



## POSITION DESCRIPTION

### Centre for Health Equity

Melbourne School of Population and Global Health  
Faculty of Medicine, Dentistry and Health Sciences

## Research Fellow/Senior Research Fellow, Indigenous Health Equity Unit

<b>POSITION NO</b>	0056027
<b>WORK FOCUS CATEGORY</b>	Academic research
<b>CLASSIFICATION</b>	Research Fellow (Level B) or Senior Research Fellow (Level C) <i>Level of appointment is subject to qualifications and experience</i>
<b>SALARY</b>	Level B \$ 107,547 - \$127,707 p.a. (pro rata) Level C \$131,739 - \$151,900 p.a. (pro rata)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full-time (0.6 -0.8 FTE position can also be considered)
<b>BASIS OF EMPLOYMENT</b>	Fixed term position available for 4 years.
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
<b>CONTACT</b>	Professor Cath Chamberlain Email <a href="mailto:cacham@unimelb.edu.au">cacham@unimelb.edu.au</a> or phone 0428921271

For information about working for the University of Melbourne, visit our websites:

[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Position Summary***

The University of Melbourne Indigenous Health Equity Unit is seeking an experienced postdoctoral researcher to support an exciting program of research to support Aboriginal and Torres Strait Islander health, wellbeing, equity and healing. The appointee will be central to a dynamic Aboriginal-led team committed to establishing a world class integrated program of Aboriginal and/or Torres Strait Islander knowledge generation (research), knowledge sharing (teaching and learning) and knowledge translation into effective programs and policies essential for closing the gap.

The position will require PhD qualifications and demonstrated expertise in Aboriginal and/or Torres Strait Islander population and community health with scope of interest including health equity, epidemiology, participatory action research, mental health and wellbeing. The role will include responsibility for managing programs of research, hence self-motivation, high level organisation and sound project management skills will be vital.

This position represents an exciting opportunity to join a dynamic research team in the Centre for Health Equity and support research relevant to the urgent public health issues of intergenerational trauma and improving health equity. You will have experience in supporting academic researchers, have experience working in the field of supporting families or social and emotional wellbeing (in practice, policy or both), and have highly developed communication skills (written and oral). This position will allow the appointee to further develop these skills, as well as contribute to building the Indigenous health research workforce.

The appointee will report to the Head of the Indigenous Health Equity Unit, Professor Cath Chamberlain and is expected to support the broad ethos of the School and the School's compliance with University policies and procedures, including environmental health and safety. We invest in developing the careers and wellbeing of our students and staff and expect all our leaders to live our values of:

- Collaboration and teamwork
- Compassion
- Respect
- Integrity
- Accountability

### ***1. Key Responsibilities***

**Aboriginal and/or Torres Strait Islander person/s strongly encouraged to apply**

#### **1.1 RESEARCH AND RESEARCH TRAINING**

- ▶ Contribute to research across the unit including research on intergenerational trauma, applied mixed methods research and strategies to improve Indigenous health equity.
- ▶ Lead publications in peer reviewed journals and contribute to other papers
- ▶ Contribute to preparation of research proposals for submission to external funding bodies including the NHMRC and ARC
- ▶ Supervise junior staff on all aspects of the research including ethics proposal, study design, project management, stakeholder involvement, conduct of research and preparation of academic and non-academic outputs.
- ▶ Participate in research independently and as a member of a research team
- ▶ Present research at academic and non-academic forums including conferences and seminars

- ▶ Plan and carry out research on nominated project(s) and provide general co-ordination of sub-projects.
- ▶ Supervise graduate students (including honours and Masters of Population Health).

**In addition to the above, the Senior Research Fellow, Level C appointee will be required to:**

- ▶ Coordinate large multi-jurisdictional interdisciplinary research programs.
- ▶ Demonstrate and lead innovation in research and program development.

## 1.2 TEACHING & LEARNING

- ▶ Actively contribute to improving the quality of any education and training activities relating to Indigenous health research conducted by the Unit.
- ▶ Apply policy and industry requirements to teaching and training practice and resources.

## 1.2 LEADERSHIP & SERVICE

- ▶ Actively participate at School and/or Faculty meetings and contribute to planning or committee work to build capacity in the School/discipline.
- ▶ Actively participate in key aspects of engagement within the University e.g. School's outreach, first year orientation, academic advice to external bodies
- ▶ Participate in community and professional activities related to the relevant disciplinary area including attendance and presentations at conferences and seminars
- ▶ Positive engagement in learning and career development of self and others
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ Other duties commensurate with the position as directed by the Supervisor.

**In addition to above, a Level C senior research fellow will be required to perform the fellowship leadership duties:**

- ▶ Collaborative development and conduct of public-focussed research and translation programs with national and international partnerships beyond the academy
- ▶ Support the Unit Head in strategic planning and mentorship and supervision of students and staff
- ▶ Represent the Unit Head at meetings as required
- ▶ Work productively with external stakeholders including government, non-government organisations, advocacy groups and service providers
- ▶ Contribute to the development of a strategic vision for the Unit's future contributions to Indigenous health equity research.

## 2. Selection Criteria

### 2.1 ESSENTIAL

- ▶ PhD or equivalent expertise and experience in relevant area or equivalent professional qualification
- ▶ Evidence of significant contribution to independent and team-based research in health equity, mental health research and/or related fields
- ▶ Experience and/or demonstrated understanding of working with Aboriginal and Torres Strait Islander communities

- ▶ Track record of publications in peer-reviewed journals
- ▶ Evidence of successful translation of research into non-academic outputs such as online media and reports
- ▶ Demonstrated quality work as an individual and/or as a member of a multidisciplinary team in the field of public health and Aboriginal and/or Torres Strait Islander health, including evidence of translational activities.
- ▶ Excellent written and verbal communication skills, excellent presentation and coordination skills including the ability to communicate with a range of stakeholders from policy and research environments.
- ▶ Demonstrated ability to work independently and collaboratively in a team to achieve project goals and meet agreed deadlines.
- ▶ Experience in the supervision or co-supervision and mentoring of postgraduate students and other staff where appropriate.
- ▶ Ethical scholar who values diversity and works effectively with individual differences
- ▶ Evidence of successful partnership with stakeholder groups including government, service providers and communities

## 2.2 DESIRABLE (AND REQUIRED FOR LEVEL C)

- ▶ Success in obtaining grant funding from nationally-competitive funding bodies as well as other funding sources
- ▶ Demonstrated high level project management skills
- ▶ Demonstrated experience managing teams and staff

## 2.3 SPECIAL REQUIREMENTS

- ▶ Some travel may be required to other capital cities, and regional areas to deliver teaching with stakeholders and partners.

# 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:

<http://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 INDIGENOUS HEALTH EQUITY UNIT**

Established in September 2014, the Indigenous Health Equity Unit (IHEU) is committed to work with key stakeholders on the important task of achieving equality in health status and life expectancy between Aboriginal and Torres Strait Islander people and non-Indigenous Australians by the year 2031

The Indigenous Health Equity Unit brings together key investments to achieve the goal of improving health outcomes for Aboriginal and Torres Strait Islander people. The Unit initiates and supports work across the life course, targeting risk factors at key life stages and focuses on specific health priorities to reduce health inequalities at the point at which they are most likely to occur. Founded on the principles of Aboriginal and Torres Strait Islander peoples' leadership, IHEU makes significant contributions to health research, policy and service delivery locally, nationally and internationally. Our approach brings perspectives from across academic disciplines including health sciences, social sciences, epidemiology, history, political science, education, health promotion, public health and child health.

### **5.1 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**

- Melbourne Disability Institute (MDI)

Further information about the school is available at <http://www.mspgh.unimelb.edu.au/>

## 5.2 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.

## 5.3 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>.

## 5.4 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.

## 5.5 GOVERNANCE

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

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>