

Education Focused Academic Roles Vice-Chancellor’s Directive

Abstract	
<p>UTS recognises the need to provide career profiles and options that allow academic staff to specialise in particular aspects of academic work. This Directive provides for Education Focused Academic roles as an academic career specialisation. It sets out arrangements applicable to academic staff appointed as Education Focused Academics.</p>	
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Approved by	Vice-Chancellor
Accountable Officer	Provost
Implementation Officer	Director, Human Resources
Relevant to	Fixed-term and continuing academic staff
Related documents	Academic Benchmark Framework (PDF, staff only) Academic Promotion Vice-Chancellor’s Directive Code of Conduct Equal Opportunity and Diversity Policy Faculty Workload Guidelines (available from your faculty) Handling Staff Grievances Vice-Chancellor’s Directive Performance and Development — Principles and Procedures Probation — Academic Staff Performance and Development Guidelines Progression of Academic Staff — Level A–B — Guidelines Recruitment and Appointment Vice-Chancellor’s Directive UTS Academic Staff Agreement UTS Strategic Plan 2009–2018
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1. Purpose

The University's vision is to be a world-leading university of technology, advancing knowledge and learning in order to progress the professions, industry and communities of the world. Academic staff play a critical role in achieving this vision. In order to attract and retain 'high quality people — people passionate about knowledge, learning, discovery and creativity', who are engaged 'with national and international research and professional communities'¹, UTS must be able to offer attractive academic careers that recognise the diversity of backgrounds and career aspirations of academic staff.

To this end, UTS recognises the need to enable academic staff to have access to career profiles that emphasise particular domains of academic work, which may change over time.

UTS already has arrangements in place for Research Focused Academic roles; this Directive provides for Education Focused Academic roles as an academic career specialisation. In addition, academic staff may choose to focus their career in academic management as an Senior Staff Group (SSG) Academic Manager (as defined in section 3).

Whilst allowing for differing career options such as these, UTS is committed to retaining the conventional Integrated Academic roles as the predominant career profile for most UTS academic staff.

Education Focused Academic roles may also provide opportunities for a short-term change of career focus for some academics, or a pathway for casual academic staff seeking an academic career.

2. Scope

This Directive sets out arrangements applicable to academic staff appointed as Education Focused Academics. Education Focused Academics may be appointed on a continuing or fixed-term basis. Continuing staff who accept a fixed-term appointment as an Education Focused Academic will retain their substantive continuing academic appointment.

¹ Professor Attila Brungs' forward to [UTS Strategic Plan 2009–2018](#) (PDF)

This Directive does not apply to:

- SSG Academic Manager roles
- casual academic staff positions.

The University will delay any external advertisement of Education Focused Academic roles at Levels A and B during the life of the [UTS Academic Staff Agreement 2014](#), until all 30 Scholarly Teaching Fellowship positions have been established and filled.

3. Definitions

For the purposes of this Directive, the following definitions apply.

Continuing appointments are made for an indefinite period and include those made on a full-time or part-time basis.

Dean means the Dean of Faculty or Director of Institute or equivalent position.

Education Focused Academic means an academic who meets the expectations and core selection criteria as set out in Appendix 1, and is formally appointed as such.

Faculty means:

- faculties or the equivalent of faculties, and
- academic units such as Institute for Interactive Media and Learning, Jumbunna Indigenous House of Learning, Institute for Sustainable Futures, Institute for Public Policy and Governance, or another equivalent organisational unit.

Fixed-term appointments are made for a specified term or ascertainable period and may include those made on a sessional, part-time and full-time basis.

Integrated Academic refers to the conventional combined teaching, research and engagement academic role and career profile. An academic position falls within this category unless it is specifically designated as a specialist role (eg Education Focused, Research Focused, SSG Academic Manager).

Personal circumstances include, but are not limited to, substantial career interruptions (such as absence for parental leave, ill health, disability or 'misadventure'), carer responsibilities and part-time or sessional employment, which limit the academic staff member's opportunity to work across all areas of academic activity.

Performance and development documentation means workplans (including records of workload allocation) and annual performance review reports.

Research Focused Academics specialise in research, scholarship, creative works and/or the advancement of knowledge. Research Focused Academics are normally appointed to such a role, or to a 'research only' academic role, via a contract of appointment or other formal communication from the Human Resources Unit (HRU) or the Dean. Minimum standards for Academic Levels for Research Academic staff are provided in Schedule 3 of the [UTS Academic Staff Agreement](#).

Senior Staff Group Academic Manager (SSG Academic Manager) means a staff member appointed to a position classified within the Senior Staff Group as an academic aligned role. This includes Deans, Deputy Deans, Associate Deans, Heads of School/Group, or other equivalent academic-aligned roles however named.

4. Directive principles

Academic work is categorised into the following three primary areas of activity, which are not viewed as exclusive, but rather as having areas of overlap:

- teaching and educational development
- research, scholarship, creative works and/or the advancement of knowledge
- engagement and partnership, and academic management and service to UTS.

Education Focused Academics are expected to contribute to all three areas, although their roles will predominantly focus on teaching and educational development (see sections 5.2 and 5.3). The career profile for Education Focused Academics is for teaching and education specialists, therefore, evidence of high quality contributions to, and leadership in, teaching and education development appropriate to their Academic Level are required (see Appendix 1). Academics with an industry or clinical background may also be appointed as Education Focused Academics.

Section 5.1 provides information on the duration and Academic Level of appointments to Education Focused Academic roles. Appointments will either be on a continuing or fixed-term basis, as described in section 5.4. Twelve months prior to the completion of any fixed-term appointment as an Education Focused Academic (or, where the appointment is less than three years, a period equivalent to one-third of the appointment), the staff member will elect whether to choose to seek a further appointment for a period of up to five years or revert to their substantive continuing Integrated Academic role (if he or she has such a role). Further information about the circumstances applicable to each option are set out in section 5.5.

Arrangements for probation, performance and development, progression and promotion will recognise the specific expectations of Education Focused Academics, as described within this Directive. Faculty Workload Guidelines will provide for workload allocations appropriate to Education Focused Academic roles.

The strategic and action planning and aligned workforce and budget planning processes of each faculty and the University will provide the parameters for determining the appropriate mix of specialist (ie SSG Academic Managers, Research Focused Academics and Education Focused Academics) and Integrated Academics.

5. Directive statements

5.1 Education Focused Academic appointments — duration and Academic Level

Appointments to Education Focused Academic roles will be on a continuing or fixed-term basis at any Academic Level. There is no limit on the number of fixed-term appointments that may be offered by UTS. Fixed-term appointments may be for periods of up to five years. Academic staff who hold a continuing appointment and accept a fixed-term Education Focused Academic appointment(s) will retain their substantive continuing academic position.

5.2 Expectations of Education Focused Academics

A general description of the expectations of Education Focused Academics in terms of the three areas of academic activity is outlined in the following table. The expectations and core selection criteria for Education Focused Academics at each Academic Level are set out in Appendix 1.

Area of academic activity	General expectations
Teaching and educational development	<ul style="list-style-type: none"> • Principally, contribute to teaching and educational development. • Demonstrate leadership, appropriate to Academic Level, in this area.
Research, scholarship, creative works and/or the advancement of knowledge	<ul style="list-style-type: none"> • Contribute to discipline-based research and/or discipline education scholarship and research. • Organise and distil existing and new knowledge to bring about improvements in teaching and/or education development.
Engagement and partnership, and academic management and service to UTS	<ul style="list-style-type: none"> • Participate in activities with government, industry, the professions, the discipline and/or the broader community, particularly in relation to teaching and/or educational development. • In the case of some clinical and professional appointments, contribute to professional practice. • Contribute to the academic management, governance and corporate life of the academic unit and/or University, particularly in areas related to teaching and learning.

The Academic Level descriptors in Appendix 1 define expectations and core selection criteria for each Academic Level in relation to:

- qualifications
- complexity and impact of the role
- performance expectations within the three areas of academic activity.

These descriptors are consistent with the Minimum Standard for Academic Levels (MSALs) within Schedule 3 of the [UTS Academic Staff Agreement](#).

5.3 Contribution to areas of academic activity by Education Focused Academics

As a general guide, the level of contribution that an Education Focused Academic will make to each of the three areas of academic activity is expressed in terms of a 'contribution range' for each area. The actual contributions for any individual to the three areas of academic activity will total 100 per cent (including for part-time and sessional academic staff).

Area of academic activity	Contribution range
Teaching and educational development	60–85%
Research, scholarship, creative works and/or the advancement of knowledge	5–30%
Engagement and partnership, and academic management and service to UTS	10–35%

These contribution ranges can be used to guide decisions about the mix of academic activity and actual contribution to each area for academic staff members:

- for workload allocation, the ranges reflect expected contribution to each area.
- for performance management and progression/promotion, the measure will be in terms of actual outputs and the contribution ranges will be interpreted within the context of expected levels of quality and performance relevant to an Academic Level and relative to the individual's agreed contribution distribution.

(Section 5.5.2 specifies arrangements for contribution to teaching and educational development of an Education Focused Academic in the period prior to reversion to a continuing Integrated Academic role.)

It is recognised that the mix of academic activity may change over time, particularly due to personal circumstance or during an appointment as an SSG Academic Manager, and that Education Focused Academic staff may work beyond the boundaries of the contribution ranges from time to time. Where approved work beyond the boundaries of the contribution ranges occurs in one work-planning year, the workload must be adjusted for the following year to ensure that all work falls within the contribution ranges over the combined 24-month period. However, for this category of academics, the level of contribution to each area would normally fall within the boundaries of the ranges over time.

5.4 Appointment as an Education Focused Academic

The Dean is responsible for determining the maximum number or proportion of academic positions that may be designated as Education Focused within their faculty. Such positions will be identified as part of the workforce profile required to meet faculty and University strategic objectives and budgets.

There is no requirement for each faculty to have Education Focused Academics (ie the number of Education Focused Academic positions may be zero). In line with the University's strategic goals, Integrated Academics must represent the majority of academic staff within the University.

Within the context of the faculty workforce profile requirements, an Education Focused Academic role may be filled as a result of:

- a recruitment process (internally and/or externally)
- the Dean's approval of an academic staff member's application to become an Education Focused Academic
- an offer made by the Dean to the academic staff member to become an Education Focused Academic, based on workload allocation or career discussions arising from the performance and development process.

In order to set an appropriate standard and quality for Education Focused Academics, the following additional processes will apply:

- for a recruitment process (section 5.4.1), the Provost will appoint a nominee as a member of the selection panel.
- for an application to become an Education Focused Academic (sections 5.4.2 and 5.4.3), the Provost (or nominee) will determine whether to approve the application or not.

5.4.1 Recruitment process

When a decision is made to fill a vacancy for an Education Focused Academic position through a competitive selection process, recruitment and appointment will be conducted in accordance with the normal University requirements as set out within the [Recruitment and Appointment Vice-Chancellor's Directive](#). The position may be offered internally to interested staff within the faculty or via internal and external recruitment.

5.4.2 Application by an academic staff member

An existing staff member may apply to become a fixed-term Education Focused Academic for up to five years or on an ongoing basis if he or she believes that he or she meets the descriptors outlined in this Directive and has made significant contributions to teaching and education development. This should be raised, in the first instance, during workload, performance and career discussions arising from the performance and development process. Any application will be notified in accordance with requirements specified by the Dean. The application will normally include evidence that demonstrates that the staff member meets the descriptors for an Education Focused Academic and, where the application is requested for personal reasons, information about the nature of such personal reasons may be included. The application will also include a statement from the supervisor addressing the staff member's suitability as an Education Focused Academic.

Subject to the availability of an Education Focused Academic position under the faculty's workforce profile, the Dean may:

- a. approve or decline the application of the staff member to such a role, or
- b. initiate a recruitment process for an Education Focused Academic position in accordance with section 5.4.1, and invite the staff member to apply.

If no recruitment process is conducted, in accordance with 5.4.2(b) above, and the application is declined, the staff member's supervisor and/or Dean will provide feedback to the staff member explaining why the application was unsuccessful. Any grievances are managed in accordance with the [Handling Staff Grievances Vice-Chancellor's Directive](#).

In order to give effect to the appointment, a fixed-term or ongoing contract must be issued by HRU before the transfer takes effect.

5.4.3 Offer made by the Dean to an academic staff member

In the course of workload, performance and career discussions as part of the performance and development process, it may become apparent that an Integrated Academic meets the descriptors for an Education Focused Academic and has made significant contributions to teaching and education development. Subject to the availability of an Education Focused Academic position under the faculty's workforce profile, the Dean may approve the offer of a fixed-term Education Focused Academic appointment of up to five years or an offer of an ongoing appointment as an Education Focused Academic.

5.5 Action before the conclusion of a fixed-term Education Focused Academic appointment

A fixed-term Education Focused Academic who has a substantive continuing Integrated Academic appointment will automatically revert back to his or her substantive appointment, unless he or she is offered and accepts a second or subsequent fixed-term appointment to an Education Focused Academic position for a period of up to five years or has accepted an offer of an ongoing appointment as an Education Focused Academic.

In the course of workload, performance and career discussions arising from the performance and development process, and immediately prior to the commencement of the final 12 months of the Education Focused Academic appointment (or equivalent to one-third of the appointment if less than three years), a fixed-term Education Focused Academic will discuss with and advise their supervisor that he or she seeks:

- a. a further appointment as an Education Focused Academic, or
- b. a continuing appointment as an Education Focused Academic (if one is available), or
- c. to revert back to their substantive continuing Integrated Academic appointment, if he or she has such a substantive appointment (otherwise this option is not available, which means employment will cease if 5.5(a) or (b) is not offered).

The Dean will decide if any offer of appointment is to be made as an Education Focused Academic, based on workforce planning needs and taking into account the specific personal circumstances of the staff member where relevant.

5.5.1 Continuing or subsequent fixed-term appointment as an Education Focused Academic

If a fixed-term Education Focused Academic expresses interest in a further fixed-term appointment or a continuing appointment in an Education Focused Academic role, the Dean will:

- consider whether an Education Focused Academic position continues to be available under the faculty's workforce profile
- consider performance and development documentation during the period of the staff member's appointment as an Education Focused Academic
- invite the staff member and/or supervisor to lodge any further information considered appropriate by the Dean, for example, evidence which demonstrates the staff member's continued suitability as an Education Focused Academic or information on any personal circumstances which may be relevant to the academic's request for further appointment.

The Dean will advise the staff member whether a second or subsequent fixed-term appointment, or a continuing appointment, as an Education Focused Academic will be offered.

If an appointment is not offered:

- the staff member will revert to his or her substantive continuing Integrated Academic appointment, if he or she has one, or
- the staff member's employment with UTS will cease.

5.5.2 Reversion to a substantive continuing Integrated Academic appointment

For a staff member with a substantive continuing Integrated Academic position, reversion to their substantive role will be automatic at the conclusion of their fixed-term Education Focused Academic appointment, unless a further fixed-term appointment or a continuing appointment to an Education Focused Academic position is offered by UTS and accepted by the academic.

Continuing staff who revert to their substantive Integrated Academic position will normally be allocated a maximum 50 per cent contribution level in the area of teaching and educational development in the final 12-month period (or a period equivalent to one third of the appointment, if the appointment is less than three years).

Where there is no reversion to an ongoing academic role, there will be no such adjustment to contribution levels.

5.5.3 Recruitment process to ongoing academic roles

Education Focused Academics will be eligible to apply for any Integrated Academic position for which recruitment action is undertaken.

5.6 Academic workload allocation and performance and development

All staff participate in the UTS performance and development process through which workloads are allocated. Academic staff have a responsibility to engage with the performance and development process and take ownership of their performance outcomes and career development. Supervisors have a responsibility to guide and assist their staff in their performance and career development.

Workload is allocated in accordance with Faculty Workload Guidelines. In faculties that make appointments to Education Focused positions, the Faculty Workload Guidelines will recognise these and reflect the contribution ranges set out in section 5.3 in this Directive. Decisions about workload for Education Focused Academics are made within the context of the Academic Level descriptors (refer to Appendix 1).

5.7 Probation

Staff commencing employment at UTS on a continuing appointment may be appointed with a probationary period of up to three years. For a fixed-term contract, a period of probation of a maximum of one-quarter of the period of appointment (or one year, whichever is the lesser) may apply to staff employed on their first Education Focused Academic fixed-term appointment.

The probation process is conducted within the performance and development framework. During probation, the Education Focused Academic's performance will be reviewed and he or she will be expected to meet the criteria for probation including the requirements of the relevant Academic Level descriptor. The arrangements applicable for probation are set out within the [Probation — Academic Staff Performance and Development Guidelines](#).

5.8 Progression and promotion

Education Focused Academics will be eligible for progression or promotion in accordance with the following:

- [Academic Promotion Vice-Chancellor's Directive](#)
- [Progression of Academic Staff — Level A-B — Guidelines and Procedures](#)

and will suffer no disadvantage as an Education Focused Academic.

5.9 Reviewing data in relation to Education Focused Academics

From time to time, there will be a review of workforce data in relation to Education Focused Academics, including gender, Academic Level and promotion. HRU will support the Provost and Deans in this review's processes and the development of strategies to address any issues that arise.

6. Roles and responsibilities

6.1 Accountable officer: Provost

As the officer accountable for this Directive, the Provost ensures all decisions concerning the appointment of Education Focused Academic roles meet the workforce needs of the University and are consistent with the terms of this Directive.

The Provost also:

- a. provides a nominee for selection panels for all Education Focused Academic positions in accordance with section 5.4 in this Directive
- b. determines an application to become an Education Focused Academic position (refer to section 5.4), and
- c. reviews workforce data in relation to Education Focused Academics in accordance with section 5.9.

6.2 Deans

Based on their workforce planning requirements, the role of the Dean is to:

- a. determine the maximum number or proportion of academic positions which may be designated as Education Focused within their faculty in accordance with section 5.4
- b. review workforce data in relation to Education Focused Academics in accordance with section 5.9
- c. initiate recruitment action in accordance with sections 5.4 and 5.4.1 in this Directive and with the [Recruitment and Appointment Vice-Chancellor's Directive](#)
- d. authorise the offers to Integrated Academics to commence an Education Focused Academic position in accordance with sections 5.4.2 or 5.4.3
- e. provide feedback to a staff member when his or her application to become an Education Focused Academic is declined in accordance with section 5.4.2
- f. determine whether further fixed-term or continuing Education Focused Academic appointments will be offered in accordance with section 5.5.1
- g. ensure that the Faculty Workload Guidelines recognise these positions in accordance with section 5.6.

6.3 Supervisors

In relation to this Directive, the role of Supervisors is to:

- a. engage in the performance and development process with all staff for whom they have responsibility
- b. ensure that workload for Education Focused Academics is allocated in accordance with the contributions levels provided in section 5.3, including those specific to staff reverting back to an Integrated Academic appointment (refer to section 5.5.2)
- c. provide information as required in relation to appointments to Education Focused and Integrated Academic roles (refer to sections 5.4.2 and 5.4.3) and the offer of ongoing or second and subsequent fixed-term Education Focused Academic appointments (refer to section 5.5.1)
- d. If required by the Dean, provide feedback to a staff member when his or her application to become an Education Focused Academic is declined in accordance with section 5.4.2.

6.4 Human Resources Unit (HRU)

HRU's responsibility is to:

- a. issue fixed-term and continuing contracts of employment for Education Focused Academic positions
- b. support the Provost and Deans to review workforce data in relation to Education Focused Academics and to develop strategies in accordance with section 5.9.

7. Version control and change history

Effective date	Version	Approved by (date)	Amendment
01/12/2013	1	Vice-Chancellor (10/10/2013)	New Directive
11/05/2015	1.1	Director, Governance Support Unit (GSU) (11/12/2014)	Changes (approved under Delegation 3.17) to implement 2014 Senior Executive restructure.
03/10/2015	2	Vice-Chancellor (02/09/2015)	Amendments to the Directive following a review.

Appendix 1: Academic Level (A–E) descriptors for Education Focused Academic roles

The Academic Level descriptors set out the expectations and core selection criteria for each Academic Level in relation to:

- qualifications
- complexity and impact of the role
- performance expectations within the three areas of academic activity (refer to section 4) that are not viewed as exclusive, but rather as having points of overlap.

The Academic Level descriptors are consistent with the Minimum Standard for Academic Levels (MSALs) within Schedule 3 of the [UTS Academic Staff Agreement](#).

Academic Level A	
Qualifications	<ul style="list-style-type: none"> • Subject to the norms of the discipline: <ul style="list-style-type: none"> ○ higher degree ○ progress towards a higher degree ○ honours degree ○ evidence which shows equivalence with appropriate qualifications. • Expected to possess or undertake (post-appointment) Graduate Certificate in Teaching and Learning or equivalent.
Complexity and impact	<ul style="list-style-type: none"> • Will work with the support and guidance of more senior academic staff. • As experience and skills are developed, more self-direction will be expected. • Will be productive and competent in performance of activities. • Impact of work will be recognised by peers primarily within the local academic unit/discipline.
Performance expectations	<p>Teaching and educational development:</p> <ul style="list-style-type: none"> • Demonstrated quality in teaching and/or education development and evidence of a scholarly approach to this. <p>Research, scholarship, creative works and/or the advancement of knowledge:</p> <ul style="list-style-type: none"> • Evidence of a developing profile in the scholarship of teaching and depth of knowledge in their discipline and/or contribution to discipline based research. <p>Engagement and partnership and academic management and service to UTS:</p> <ul style="list-style-type: none"> • May have a record of external contributions to the professional and community. Academics with an industry or clinical background will maintain strong links with the relevant profession. • Demonstrated competence in academic administration and/or service relevant to role.

Academic Level B	
Qualifications	<ul style="list-style-type: none"> • Subject to the norms of the discipline: <ul style="list-style-type: none"> ○ a doctorate or substantial progress towards a doctorate, or ○ evidence of a research component as part of a higher degree, or ○ evidence which shows equivalence with appropriate qualifications. • Expected to possess or undertake (post-appointment) Graduate Certificate in Teaching and Learning or equivalent.
Complexity and impact	<ul style="list-style-type: none"> • Work will be self-managed and will have direct impact on the academic unit. • May coordinate or lead the activities of other staff and show potential for leadership in teaching and educational development. • Will be able to demonstrate productivity and competence in performance of activities as well as evidence of the quality of such contributions, particularly in areas of focus for the career profile. • Impact of work will be recognised by peers within the local academic unit/discipline and outside the University.
Performance expectations	<p>Teaching and educational development:</p> <ul style="list-style-type: none"> • Demonstrated quality in teaching and education development and a scholarly approach to this. <p>Research, scholarship, creative works and/or the advancement of knowledge:</p> <ul style="list-style-type: none"> • Evidence of a developing national profile in the scholarship of teaching and educational development, high levels of discipline-related expertise and pedagogical knowledge and/or evidence of contribution to discipline-based research at Academic Level B, relative to opportunity and the individual's workload allocation. <p>Engagement, partnership and academic management and service to UTS:</p> <ul style="list-style-type: none"> • Evidence of appropriate interaction with government, industry, the professions and/or community. Academics with an industry or clinical background will assume a significant role in professional activities and contribute to innovation within the relevant profession. • Demonstrated competence in academic management and/or service activities.

Academic Level C	
Qualifications	<ul style="list-style-type: none"> • Subject to the norms of the discipline: <ul style="list-style-type: none"> ○ a doctorate or substantial progress towards a doctorate, or ○ evidence of a research component as part of a higher degree, or ○ evidence which shows equivalence to a doctorate. • May be expected to possess or undertake (post-appointment) Graduate Certificate in Higher Education Teaching and Learning or equivalent.
Complexity and impact	<ul style="list-style-type: none"> • Work will be self-managed and will have direct impact on the academic unit and/or University. • Will coordinate or lead the activities of other staff and demonstrate a capacity for leadership within teaching and educational development. • Will be able to provide evidence of sustained productivity in all areas of activity appropriate to the career profile, and evidence of quality and impact of work. • Impact of the work will be recognised by peers at a national level.
Performance expectations	<p>Teaching and educational development:</p> <ul style="list-style-type: none"> • Evidence of a strong profile in teaching and education development and a scholarly approach to this. • Evidence of leadership in teaching and education development. <p>Research, scholarship, creative works and/or the advancement of knowledge:</p> <ul style="list-style-type: none"> • A national/international reputation, a significant contribution to the scholarship of teaching and educational development and high levels of discipline-related expertise and pedagogical knowledge, and/or significant contribution to discipline-based research relative to opportunity and workload allocation. Evidence of leadership in this area is also expected. <p>Engagement, partnership and academic management and service to UTS:</p> <ul style="list-style-type: none"> • Evidence of productive external contributions to government, industry, the profession and/or community. Academics with an industry or clinical background will be engaged with and demonstrate leadership in their profession. • Demonstrated significant contribution to at least one academic function.

Academic Level D	
Qualifications	<ul style="list-style-type: none"> • A doctorate or presentation of a body of evidence to show equivalence to a doctorate. • May be expected to possess or undertake (post-appointment) Graduate Certificate in Higher Education Teaching and Learning or equivalent.
Complexity and impact	<ul style="list-style-type: none"> • Oversees or contributes significantly to the academic unit. • Will supervise/mentor other staff and lead programs of work. • Will demonstrate leadership within teaching and educational development. • Evidence of sustained productivity in all areas of activity appropriate to the career profile and evidence of high quality and significant impact of work. • Impact of the work will be recognised by peers at a national or, preferably, international level. • The contribution to research, scholarship, creative works and/or the advancement of knowledge would generally be at the upper level of the contribution range (ie 20 to 30 per cent).
Performance expectations	<p>Teaching and educational development:</p> <ul style="list-style-type: none"> • Evidence of a sustained record of excellence in scholarly teaching and education development across all levels. • Evidence of leadership in teaching and education development. <p>Research, scholarship, creative works and/or the advancement of knowledge:</p> <ul style="list-style-type: none"> • A national/international reputation, a sustained contribution in the scholarship of teaching and educational development, and high levels of discipline related expertise and pedagogical knowledge and international/national competitive awards and grants and/or sustained contribution to discipline based research relative to opportunity and workload allocation. <p>Engagement and partnership and academic management and service to UTS:</p> <ul style="list-style-type: none"> • Evidence of leadership in the profession and engagement with government, industry and/or community. Academics with an industry or clinical background will demonstrate strong leadership in the profession and in engagement with the external stakeholders and professional bodies. • Demonstrated leadership and a significant contribution to the academic management and governance of UTS.

Academic Level E	
Qualifications	<ul style="list-style-type: none"> • A doctorate or presentation of a body of evidence to show equivalence to a doctorate. • May be expected to possess or undertake (post-appointment) Graduate Certificate in Higher Education Teaching and Learning or equivalent.
Complexity and impact	<ul style="list-style-type: none"> • Will provide strategic leadership within teaching and educational development and have a demonstrated track record of academic leadership in this area. • Evidence of sustained productivity in all areas of activity appropriate to the career profile and evidence of superior quality and substantial impact of work. • Impact of the work will be recognised by peers at a national or, preferably, international level. • The contribution to research, scholarship, creative works and/or the advancement of knowledge would generally be at the upper level of the contribution range (ie 20 to 30 per cent).
Performance expectations	<p>Teaching and educational development:</p> <ul style="list-style-type: none"> • Evidence of a distinguished record of scholarly teaching and education development. • Leadership in teaching and education development. <p>Research, scholarship, creative works and/or the advancement of knowledge:</p> <ul style="list-style-type: none"> • An international reputation and a distinguished record in the scholarship of teaching and educational development as it applies to the discipline and beyond, international/national competitive awards and grants and/or a distinguished record (relative to opportunity) in discipline-based research. <p>Engagement and partnership and academic management and service to UTS:</p> <ul style="list-style-type: none"> • Evidence of recognition of leadership in the profession and sustained record of engagement with government, industry and/or community. Academics with an industry or clinical background will be recognised for international leadership in the profession. • Demonstrated leadership and a strategic contribution to the academic management and governance of UTS.