

POSITION DESCRIPTION

Melbourne Medical School
Faculty of Medicine, Dentistry and Health Sciences

Director of Clinician-Educator Pathways

POSITION NO	xxxxxxx
CLASSIFICATION	Associate Professor (Level D)
SALARY	\$162,590 - \$179,123 (pro-rata)
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	0.2 – 0.4 FTE for 3 years
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	New position
HOW TO APPLY	Internal applicants only Online applications are preferred. Go to: http://about.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor John Prins Tel +61 3 83448049 Email john.prins@unimelb.edu.au <i>Please do not send your application to this contact</i>

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

about.unimelb.edu.au/careers
joining.unimelb.edu.au

Date Created: dd/mm/yyyy

Last Reviewed: dd/mm/yyyy

Next Review Due: dd/mm/yyyy

Position Summary

Under the leadership of Professor John Prins, the Melbourne Medical School (MMS) aims to enhance employment opportunities and career pathways for clinician-educators. From an MMS standpoint, a clinician-educator is an individual with dedicated training in both a clinical discipline and a focus on education as their primary scholarly activity.

MMS regards the clinician-educator as a key driver of health workforce teaching, training and continuing professional development and, strategically, seeks to take a leading role in the development and growth of this career track.

The Director of Clinician-Educator Pathways will be an active clinician-educator with an existing (paid or honorary) affiliation with the MMS. The incumbent will take responsibility for leading and implementing programs for the training, support and ongoing career path formation of clinician-educators at graduate and post-graduate levels. This role will include working with MMS's affiliated hospitals and general practice clinics, relevant professional bodies (including Royal Australasian Colleges) and potential funders to develop an integrated set of programs aimed to attract and support the highest quality clinicians in progression to careers as clinician-educators, with the aim of nurturing and developing future leaders in all aspects of health care, education, research and policy.

This role also presents a career development opportunity for the appointee, with exposure to senior levels of management in the MMS, Faculty of Medicine, Dentistry and Health Sciences, and key healthcare partners. The incumbent will, circumstances allowing and subject to opportunity, be expected to continue with academic and clinical activity whilst undertaking this role.

The Director of Clinician-Educator Pathways reports to the Deputy Head of School (Education) of the MMS. The position will also retain their existing reporting relationship to the Department of the Melbourne Medical School associated with the incumbent's specific area of clinical expertise. The incumbent will liaise closely with teaching and learning committees and groups across the Departments of the MMS, other Schools, as well as the Faculty of Medicine, Dentistry and Health Sciences and more broadly across the University.

1. Key Responsibilities

1.1 LEADERSHIP AND MANAGEMENT

- ▶ Develop and facilitate career enhancement activities for MMS clinician-educators, including through the establishment of a network providing academic support for the development of pedagogy and academic research in learning and teaching
- ▶ Lead collaboration with MMS affiliated hospitals and general practice clinics to promote and initiate activities that encourage and support clinician-educator career pathways
- ▶ Lead discussions to enable a more uniform approach to the facilitation and support of clinician-educator career pathways with relevant standards and accreditation bodies, including the Royal Australasian Colleges
- ▶ Work closely with each MMS department to ensure staff members pursuing clinician-educator pathways are adequately mentored and supported

- ▶ Actively participate on a range of School, Faculty and University committees and boards and provide leadership on behalf of the MMS in the area of clinician-educator pathways
- ▶ Represent the MMS through the delivery of seminars and presentations for a range of internal and external audiences as a key opinion leader on clinician-educator issues

1.2 TEACHING AND EDUCATION

- ▶ Undertake a review of existing teaching and education support activities across the MMS and coordinate the collation of a consolidated School position in response to various requests for information from across the Faculty and University
- ▶ Undertake, source and/or facilitate training and mentorship programs for clinician-educators at all levels
- ▶ Initiate change by innovating and piloting new practice in collaboration with Departments, Schools and other partners
- ▶ Participate in reviews of delivery of existing teaching programs, recognising good practice and identifying areas for improvement, and develop inclusive strategies to drive improvement

1.3 RESEARCH AND RESEARCH TRAINING

- ▶ Continue to demonstrate a high level of personal commitment to, and achievement in, relevant scholarly areas of expertise
- ▶ Continue to maintain and further develop an active collaborative program of research and research supervision relevant to clinical education

1.4 CLINICAL CARE

- ▶ Continue to undertake existing clinical activities

1.5 ADVANCEMENT

- ▶ Participate actively in Advancement activities of the MMS and Faculty of Medicine, Dentistry and Health Sciences, particularly as they relate to support of clinician-educator career pathways

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A medical qualification registrable with the Medical Board of Australia or other health professional degree similarly registrable
- ▶ A higher degree in research, education or business/administration
- ▶ An emerging track record and career as a clinician-educator (subject to opportunity) demonstrating an upward academic trajectory
- ▶ Highly developed interpersonal and communication skills

- ▶ A generosity of spirit and a willingness to share knowledge, expertise and opportunities with others
- ▶ An understanding of the current practice environment and opportunities relevant to emerging clinician-educators
- ▶ An ability to effectively engage, collaborate and negotiate with key MMS partners and those across the broader healthcare sector
- ▶ A clear personal commitment to a career as a clinician-educator

2.2 DESIRABLE

- ▶ An understanding of the health care and medical education sectors
- ▶ Demonstrated success in fostering strong collaborative working relationships with external partner organisations

3. *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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

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/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. *Other Information*

5.1 MELBOURNE MEDICAL SCHOOL

<http://medicine.unimelb.edu.au/>

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. MMS is ranked 14th in the world (Times Higher Education World University Rankings 2022 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading public and private hospitals, as well as leading medical research institutes and centres in Australia and internationally.

Under the leadership of Professor John Prins, MMS spans all major fields of medicine and is comprised of thirteen clinical departments:

- Baker Department of Cardiometabolic Health
- Clinical Pathology
- Critical Care
- General Practice
- Medical Education
- Infectious Diseases
- Medicine
- Obstetrics and Gynaecology
- Paediatrics
- Psychiatry
- Radiology
- Rural Health
- Surgery

MMS has more than 1,000 academic and professional staff members located at the Parkville campus or embedded within health services throughout metropolitan Melbourne and rural Victoria. Staff are privileged to work alongside more than 2,725 honorary appointees from the health sector who generously contribute their time, knowledge, research and clinical expertise.

MMS is committed to improving community wellbeing through the discovery and application of new knowledge. With annual research income of \$165 million, the School's research effort is highly collaborative, spanning research programs from basic to translational. The School has research collaborations across the 47 partner organisations in the vibrant Melbourne Biomedical Precinct, as well as nationally and internationally. These partnerships enable medical advances to impact healthcare delivery as rapidly and seamlessly as possible.

The School's flagship Doctor of Medicine (MD) degree was the first Masters level entry-to-practice qualification of its kind developed in Australia, setting a new benchmark in medical education. Now, the new curriculum launched in 2022 has created more responsive, modular, technology-enhanced learning for state-of-the-art curriculum delivery. Continuous research and discovery options, and an ability to tailor the degree, allows each student to gain deeper experience in areas of greatest interest. The MD Rural Pathway offers students the opportunity to undertake their entire program in rural Victoria, with a \$6.5 million expansion of facilities in Shepparton to accommodate this. There is also an expanded range of joint degree pathways on offer. The School utilises the Department of General Practice's continually expanding network of general practitioners and primary healthcare providers in the community to ensure that MD students are also provided with quality community-based medical education.

In addition to the MD, MMS has an ever-expanding portfolio of other vocationally oriented programs. These teach research skills, leadership and continuing professional development in

specific disciplines. An emphasis on the clinician-scientist career trajectory – with training, support and ongoing career pathways at graduate and postgraduate levels – is central to the School's development of future leaders in all aspects of healthcare, education, research and policy. MMS has over 600 higher degree by research candidates located both within Departments and across its network of partners.

School staff and honorary appointees lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service. The School also offers a range of initiatives and programs in support of its diverse and inclusive culture: <https://medicine.unimelb.edu.au/about/diversity-and-inclusion> With 39 percent of women in Level E positions MMS remains accountable to achieve 40 percent before the end of 2022. The percentage of females is greater than males at all other Levels (A-D). MMS has also initiated the introduction of the MMS Strategic Grants for Outstanding Women, co-sponsored by MMS health service partners and the MMS Indigenous Development Grants for the professional development of Aboriginal and Torres Strait Islander staff, prospective staff and graduate research students.

MMS is always looking to recruit talented individuals across a wide range of medical disciplines which include leadership roles. This presents a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia's leading medical school.

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 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.