



POSITION DESCRIPTION

Centre for Health Equity

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

Lecturer/Teaching Coordinator 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	0045605
WORK FOCUS CATEGORY	Teaching and Learning Specialist
CLASSIFICATION	Lecturer (Level B) or Senior Lecturer (Level C) <i>Level of appointment is subject to qualifications and experience</i>
SALARY	Level B \$ 107,547 - \$127,707 p.a. (pro rata) Level C \$131,739 - \$151,900 p.a. (pro rata)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (0.6 -0.8 FTE position can also be considered)
BASIS OF EMPLOYMENT	Fixed term position available for 2 years. Fixed term contract type: Specific task or project
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CONTACT	Professor Cath Chamberlain Email cacham@unimelb.edu.au or phone 0428921271

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

about.unimelb.edu.au/careers

Position Summary

The University of Melbourne Indigenous Health Equity Unit is seeking an Aboriginal and/or Torres Strait Islander leader to coordinate the Melbourne School of Population and Global Health's teaching program in Indigenous health. The appointee will be central to an Indigenous 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.

Our position for this program acknowledges that Aboriginal and/or Torres Strait Islander Peoples have had structured knowledge systems, developed over more than 60,000 years, which have underpinned thriving and healthy communities. These included systems for knowledge generation and responsibilities for passing on knowledge to grow future generations and Elders. These knowledge systems have been disregarded and systematically dismantled through processes of colonisation, and western knowledge systems have excluded Aboriginal and/or Torres Strait Islander perspectives. Rather, research 'on' and teaching 'about' Aboriginal and/or Torres Strait Islander peoples has been conducted from positions of privilege, racism and assumptions of knowledge superiority. This has led to distorted understandings and evidence 'about' Aboriginal and/or Torres Strait Islander peoples that reflect non-Indigenous values, beliefs and prejudices. This is then reflected in societal policies, health care systems - and education systems which compound and reinforce the 'legitimacy' of this knowledge. Hence, we see continuous failure of strategies to improve the health of Aboriginal and/or Torres Strait Islander peoples since colonisation. This key position will lead the development of the learning to help to bring Aboriginal and/or Torres Strait Islander knowledge systems into contemporary population health knowledge systems and work with the team to establish strong foundations to foster thriving and healthy Aboriginal and/or Torres Strait Islander communities in our contemporary world.

The appointee will demonstrate expertise in the fields of Aboriginal and/or Torres Strait Islander population and community health with scope of interest including teaching and learning strategies, curriculum development, and developing professional public health pathways for Aboriginal and Torres Strait Islander and non-Indigenous students. This will include development of short courses in collaboration with community-controlled organisations to support community professional development and pathways.

Established in September 2014, the Indigenous Health Equity Unit (IHEU) addresses health impacts of colonisation and inequitable access to the cultural, social and economic determinants of health. The appointee will engage with Aboriginal and/or Torres Strait Islander communities, staff and students to ensure integrated teaching and learning strategies are appropriate, accessible and addressing the critical needs for closing the health gap between Australia's Aboriginal and/or Torres Strait Islander 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 report to the Chair of Indigenous Health and 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.

1. Key Responsibilities

1.1 TEACHING & LEARNING

- ▶ Develop a teaching and learning framework which considers Aboriginal and/or Torres Strait Islander principles and responsibilities related to knowledge sharing
- ▶ Contribute to the development of an integrated teaching and research program for Aboriginal and/or Torres Strait Islander health equity in collaboration with the leadership team within the Faculty, including, IHEU (Professor Catherine Chamberlain), Indigenous Studies (Professor Marcia Langton), the Poche Centre (Ms Shawana Andrews) and other Aboriginal and/or Torres Strait Islander experts.

- ▶ Coordinate and deliver teaching and innovate curriculum development 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.
- ▶ Coordinate the preparation and delivery of evidence informed lectures and seminars.
- ▶ Participate in the development of new course/subject material and, where appropriate, research programs and review of existing courses/subjects 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 educational programs where applicable.
- ▶ Contribute to the process of program evaluation to ensure that the curriculum meets the School and University quality assurance criteria.

In addition to the above, the Senior Lecturer, Level C appointee will be required to:

- ▶ Engage with initiatives that advance student equity, diversity and wellbeing
- ▶ Demonstrate and lead educational innovation in teaching and curriculum development
- ▶ Identify and deliver improvements in teaching and learning in response to student feedback

1.2 RESEARCH & RESEARCH TRAINING - ADVANCEMENT OF THE DISCIPLINE

- ▶ Participate in research activities of interest within the unit
- ▶ Produce quality conference and seminar papers and publications
- ▶ Provide effective supervision of honours and/or postgraduate coursework research projects
- ▶ Undertake research in Aboriginal and/or Torres Strait Islander health equity, with a specific focus on teaching and learning outcomes for staff, students and graduates.

1.3 KNOWLEDGE TRANSFER

- ▶ Use the Lowitja Institute principles of Ganma for research translation to ensure uptake of evidence into teaching practice, policy and advocacy where appropriate.
- ▶ Liaise with members of research teams and key stakeholders to develop evidence based lectures, teaching programs.
- ▶ Provide input into information packages appropriate to partnerships.

1.4 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.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ PhD or equivalent expertise and experience in relevant area or equivalent professional qualification
- ▶ Teaching and learning qualifications and/or relevant experience in a field such as health promotion, public health, education, epidemiology and health or a health-related discipline.
- ▶ 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.
- ▶ Track record and/or potential for excellence in teaching and developing higher education curriculum in Aboriginal and/or Torres Strait Islander health, including experience coordinating teaching programs with multiple stakeholders.
- ▶ Demonstrated capacity to innovate, develop and review learning objectives and learning strategies in Aboriginal and/or Torres Strait Islander health.
- ▶ 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

2.2 DESIRABLE

- ▶ Demonstrated experience in administering teaching programs in collaboration with community and other stakeholders, including negotiating design, participation and negotiation of Intellectual Property.
- ▶ Demonstrated experience in administering and coordinating community-based educational and research programs and associated events (e.g., short courses, forums, workshops and academic gatherings).
- ▶ Membership of relevant professional bodies.

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

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>