

## GSM POSITION DESCRIPTION

*(In addition to the Position Classification Standards)*

### Academic Staff Position # 131

Position Title:	Academic Leader: Community Engagement
Level:	Level C (Senior Lecturer) or Level D (Associate Professor)
Duration / Type:	Continuing Appointment
Faculty:	Graduate School of Medicine
Load:	1.0 FTE
Location:	Shoalhaven Campus or Southern Highlands

#### Primary Purpose of the Position:

This position is responsible for leading the development, implementation, delivery and evaluation of a strategic framework, systems and projects to engage the diverse range of communities with which the GSM is associated in the pursuit of its mission.

This role will ensure there is alignment between the GSM's commitment to rural, regional and remote health, to community needs, to cultural responsiveness and to social accountability.

The role is responsible for leading the GSM's community engagement research agenda and contributing to teaching, supervision and assessment activities related to community based health education, public health, personal and professional development or other relevant fields.

The appointee will ideally be based in a rural hub at Shoalhaven or Southern Highlands and will report to the Associate Dean: Community, Primary, Remote and Rural. The appointee will travel to and actively engage with committees across 10 NSW rural hubs from Broken Hill to Murwillumbah. Relationship building and maintenance forms a key aspect of this role within and outside the GSM.

#### Position Environment:

The Graduate School of Medicine (GSM) is committed to quality outcomes delivered via a sustainable model where development and innovation are key elements of all that we do.

As a new school, the GSM is a supportive environment in which teamwork underpins the development and delivery of the MBBS degree. The GSM aims to graduate excellent medical practitioners with a commitment to patient-centred, evidence-based, reflective and cost-effective medical practice, who have the capacity and desire to contribute to the enhancement of health care for persons in all geographic settings, but particularly in regional, rural and remote communities. The medical curriculum covers a diversity of content, encompassing biological and social sciences, clinical medicine, law, ethics, research and critical analysis and personal and professional development. This provides a variety of opportunities for involvement in curriculum delivery for teaching staff working alone and in interdisciplinary teams. The GSM operates on two campuses, in Wollongong and in Shoalhaven as well as in ten rural sites throughout NSW. Curriculum is delivered equitably in an integrated fashion to this geographically distributed environment.

## Major Accountabilities/Responsibilities:

Responsibilities		Outcome	Office Use Only
1.	<p>Lead the development, implementation and delivery of a strategic framework to engage communities of students, alumni, university staff, patients, donors and members of the wider community in the educational mission of the GSM, specifically with the community-based aspects of the curriculum. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• Provide consultancy and leadership on the design, delivery and evaluation of engagement projects.</li> <li>• Work collaboratively within the GSM to ensure there is a cohesive and integrated approach to community activities.</li> <li>• Ensure the GSM is kept up to date with current thinking on community engagement principles and practice.</li> <li>• Provide support to the Dean, Associate Deans and others in the further development and strengthening of existing engagement practices.</li> <li>• Design, implement and facilitate an evaluation programme around the community engagement aspects of the GSM programme.</li> </ul>	<p>Feasible community engagement activities are identified, actioned and integrated into the operations of the GSM in order to achieve its mission.</p> <p>Continuous quality assurance and refinements of community engagement activities.</p>	
2.	<p>Lead the research agenda around the GSM's community engagement strategy and contribute to the GSM's research and scholarship through the development of research partnerships, professional engagement, presentations, publications in relevant journals and supervision of research students.</p>	<p>The GSM maintains national recognition for excellence and achieves international recognition in the area of medical education research.</p>	
3.	<p>Work with the Associate Dean CPRR and Associate Dean Learning and Teaching to develop and implement student education and assessment activities relating to community based health education, public health, personal and professional development or other relevant fields.</p>	<p>To ensure the GSM delivers a quality curriculum to its students, and that assessment activities reflect the curriculum and its associated learning outcomes.</p>	
4.	<p>Work with UOW's Office of Advancement to:</p> <ul style="list-style-type: none"> <li>• Ensure that GSM community engagement activities are aligned to and integrated with the relevant UOW Strategic Plans</li> <li>• Actively contribute to the UOW Community Engagement Committee</li> <li>• Secure opportunities to fund community engagement projects through grant applications, partnerships with community organisations and scholarships.</li> <li>• Identify and implement engagement strategies to lead growth in the GSM Alumni.</li> </ul>	<p>Successful alignment and integration of activities to relevant UOW Strategic Plans, active Committee participation and growth in funding.</p> <p>Timely reporting on behalf of the GSM to the UOW Community Engagement Committee</p> <p>Increase in GSM Alumni and engagement.</p>	

Responsibilities		Outcome	Office Use Only
5.	Ensure that the GSM meets funding parameters around Community Engagement set out by the Department of Health and Ageing, including undertaking a review of the GSM's Community Consultative Committees in rural training hubs.	Timely reporting to DOHA on community engagement activities, in collaboration with others contributing to reports.	
6.	Undertake other duties at the direction of the Dean or Associate Dean: Community, Primary, Remote and Rural.	All responsibilities are met by staff.	
7.	Observe principles and practices of Equal Employment Opportunity.	There is fair treatment in the workplace.	
8.	Have OH&S responsibilities, accountabilities and authorities as outlined in the <a href="#">OHS Roles and Responsibilities Document</a>	There is a safe working environment for self & others.	

### 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.

### Reporting Relationships:

Position reports to:	Associate Dean: Community, Primary, Remote and Rural
Other key contacts:	UOW Director of Advancement (and Office of Advancement) UOW Director Government Relations UOW Alumni Relations Manager Academic Leader: Clinical Skills GSM Associate Deans GSM Executive Manager Professorial Staff: GSM / CPRR Academic Leader: Indigenous Health Academic Leader: Community Based Health Education Manager: Rural Clinical School Curriculum Manager Manager: Community, Primary, Remote and Rural Rural Infrastructure Coordinator Clinical Associate Deans, Shoalhaven and Southern Highlands Regional Academic Leaders and Placement Facilitators

## Key Relationships:

The appointee is expected to have regular communications with key contacts as detailed below:

Contact/Organisation:	Frequency of contact
Associate Dean: Community, Primary, Remote and Rural	Weekly
UOW Director: Office of Advancement	As Required
UOW Alumni Relations Manager	As Required
Academic Leader: Clinical Skills	As Required
Academic Leader Indigenous Health	Regularly
Curriculum Manager	Regularly
Manager Community, Primary, Remote and Rural	Regularly
Academic Leader: Community Based Health Education	Regularly
Manager: Rural Clinical School	Regularly
Rural Infrastructure Coordinator	Regularly
Clinical Associate Deans, Shoalhaven and Southern Highlands	As Required
Regional Academic Leaders and Placement Facilitators	As Required
GSM Associate Deans	As Required
GSM Executive Manager	As Required
Professional Staff: CPRR	As Required

## Key Challenges:

1. Developing effective working relationships with the large number of all relevant internal and external staff and stakeholders.
2. Ensuring the continuing support of key health providers across a range of settings and geographical locations in the delivery of the GSM's MBBS programme.
3. Developing a national and international profile for the GSM with respect to community engagement research and practice.

## Selection Criteria - Knowledge & Skills:

Essential:

- Demonstrated skill in implementing the principles of community engagement
- Demonstrated ability to formulate and implement strategic plans
- Strong planning and organisational skills and an ability to lead in a demanding and changing environment
- Well-developed, effective interpersonal and communication skills with the ability to interact effectively with a range of academic, administrative and technical staff in a complex environment
- Demonstrated ability to work independently as well as in a team environment
- Demonstrated ability to facilitate large and small group meetings and to chair committees

## Selection Criteria - Education & Experience:

### Essential:

- Higher degree research qualification or current HDR enrolment in a relevant area or equivalent
- A record of successfully initiating or contributing to rural and/or educationally and/or community relevant research activities
- Demonstrated capacity to identify and realise new opportunities and build collaborative partnerships
- Experience in motivating and engendering team work
- Experience in effectively networking with key high level stakeholders e.g. donors and government representatives

### Desirable:

- Experience of the Australian healthcare system, especially in rural/remote regions

## Selection Criteria - Personal Attributes:

### Essential:

- A personal commitment to medical education in regional, rural and remote settings.
- A commitment to the GSM's educational philosophy and curriculum.

## Job Requirements:

The position is based at a rural campus location but will require travel to and work on the regional campus site as well as the GSM's distributed, rural locations.

## Organisational Chart: Position # 131

Available on request.

## Approval:

Approved by Head of Unit: \_\_\_\_\_

Date: \_\_\_\_\_

Approved by Personnel: \_\_\_\_\_

Date: \_\_\_\_\_



## POSITION CLASSIFICATION STANDARD - Teaching and Research

Level: C  
Title: Senior Lecturer

### 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 C academic is expected to make significant contributions to the teaching effort of a department, school, faculty or other organisational unit or an interdisciplinary area. An academic at this level is also expected to play a major role in scholarship, research and/or professional activities.

### Specific Duties

Specific duties required of a Level C academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- Initiation and development of course material.
- 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.
- Significant role in major research projects, including, where appropriate, leadership of a research team.
- Involvement in professional activity.
- Consultation with students.
- Broad administrative functions.
- Marking and assessment.
- Attendance at departmental and/or faculty meetings and a major role in planning or committee work.

### Skill Base

A Level C academic will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard shall be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. In addition a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.



## 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.