# Position Description

## Senior Lecturer in Clinical Dentistry (Restorative Dentistry)

Centre for Rural Dentistry and Oral Health  
School of Dentistry and Medical Sciences  
Faculty of Science and Health

<table>
<thead>
<tr>
<th>Classification</th>
<th>Level C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation band</td>
<td>Delegations and Authorisations Policy (see Section 3)</td>
</tr>
<tr>
<td>Special conditions</td>
<td>Nil</td>
</tr>
<tr>
<td>Workplace agreement</td>
<td>Charles Sturt University Enterprise Agreement</td>
</tr>
<tr>
<td>Date last reviewed</td>
<td>October 2023</td>
</tr>
</tbody>
</table>
About Charles Sturt University

Purpose
The Wiradjuri phrase *yindyamarra winhanganha* means the wisdom of respectfully knowing how to live well in a world worth living in. This phrase represents who we are at Charles Sturt University – our ethos. It comes from traditional Indigenous Australian knowledge, but it also speaks to the vision of the university – to develop and spread wisdom to make the world a better place.

Vision
Charles Sturt University is set to undergo a decade of great reform that will see the university characterised by these key elements:
- An uncompromising drive towards excellence in every aspect of its operations
- A far-reaching strategic re-positioning of teaching, learning, research, and innovation
- A cementing of our position as Australia’s pre-eminent rural and regional university

The overarching aim is to consolidate our institution so that it is demonstrably more resilient and sustainable by the end of the decade.

Goals
To deliver on our purpose and vision, the university has three key goals:
1. Maintain the university’s position in the top five Australian universities for graduate outcomes based on employment and salary
2. Embed a culture of excellence across all aspects of the university’s operations
3. Exponential growth in research, development, and innovation income in our chosen areas, delivering high impact outcomes for regional Australia

Our values
Charles Sturt has a proud history and is fortunate to have an outstanding group of diverse, passionate, and engaged people working with us. Our values of insightful, inclusive, impactful, and inspiring guide our behaviours and ways of working to help us achieve our ethos of creating a world worth living in.

Performance measures
In addition to the principal responsibilities all staff are required to contribute to the success of the university strategy including meeting university’s eight key performance indicators:

| Our Students | • Commencing progress rate  
|              | • Student experience |
| Our Research | • Research income  
|              | • Research quality and impact |
| Our People   | • All injury frequency rate |
|              | • Engagement |
| Our Social Responsibility | • Underlying operating result  
|                            | • Community and partner sentiment |
Faculty of Science and Health

The Faculty of Science and Health (FOSH) has more than 9000 students and over 500 staff dedicated to advancing scientific knowledge. It delivers flexible and innovative teaching programs designed to produce job ready graduates for a diverse range of professions. As a leader in strategic and applied research the Faculty aims to enhance and extend scientific knowledge, train, and educate future researchers as well as provide scientific solutions to current regional, national and global challenges.

The staff and students of the Faculty achieve their educational and research goals through ethical practice, professional collaboration, industry involvement and a commitment to continual improvement. The Faculty is comprised of a Faculty Office, the Three Rivers University Department of Rural Health, teaching/research laboratories, several commercial clinics and five Schools, including the School of Dentistry and Medical Sciences.

School of Dentistry and Medical Sciences

The School of Dentistry and Medical Sciences (SDMS) includes the disciplines of Pharmacy, Medical Science and Pathology, Medical Radiation Sciences, Biomedical Sciences and Food Sciences, and the Centre for Rural Dentistry and Oral Health (CRDOH), which includes the disciplines of Dentistry and Oral Health.

Organisational chart
Reporting relationship

This position reports to: Dean of Dentistry and Oral Health
This position supervises: N/A

Key working relationships

- Associate Heads of School, SDMS
- Course Director, CRDOH
- Faculty and School Staff

Position overview

The **Senior Lecturer in Clinical Dentistry (Restorative Dentistry)** will be a clinical academic with significant experience and program coordination and/or undergraduate teaching in restorative and/or prosthodontic clinical dental practice. Principal teaching duties include the integration of pre-clinical and clinical teaching in the Charles Sturt Bachelor of Dental Science program.

The incumbent will provide academic leadership and contribute to the teaching and administration in the discipline, and work closely with the Associate Heads of School in the SDMS in their portfolios, such as learning and teaching and research, while progressing an active research profile with a strategic research and innovation focus aligned to the overall strategies of the University.

The incumbent will have a record of published research in a field relevant to clinical dentistry and be able to engage in research within the discipline, commensurate with the workload fraction of their appointment.

The CRDOH places great importance on its relationships with the dental and health care professions, the relevant professional and accreditation bodies, and with rural and regional communities. The incumbent will be based on the Orange campus and be expected to fully engage, maintain and further develop these relationships. The position is required for face-to-face and online teaching, so remote work options are not available and the appointee will have effective communication skills in English.

Principal responsibilities

- Make a significant contribution to the development, implementation and promotion of Charles Sturt University learning and teaching methodologies, processes, technologies and tools to deliver and lead high quality student centred learning opportunities in the relevant discipline and as required to meet the teaching needs of the University.

- Achieve excellence in teaching in a range of delivery modes, which may include clinical supervision of students and face to face and online teaching and assessment, and evidencing engagement with the Scholarship of Teaching and Learning and the [Scholarly Activity Framework](#).

- Build strong professional relationships with students and provide timely and appropriate consultation and feedback.

- Provide leadership in collaborative processes to design, deliver and continually improve high quality courses and learning experiences for students including the giving and receiving of constructive feedback.

- Lead and manage the convening, coordination and delivery of subjects and/or courses, as required.
• Establish and maintain strategic relationships and networks with a range of stakeholders including community, government and industry/professional bodies.

• Expand current knowledge and understanding of the relevant discipline through original and substantial contributions to industry engagement and/or scholarly activities or similar.

• Provide leadership and foster partnerships with the professions that bring direct benefit to the strategic work of the university, in terms of teaching, workplace learning, course profile and/or areas of research strength.

• Develop and execute a research plan with a strategic research and innovation focus aligned to the University Strategy 2030.

• Conduct ethical, high quality research/creative works or professional activity relevant to the discipline at a national level through scholarship, publication and presentation

• Build a record of research which contributes to the development of the discipline whilst maintaining up-to-date research records within Charles Sturt’s Research Output (CRO) repository.

• Make a significant contribution to the development and improvement of policy and practice through involvement in professional/industry associations, accreditation authorities, conference organisations, advisory bodies, and national or international delegations, consistent with the University’s Outside Professional Activities Policy.

• Other duties appropriate to the classification as required.

Role-specific capabilities

The following capabilities from the Charles Sturt Capability Framework are identified as essential or critical for success in this role.

<table>
<thead>
<tr>
<th>Focus on service</th>
<th>Strive to meet needs and exceed expectations of our students, communities and colleagues (performance focus, quality outcomes, student welfare, equity and conduct).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative</td>
<td>With creativity at our core, be open to new ideas and seek to find better ways.</td>
</tr>
<tr>
<td>Live our values</td>
<td>Uphold the Charles Sturt University values daily in our own behaviours and interactions with others.</td>
</tr>
<tr>
<td>Adapt to change</td>
<td>Explore the reasons for change and be willing to accept new ideas and initiatives.</td>
</tr>
<tr>
<td>Network</td>
<td>Bring people together and build relationships that deliver desired benefits and outcomes.</td>
</tr>
<tr>
<td>Listen closely</td>
<td>Dig deep to understand others, using self-insight to build team spirit and recognise efforts.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Applying expertise and technology</td>
<td>Applying, developing and sharing specialist and detailed technical expertise, understanding other organisational disciplines.</td>
</tr>
<tr>
<td>Present and communicate information</td>
<td>Speak clearly and fluently, express opinions, make presentations, respond to an audience, show credibility.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Analyse information, probe for clarity, produce solutions, make judgements, think systemically.</td>
</tr>
<tr>
<td>Learn and research</td>
<td>Learn rapidly, gather information, understand rapidly, manage knowledge, foster organisational learning.</td>
</tr>
<tr>
<td>Plan and organise</td>
<td>Set objectives, plan, establish contingencies, manage time, resources and people, monitor progress.</td>
</tr>
<tr>
<td>Formulating Strategies and Concepts</td>
<td>Working strategically, setting strategies, visioning, thinking broadly about the organisation.</td>
</tr>
</tbody>
</table>

**Physical capabilities**

The incumbent may be required to perform the following.

- Work in other environments beyond your base campus, such as other campuses.
- On occasion drive a vehicle distances up to 500km per day within the terms of the university’s [Driver Safety Guidelines](#).
- Stand for long periods of time during clinical teaching.
Selection criteria

Applicants are expected to address the selection criteria when applying for this position.

Essential Criteria

A. Demonstrated evidence of full registration as a Dentist with the Australian Health Practitioner Regulation Agency (Ahpra) or, for overseas applicants, demonstrated evidence of having consulted with Ahpra regarding eligibility for registration as a Dentist with Ahpra.

B. A PhD or postgraduate doctoral degree relevant to restorative and/or prosthodontic clinical dentistry and a record of research achievement of national standing, through significant research contributions in an area relevant to the discipline.

C. A record of academic achievement of national standing through documented contributions relevant to clinical dentistry, including academic leadership and/or the scholarship of teaching and learning, research in an area relevant to clinical dentistry, or other significant professional activities.

D. Comprehensive understanding of the clinical practice of restorative and/or prosthodontic dentistry.

E. Significant experience in, and comprehensive knowledge relevant to clinical supervision in integrated clinics, and evidence of success in delivering high-quality student-centred teaching in clinical dentistry.

F. Demonstrated success in identifying, building and maintaining strong partnerships, networks and relationships to achieve professional and team objectives.

Desirable Criteria

G. Demonstrated understanding of contemporary dental curriculum models and the ADC’s Professional competencies of the newly qualified dental practitioner.