



POSITION DESCRIPTION

Centre for Health Equity

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

Lecturer/Senior Lecturer in Indigenous Health, Indigenous Health Equity Unit

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	0039059
CLASSIFICATION	Lecturer Level B or Senior Lecturer Level C <i>Level of appointment will be commensurate with the qualifications and relevant experience of the successful appointee.</i>
SALARY	Level B \$98,775 - \$117,290 p.a. Level C \$120,993 - \$139,510 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time (continuing) position
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	Vacant
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Kerry Arabena Tel +61 3 9035 3033 Email kerry.arabena@unimelb.edu.au <i>Please do not send your application to this contact</i>

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

about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The University of Melbourne Indigenous Health Equity Unit is seeking an Aboriginal and/or Torres Strait Islander individual to contribute to research and to coordinate the Melbourne School for Population and Global Health's teaching program in Indigenous health. The appointee will be part of a team committed to growing a future workforce capable of creating parity between Aboriginal and Torres Strait Islander people and all Australians. The appointee will demonstrate expertise in the fields of public health and Indigenous health research and a strong commitment to advance and coordinate clinical and non-clinical teaching strategies, strengthen curriculum, improve enrolments and undertake research in Indigenous health equity, with a specific focus on the social determinants of health.

Established in September 2014, the Indigenous Health Equity Unit (IHEU) addresses health impacts of poor socio-economic status, education, unemployment and avoidable health inequities that arise because of situations in which Aboriginal and Torres Strait Islander people grow, live, work and age. The appointee will engage Aboriginal and Torres Strait Islander communities, staff and students to close the health gap between Australia's First Peoples and other Australians.

In addition, the appointee will link local, national and international agencies in teaching and research excellence and promote evidence-informed, strengths-based approaches in population, public and global health to 'closing the gap' on life expectancy.

The appointee will use the Indigenous Health Equity Unit framework for research translation to ensure uptake of evidence into teaching and learning strategies, practice, policy and advocacy where appropriate. The appointee will seek and advise on funding opportunities for projects in cooperation with Indigenous Health Equity Unit researchers and University scholarship holders.

The appointee will report to the Chair of Indigenous Health and Head of the Indigenous Health Equity Unit, Professor Kerry Arabena 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.

1. Key Responsibilities

1.1 TEACHING & LEARNING

- ▶ Develop an integrated teaching and research program for Indigenous health equity.
- ▶ Translate scholarly research into innovative and cohesive curriculum in the broad area of Indigenous Health and Equity across the School of Population & Global Health/Faculty of Medicine, Dentistry and Health Sciences/Poche Centre for Indigenous Health Leadership.
- ▶ Preparation and delivery of evidence informed lectures and seminars.
- ▶ Participate in the development and review of new and existing course/subject material and research programs in consultation with the Unit Head IHEU and the School Teaching & Learning Committee.
- ▶ Ensure current research relevant to the field is reviewed and incorporated into the course.
- ▶ Contribute to the process of program evaluation to ensure that the curriculum meets the School and University quality assurance criteria.
- ▶ Oversee the process of subject approvals through the Academic Board.
- ▶ Manage classroom based and online learning, including student communications and working with on-line teaching and learning platforms

In addition level C will:

- ▶ Provide leadership in the development, coordination and delivery of Indigenous Health Equity courses.

- ▶ Facilitate the development and implementation of advanced teaching using different mediums, technology and strategies.
- ▶ Mentor early career academic teaching staff.
- ▶ Build and improve teaching capacity across the Centre and School.

1.2 RESEARCH & RESEARCH TRAINING

- ▶ Publish work emanating from research and teaching Indigenous Health courses in high quality journals.
- ▶ Procure and administer competitive research grants and relevant consultancies, develop new research ideas, participate in research activities of the Indigenous Health Equity Unit.
- ▶ Supervise Higher Degree students as appropriate.
- ▶ Seek and advise on funding opportunities for projects in cooperation with Indigenous Health Equity Unit based researchers and Poche Centre scholars.
- ▶ Keep abreast with the current trends and issues in the indigenous health related field
- ▶ Active participation in the indigenous health related conferences and seminars
- ▶ Provide input into information packages appropriate to partnerships.

In addition level C will:

- ▶ Secure independent research funding/ and build research consultancy profile.
- ▶ Actively publish in high quality journals.
- ▶ Present at national and international conferences.
- ▶ Establish research group /projects for PhD/Masters students.
- ▶ Actively engage with external stakeholders to support the growth and retention of the Aboriginal and Torres Strait Islander health workforce. (e.g. at national conferences, within the Community).
- ▶ Actively participate in key aspects of indigenous health workforce engagement research.

1.3 LEADERSHIP & SERVICE

- ▶ Provide input into decisions about the conduct of teaching and learning including the sourcing of potential funds, scholarships, training, mentoring and support for course lecturers as required.
- ▶ Provide service to the School and University and actively participate in meetings and committees, as appropriate.
- ▶ Successful contribution to a major project (sustained or one-off project(s) which enhances performance of the School/Faculty in teaching and learning
- ▶ Other duties commensurate with the position as directed by the Supervisor.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.

In addition level C will:

- ▶ Supervise and mentor level A and B staff across the IHEU.
- ▶ Actively participate in school/faculty committees and undertake a leading role in planning and committee work

1.4 STAFF SUPERVISION

- ▶ Undertake probationary and performance management processes, ensuring you have regular conversations with your staff and are providing positive and constructive feedback to enhance staff and team performance.
- ▶ Provide coaching, guidance and support for career planning, ensuring staff have access to appropriate professional development activities.
- ▶ Understand your responsibilities associated with approving staff leave and ensuring leave is approved in line with operational requirements.
- ▶ Allocate and monitor workload and address associated issues in a timely manner.
- ▶ Ensure new staff participate in the university's induction program and provide a localised work area orientation.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Tertiary education/training and/or relevant experience in a field such as health promotion, public health, education or a health-related discipline.
- ▶ Demonstrated track record of independent, and/or team-based quality research in the field of public health and Indigenous health equity, including evidence of translational activities.
- ▶ Track record of excellence in teaching
- ▶ Demonstrated experience in higher education curriculum development in Indigenous health, including coordination of teaching programs with multiple stakeholders.
- ▶ Demonstrated capacity to innovate, develop and review learning objectives and learning strategies in Indigenous health.
- ▶ Excellent written and verbal communication skills, excellent presentation and coordination skills including the ability to work productively with diverse stakeholders from policy and research environments.
- ▶ Demonstrated ability to work independently and collaboratively in a team to achieve project goals and meet agreed deadlines.

2.2 DESIRABLE

- ▶ A PhD (or an equivalent degree) in a field such as health promotion, public health, education or a health-related discipline
- ▶ Track record of research grant procurement.
- ▶ Track record of successful supervision or co-supervision and mentoring of postgraduate students and other staff Demonstrated experience in administering complex research and teaching programs in collaboration with community and other stakeholders, including negotiating design, participation and negotiation of Intellectual Property.
- ▶ Demonstrated experience in coordinating and delivering community-based educational and research programs and associated events (e.g., short courses, forums, workshops and academic gatherings).
- ▶ Membership of relevant professional bodies.

In addition to the above, the following are also essential for a Senior Lecturer, Level C Appointment:

- ▶ A national profile in both independent research and as a member of a research team, as evidenced by a track record of research grant procurement, and production of independent research publications
- ▶ Track record of higher degree research student supervision or co-supervision.
- ▶ Demonstrated advancement of innovative teaching strategies based on sound principles of pedagogy, practice and scholarship.
- ▶ Demonstrated experience in effectively coordinating and delivering community-based educational programs and events (e.g., short courses, forums, workshops and academic gatherings).
- ▶ Demonstrated ability to administer complex research programs and teaching programs in collaboration with community and other stakeholders, including negotiating design, participation and negotiation of Intellectual Property.

2.3 SPECIAL REQUIREMENTS

- ▶ Some travel may be required to other capital cities, and regional areas to deliver teaching and research programs 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/topics/responsibilities/>

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

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 IHEU is one of seven Units in the Centre for Health Equity.

The Centre for Health Equity (CHE) consolidates our School's social, behavioral 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. The Units within CHE include:

- Evidence and Child Health
- Gender and Women's Health
- Health Humanities and Social Sciences
- Indigenous Health Equity
- Indigenous Studies
- Non Communicable Disease Unit

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. Included in the IHEU and under the leadership of Professor Hugh R. Taylor AC, is the Indigenous Eye Health Program. This program has developed and published a comprehensive evidence-based and sector supported policy framework to close the gap for vision providing an evidence-based policy framework to eliminate Indigenous eye health inequity in Australia. Current work includes implementation of the Roadmap recommendations in selected regions across Australia and advocacy for adoption of the policy framework. In addition to high quality research programs, the Indigenous Health Equity Unit is focused on training our next generation of scholars to contribute to the health and wellbeing of Aboriginal and Torres Strait Islander people. This has meant familiarising and equipping our students, staff and partners with the necessary skills, methods and strategies to engage and work with communities in respectful ways, to develop the Indigenous health workforce, to foster innovation and to contribute our learning as Aboriginal and Torres Strait Islander people to our way of working with other University staff and students.

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/>

5.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

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.

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