

Matrix of Criteria for Assessing the Appropriate Conferral of Conjoint Titles

Notes: Conjoint Titles may be conferred on medical and other professionals who are committed to contributing to UNSW Medicine's Teaching and/or Research Modes. It is expected that the great majority of applicants will contribute to UNSW's teaching program. An applicant's willingness and capacity to contribute to UNSW's strategic goals of Social Engagement, Global Impact and Leadership will also be taken into account, in support of primary contributions to Teaching and/or Research. Renewing Conferred Title Holders must demonstrate clearly how their contributions have added value to UNSW Medicine, to the discipline, sector or community in the context of the UNSW 2025 and UNSW Medicine Strategies.

	Conjoint Associate Lecturer	Conjoint Lecturer	Conjoint Senior Lecturer	Conjoint Associate Professor	Conjoint Professor
Qualifications:	Basic professional qualifications e.g.: MB BS, MD, BNursing or equivalent, or allied health qualification Typically, Interns, Residents and Registrars would apply for this title, for a period of 12 months. ☐	As per Conjoint Associate Lecturer plus specialist qualifications (e.g. FRACP, FRACS etc. or equivalent) or higher degree by research (MPhil, PhD). Typically, Conjoint Lecturer is the entry point for those holding Consultant-level medical appointments. ☐	As per Conjoint Lecturer plus PhD, MD (by research) or equivalent. Research/teaching experience and achievement are necessary. ☐	As per Conjoint Senior Lecturer, but higher levels of experience and achievement in, and responsibility for, research and/or teaching are necessary. ☐	As per Conjoint Associate Professor, but higher levels of experience and achievement in, and responsibility for, research and/or teaching are necessary. Should be recognized as a leader in the field. ☐
Teaching:	Demonstrates a significant contribution to teaching for UNSW Medicine (which must include undergraduate teaching). This can comprise combinations of tutoring, lecturing, assessing and mentoring with a minimum requirement of 50 hours of face-to-face per year (typically 30 hours direct teaching, 10 hours assessment tasks and 10 hours mentoring). Has undertaken (or is registered to undertake) a demonstrable form of professional development of teaching skills e.g. modules from the Clinical Medical Educator Development Program (C-MED), or the UNSW Beginning to Teach Program. ☐	As per Conjoint Associate Lecturer, noting that 10 hours of direct involvement in student assessment per year is expected (e.g. learning plans, marking assignments, assessing portfolios, clinical examinations). May be involved in developing teaching materials or the management/leadership of staff who are involved in teaching functions. Completion of a formal program of professional development of teaching skills, such as the UNSW Foundations of University Learning and Teaching Program (FULT), or completion of modules of the Clinical Medical Educator Development Program (C-MED). ☐	As per Conjoint Lecturer, plus involvement in course content development and management. e.g.: UNSW Medical student rotation coordination for a hospital medical team. Completion of a formal program of professional development of teaching skills, such as the UNSW Foundations of University Learning and Teaching Program (FULT), or the Clinical Medical Educator Development (C-MED) Program; completion as per Lecturer, with the possibility of additional higher degree in University learning and teaching. ☐	As per Conjoint Senior Lecturer, plus significant leadership in course design, development, assessment and implementation and cultivating fellow staff in a positive attitude towards teaching. e.g.: Faculty Committee membership, School Leadership. Completion of a formal program of professional development of teaching skills, such as the UNSW Foundations of University Learning and Teaching Program (FULT), or the Clinical Medical Educator Development (C-MED) Program, or other evidence of further professional degree/development as an educator, higher degree in Medical Education or relevant Fellowship such as the Higher Education Academy (HEA), the Higher Education Research and Development Society of Australasia (HERDSA) or the Australian & New Zealand Association for Health Professional Educators (ANZAHPE). ☐	As per Conjoint Associate Professor. If based purely on teaching, the level of participation would be equivalent to Chairing a Faculty Committee. Completion of a formal program of professional development of teaching skills, such as the UNSW Foundations of University Learning and Teaching Program (FULT), or the Clinical Medical Educator Development (C-MED) Program, or other evidence of further professional degree/development as an educator, higher degree in Medical Education or relevant Fellowship such as the Higher Education Academy (HEA), the Higher Education Research and Development Society of Australasia (HERDSA) or the Australian & New Zealand Association for Health Professional Educators (ANZAHPE). ☐

Please note that the UNSW Academic Expectation Framework (which applies to staff of UNSW) may be used as a guide for comparisons.

Research:	For some, Research-based criteria may be appropriate. See the <i>UNSW Academic Expectations Framework</i> for guidance at each level for those with a Research Focus. UNSW Academic Expectation Framework
Teaching and Research:	For some, Teaching & Research-based criteria may be appropriate. See the <i>UNSW Academic Expectations Framework</i> for guidance at each level for those with a Teaching & Research Focus. UNSW Academic Expectation Framework
Social Engagement, Global Impact and Leadership	See the <i>UNSW Academic Expectations Framework</i> , for guidance at each level for Engagement and Leadership Expectations. UNSW Academic Expectation Framework

Last updated: 13 March 2020



The use of tick boxes across the columns may help assess the appropriate title level.