

POSITION DESCRIPTION

Evaluation, Recognition and Teaching Portfolio Lead

Reports to:	Associate Director, Teaching Design and Innovation
Division:	Deputy Vice Chancellor Academic
Tenure:	Continuing
Location:	Hamilton
Date:	17 June 2026

Vision

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive student experience in an environment characterised by a commitment to diversity, respect for Indigenous knowledge, and high levels of community engagement.

Values

Ko te mana o Te Whare Wānanga o Waikato ka herea ki tō tātou:

- Tū ngātahi me te Māori
- Mahi pono
- Whakanui i ngā huarahi hou
- Whakarewa i te hiringa i te mahara

The University of Waikato places a high value on:

- Partnership with Māori
- Acting with integrity
- Celebrating diversity
- Promoting creativity

1. GENERAL

The Deputy Vice-Chancellor (Academic) (DVCA) is responsible for teaching and learning, curriculum oversight, academic governance and quality assurance, student administration and enrolment, and the pastoral care and support of students. The DVCA portfolio integrates academic leadership and professional services to ensure a coherent, high-quality and

student-centred academic experience, from admission through to progression, completion and graduation.

Situated within the DVCA portfolio, the Teaching Design and Innovation Studio leads the University's academic-facing approach to teaching excellence, curriculum and assessment design, and the development of future teaching capability.

The Studio provides specialist expertise and works in partnership with academic staff and programme teams to design, implement, and refine teaching in a rapidly evolving educational environment. Its work spans programme-level curriculum design, assessment and academic integrity, digital and blended learning, academic development and induction, and the evaluation and recognition of teaching.

The Teaching Design and Innovation Studio brings together pedagogical, design, and disciplinary expertise to support high-quality, coherent, and future-focused teaching. It plays a central role in advancing institutional priorities for student success, academic quality and innovation, ensuring that teaching practice remains current, effective, and aligned to the University's strategic goals.

2. POSITION PURPOSE

Lead the design and implementation of integrated approaches to teaching evaluation, teaching portfolio development, and recognition that promote teaching excellence, enable career progression, and advance the scholarship of teaching and learning.

3. FUNCTIONAL RELATIONSHIPS

Internal

- AVCs, Directors, Associate Directors and staff across the DVCA portfolio
- Planning, Performance, and Analytics Team
- Associate Deans, Heads of School and Division Directors
- Academic staff across the Divisions and Faculty
- Teaching and learning leaders and student support partners
- Information Technology Services and digital learning support teams
- People and Capability and other professional services teams
- Office of the DVC Māori
- Accessibility and inclusion partners across the University
- Students and student representatives

External

- Relevant higher education networks
- Peer institutions in Aotearoa New Zealand and internationally
- Waikato Students' Union
- Other external stakeholders relevant to the portfolio

4. KEY RESPONSIBILITIES

Role specific Responsibilities

Use research-informed approaches to:

- Design and implement University-wide teaching evaluation approaches to inform improvement in paper design and delivery
- Develop and manage teaching recognition programmes and awards processes
- Support academics in developing teaching portfolios for promotion and recognition
- Establish benchmarks and metrics for teaching quality and impact
- Provide expert guidance on teaching evidence collection and presentation
- Lead and coordinate peer review of teaching programmes and processes
- Develop resources and professional development on teaching evaluation and portfolios
- Lead iterative evaluations of Studio services and teaching innovation initiatives

Shared Studio Expectations

- Model teaching excellence and pedagogical innovation in their own practice
- Contribute positively to Studio team culture and collaborative working relationships
- Engage in ongoing professional development relevant to their role
- Respond professionally and promptly to stakeholder needs and feedback
- Uphold University policies, procedures, and values in all activities
- Participate actively in Studio planning, evaluation, and improvement processes
- Demonstrate cultural competence and sensitivity in all interactions
- Contribute to the scholarship and knowledge base of the Studio's work

Team Contribution

- Work effectively as a member of the Teaching Design and Innovation Studio to support other team members and provide support and/or coverage of functions
- Work collaboratively to encourage transparency across activities, open sharing of knowledge, and the building of positive relationships to support a high-performance culture.
- Work with other team members on projects
- Support a positive culture and morale
- Comply with and undertake responsibilities set out in the University's Health and Safety Policy

Continuous Improvement

- Actively contribute to the ongoing development and improvement of Teaching Design and Innovation Studio's systems and processes.

NOTE: Staff have an annual Objectives, Development and Reflection (ODR) meeting with their manager.

5. PERFORMANCE STANDARDS

The Evaluation, Recognition and Teaching Portfolio Lead will be performing satisfactorily when:

A growing number of academics from across the university, regardless of their career stage:

- engage in ongoing, systematic reflection on their teaching using multiple sources of evidence (student feedback, peer insights, and learning outcome data) to evaluate effectiveness and make considered, intentional improvements;
- pursue ongoing teaching development reflecting a sustained commitment to teaching excellence;
- approach teaching as scholarly practice, documenting and evaluating their work, exploring innovations, and developing portfolios that move beyond description toward analytical reflection, demonstrating growth and effectiveness, engaging in peer review and feedback, approaching teaching as a collaborative and professionally valued practice; and
- increasingly seek recognition through awards, fellowships, and teaching-focused promotion,
- Interactions in the course of performing duties are conducted professionally, respectfully and collaboratively.
- Valuable contribution and participation in relevant meetings and/or projects is provided.
- Advice provided complies with professional standards, University policies and procedures and supports the University's strategic objectives.
- Safe and healthy work practices are followed that comply with University policies and procedures, relevant work standards and statutory obligations.

PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS

Essential

- Master's degree in education, educational evaluation, or related field

Desirable

- Doctorate in education or related field
- Senior Fellow or Principal Fellow Higher Education (or equivalent)
- Tertiary Teaching Qualification

SKILLS, KNOWLEDGE and EXPERIENCE

Essential

- Minimum 5 years' experience in higher education teaching and evaluation
- Demonstrated expertise in teaching evaluation methodologies
- Experience supporting academic career progression processes
- A track record in the development and implementation of programme evaluation methodologies, mixed methods research, learning analytics, impact assessment, survey design.
- Experience employing teaching quality frameworks, peer review processes, student feedback systems, and teaching observation protocols.
- Expertise in academic portfolio construction, evidence-based practice, reflective practice frameworks, and promotion criteria
- Experience in award programme design, selection processes, celebration of teaching excellence.
- Proficiency in quantitative and qualitative data analysis, data visualization, reporting.
- Professional Standards: Advance HE fellowship framework, disciplinary teaching standards.
- Demonstrated understanding of and commitment to Te Tiriti o Waitangi and mātauranga Māori, and the ability to apply this in decision-making and service delivery in ways that support meaningful partnership with Māori, advance equitable outcomes, and reflect the University's founding relationships and strategic obligations.

Preferred

- Experience teaching in higher education settings
- Experience designing institutional teaching award programmes
- Research background in teaching evaluation or academic recognition

PERSONAL QUALITIES

- Analytical and evidence-driven decision maker
- Supportive and encouraging mentor to academics
- Strong attention to detail and quality standards
- Diplomatic in providing constructive feedback
- Committed to fairness and transparency in evaluation processes
- Excellent organizational and project management skills
- Reflective practitioner who models teaching excellence

- Strong advocate for teaching recognition and value
- Culturally sensitive as it applies to diverse teaching contexts and the needs of learners, including Academics as learners
- Consultative, inclusive and adaptable to successfully engage with a diverse range of stakeholders and at all levels of the organisation.
- A demonstrated commitment to challenge the status-quo and drive continuous improvements.
- Strong technical ability with systems and processes
- Collaborative team player that develops positive working relationships with colleagues and stakeholders/users
- Ability to monitor multiple tasks, prioritise and maintain progress.