



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Appointment of
Associate Lecturer, Lecturer or
Senior Lecturer in Indigenous
Health Education and Engagement
(Wide Bay) – Identified s25

RURAL CLINICAL SCHOOL



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Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Faculty of Medicine

With three research-intensive schools and five hospital-based institutes, The University of Queensland Faculty of Medicine is positioned to link pre-clinical and clinical sciences with population and global health.

Across our entire community, there is a shared ambition and commitment to making a difference. The Faculty has a gross budget allocation of \$330 million of UQ's total \$2.0 billion budget, employs more than 1000 of UQ's 6600 staff and has a community of more than 4200 non-salaried academic appointees.

Further details are available at medicine.uq.edu.au.



Medical School

Located within the Faculty of Medicine, The University of Queensland (UQ) Medical School is one of Australia's most respected and internationally recognised medical schools. Our extensive network of programs and partnerships span across Queensland and North America. The UQ Medical School comprises the Academy for Medical Education; eight Mayne Academies, with responsibility for clinical disciplines; and three clinical schools: Greater Brisbane Clinical School, Rural Clinical School and Ochsner Clinical School in Louisiana, USA.

We provide high-quality education to more than 2000 medical students and other health professionals through world-class programs in medicine, mental health and skin cancer to meet the needs of Australia's leading health priorities. Our four-year Doctor of Medicine (MD) is a postgraduate-entry medical program supported by more than 3800 Academic Title Holders, who provide supervision and mentoring as students gain hands-on clinical experience.

The UQ Medical School supports an active and diverse research community that reflects both the clinical and research specialisation of our staff working to address the global challenges in medicine, health and patient care. We are incredibly proud of our nearly 18,000 alumni community, from those who have reached high acclaim in their fields of specialty to the quiet achievers who work tirelessly to make a difference in their local areas.

The UQ Medical School ensures all graduates are equipped with the knowledge and skills needed to fulfil their ethical and professional responsibilities, face medical challenges, and advance health and well-being through life-long education and an unwavering dedication to our communities.

Rural Clinical School

Located within the UQ Medical School, the Rural Clinical School (RCS) is the largest rural clinical school hosted by a single university. It works to foster and sustain a skilled and dynamic medical workforce to meet the needs of rural, regional, and remote Queensland.

The Rural Clinical School provides students with rigorous clinical training built upon hands on experiences in hospitals and community-based practices. Above all, we give our students the unique opportunity to live and work in some of Queensland's amazing rural, regional, and remote locations. Our classrooms are the public and private hospitals, specialist consulting rooms, general practices and community healthcare settings throughout rural, regional and remote Queensland. Our teachers are dedicated and passionate rural clinicians. Our students get the opportunity to learn in a range of clinical contexts across the public, private and community sectors.

Information for Prospective Staff

Information about life at UQ including staff benefits, relocation and UQ campuses is [available online](#).



Role of the Associate Lecturer, Lecturer or Senior Lecturer in Indigenous Health Education and Engagement

About this opportunity

In 2023 the UQ Medical School established eight geographically based Learning Communities and three are within the Rural Clinical School. The Learning Communities will bring together students, academics, clinical teachers and professional staff to provide an academic home where students learn from each other and are supported to thrive as they develop as a medical professional across the Doctor of Medicine (MD) program.

The Associate Lecturer, Lecturer or Senior Lecturer in Indigenous Health Education and Engagement has a key role in providing Aboriginal and Torres Strait Islander leadership to implement Indigenous Health Education for the MD the {insert name of Learning Community} Learning Community within the Rural Clinical School.

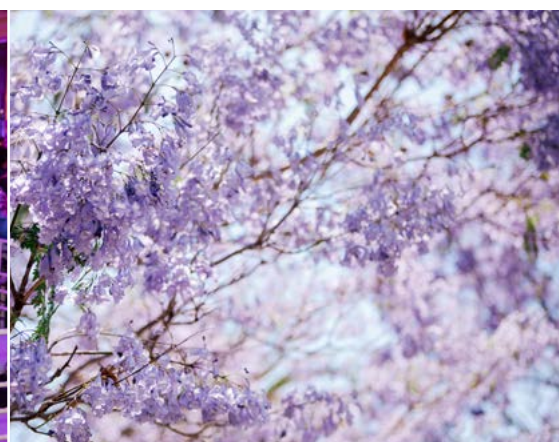
The other key aspects of the role will include engaging the local Aboriginal and Torres Strait Islander community assisting with Aboriginal and Torres Strait Islander student recruitment and support, as well as promoting inclusivity and a sense of belonging. This extends to all students and staff with the primary focus on providing a mutually supportive environment to allow staff and students, including Aboriginal and Torres Strait Islanders to flourish and thrive.

Duties

Duties and responsibilities include, but are not limited to:

Teaching (60%)

- Work closely with the Academy for Medical Education, particularly its Cultural Competency and Indigenous Health Lead and other Indigenous academics within the Medical School to co-develop and lead the implementation of a culturally informed and evidence-based Aboriginal and Torres Strait Islander Health & Cultural Safety approach for the MD program.
- Collaborate across Learning Communities to coordinate the implementation of Indigenous health and cultural competency learning experiences, including delivery of high quality teaching as required.
- Support the training of staff and students for placements or learning experiences in Aboriginal and Torres Strait Islander communities.
- Be a professional role model and mentor to students and junior doctors within the Learning Community
- Actively engage in professional development opportunities to stay current with advancements in Indigenous health, cultural competency and medical education.
- Provide ongoing support and guidance to Aboriginal and Torres Strait Islander MD students during their studies.



Research (0–10%)

- Collaborate in Indigenous and broader medical education scholarship to enhance the quality of education design and student experience,
- Maintain academic standing including the pursuit of research and scholarship, as required.

Supervision and researcher development (0–10%)

- Facilitate the engagement in research opportunities for students, including where appropriate, development of student research skills.

Citizenship and service (up to 40%)

- Support initiatives contributing to the Growth Strategy for the recruitment of Aboriginal and Torres Strait Islander students to the MD program.
- Establish and maintain strong relationships with internal and external stakeholders, including local Aboriginal and/or Torres Strait Islander communities and organisations, educational (primary, secondary and tertiary), and health services (government and non-government) to advance the region's Aboriginal and Torres Strait Islander medical student Growth Strategy, Rural Health Multidisciplinary Training (RHMT) Program and MD curriculum.
- Represent the interests of the University and constructively engage with and strengthen links with Aboriginal and Torres Strait Islander communities and Elders across the Learning Community.
- Contribute proactively and respectfully to the Learning Community including contributing to the review and delivery of staff development activities.
- Promote and foster interest in rural medical careers for medical students and junior doctors.
- Complete all necessary mandatory training and professional development activities in a timely manner.
- Contribute to the governance of the Rural Clinical School, Medical School and Faculty of Medicine including service on relevant committees.
- Represent the interests of the University and constructively engage with the relevant healthcare providers.

Other

Ensure you are aware of and comply with legislation and University policy relevant to the duties undertaken, including but not exclusive to:

- The University's [Code of Conduct](#).
- Requirements of the Queensland occupational health and safety (OH&S) legislation and related [OH&S responsibilities and procedures](#) developed by the University, Faculty, Institute or School.
- The adoption of sustainable practices in all work activities, and compliance with associated legislation and related University [sustainability responsibilities and procedures](#).
- Requirements of the *Education Services for Overseas Students Act 2000*, the *National Code 2007* and associated legislation, and related [responsibilities and procedures](#) developed by the University.

Organisational relationships

The position reports to the Head of the Central Queensland Learning Community with a dotted reporting line to the Office of the Associate Dean, Indigenous Engagement.



About you

Essential

The University of Queensland considers that being Aboriginal and/or Torres Strait Islander is a genuine occupational requirement for this position under s25 of the *Anti-Discrimination Act 1991 (Qld)* and the filling of this position constitutes a special/equal opportunity measure under section 8(1) of the *Racial Discrimination Act 1975 (Cth)*.

The position is therefore only open to Australian Aboriginal and/or Torres Strait Islander people.

The successful candidate will be required to provide evidence to confirm that they are an Aboriginal and/or Torres Strait Islander person.

Additional criteria

Essential for Level A

- Completion of a bachelor's degree, Certificate IV in Aboriginal and/or Torres Strait Islander Health Practice, or an equivalent combination of experience, education and training. A Medical, Nursing or Allied Health Professional qualification is desirable but not required.
- A growing profile in teaching in Aboriginal and Torres Strait Islander Health Education.
- Evidence of quality teaching at undergraduate, honours or postgraduate level across a variety of settings, including small and large groups.
- Knowledge of modern teaching strategies and educational theory that generate student engagement.
- High level communication and interpersonal skills for working with students, colleagues and the wider community.
- Highly developed organisational skills, and the ability to operate effectively in a complex working environment.
- Demonstrated ability to establish effective relationships and to represent and promote the Medical School at a University level and amongst the local Aboriginal and Torres Strait Islander Health Practitioner communities and groups.
- Ability to work autonomously under broad direction, as well as a team member.
- Knowledge of research methods applicable to Indigenous Health research.
- A commitment to and an understanding of the issues surrounding, living and working in a rural and/or regional area.

Additional requirements for Level B

- Completion of a bachelor's degree and is enrolled in a Masters or PhD with an equivalent combination of experience, education and training. Additionally, a Medical, Nursing or Allied Health Professional qualification would be well regarded. An established profile in teaching in Aboriginal and Torres Strait Islander Health Education.



- Evidence of a high level of quality teaching at undergraduate, honours and postgraduate level across a variety of settings, including small and large groups.
- Developed industry liaisons and relevant professional contacts.
- Experience in course coordination and contribution to the development and continuous innovation of new programs, curriculum design and course material in Aboriginal and Torres Strait Islander Health Education.
- Demonstrated academic leadership, organisation and management skills.
- Experience in meaningful internal service roles in conjunction with active contributions to external activities.
- High degree of knowledge of research methods applicable to Indigenous Health research.

Additional requirement for Level C

- Masters or PhD, or equivalent experience, preferably in medical or health education or leadership.
- Evidence of a contribution to peer reviewed research and scholarship including, as appropriate, conference presentations, peer reviewed publications and successful grant applications.

Additional information

The University of Queensland values diversity and inclusion and actively encourages applications from those who bring diversity to the University. Please refer to the University's [Diversity and Inclusion webpage](#) for further information and points of contact if you require additional support.

Accessibility requirements and/or adjustments can be directed to talent@uq.edu.au.



What we can offer

This is a full-time, fixed term position through to 31st December 2025 at Academic Level A – C.

At **Level A** the full time equivalent base salary will be in the range of \$78,871 – \$105,004 plus super of up to 17%. The total FTE package will be in the range of \$92,279 – \$122,854

At **Level B** the full time equivalent base salary will be in the range of \$110,365 – \$130,765 plus super of up to 17%. The total FTE package will be in the range of \$129,127 – \$152,99.

At **Level C** the full time equivalent base salary will be in the range of \$134,845 – \$155,246 plus super of up to 17%. The total FTE package will be in the range of \$157,769 – \$181,638.

Please note the successful candidate's appointment could be entitled to Clinical and/or State Loading

You will be able to take advantage of recreation leave loading (of 17.5%), salary sacrificing options, discounted private health insurance, [development programs](#) and many other benefits.

For further information, please review [The University of Queensland's Enterprise Bargaining Agreement 2021–2026](#).

How to apply

All applicants must supply the following documents through the [UQ Careers](#) portal:

- Cover letter
- Resume
- Responses to the 'About You' section

Applicants should specifically address in your cover letter which academic level you are applying for (Level A, B or C).



The University of Queensland

For more than a century, The University of Queensland (UQ) has created positive change for society by delivering knowledge leadership for a better world.

UQ ranks among the world's top universities, as measured by several key independent rankings, including the CWTS Leiden Ranking (35), U.S. News Best Global Universities Rankings (36), the Performance Ranking of Scientific Papers for World Universities (33), QS World University Rankings (40), Academic Ranking of World Universities (63), and Times Higher Education World University Rankings (70).

At UQ, we're changing the way higher education is imagined and experienced. Our students enjoy a rich campus experience, including a range of accommodation options, as well as innovative and flexible learning pathways, diverse and dynamic partnership opportunities, and an integrated digital and campus learning environment.

More than 55,000 students – including the majority of Queensland's highest academic achievers as well as top interstate and overseas students – study across UQ's 4 beautiful campuses in South East Queensland at St Lucia, Herston, Gatton and Dutton Park. They include around 20,000 postgraduate and approximately 21,500 international students who contribute to a diverse, supportive and inclusive campus community.

With a strong focus on teaching excellence, having won more national teaching awards than any other Australian university, UQ is committed to providing students with the best opportunities and practical experiences during their time with us, empowering them with transferable knowledge and skills that will prepare them to exceed expectations throughout their careers.

UQ's 332,000 graduates are an engaged network of global alumni spanning 184 countries, and include more than 17,700 PhDs.

UQ's 6 faculties, 8 globally recognised research institutes and more than 100 research centres attract an interdisciplinary community of 2,500 scientists, social scientists and engineers, who champion research excellence and continue UQ's tradition of research leadership. This is reflected in UQ being the number one recipient of Australian Research Council Fellowships and Awards nationally across all scheme years (452 awards worth \$339 million).

UQ has an outstanding track record in commercialising innovation, with major technologies employed across the globe and gross product sales of more than \$57 billion.

UQ is one of only 4 Australian members of the global Universitas 21, a founding member of the Group of Eight (Go8) universities, a member of Universities Australia, and a member of the Association of Pacific Rim Universities (APRU).

UQ employs more than 7,500 academic and professional staff (full-time equivalent) and has a \$2.47 billion annual operating budget.

Governance

The University of Queensland is governed by a 22-member Senate representing University and community interests. Senate is led by the Chancellor, elected by the Senate. The University of Queensland Act 1998 grants Senate wide powers to appoint staff, manage and control University affairs and property, and manage and control finances to promote the University's interests.

uq.edu.au/about/governance



Working at UQ

UQ is a great place to work and is a culturally inclusive space for staff and students, where diversity is valued. The University of Queensland (UQ) acknowledges and respects Aboriginal and Torres Strait Islander peoples as First Australians. We value and celebrate the uniqueness of knowledges, cultures, histories and languages that have been created and shared for at least 65,000 years.

Our values guide our behaviour and provide the foundation of our culture. The [UQ Strategic Plan 2022-2025](#) articulates these values, what we strive for, how we work together, and our commitment to discovering and sharing truth.

Our values

What we strive for

Creativity

We apply our creativity as a way of seeking progress. We value new ideas, seek fresh perspectives and pursue game-changing innovations and opportunities.

Excellence

We strive for excellence in everything we do. We apply the highest standards to our work to achieve the greatest impact for the benefit of communities everywhere.

Central to what we do

Truth

Truth is central to all that we do as a university. We seek truth through our focus on the advancement and dissemination of knowledge, and our deep commitment to academic freedom and freedom of expression.

How we work together

Integrity

We always act with integrity. As stewards of the University's resources and reputation, we are honest, ethical and principled.

Courage

We are courageous in our decision-making. We are ambitious, bold and agile. We demonstrate moral courage, so that we are always guided by a sense of what is right.

Respect and inclusivity

We provide a caring, inclusive and empowering environment for all. We engage respectfully with one another and promote the value that our diversity brings to our whole community.



UQ is committed to Aboriginal and Torres Strait Islander peoples' learning, discovery and engagement. The University's Strategic Plan outlines strategies aimed at increasing opportunities for Aboriginal and Torres Strait Islander peoples, which are supported through the development of a Reconciliation Action Plan and Aboriginal and Torres Strait Islander Employment Strategy. Here in Australia, we especially want to play a leading role in reconciliation as advocates with and for Aboriginal and Torres Strait Islander peoples and communities.

At a national level, in partnership with Aboriginal and Torres Strait Islander communities, we will embed reconciliation across the University's operations to achieve and implement a 'Stretch' Reconciliation Action Plan (RAP) by 2025.

The Aboriginal and Torres Strait Islander Research and Innovation Strategy will support Indigenous researchers and empower research excellence that benefits Aboriginal and Torres Strait Islander peoples, communities and organisations. We aspire to play a leading role in reconciliation as advocates with and for Aboriginal and Torres Strait Islander peoples and communities—especially through truth telling and building greater cultural understanding.

UQ provides staff with a beautiful working location and welcoming campus culture. Working at UQ will provide you with a range of benefits including:

- flexible working culture, with access to a range of flexible working arrangements;
- cultural leave for Aboriginal and Torres Strait Islander staff;
- access to services on campus, including childcare centres;
- health and wellbeing initiatives; and
- opportunities to connect with staff networks, such as the Aboriginal and Torres Strait Islander Staff Network and the UQ Ally Network.

The University of Queensland believes in maintaining a safe work environment for all, which is why we are introducing a COVID-19 vaccination requirement that all staff be fully vaccinated, subject to limited exemptions.

More information about life at UQ including staff benefits, relocation and UQ campuses is available at: staff.uq.edu.au/information-and-services/human-resources



Cultural support at UQ

Workplace Diversity and Inclusion provides information and support to staff and prospective staff and drives strategies and initiatives to create a safe, welcoming and inclusive space for staff at UQ that values the strength of diversity. The Indigenous Employment Team is responsible for the development and implementation of the [Aboriginal and Torres Strait Islander Employment Strategy 2019–2022](#) which aims to support Aboriginal and Torres Strait Islander people and staff through three main objectives:

Grow

Position UQ as an employer of choice for Aboriginal and Torres Strait Islander peoples in all levels and areas of the University.

Develop

Provide access to career development opportunities for Aboriginal and Torres Strait Islander staff.

Respect

Develop a workplace that values the contribution and positive difference that Aboriginal and Torres Strait Islander staff provide.

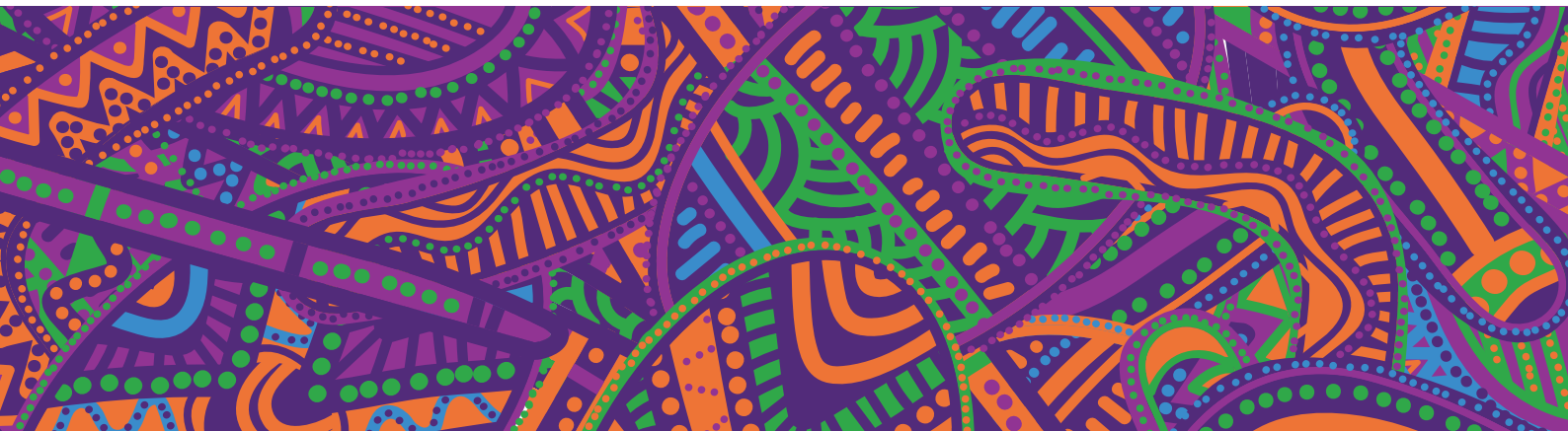
Aboriginal and Torres Strait Islander staff at UQ are encouraged to celebrate their culture, history and country and are entitled to five days of cultural leave annually to attend cultural activities, obligations and ceremony.

The Deputy Vice-Chancellor (Indigenous Engagement) is responsible for leading the implementation of UQ's first [Reconciliation Action Plan](#) and strengthening leadership within the University in relation to Indigenous Engagement, as well as building links with the community. The [Aboriginal and Torres Strait Islander Studies \(ATSIS\) Unit](#) strongly supports the celebration of Aboriginal and Torres Strait Islander cultures and recognises the enormous contributions that Aboriginal and Torres Strait Islander peoples and perspectives bring to UQ's learning, discovery and engagement activities and supports students from pre-enrolment through to graduation.

UQ's [Aboriginal and Torres Strait Islander Staff Network](#) provides a regular opportunity to get together, share stories, make connections and yarn about how UQ can keep developing as an employer of choice for Aboriginal and Torres Strait Islander peoples. There is also a network newsletter that promotes UQ jobs, training and development opportunities and useful tips, and enables us to share achievements from our community.

More information on Aboriginal and Torres Strait Islander Staff support can be found on our [current staff website](#).

Brisbane River pattern from A Guidance Through Time created by Quandamooka artists, Casey Coolwell and Kyra Mancktelow



Further information

General information on the University is available through the University's website: uq.edu.au

Other documents which you may wish to refer to include:

- Annual Report:
about.uq.edu.au/organisation/policies-procedures-guidelines/annual-reports
- Governance:
about.uq.edu.au/governance
- Key statistics:
pbi.uq.edu.au/ClientServices/UQStatistics/index.aspx
- Organisation chart:
about.uq.edu.au/files/5643/org-chart.pdf
- Research at UQ:
research.uq.edu.au
- Strategic Plan 2022–2025:
about.uq.edu.au/strategic-plan
- UQ Global Strategy:
global-strategy.uq.edu.au
- UQ Reconciliation Action Plan:
about.uq.edu.au/reconciliation/plan
- UQ Aboriginal and Torres Strait Islander Employment Strategy:
staff.uq.edu.au/files/24066/uq-indigenous-employment-strategy-2019.pdf





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