POSITION DESCRIPTION

Position Title:  Roberta Williams Chair of Medicine (General Practice)  
Level:  POM  
Location:  Graduate School of Medicine (GSM)  
Faculty:  Faculty of Health and Behavioural Sciences

Primary Purpose of the Position:

The Roberta Williams Chair of Medicine (General Practice) has the primary purposes of functioning as the academic leader for General Practice and Primary Health Care within the Graduate School of Medicine; and as a leader of primary care research program initiatives in regional, rural and remote Australia.

Position Environment:

The Graduate School of Medicine (GSM) aims to graduate excellent medical practitioners who have a commitment to patient-centred, evidence-based, reflective and cost-effective medical practice, and have the capacity and desire to contribute to the health care of persons in all geographic settings, but particularly in regional, rural and remote communities. The GSM is a School within the Faculty of Health & Behavioural Sciences, other schools being: Nursing, Midwifery and Indigenous Health; Psychology; and Health Sciences. Many academic staff in the existing Schools have active, successful research programs that have brought national and international recognition to the University of Wollongong.

Employment Conditions:

The appointee will be appointed as a Professor on a full-time ongoing basis, in accord with the procedures and regulations of the University of Wollongong. This appointment will be made as Professor of Medicine (POM) which requires that the candidate meet all the requirements of a Level E university appointment (see below), and in addition has demonstrated excellence in leadership of clinical practice in their discipline. The appointment will be subject to the University’s standard probationary period. The salary package and specific terms of employment will be negotiated with the successful applicant, with an expectation of a salary package comparable to an Area Health Service senior staff specialist. Among the issues that will be negotiated are: access to research facilities, research support, administrative support, teaching/clinical/administrative responsibilities associated with the GSM, and the ability to engage in private practice.

Major Accountabilities/Responsibilities:

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<tr>
<th>Responsibilities</th>
<th>Outcome</th>
<th>Office Use Only</th>
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<tbody>
<tr>
<td>1. Assume the position of Academic Leader for General Practice within the Graduate School of Medicine. This role includes academic leadership of the General Practice and Primary Care professional community, and ensuring the curriculum, including the planned clinical experiences, reflect required knowledge</td>
<td>To ensure the GSM curriculum reflects the advances in knowledge and skills that relate to general practice and primary health care.</td>
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PD Roberta Williams Chair of General Practice
and skills of graduating medical students within the context of general practice.

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<td>2</td>
<td>Assume the senior leadership role for the development and implementation of a program of regional, rural and remote health research initiatives.</td>
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<td>To ensure the GSM has research activities that address issues important to regional, rural and remote Australia.</td>
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<td>3</td>
<td>Contribute to curriculum development in association with the Clinical Leaders of the various medical/surgical areas within the Unit in processes involving development or review of the GSM curriculum, including the planned clinical experiences to ensure the GSM curriculum has an appropriate focus on the current specialty-related knowledge and skills that the Academic Leaders believe should be possessed by graduating medical students.</td>
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<td>To ensure the GSM curriculum reflects the advances in knowledge and skills in medical specialty areas, at a level appropriate for functioning as an intern.</td>
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<td>4</td>
<td>Contribute to the teaching of GSM medical students throughout the medical course.</td>
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<td>To ensure the GSM delivers a quality curriculum to its students.</td>
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<td>5</td>
<td>Contribute to the development and implementation of assessment activities throughout the course</td>
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<td>To ensure that assessment activities reflect the curriculum and its associated learning outcomes.</td>
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<td>6</td>
<td>Participate on the GSM Executive Committee, and as requested by the Dean, on other GSM committees.</td>
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<td>To contribute to the decision making processes related to curriculum and assessment issues.</td>
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<td>7</td>
<td>Perform other duties as the Dean may determine from time to time</td>
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<td>To ensure the GSM operates efficiently and effectively.</td>
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<td>8</td>
<td>Represent the GSM on local, State and National general practice committees and task forces, as requested by the Dean.</td>
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<td>To ensure the GSM is represented in a professional and appropriate manner.</td>
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<td>9</td>
<td>Observe principles and practices of Equal Employment Opportunity</td>
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<td>To ensure fair treatment in the workplace</td>
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<td>10</td>
<td>Have OH&amp;S responsibilities, accountabilities and authorities as outlined in the OHS Roles and Responsibilities Document</td>
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<td>To ensure a safe working environment for self &amp; others.</td>
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**Selection Criteria:**

- Eligibility for registration as a medical practitioner within NSW.
- Successfully completed post-graduate training in general practice or family medicine.
- A post-graduate academic qualification
- A record of scholarly activities, including publications in national and international peer reviewed journals.
- A record of an identifiable area of research activities that relate to primary care and/or rural health issues.
- A record of securing external funding for research initiatives; a history of securing NHMRC funding or equivalent funding is desirable.
- A record of teaching medical students and/or registrars.
• A history of success in working as an effective member of a team within a medical school environment.
• Strong administrative and organisational skills
• A record of leadership within an academic environment.

Personal Attributes:
• Strong record in teamwork, mentoring and leadership.
• Excellent interpersonal skills.
• Demonstrated commitment to General Practice / Family Medicine as a discipline and the important role of primary care in promoting and maintaining the health of communities in Australia
• Demonstrated commitment to the personal, professional and academic development of medical students.
• A commitment to addressing issues important to regional, rural and remote Australia.

Reporting Relationships:

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<tr>
<th>Position Reports to:</th>
<th>Deputy Dean</th>
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<tr>
<td>Other Key Contacts:</td>
<td>Clinical Leaders of Clinical Medicine &amp; Surgery</td>
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<td></td>
<td>Dean of the GSM</td>
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<tr>
<td></td>
<td>Director, Division of Teaching &amp; Deputy Dean</td>
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<td>Director, Division of Basic and Medical Sciences</td>
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<td>Director, Division of Educational Development</td>
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<td>Phase Directors and Managers</td>
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<td>Dean of the Faculty of Health and Behavioural Sciences</td>
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Key Challenges:

1. Assembling a team of persons interested in participating in regional, rural and remote health program and research initiatives, including developing a focused rural health research agenda and securing external funding.
2. Developing a research agenda to address regional rural and remote health workforce issues.
3. Developing effective working relationships with Clinical Leaders within the Unit of Clinical Medicine and Surgery, and contributing a generalist view to discussions relating to curriculum development.
4. Developing a general practice research agenda that has the potential to contribute to the advancement of general practice as an academic discipline.
5. Identifying and reflecting the views of the general practice community regarding what essential knowledge and skills related to general practice should be incorporated into the GSM curriculum.

Knowledge & Skills:

Essential:
• A record of successfully initiating and directing research initiatives.
• A record of successful leadership within a medical school environment.
• A record of successful teaching using a variety of instructional strategies.
• A record of successfully securing external funding for research initiatives.
• Demonstrated capacity to collaborate effectively with colleagues.
• Record of successfully supervising higher research degree students

Desirable:
• Outstanding management skills and administrative experience.
• The ability to assume leadership positions in an academic setting.
• The ability to motivate staff and students.
**Education & Experience:**

**Education:**

Essential:

- A medical degree (MBBS or equivalent)
- Postgraduate qualifications in general practice or family practice
- Postgraduate academic qualification

Desirable:

- PhD or equivalent

**Experience:**

Essential:

- Demonstrated leadership in developing and implementing research initiatives.
- Demonstrated ability to successfully assemble and manage research groups.
- Demonstrated leadership in curriculum development initiatives.
- Teaching experience in a medical school setting.
- Experience in mentoring academic staff.
- Demonstrated history of strong and consultative leadership.
- Ability to engender enthusiasm and teamwork in GSM professional and administrative staff.

**Special Job Requirements:**

Interact with faculty and students on the Shoalhaven campus on a regular basis.

**Approval:**

Approved by Head of Unit: ___________________________________________________

Date: __________________________

Approved by Personnel: ___________________________________________________

Date: __________________________
POSITION CLASSIFICATION STANDARD - Teaching and Research
Level: E (Level PoM is based on the following generic Professorial Position Classification Standard)
Title: 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 E academic is expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching and policy development in the academic discipline within the department or other comparable organisational unit, within the institution and within the community, both scholarly and general.

Specific Duties

Specific duties required of a level E academic may include
- Provision of a continuing high level of personal commitment to, and achievement in, a particular scholarly area.
- The conduct of research.
- Fostering the research of other groups and individuals within the department or other comparable organisational unit and within the discipline and within related disciplines.
- Development of research policy.
- Making a distinguished personal contribution to teaching at all levels.
- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- The preparation and delivery of lectures and seminars.
- Consultation with students.
- Marking and assessment.
- Playing an active role in the maintenance of academic standards and in the development of educational policy and of curriculum areas within the discipline.
- Developing policy and being involved in administrative matters within the department or other comparable organisational unit and within the institution.
- Participating in and providing leadership in community affairs, particularly those related to the discipline, in professional, commercial and industrial sectors where appropriate.

Skill Base

A Level E academic shall have the same skill base as a level D academic but will be recognised as a leading authority in the relevant discipline area.