Organisation Unit
Indigenous Eye Health Unit

Research Fellow Aboriginal and Torres Strait Islander Eye Health

Only Indigenous Australians are eligible to apply as this position is exempt under the Special Measure Provision, Section 12 (1) of the Equal Opportunity Act 2011 (Vic)

POSITION NO 0052487

CLASSIFICATION Level B

SALARY $107,547-127,707p.a. (pro rata for part-time)

SUPERANNUATION Employer contribution of 17%

WORKING HOURS Full-time (1.0 FTE) preferred, however part-time (0.6-0.9FTE) may be considered for the right candidate

BASIS OF EMPLOYMENT Fixed-term contract position to 30/6/23

Fixed term contract type: External funding

OTHER BENEFITS https://about.unimelb.edu.au/careers/staff-benefits

HOW TO APPLY Online applications are preferred. Go to http://about.unimelb.edu.au/careers, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’), then find the position by title or number.

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For information about working for the University of Melbourne, visit our website: about.unimelb.edu.au/careers
Position Summary

The Research Fellow Aboriginal and Torres Strait Islander Eye Health will join a dedicated multi-disciplinary team of researchers working in Indigenous eye health. You will be based within the Indigenous Eye Health (IEH) Unit in the Centre for Health Equity in the Melbourne School of Population and Global Health.

The IEH has developed and is supporting implementation of the Roadmap to Close the Gap for Vision (the Roadmap). This is an exciting, evidence-informed and sector-supported set of policy recommendations that outline the whole-of-system approach required to produce long-term, sustainable changes to reduce disparities in Aboriginal and Torres Strait Islander eye health. The Roadmap includes activities required at the national, jurisdictional and regional levels, and spans domains such as health system coordination, governance mechanisms, workforce development and health promotion, monitoring and evaluation.

Implementation of the Roadmap has identified that there is opportunity for research in eye health that is led by Aboriginal and Torres Strait Islander people and communities and that the work of IEH and the further advancement of Aboriginal and Torres Strait Islander eye health could be strengthened and supported by Aboriginal and Torres Strait Islander researchers.

Working alongside a small team of both Indigenous and non-Indigenous staff within the unit, you will lead the development and undertaking of an Aboriginal and Torres Strait Islander led research program in Aboriginal and Torres Strait Islander eye health. Engagement with Aboriginal and Torres Strait Islander peoples and organisations is key to this role, to ensure activities are community determined and supported.

You will also support the broader implementation of The Roadmap and work towards the elimination of preventable blindness and vision loss. The Roadmap is guiding health system reform and is being implemented nationally, in all states and territories and geographic regions across Australia. Advocacy and technical advice and support are required at regional, jurisdictional and national levels.

The work is of national and international significance and provides an opportunity to establish a new area of research and contribute to the systematic implementation of evidence-based, sustainable public health strategies using Aboriginal and Torres Strait Islander eye health as a model. This position will enable you to contribute to and lead improvements in Aboriginal and Torres Strait Islander eye health.

Expected research outcomes include contribution to national and international peer reviewed publications and national conferences and meeting presentations.

This is an identified Aboriginal and Torres Strait Islander position.

1. Key Responsibilities

1.1 RESEARCH AND RESEARCH TRAINING

- In conjunction with the IEH team, with broad direction from the Supervisor and group Director, and in consultation with Aboriginal and Torres Strait Islander communities, develop and undertake research activities in Aboriginal and Torres Strait Islander eye health.
- Contribute to knowledge generation and exchange though a range of methods, including producing high quality academic output in peer reviewed journals.
Contribute to the development of reports when required.
Initiate and support grant applications and other proposals for additional funding to advance the Aboriginal and Torres Strait Islander led research program.
Disseminate research findings through a range of appropriate methods, including presentations at conferences and other public fora and meetings.

1.2 **LEADERSHIP AND SERVICE**
- Provide service to the University and actively participate in meetings and committees as appropriate.
- Other duties commensurate with the position as directed by the Supervisor.

1.3 **TEACHING & LEARNING**
- Contribute to and participate in teaching and learning activities with the IEH team and in the School as requested.

1.4 **ENGAGEMENT**
- Engage and manage relationships and partnerships with stakeholders including Aboriginal community-controlled health organisations, in order support the development and undertaking of the research program and implementation of the Roadmap and other IEH work.
- In collaboration with the Academic Specialist Aboriginal and Torres Strait Islander Leadership, contribute to building leadership and workforce capacity in Aboriginal and Torres Strait Islander communities and organisations as requested.
- Support the work of IEH to strengthen the health system policy and research capacity in Aboriginal and Torres Strait Islander communities and organisations as requested.
- Effective liaison with external networks to support and foster collaborative partnerships.
- Work in a culturally competent and respectful manner with particular regard to Aboriginal and Torres Strait Islander peoples.
- Contribute to broad knowledge dissemination and the overall development of enhanced public policy and governance in the area of Aboriginal and Torres Strait Islander eye health.
- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

### 2. **Selection Criteria**

#### 2.1 **ESSENTIAL**
- Aboriginal and/or Torres Strait Islander cultural knowledge and experience.
- Masters degree or PhD in a field such as public health, health systems, health service delivery, health promotion or health-related discipline.
- A track record of publication of peer-reviewed scientific articles, conference presentations and acquiring funding.
- Demonstrated potential for independent research.
Demonstrated understanding and knowledge of issues related to Aboriginal and Torres Strait Islander health as well as previous experience working, effectively communicating and engaging with Aboriginal and Torres Strait Islander communities.

Established written and verbal communication skills, including the ability to communicate with a range of stakeholders from policy, research, clinical and community environments.

Demonstrated ability to work independently and collaboratively to achieve project goals and meet agreed deadlines.

2.2 DESIRABLE

- An understanding eye care and eye health.
- Experience visiting and engaging with urban, regional and remote Aboriginal and Torres Strait Islander communities.
- Experience in translational research.

2.3 OTHER JOB RELATED INFORMATION

- This position requires the incumbent to hold a current and valid Working with Children Check.
- This position will require intra and interstate travel, including remote communities.
- A current motor vehicle driving license.

3. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University’s People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.
4. **Occupational Health and Safety (OHS)**

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. **Other Information**

5.1 **CENTRE FOR HEALTH EQUITY**

The Centre for Health Equity consolidates our School’s social, behavioural and public health expertise into a single, world-class Centre. Our core focus is on creating and exchanging knowledge that fosters health equity and wellbeing. Our approach is to work at a population level to produce evidence-based research and programs that improve lives. By connecting with health professionals, policy-makers, consumer groups and the broader community, we aim to improve fair access to good health and wellbeing.

**UNITS**

- Evidence and Child Health
- Gender and Women’s Health
- Disability and Health
- Health Humanities and Social Sciences
- Indigenous Eye Health
- Indigenous Health Equity
- Indigenous Studies
- Justice Health

5.2 **THE MELBOURNE SCHOOL OF POPULATION AND GLOBAL HEALTH**

The Melbourne School of Population Health was established in the Faculty of Medicine, Dentistry and Health Sciences in 2001. It became the Melbourne School of Population and Global Health in 2013. Approximately 300 academic and professional staff people work in the School and its partner agencies. The School’s total budget is in excess of $55m. There are approximately 120 higher degree research students (predominantly PhD). The School aims to strengthen the understanding, capacity and services of society to meet population health needs and to improve the quality and equity of health care. It employs a population health framework that incorporates public health and preventative medicine, health promotion, clinical medicine and allied healthcare disciplines and an equity and evidence-based approach to health care and health policy. Its research programs aim to elucidate the genetic, environmental, social and economic determinants of health, and to focus on the evaluation of the health systems, programs and services that seek to prevent disease and injury and to promote health. The School provides research and professional development opportunities for medical undergraduates, postgraduates in a wide range of disciplines, clinicians in all sectors of the health care industry, scientists, professionals and leaders in population health.
The School is currently composed of four Centres, one Institute and two partnership units:

**Centres**

Centre for Health Equity (CHE)
Centre for Health Policy (CHP)
Centre for Epidemiology and Biostatistics (CEB)
Centre for Mental Health (CMH)

**Institutes**

The Nossal Institute for Global Health (NIGH)

**Partnership Units**

Vaccine and Immunisation Research Group (VIRGo)
Global Burden of Disease Group

Further information about the school is available at [http://www.mspgh.unimelb.edu.au/](http://www.mspgh.unimelb.edu.au/)

### 5.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

[www.mdhs.unimelb.edu.au](http://www.mdhs.unimelb.edu.au)

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne’s largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty’s annual revenue is $628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia’s first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty’s Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty’s RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

### 5.4 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia’s premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.
The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at http://about.unimelb.edu.au/careers.

5.5 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. http://about.unimelb.edu.au/strategy-and-leadership

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy Research at Melbourne: Ensuring Excellence and Impact to 2025 aspires to a significant advancement in the excellence and impact of its research outputs. http://research.unimelb.edu.au/our-research/research-at-melbourne

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

- Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

- Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social
functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.6 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

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5.1 THESE INCLUDE GENERAL STAFF RESPONSIBILITIES AND THOSE ADDITIONAL RESPONSIBILITIES THAT APPLY FOR MANAGERS AND SUPERVISORS AND OTHER PERSONNEL. THE UNIVERSITY OF MELBOURNE

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5.2 ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

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