



## SENIOR LECTURER IN INDIGENOUS HEALTH AND WELLBEING

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| <b>Work Area:</b>      | School of Health                |
| <b>Classification:</b> | Level C                         |
| <b>Supervisor:</b>     | Discipline Lead – Public Health |

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### VISION

To become Australia's premier regional university.

### MISSION

Enriching our regions, connecting with our communities and creating opportunities for all.

### VALUES

At UniSC we will:

- Advocate for equitable access to education and knowledge
- Recognise and embrace diversity and inclusion
- Champion environmentally sustainable principles and practices
- Commit to fair and ethical behaviour
- Respect our people, our communities, and their potential
- Be accountable to ourselves and each other
- Strive for excellence and innovation in all that we do

### POSITION OVERVIEW

The Senior Lecturer in Indigenous Health and Wellbeing will play a vital role in teaching, research, and community engagement within the Public Health Discipline. This is an exciting chance to become part of a passionate academic team, where you'll provide leadership in designing and delivering exceptional curriculum and learning experiences focused on Aboriginal and Torres Strait Islander knowledges, perspectives, experiences, and Cultural Safety. You'll support students to graduate as culturally safe health professionals, ready to make a difference. Your research will align with our school's agenda, tackling contemporary health priorities including health equity, while spanning multiple health disciplines. You will also develop and nurture impactful partnerships with industry and community stakeholders that benefit students, the community, and UniSC.

### PROFILE

At the University of the Sunshine Coast, a Senior Lecturer is a local leader who:

- (i) makes significant contributions to the teaching effort of the School through both teaching practice and leadership in teaching. For example, they can: take on full academic responsibility and related administration for the coordination of a large program or a cluster of programs; undertake and systematically address teaching and course evaluations and peer reviews to improve their teaching practice and course design; design and develop innovative curricula and teaching materials; and demonstrate the ability to influence, motivate and inspire both students and other academic staff. Additional outputs can



include higher education research, including the scholarship of learning and teaching; and external and internal recognition for excellence in teaching

- (ii) has a sound and established track record in research. The quality and impact of their research can be demonstrated by: the status and consistency of publications or exhibitions in their discipline/field; citation rates; and the value of their research for social, environmental, cultural and commercial benefit. They make substantial contributions to successful grant applications and can lead research projects. They can demonstrate quality supervision of candidates for Higher Degrees by Research and involvement in the development of their own discipline/field, which is recognised and acknowledged by peers
- (iii) actively contributes to School and University development, governance and capacity-building
- (iv) makes significant contributions to and generates outcomes from developing productive industry and community links that benefit students, the community and the University. For example, they can undertake consultancies; apply their discipline knowledge and skills to collaborate with, and produce benefits for, external stakeholders and partners; and encourage participation in University life through outreach activities

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.

#### **DUTIES CAN INCLUDE:**

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
  - designing, developing, evaluating and improving curricula and teaching
  - 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
  - leading in learning and teaching development processes within and beyond the University
  - high quality administration of teaching
  - 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



- being invited to teach at other universities and give addresses in various learning and teaching fora in recognition of excellence in learning and teaching in one's discipline/field, 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
2. The University's 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
  - successfully applying 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 you and others, by modelling and promoting conduct that is culturally capable, inclusive, respectful, and ethical.
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.

***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:***

***(a) identifies as an Aboriginal and/or Torres Strait Islander person; and***



***(b) is of Aboriginal and/or Torres Strait Islander descent; and***

***(c) 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**

Applicants need to demonstrate:

1. Completion of a doctoral qualification in a public health field or equivalent accreditation and standing.
2. Effectiveness as a teacher, which is evidenced by:
  - student feedback on teaching using valid instrument/s, peer reviews and/or student outcomes, and
  - the capacity to conceive, develop and deliver higher education curricula and contribute to the practice and leadership of relevant areas of teaching
3. A sound and established track record of research activity, including for example: refereed publications; participation in research teams whose research is funded by external competitive grants; quality supervision of, and timely completions by, candidates for honours and higher degrees by research; and impact of research.
4. Sound leadership contributions and personal qualities that influence the development and maintenance of a positive academic environment which is conducive to high levels of engagement and standards of achievement for both staff and students.
5. Participation and success in academic administrative functions e.g., program coordination, within a University.
6. Membership of and sound connections with relevant public health professional bodies and community groups and/or in professional practice.
7. Evidence of regular participation in academic development activities and the desire to continue to learn and improve as an effective academic.

## **Desirable**

8. Postgraduate qualifications in higher education.
9. Formal external and/or internal recognition for excellence in learning and teaching and/or research.