



**FACULTY OF SCIENCE, MEDICINE AND HEALTH**  
**GRADUATE SCHOOL OF MEDICINE**  
**POSITION DESCRIPTION**

**Academic Position** *(in addition to the Position Classification Standards)*

<b>Position Title:</b>	Associate Professor & Academic Lead: Indigenous Health (Identified)
<b>Level:</b>	D
<b>Faculty/Division:</b>	Faculty of Science, Medicine and Health (SMAH)
<b>School/Unit:</b>	Graduate School of Medicine (GSM)
<b>Location:</b>	Wollongong Campus / Shoalhaven Campus (consideration may be given to other GSM sites)

**Primary purpose of the position:**

The Academic Lead Indigenous Health will provide broad leadership for Indigenous Health within the University of Wollongong Graduate School of Medicine (GSM) Doctor of Medicine (MD) Program, a four-year graduate entry degree. The role includes curriculum and research, design, development, documentation and implementation of curriculum, learning and teaching and assessment in relation to the area of Indigenous Health in alignment with the Australian Medical Council (AMC) Standards for Accreditation of Primary Medical Programs.

The Academic Lead: Indigenous Health works in close collaboration with the co-Academic Program Directors and the Academic Lead for Assessment to deliver the medical program. The roles also works closely with both the GSM Academic Lead: Admissions and the Pre-Medicine Academic Coordinator in School of Medical, Indigenous and Health Sciences (MIHS) to support the recruitment, selection, retention and support of Indigenous students into the MD program and the UOW Pre-Med program.

The role also includes implementing Key Performance Indicators and Core Requirements relating to Indigenous Health, including research, under the externally funded Rural Health Multidisciplinary Training (RHMT) program and the Rural End-to-End Medical Education Track.

The Academic Lead: Indigenous Health will work across, and develop and facilitate strong links between the GSM, the School of Medical, Indigenous and Health Sciences, Woolyungah Indigenous Centre, and faculties and centres within the university, the Indigenous community, and staff of hospital and community-based health services.

**Position Environment:**

The University of Wollongong is a leading Australian university with a history of outstanding achievements in teaching and learning, research, and community engagement. It is fundamentally committed to providing our diverse body of students with an engaging world class and internationally oriented learning experience. The success of this commitment is demonstrated by enviable results in preparing students for the challenges of future study and workplace environments.

The University recognises the collective nature and interconnectedness of Aboriginal and Torres Strait Islander families and communities and offers generous working conditions in a great location, with sociable hours, family friendly policies, flexible work practices and culturally sensitive leave provisions, including cultural and ceremonial leave. Further supports for advancing equity, diversity and inclusion (EDI) at the

University include: a 'Primary Carer Return to Work Grant' that provides flexible funding to primary carers returning from parental leave; an active Ally network supporting gender, sex and sexuality diverse staff and students; a Disability Inclusion Network for staff; EDI training and resources for all staff members; and an EDI governance structure that ensures action on EDI is embedded at all levels of the university.

The Faculty of Science, Medicine and Health (SMAH) comprises of the Schools of Chemistry and Molecular Biosciences; Earth, Atmospheric Life Sciences; Medical, Indigenous and Health Sciences; Nursing; and the Graduate School of Medicine. With such a diverse science and health focus, SMAH is positioned to be a major force in connected and science-embedded education and translational science, medical and health research in Australia. Empowered by first-class teaching, driven by active research, and committed to advancing equity, diversity and reconciliation, this Faculty combines the very best of science, with strong capacity for translation to our global communities' needs and aspirations.

The Purpose of the GSM is as follows:

We aim to engage, partner with and respond to workforce and health needs of our local, regional and rural communities.

We will listen to and build reciprocal relationships with Aboriginal & Torres Strait Islander Peoples.

Our purpose is to improve health and wellbeing through best practice medical education and meaningful research.

Our purpose will be achieved through:

- Commitment to graduate excellent medical practitioners who have the capacity and desire to contribute to the enhancement of health care of persons in all geographic settings, but particularly in regional, rural and remote communities.
- Commitment to the health and population of regional and rural areas, including addressing health inequities.
- Building strong and enduring community partnerships using a strengths-based approach.
- Commitment to supporting Indigenous-led health and wellbeing research that responds to needs and priorities of Aboriginal and Torres Strait Islander peoples.
- Enhancement of physical and mental health and social wellbeing and to help communities to thrive.
- Contribution to research that has impact, helps reduce health inequities and helps populations and communities to flourish.

The Doctor of Medicine (MD) program is delivered primarily on three campuses located in Wollongong, Shoalhaven and Southern Highlands, as well as in numerous rural sites throughout NSW.

### **SMAH Values Statement:**

The SMAH values statement provides the foundation for Faculty culture. All staff members are expected to be guided by the Faculty values in performing their roles.

- *We act with **integrity** and **transparency**, and we are **supportive** and **collaborative**.*
- **INTEGRITY:** We act in everyone's best interests and make ethical decisions.
- **TRANSPARENCY:** We are honest, reliable and willing to ask and answer questions.
- **SUPPORTIVE:** We help each other thrive in a safe and positive work environment.
- **COLLABORATIVE:** We work together towards positive outcomes within and beyond the Faculty.

## Major Accountabilities/Responsibilities:

Responsibilities	Outcome
<p>1. Lead curriculum development and delivery of teaching and learning and assessment in Indigenous health, including:</p> <ul style="list-style-type: none"> <li>• Work with staff of the GSM and the MIHS Indigenous Health Discipline to ensure that curriculum materials to support student learning about Indigenous health issues are developed and taught through Culturally Safe, pedagogically sound methods and aligned with needs of medical students.</li> <li>• Facilitate participation in Indigenous health teaching and learning activities by rural Indigenous supervisors, mentors and community members across UOW MD clinical education sites in rural locations in NSW.</li> <li>• Work with the MD co-Academic Program Directors, Subject Coordinators, Clinical Discipline Leads and Regional Academic Leaders to identify opportunities for Indigenous training across UOW MD clinical education sites, including opportunities for service-learning placements in ACCHOs.</li> </ul>	<p>Indigenous Health curriculum, learning-teaching and assessment is implemented with all MD students.</p> <p>Increase in engagement of Indigenous health clinicians and community members to support teaching across MD program clinical education sites.</p>
<p>2. Ensure cultural orientation is provided to all students ahead of clinical placements in Indigenous settings.</p> <p>Facilitate the implementation of cultural safety training for staff and supervisors in the GSM rural clinical education sites.</p>	<p>Culturally safe students.</p> <p>Culturally safe staff and supervisors.</p>
<p>3. Collaborate with Indigenous academics within the university and MD clinical education sites in NSW, as required.</p> <p>Liaise with Indigenous organisations and networks such as ACCHOs, AIDA, LIME and the network of Rural Clinical Schools.</p>	<p>Nurture and sustain University and Faculty partnerships in place with key stakeholders including Aboriginal Community Controlled Health Services and Indigenous health and educational agencies.</p>
<p>4. Collaborate with the MD Academic Lead: Admissions and the Academic Coordinator of the UOW Pre-Medicine course, and others as required (e.g. Woolyungah Indigenous Centre) to support the recruitment, support and retention of Indigenous applicants and medical students in the Graduate School of Medicine, across the education pathway from pre-admission, through medical school to MD degree completion.</p> <p>Supervise, mentor and guide work activities of Indigenous professional staff working in the MD program.</p> <p>Advocate for the development of equitable scholarships and student support mechanisms for Indigenous medical students.</p>	<p>Increase in Indigenous medical graduates from the UOW MD program to at least community levels of 3%.</p>
<p>5. Facilitate an Indigenous MD alumni network to provide mentoring to enrolled Indigenous medical students and build Indigenous academic capacity for future education activities of the UOW MD program.</p>	<p>Support well-established Indigenous MD alumni network and Indigenous medical alumni contributing to the MD program.</p>

6.	Contribute to scholarly activities including Indigenous and rural health research in collaboration with the Ngarruwan Ngadju First Peoples Health and Wellbeing Research Centre.  Support and build capacity in Indigenous health research through the supervision of Indigenous student research projects, including Honours and HDR student supervision	Indigenous health research capacity enhanced.
7.	Perform other duties as the Dean of the Graduate School of Medicine or Deputy Dean GSM may determine, including: <ul style="list-style-type: none"> <li>• Participate in the GSM committees (e.g., Education committee) and other MIHS committees as requested; and</li> <li>• Contribute to internal and external reporting and evaluation activities including AMC accreditation and RHMT or Rural End-to-End Medical Education Track reporting.</li> </ul>	Ensure AMC standards and KPIs of RHMT and the Rural End to End Medical Education Track are met.
8.	Observe principles and practices of Equal Employment Opportunity.	Fair treatment in the workplace is ensured.
9.	Have WH&S responsibilities, accountabilities and authorities as outlined in the document: <a href="http://staff.uow.edu.au/ohs/commitment/responsibilities/">http://staff.uow.edu.au/ohs/commitment/responsibilities/</a>	To ensure a safe working environment for self and others.

### Reporting Relationships:

Position Reports to:	Dean, Graduate School of Medicine
The position supervises the following positions:	Associate Lecturers, Lecturers or Senior Lecturers: Indigenous Health (GSM) May supervise other Indigenous professional, research, casual or project staff.
Other Key Contacts:	Academic Lead: Admissions Academic Coordinator: Pre-Medicine Course Deputy Dean, Innovation and Scholarship, Medical Education GSM Co-Academic Program Directors Associate Head of School: Rural Academic Lead: Community Based Health Education and rural clinical education sites ('hubs') and UOW campus staff Clinical Discipline Leads GSM Director of Research Strategy GSM Director of Research MD Phase Chairs (Subject Coordinators) GSM Co-Heads of Students Professor of Indigenous Health and staff in the Discipline of Indigenous Health Operations Manager: GSM Manager: Rural Clinical School Regional Academic Leaders and Placement Facilitators Director: Ngarruwan Ngadju Research Centre Woilyungah Indigenous Centre Indigenous Strategy Unit Aboriginal Employment Strategy Advisor Associate Director: Student Services Division

## Key Challenges

- Leading the development and delivery of an Indigenous Health curriculum that demonstrates the GSM commitment to good practice standards in Indigenous medical education.
- Facilitating achievement of AMC Standards for Accreditation of Primary Medical Program, effective 2024, as well as Rural Health Multidisciplinary Training Program KPIs and Core Requirements relating to Indigenous health and KPIs under the Rural End-to-End Medical Education Track.
- Assisting GSM staff to develop the knowledge, skills and attitudes that facilitate effective implementation of the Indigenous health in the MD program.
- Attracting and retaining Indigenous students into the MD program

## SELECTION CRITERIA

### Essential:

- Must be of Australian Aboriginal and/or Torres Strait Islander heritage.
- Developing record in academia and a PhD (or working towards PhD completion) in a relevant discipline, or medical specialty qualification.
- Experience in and attributes necessary for teaching in Indigenous health at a tertiary level
- Knowledge of Indigenous health issues in an Australian context and demonstrated ability to build links with the Indigenous community.
- Demonstrated experience and capacity to conduct research in an area of Indigenous Health
- Excellent organisational, interpersonal and communication skills.
- Demonstrated commitment to the personal professional and academic development of Indigenous students and academics.
- Demonstrated commitment to applying culturally respectful and safe practices in the workplace and demonstrating respect and inclusiveness of diverse people in all work practices.

### Desirable:

- Demonstrated achievement in scholarly activities (such as presentations at professional meetings and/or publication in peer-reviewed journals and/or successful supervision of research students).
- Higher degree or equivalent in a health-related discipline, preferably in Indigenous Health.
- Experience working in a community-based Indigenous health position.
- Reside in a rural MM2+ region.

## Personal Attributes:

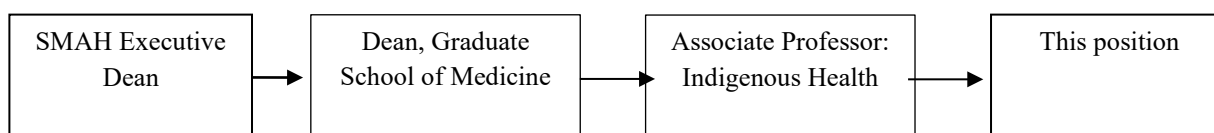
Demonstrated understanding of and enthusiasm for the mission the Graduate School of Medicine.

A deep understanding of Aboriginal knowledges and perspectives and strong relationships with the Aboriginal community.

## Special Job Requirements:

- This is an Identified position and being an Australian Aboriginal and/ or Torres Strait Islander is considered a 'genuine occupational qualification' in accordance with section 14(d) of the Anti-Discrimination Act 1977 (NSW). The successful applicant is required to provide confirmation of their Australian Aboriginal and/ or Torres Strait Islander heritage.
- The occupant of this position will be required to complete an annual Performance Enhancement and Career Development Record with biannual reviews.
- Must have current driver's license.
- The appointee will be required to travel at times to other campuses or rural clinical education sites ('hubs') to confer with other Graduate School of Medicine or School of Medical, Indigenous and Health Sciences staff or attend internal or external meetings at other locations.
- As this position will be required to attend Public Health Facilities, the position holder must comply with vaccination requirements as per NSW Health Policy for any work undertaken in NSW Health facilities according to the revised NSW Health Policy PD2023\_022.

## Organisational Chart:



## Roles and Responsibilities in Relation to Workplace Health and Safety:

The University of Wollongong is committed to providing a safe and healthy workplace for its workers, students and visitors. All members of the University community have a collective and individual responsibility to work safely and be engaged in activities to help prevent injuries and illness.

In addition to the major accountabilities/responsibilities required for your position, you also hold the following roles and responsibilities in relation to Workplace Health and Safety:

### *All Staff*

- Take reasonable care for your health and safety as well as others.
- Comply with any reasonable instruction by the University.
- Cooperate with any reasonable policies and procedures of the University including reporting of hazards or incidents via the University reporting process.
- Certain staff have specific responsibilities for Work Health and Safety (WHS), further information is available in the document [Roles And Responsibilities for WHS](#) and [WHS Management System](#).

### *Additional Responsibilities for Staff with supervisory responsibilities*

- Ensure work area, equipment and practices are compliant with applicable legislation, standards, codes of practice and University guidelines.
- Ensure risk management activities are undertaken to minimise WHS risk including hazard and incident reporting, risk assessment and safe work procedures.
- Provide the necessary instruction, information, induction, training and supervision to enable work to be carried out safely.
- Ensure Work Health and Safety (WHS) activities and requirements are implemented for area as outlined in the [Roles And Responsibilities for WHS](#) and [WHS Management System](#).

## Inherent Requirements:

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position. The University wants to place you in the best situation to use your skills effectively in the position you are applying for at the University.



## POSITION CLASSIFICATION STANDARD - Teaching and Research

**Level: D**

**Title: Associate Professor**

### Description

A position classification standard describes the broad categories of responsibility attached to academic staff at different levels. The standards are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels. **Therefore the standards should not be applied mechanistically. Quality of performance is the principal factor governing level of appointment of individuals, and a broadly-worded skill base is set out for each level.**

All levels of academic staff can expect to make a contribution to a diversity of functions within their institutions. Such functions include teaching research participation in professional activities and participation in the academic planning and governance of the institution. The balance of functions will vary according to level and position and over time.

- General Standard
- Specific Duties
- Skill Base

### General Standard

A Level D academic is expected to make a significant contribution to all activities of the organisational unit or interdisciplinary area and play a significant role within their profession or discipline. Academics at this level may be appointed in recognition of distinction in their disciplinary area.

### Specific Duties

Specific duties required of a level D academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- The development of and responsibility for curriculum/programmes of study.
- Course co-ordination.
- The preparation and delivery of lectures and seminars.
- Supervision of major honours or postgraduate research projects.
- Supervision of the program of study of honours students and of postgraduate students engaged in course work.
- The conduct of research, including, where appropriate, leadership of a major research team.
- Significant contribution to the profession, and/or discipline.
- High level administrative functions.
- Consultation with students.
- Marking and assessment.
- Attendance at departmental and faculty meetings.

### Skill Base

A Level D academic will normally have the same skill base as a Level C academic. In addition there is a requirement for academic excellence which may be evidenced by an outstanding contribution to teaching and/or research and/or the profession.