

## POSITION DESCRIPTION – Academic Position

Position Title: Head, Technology Enhanced Learning    Level: Associate Professor (D)  
 Division: Deputy Vice-Chancellor (Education)    Department/Location: Learning, Teaching & Curriculum

### Primary purpose of the position:

The Head of Technology Enhanced Learning (TEL) is a management position that reports to the Director, Learning, Teaching & Curriculum (LTC) and plays a central role across the University to give effect to UOW's Strategic Goal, *'Learning and the Student Experience'* considering all our students, whether main campus, regional or off shore. The Head will provide leadership for the University with respect technology enhanced learning, including policy development in the emerging UOW digital enhanced student learning environment, considering UOW's direction in Open Learning. The Head will be expected to shape the structure of their team to aid in addressing the major accountabilities and responsibilities of this role.

### Position Environment:

The University of Wollongong is a leading Australian university with a history of outstanding achievement in teaching and learning. UOW attracts students from more than 130 countries and is fundamentally committed to providing our diverse body of students with an engaging world class and internationally oriented learning experience. The University has a strong research profile and an outstanding record of achievement in research performance and intensity over the last decade. UOW has forged strong links with the communities in which it operates. UOW is a major driver of regional development and one of the largest non-government employers in the Illawarra region of New South Wales.

In 2012 the University began a process of refreshing its Strategic Plan. The process involved extensive consultation across the University community and culminated in the approval of a new Strategic Plan 2013 – 2018. The plan articulates UOW's commitment to being a leading world-class University with the stated aim of being positioned in the top 1% of University's in the world. To deliver the new Strategic Plan the Deputy Vice Chancellor (Education) has reviewed the organisational structure across her portfolio to align with the strategic goals, harness competitive strengths and optimise the University's resource base.

### Major Accountabilities/Responsibilities:

Responsibilities		Outcomes	Office Use Only
1.	Lead the strategic development of technology enhanced learning within the institution, working closely with senior staff to create a shared vision within the institution and its role in supporting alternative modes of delivery including open learning, distance learning, MOOCs etc.	Demonstrable progress towards the development of UOW capacity as a digital university including adoption of progressive pedagogies across the University.	
2.	Working with staff from across the University, establish and oversee a programme to identify and evaluate emerging learning technologies - from mobile platforms and cloud-based applications to physical devices used within learning spaces - and develop them into solutions to enhance learning and teaching.	Active role in advising on learning technologies, including support and budget considerations as well as implementation plans for adopting new technology	
3.	Provide leadership in developing and delivering technology enhanced learning resource services for staff across all campuses, ensuring the provision of advice and guidance to academic and administrative staff who use, or could benefit	Positive feedback from staff regarding support for teaching development and resource services.	

Responsibilities		Outcomes	Office Use Only
	from using, learning technologies.		
4.	Provide leadership in the development of strategic plans for UOW as they relate to technology enhanced learning including open learning.	Delivery of learning, teaching and curriculum related strategic plans with performance measures related to the UOW scorecard.	
5.	Ensure a framework is in place for measuring, monitoring and benchmarking the University's performance in technology enhanced learning. Working with senior staff to review how technology enhanced learning is used across the institution and the opportunities afforded for the support and development of teaching, learning and administration, and assessing the impact and benefit of new and emerging technologies on the learning experience.	Effective operation of the framework supporting learning and teaching.	
6.	Lead and support a team of TEL specialists and Educational Designers, creating a motivating environment where people are challenged, developed, encouraged and supported to achieve outstanding results.	Timely submission of grant applications.	
7.	In collaboration with Information Technology Services (ITS), work to provide a high quality and consistent level of support for teaching and learning.	Effective collaboration demonstrated.	
8.	Work with colleagues from across the University to create and deliver appropriate development opportunities, including training, sharing of experiences, curriculum development workshops and identifying and disseminating good practice in order to deliver a step change in the use of technology in support of learning.	Inclusive practice demonstrated.	
9.	Advise and support the Deputy Vice-Chancellor (Education) in the identification and development of institution-wide educational technology/ open learning projects linked to University Strategy in learning and teaching, leading on implementation where appropriate. Proactively identify external (including national and international) and internal changes in policy and practice for teaching and learning in order to provide information and advice on the implications of the changes for the University, via its senior staff.	Feedback from DVCE.  Regular updates on current state of affairs.	
10.	Build a reputation externally (both nationally and internationally) to showcase UOW's engagement with technology enhanced learning, demonstrated through both good practice and research.	A presence in national/international discussions.  Presentations and papers at significant events.	
11.	Represent the University and undertake other duties as required by the Director, LTC.		
12.	Supervisory roles: Communicate and consult with staff on workplace and staffing matters.	To foster direct relationships with staff and enhance engagement with the organisation.	
13.	Observe principles and practices of Equal Employment Opportunity	To ensure fair treatment in the workplace	
14.	Have OH&S responsibilities, accountabilities and authorities as outlined in the <a href="http://staff.uow.edu.au/ohs/commitment/responsibilities/">http://staff.uow.edu.au/ohs/commitment/responsibilities/</a> document	To ensure a safe working environment for self & others.	

## Inherent Requirements:

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position. The University wants to place you in the best situation to use your skills effectively in the position you are applying for at the University.

## Reporting Relationships:

Position Reports to:	Director Learning, Teaching & Curriculum
The position supervises the following positions:	Technology Enhanced Learning Unit
Other Key Contacts:	DVCE

## Key Relationships:

Contact/Organisation:	Purpose & Frequency of Contact
ITS	Maintain a strong relationship - monthly
DVCE Directors	Updates – when required
ADEs	Updates – when required
VCAG	Updates – when required

## Key Challenges:

1. Providing leadership to the UOW community in the area of continual innovation in learning and teaching in a technology rich learning environment.
2. Engaging UOW in a technology enhanced/open learning strategies.
3. Building a reputation for UOW in the area of technology enhanced learning.
4. To achieve the unit's strategic work objectives through direct communication and consultation with staff and colleagues. (Do not delete for supervisory roles)

## SELECTION CRITERIA - Knowledge & Skills:

Essential:

- In-depth knowledge, understanding and experience of working in the Higher Education sector.
- Demonstrable knowledge of current developments in TEL/Open Learning to support pedagogy.
- Experience of operating a managerial/strategic level within the Higher Education or similar complex environment.
- Substantial experience in using technology to enhance the student learning experience within Higher Education.
- Substantial experience of developing and implementing training courses and material.
- Proven track record of leading change within Higher Education.
- Strong leadership skills with proven ability in managing, developing and motivating a team.

- Excellent inter-personal skills.
- Exceptional communication skills including excellent documentation and report writing skills, with experience of authoring documents to the high standard demanded of University committees.

### SELECTION CRITERIA - Education & Experience:

Essential:

- A PhD and a strong academic record.
- Scholarly achievement in the areas of learning and teaching particularly related to technology rich environments.
- Demonstrated leadership experience in delivering best practice in learning and teaching outcomes in a technology-rich, complex higher education environment including the operation of initiatives to enhance the quality of teaching delivered by University academic staff.
- Demonstrated experience in the establishment and effective operation of frameworks supporting the measurement, monitoring, benchmarking and other rigorous evaluation of technology enhanced learning in a higher education context.
- A strong track record in management in a higher education environment.

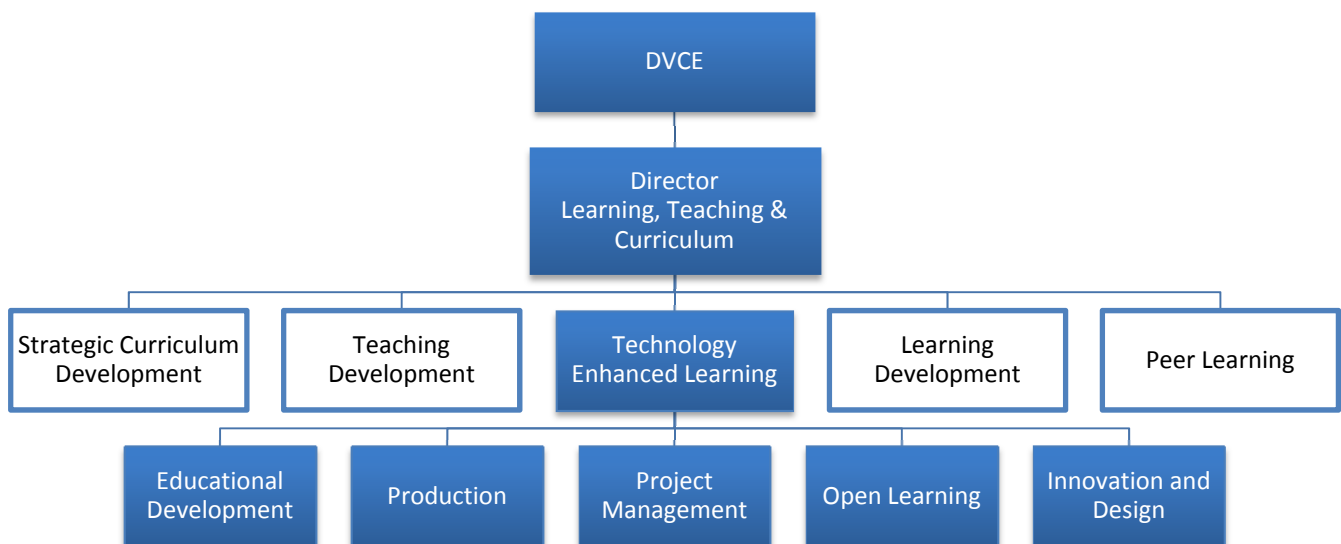
### Personal Attributes:

- Strong identification with UOW's mission and core values.
- Presence and credibility to earn the respect and confidence of academic and professional colleagues.
- A capacity to work collaboratively and respond to the needs of a diverse range of stakeholders.
- Ability to influence others and bring about change in a complex collegial environment.
- Has a 'can do' approach, commits to action and takes responsibility for driving outcomes.

### Special Job Requirements:

- Availability to travel to all Australian and International UOW locations.

### Organisational Chart:



The Head, Technology Enhanced Learning is expected to shape his/her team drawing upon existing resources at the University with the Head having influence over the team structure necessary to achieve the 2013-2018 UOW Strategic Plan goals pertaining to learning and teaching. The diagram above is indicative of the proposed functional areas expected to support these objectives.

## POSITION CLASSIFICATION STANDARD - Teaching and Research

Level: D

Title: Associate 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 D academic is expected to make a significant contribution to all activities of the organisational unit or interdisciplinary area and play a significant role within their profession or discipline. Academics at this level may be appointed in recognition of distinction in their disciplinary area.

### Specific Duties:

Specific duties required of a level D academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- The development of and responsibility for curriculum/programmes of study.
- Course co-ordination.
- The preparation and delivery of lectures and seminars.
- Supervision of major honours or postgraduate research projects.
- Supervision of the program of study of honours students and of postgraduate students engaged in course work.
- The conduct of research, including, where appropriate, leadership of a major research team.
- Significant contribution to the profession, and/or discipline.
- High level administrative functions.
- Consultation with students.
- Marking and assessment.
- Attendance at departmental and faculty meetings.

### Skill Base:

A Level D academic will normally have the same skill base as a Level C academic. In addition there is a requirement for academic excellence which may be evidenced by an outstanding contribution to teaching and/or research and/or the profession.