres Strait Islander cultural learning and Indigenous knowledges by staff and students in the BEL Faculty;
2. Implementing an employment strategy and staff cultural safety and support plan;
3. Actively engaging with our Aboriginal and Torres Strait Islander current and future students;
4. Actively engaging with Aboriginal and Torres Strait Islander organisations and communities through our research, student engagement and industry partnerships; and
5. The inclusion of Aboriginal and Torres Strait Islander design principles in current and future capital and master planning works.

Implementation of this plan is underway and will be updated with updates to the UQ RAP. This plan is available on request.

Role of an Academic at UQ

Primary purpose of the position

The successful candidates will engage in a range of research, teaching, service/engagement, study or other associated activities relevant to their appointment. Candidates will require knowledge and/or high-level understanding of their discipline and/or a strong desire to gain this knowledge through further study.

Candidates will work with the support and guidance of more senior academic staff across UQ and will develop expertise in teaching and/or research with an increasing degree of autonomy. Candidates will also be expected to undertake academic administrative roles associated with teaching, research and service activities.

Duties

The role expectations will be consistent with the University's policy on criteria for academic performance, which outlines expectations for different academic appointment types and levels. All academics are expected to engage in research, teaching, and service/engagement.

However, the specific activities and areas of teaching/research emphasis are personalised, to be determined by the individual staff member in consultation with their supervisor and mentor. Although operational needs may sometimes require specific work allocations (e.g., teaching a particular topic), those allocation are generally determined collaboratively, considering the preferences and input from staff.

In addition to flexibility in content, the school is also aware that flexibility in scope may also be appropriate for achieving successful outcomes in the Pathways initiative. The profile of a Pathways recruit may not always align with the standard academic model, requiring us to cater the specific nature of the academic workload to suit the needs of each individual. For example, some Aboriginal and Torres Strait Islander academics would be expected to contribute a substantive part of their service time to their broader community; in such cases, an individual's workload may be impacted by this additional role responsibility.

Discussions about the content and scope of work will occur with candidates prior to any employment agreement, detailing the nature of their workload allocations and (if relevant) a catered plan for supporting academic development. If circumstances change over the course of their employment, individuals should speak with their supervisor about any further variations or development needs.

Other

Candidates will need to be aware of and comply with legislation and University policy relevant to the duties undertaken, including but not exclusive to:

- The [University's Code of Conduct](#).
- Requirements of the Queensland occupational health and safety (OH&S) legislation and related

OH&S responsibilities and procedures developed by the University, Faculty and School.

- The adoption of sustainable practices in all work activities, and compliance with associated legislation and related University [sustainability responsibilities and procedures](#).
- Requirements of the *Education Services for Overseas Students Act 2000*, the *National Code 2007* and associated legislation, and related responsibilities and procedures developed by the University.

Organisational relationships

Successful candidates will report to the Head of School, and the relevant delegate.

Desired attributes

So, what are we looking for exactly?

We are seeking people whose career aspirations match the following criteria: motivation to lead an engaging education experience for our students and executive education clients, a desire to publish research, a desire to engage with industry, and to contribute to the university and the wider community.

Selection criteria

There are multiple positions available across the following areas within Business including: finance, business information systems, tourism, marketing, management, accounting, strategy and entrepreneurship, and graduate management.

At all levels, we are seeking people with high personal work ethic and communication skills, as well as the ability to work collaboratively with colleagues, relate to students and commit to upholding the University's values.

Your application will be reviewed in line with the Academic Level Descriptions within Schedule 13 of The University of Queensland Enterprise Agreement and your Academic Level will be determined commensurate with your skills and experience in teaching, research, service and engagement.

Pre-Doctoral (PhD Pathway)	Post-Doctoral (Academic Pathway)
<p>Be a full-time enrolled Higher Degree by Research student or demonstrate the ability to meet the entry requirements for Higher Degree by Research at UQ. Candidates can check their eligibility on the future students' website. In addition, candidates should also be able to evidence:</p> <ul style="list-style-type: none"> • practical knowledge and experience in a public or private organisation(s) • experience or ability to teach and design coursework at the undergraduate or postgraduate levels • experience or ability to liaise with industry, government, and/or community to promote opportunities for collaboration 	<p>Hold a PhD (or be in the final stages of completion) in a business-related field or discipline, and be able to evidence capability in academic pursuits:</p> <ul style="list-style-type: none"> • current and active, high-quality research program, including peer-reviewed publications • teaching and/or developing courses or programs at undergraduate and/or postgraduate levels • supervising PhD or honours students to completion • communication, leadership, and mentoring skills • experience in engaging with industry, government, and/or community to promote opportunities for collaboration

These positions are identified and the occupant must be of Aboriginal and/or Torres Strait Islander descent under section 105 of the *Queensland Anti-Discrimination Act 1991*.

The University of Queensland values diversity and inclusion and actively encourages applications from those who bring diversity to the University. Please refer to the [University's Diversity and Inclusion webpage](#) for further information and points of contact if you require additional support.

Accessibility requirements and/or adjustments can be directed to recruitment@uq.edu.au

What we can offer

Remuneration will be determined by the successful candidate's skills and experience in teaching, student supervision, research, service and engagement, in line with the University's salary scales for Academic Appointments (Levels A–E).

You will be able to take advantage of [UQ Fitness Passport](#), recreation leave loading (of 17.5%), salary sacrificing options, discounted private health insurance, development programs and many other benefits.

For further information, please review The University of Queensland's [Enterprise Bargaining Agreement 2018–2021](#).

How to apply

Interested in applying? Please reach out to let us know and to discuss the role (contact details below).

If you decide to submit a formal application, you will be directed to the UQ Careers Portal to submit:

- Cover letter outlining your qualifications for the role, including any relevant professional experiences and/or teaching/research interests.
- Curriculum Vitae (Resume).
- A statement evidencing your ability to satisfy each of the selection criteria listed on Page 9.

We will continue to accept applications until the available positions have been filled. We will begin reviewing applications in January 2022; for full consideration, applicants should seek to submit their materials prior to this first round closing date.

Your materials will be reviewed by the school. If you appear to meet the selection criteria, you will be asked to attend an interview with a small panel of UQ academics (including Aboriginal and Torres Strait Islander members). Successful academics will be then invited to discuss specific interests and career goals, to better determine the content and scope of their potential role at UQ.

Enquiries

General application queries: contact recruitment@uq.edu.au; please state the job number in the subject line.

For questions about the role and the school, or to indicate your interest in applying, please contact either:

- **Professor Tyler Okimoto** (Deputy Head of School: t.okimoto@uq.edu.au); or
- **Dr Sharlene Leroy-Dyer** (Associate PRME Director for Indigenous Engagement; s.leroydyer@uq.edu.au).