

Action Committees & Teams



Position Description: Action Committee Coordinator

Roles, Responsibilities, and Objectives

National committee coordinator's roles encompass 3 key domains:

1. Leadership

- Coordinators employ and develop skills in the areas of teamwork, communication skills, planning, professional self-assessment, and networking. In addition to supporting LPGs, coordinators collaborate with the BRDs to assist COs interested in specific programming (as needed).
- Coordinators represent AMSA's mission-driven work to the general membership, external partners, and the public.

2. Programming

- Coordinators design and execute various elements of AMSA's programming portfolio:
- Aid in the development of content-area programming for AMSA's conferences, symposia, institutes, scholars programs and Convention.
- Assist with the promotion and marketing of AMSA's national programming and leadership developing opportunities including conferences, symposia, institutes, scholars programs and Convention.

3. Content expertise

- Coordinators lend their knowledge around the area of content their committee or team covers. They further develop this expertise during their tenure through research and development of projects surrounding the work of both the committee and team on which the coordinators serve.
- Coordinators will employ and develop consulting skills as they serve as AMSA's resident experts for their respective issues.

Expectations & Accountability

1. The term of Coordinator is one year beginning on May 1 and ending April 30 of the following year, with a transition period from the close of National Convention in March through the beginning of the term in April.
2. Coordinators serve on a Committee and have oversight from their respective Chair. In addition, they work in collaboration with the Education Chair and Grassroots Chair who serve as consultants to coordinator programming. It is expected that the Coordinators communicate regularly with all Chairs who support them. They are secondarily supported by the VP for Leadership Development and the VP for Programming Development.
3. All leaders shall uphold the expectations and standards of conduct outlined in the National Leadership Handbook. Involvement in AMSA is a serious commitment, and should a leader be

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unable to fulfill the duties as outlined in this position description and the National Leadership Handbook, s/he may be asked to resign or be dismissed from her/his position.

4. Deadlines will be provided with sufficient lead time for successful completion. It is expected that deadlines be met and extensions requested prior to lapse of a deadline in order to continue participating in AMSA.
5. Travel (transportation to and from the meeting), hotel, and food are provided at required meetings, with the exception of National Convention.
6. Leaders can expect sufficient training and support to complete all duties and tasks asked of them. AMSA is a collaborative environment, and ideas and feedback are always encouraged and considered.
7. Coordinators, along with Chairs, will be expected to establish contact with incoming Chapter Officers following BoF (including an explanation of their role within AMSA and within the first three weeks of M1 attendance), assisting officers with chapter transition planning as needed, and an attempt to attend both the chapters' tabling events and initial recruitment meeting. Coordinators will also have the option of coordinating with the membership team to plan visits to neighboring chapters and to ideally cultivate those visits ahead of the M1 arrival on campus.

Meetings for the 2014-2015 Leadership Year:

- **Monthly Community and Environmental Health Committee webinars (self-scheduled, mandatory)**
- **Building on Foundations (All-Leadership Meeting), Sterling, VA, May 2-4, 2014 (mandatory)**
- National Convention, Washington, DC, March 2015 (strongly encouraged)

Medical Education

Specific Skills Needed and Focus

The Medical Education committee aims to promote education as an opportunity to combat healthcare disparities, develop physicians-in-training as educators, and provide opportunities to engage in academic medicine. It also empowers physicians-in-training to develop and implement curriculum in areas they feel are lacking in their formal medical education.

Coordinator titles & responsibilities:

In addition to these expectations, coordinators can develop new programming in collaboration with other AMSA leaders and/or staff as they see fit. Coordinators are also responsible for adequate advertisement and dissemination of their respective programming.

1. **Scholars Program Liaison** - responsible for working with the national AMSA Education & Research Department to facilitate the annual transition of scholars programs coordinators. Will be the initial point of contact for questions regarding SP maintenance. Will serve as a stakeholder in discussions

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regarding the advancement of the SPs and will work with the program evaluation coordinator to help SP coordinators evaluate their SP.

2. **Program Evaluation Coordinator** - responsible for working with the national AMSA Education & Research Department to create evaluation rubrics and for training national leaders how to use evaluation tools to assess their programming. Also teaches AMSA leaders on the importance of program evaluation for program improvement and for gaining outside support to sustain quality programming.

3. **Premed education coordinator** - *Serves on the premedical committee but collaborates with the medical education committee.* Responsibilities include creating education programming regarding admission to medical school, clinical experience, volunteer, research, philanthropy, networking, etc. Ensures programming is relevant, desirable, practical and attainable for premed chapters and members. This coordinator would also be responsible for working closely with the Premedical Trustee, Premedical Regional Directors and the Chair to not only be sure to distribute programming and information regarding upcoming projects and events, but also to help collect and interpret data from chapters to be sure that the programming for premeds meets expectations. (This is the same description as is in the premed committee description)