



POSITION DESCRIPTION

Position:	Lecturer in First Nations Contemporary Art and Design
Work Area:	School of Business and Creative Industries
Classification:	Level B
Supervisor:	Dean, School of Business and Creative Industries

Our vision

TO CREATE A
BETTER TOMORROW

Our purpose

To transform lives through learning and knowledge in every place we operate and with every community we serve.

Our values

INTEGRITY



- > We do what we say we are going to do, taking responsibility for our actions.
- > We lead by example, demonstrating respectful, fair and ethical behaviour.
- > We are transparent, explaining the rationale behind decisions.

COMMUNITY



- > We make a positive difference in our communities.
- > We empower and support others to achieve their potential.
- > We foster an inclusive and equitable environment that embraces difference.

SUSTAINABILITY



- > We continually seek ways to enhance our practices.
- > We prioritise actions that benefit both present and future generations.
- > We promote the safety and wellbeing of everyone.

For further information about UniSC visit us online

unisc.edu.au/about

POSITION OVERVIEW

The School of Business and Creative Industries' mission is "educating to make a difference" in a dynamic and rapidly changing world. Our graduates apply innovative, creative and sustainable practices to address local and global challenges. Strong connections with industry, communities and the creative sector provide students with opportunities to gain practical experience and prepare for meaningful careers across business and the creative industries.



Our passionate scholars are committed to sharing their expertise with the next generation of leaders and practitioners. The School supports interdisciplinary teaching, research and creative practice across multiple disciplines including visual communication, digital design, photography and creative technologies. Its business portfolio includes digital business, business intelligence and analytics, management, human resource management and international business.

This identified position will contribute to the strategic development of Design at UniSC through leadership in First Nations contemporary art and design, culturally responsive curriculum, place-based learning, creative practice research and community engagement. The role will strengthen the Bachelor of Design by embedding First Nations knowledges, perspectives and protocols across teaching and learning, and by supporting students to develop ethical, inclusive, socially responsible and sustainable approaches to contemporary design practice.

The Lecturer will lead and contribute to teaching in courses and modules including 'Design on Country' which draws on fieldwork, immersive cultural experiences and Indigenous-led perspectives to explore what it means to work respectfully on Kabi Kabi, Jinibara and Butchulla Country. The position will work reciprocally with Traditional Custodians, artists, designers, cultural knowledge holders and community organisations to support learning that respects cultural authority, Indigenous Cultural and Intellectual Property, local protocols and the diversity of First Nations knowledge systems.

The successful candidate will be an active practising First Nations contemporary artist and/or designer with demonstrated cultural connections to Kabi Kabi, Jinibara or Butchulla Country. They will bring expertise in contemporary art and design practice, First Nations ways of knowing, being and doing, and culturally responsive approaches to teaching, research and engagement. They will contribute to creative practice and interdisciplinary research, including creative research outputs, and support the development of future First Nations artists, designers and researchers at UniSC.

PRIMARY OBJECTIVES OF THE POSITION

At the University of the Sunshine Coast, a Lecturer (Level B):

- is an effective teacher and makes sound independent contributions to delivering teaching, learning and graduate outcomes
- can demonstrate engagement within the University through contributions to governance; coordination of and participation in School capacity-building activities; and activities that contribute to the student experience
- is developing productive industry and community links that benefit students, the community and/or the University. For example, they can undertake consultancies and apply discipline knowledge and skills that benefit external stakeholders and partners and can be involved in activities that encourage participation in University life through outreach activities

In research:

- a Lecturer (Level B) has launched a research track record and is further developing their research profile. They make positive contributions to research projects; supervise honours students and candidates for higher degrees by research; play a part in successful grant applications; and are developing a track record of publishing in quality refereed journals.



All staff are expected to contribute to the achievement of the University's strategic goals and priorities and provide service to the University commensurate with their level of appointment and the opportunities available to them.

KEY ACCOUNTABILITIES

1. The University is committed to delivering high quality teaching, learning and graduate outcomes. Teaching is a scholarly practice that includes:
 - maintaining currency in one's discipline/field;
 - maintaining currency in effective learning and teaching practices, especially in one's discipline/field;
 - making use of appropriate technologies and media to support and enhance learning, teaching, assessment and evaluation;
 - engaging students in learning in a variety of modes including: face-to-face (lecturing, tutoring, conducting workshops, simulations and in laboratories) and learning supported by online tools that enhance knowledge construction, collaboration, communication and engagement;
 - supporting students to be successful learners;
 - assessing, and giving fair, helpful and timely feedback on students' work;
 - developing and maintaining strategic partnerships that enhance the quality of learning and teaching within the University and beyond;
 - conducting "practitioner research" into learning and teaching and communicating the outcomes of that research, particularly in quality refereed journals, and;
 - contributing to the maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in learning and teaching.

In addition, accountabilities for a Lecturer (Level B) can also include

- designing, developing, evaluating and improving curricula and teaching;
 - participating in learning and teaching development processes within and beyond the University; and
 - provides high quality administration of teaching.
2. The University aims to build research productivity and output significantly. Research is a scholarly practice that includes:
 - purposefully developing focused expertise in a discipline/field;
 - developing a clear research agenda and participating in research teams;
 - framing research problems and researchable hypotheses;
 - designing and conducting research projects and writing research reports;
 - playing a part in successful applications for research grants, particularly external competitive grants;
 - communicating research outcomes to both expert and lay audiences through publishing, exhibiting and performing, and subjecting outcomes to peer appraisal;



- supervising Higher Degree by Research candidates;
 - developing and maintaining strategic research partnerships;
 - being invited to conduct research with colleagues at other universities; and
 - contributing to the development and maintenance of a positive academic environment that is conducive to high levels of engagement and standards of performance in research.
3. The University is committed to regional, national and international engagement and articulates the importance of partnerships and ongoing consultation and cooperation with a broad and diverse range of stakeholders. External engagement is a scholarly practice through which academic staff apply their discipline knowledge and skills to problems in the world. Through external engagement, worthwhile social, civic and professional functions are performed.
 4. Engagement within the University enables academic staff to contribute to achieving the University's strategic priorities through activities other than teaching and research.
 5. Contribute to a positive and safe work environment for yourself and others by modelling and promoting conduct that is culturally capable, inclusive, respectful and ethical, and by acting as an active bystander, speaking up and taking appropriate action when behaviours do not align with these values.
 6. Other duties within the range of skills normally associated with this classification, including those associated with an evolving research, teaching, learning and professional environment, as required.

POSITION-SPECIFIC REQUIREMENTS

It is a condition of employment for this position that you are able to meet the following requirements.

- Satisfactory completion and ongoing maintenance of any employment screening, registration, licensing, criminal history, working with children or other suitability requirements applicable to the position.
- To perform this role, it is essential that the incumbent be an Aboriginal and/or Torres Strait Islander person. It is a genuine occupational requirement and welfare measure under sections 25 and 104 respectively of the Anti-Discrimination Act 1991 that applicants are Aboriginal and/or Torres Strait Islander people.

Aboriginal and Torres Strait Islander person means a person who:

- identifies as an Aboriginal and/or Torres Strait Islander person; and
- is of Aboriginal and/or Torres Strait Islander descent; and
- is accepted as an Aboriginal and/or Torres Strait Islander person by the Aboriginal and/or Torres Strait Islander community in which they live, or formally lived.



SELECTION CRITERIA

To be appointed at Level B, the appointee should possess the following qualifications, skills, abilities and experience:

1. A doctoral qualification in First Nations contemporary art, design or a related creative discipline, or equivalent standing through a combination of significant professional and creative practice, cultural knowledge, community engagement and scholarly achievement.
2. A strong record as an active practising contemporary artist and/or designer, with culturally grounded creative outcomes recognised by communities, the arts and design sector, or relevant professional networks.
3. Experience or demonstrated capacity as an effective educator, including the ability to design, develop and deliver culturally safe and inclusive curricula in higher education, professional, community or cultural learning contexts.
4. Demonstrated knowledge and application of First Nations ways of knowing, being and doing; cultural protocols; Indigenous Cultural and Intellectual Property and ethical, respectful and reciprocal approaches to working with Country and community.
5. The capacity to develop and deliver place-based teaching, fieldwork and immersive learning experiences informed by Indigenous-led perspectives, particularly in relation to Kabi Kabi, Jinibara and Butchulla Country.
6. The ability to teach contemporary art and design practices that integrate critical, creative and technical skills, including appropriate engagement with emerging technologies, while supporting accessible, equitable, culturally responsive, socially responsible and sustainable outcomes.
7. A developing record of scholarly and creative practice outputs with quality, relevance and impact appropriate to Academic Level B. Outputs may include exhibitions, commissioned or publicly presented creative works, practice-led research, community-led outcomes, publications and other recognised non-traditional research outputs.
8. Demonstrated ability to establish and sustain respectful relationships with Traditional Custodians, artists, designers, cultural knowledge holders, community organisations, professional partners and other stakeholders.
9. Strong personal qualities and a collegial approach that contribute to a culturally safe, respectful and positive academic environment, supporting high levels of engagement and achievement among staff and students.

DESIRABLE

1. Experience coordinating courses, curriculum or academic programs in higher education or comparable professional, community or cultural learning settings.
2. Established connections with First Nations arts and design organisations, creative communities, cultural institutions and relevant professional networks.
3. Evidence of contributing to successful research, creative practice, community engagement or partnership funding applications.



CAPABILITY FRAMEWORK

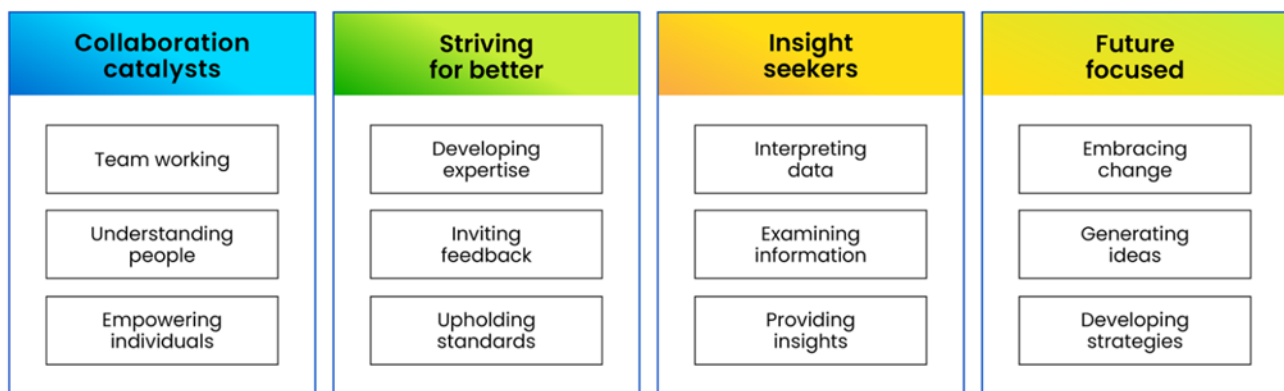
UniSC has a framework that outlines the core capabilities for being a valued contributor towards our vision to create a better tomorrow. The capabilities apply to all employees and underpin our people practices from recruitment and onboarding to performance, development and career progression.

The Capability Framework aligns with our strategy and values, highlighting the behaviours and skills that bring us together, working towards collective goals and the kind of community we aspire to be in an ever-evolving environment.

The framework recognises that not all roles are equal, and therefore neither are the levels of competency required to be demonstrated in them.

Further information on the framework and the defined levels of leadership competency will be provided upon commencement.

UniSC Capability framework



About this document

This Position Description outlines the scope, objectives, key accountabilities, required qualifications, licenses, skills, experience and desired behaviours required to successfully perform the role.

This document is not intended to limit the scope or accountabilities of the position. Characteristics of the position may be altered in accordance with the changing requirements of the role or to meet the changing operational needs of the University.

UniSC is committed to fostering a work and study environment that values diversity and enables equitable access, inclusion and full participation for all.