

## POSITION DESCRIPTION

### Senior Teaching Fellow in Transdisciplinary Design

<b>Reports to:</b>	Head Te Kura Toi School of Arts
<b>Division:</b>	ALPSS
<b>Tenure:</b>	Permanent
<b>Location:</b>	Hamilton
<b>Date:</b>	May 2026

#### Vision

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive studenty 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

Te Wānanga o Ngā Kete the Division of Arts, Law, Psychology and Social Sciences (ALPSS) is a large and dynamic Division that includes Te Kura Toi the School of Arts, Te Kura Whatu Oho Mauri the School of Psychological and Social Sciences, and the School of Law, Politics, and Philosophy. The Division also has two research institutes: Te Ngira the Institute for Population Research (IPR) and Te Puna Haumarū the New Zealand Institute for Security and Crime Science (NZISCS).

The Faculty of Design, within Te Kura Toi the School of Arts, aims to significantly update and grow design at Waikato by increasing the distinctiveness of our programmes, consolidating applied research activity in and through design, and by expanding and strengthening the design skills of our graduates. The Faculty also sets to build and scale collaborations between disciplines and with local industry and community partners upholding Te Tiriti o Waitangi for positive impact. An expanded field of design is needed to creatively reshape the built environment and beyond through anticipatory problem-naming and solving in an increasingly uncertain and complex world.

A broad design umbrella supports the University's strategies including a focus on student success, academic excellence, giving effect to Te Tiriti o Waitangi, sustainability, and increased impact and relevance. With a vision to create, apply and study innovative design practices and solutions across scales and technology applications, the Faculty aims to become an alternative model for education and research tackling concrete real-world problems and thus creating a point of difference with the traditional tertiary design qualifications in New Zealand.

Staff teach at undergraduate and postgraduate levels across design specialties, supervise graduate research, undertake research in an interdisciplinary and expanded field of design. They also engage in external partnerships with community, industry and the public sector.

## **2. POSITION PURPOSE**

Senior Teaching Fellows provide quality teaching in lectures, tutorials and workshops, oversee laboratories and field trips, and undertake paper administration. They often have full responsibility for assessment of degree credit work and may train and supervise other staff.

The Senior Teaching Fellow in Transdisciplinary Design advances innovative teaching, and creative practice across and beyond traditional design specialties. Working across conventional disciplinary boundaries, the role integrates multiple creative specialties with knowledge and practices from other disciplines in the Faculty to address complex societal, environmental, and technological challenges. The position will play a key role in establishing and growing meaningful collaborations with local industry, iwi, and communities and design projects for impact grounded in partnership, reciprocity, and real-world application. Transdisciplinary design is understood as having an advanced level of expertise within design, combined with the ability to connect people, skills, and knowledge across other creative specialties and other disciplines to address complex challenges and enable systems change.

This is a teaching focussed position. Senior Teaching Fellows are not required to undertake research or complete higher degrees as part of their role, and as such are not eligible to apply for research funding. Supervision of postgraduate students is not required.

## **3. ACCOUNTABILITY**

The Senior Teaching Fellow is responsible to the Head of School.

The Senior Teaching Fellow may be delegated line-management responsibility for Teaching Fellows, Tutors, and Sessional Assistants as determined by the Head of School.

## **4. KEY RELATIONSHIPS:**

- Head of School
- Dean of Faculty
- Other member of the School's leadership team
- Programme Leads

## 5. KEY TASKS

Having regard to the aims and objectives and long-term strategic goals of the School, Faculty, Division and University the primary objectives of a Senior Teaching Fellow include:

- Design, coordinate, and deliver lectures, tutorials, workshops, studio, laboratories or fieldwork at undergraduate and postgraduate level as required.
- Lead curriculum design and review to ensure programmes are innovative, inclusive, and aligned with graduate profile outcomes and accreditation standards.
- Develop and implement contemporary, research-informed pedagogical approaches, including blended and online learning strategies.
- Provide academic leadership in assessment design, moderation, and quality assurance; ensure alignment with University assessment regulations and external accreditation requirements.
- Mentor and coach colleagues (e.g., Teaching Fellows, early-career academics, and sessional staff) in effective teaching practices, including classroom observation and feedback.
- Participate in the maintenance of a safe and healthy work environment for self and others including students. Comply with and undertake responsibilities set out in the University's Health and Safety Policy.
- Any other duties that are consistent with the position held, other than in exceptional circumstances such as rehabilitation after injury or sickness.

**NOTE:** Staff have objectives, development and reflection (ODR) meetings with their manager. New staff normally attend such an interview approximately three months after taking up their appointment.

## 6. PERFORMANCE STANDARDS

The Senior Teaching Fellow will be performing satisfactorily when:

- Teaching is consistently rated highly by students and peers, demonstrating innovation, inclusiveness, and effectiveness.
- Curriculum developments lead to measurable improvements in student engagement, achievement, and/or graduate outcomes.
- Evidence of leadership in teaching (e.g., mentoring, peer observation, facilitation of professional development) is documented and recognised.
- Scholarship of teaching outputs (e.g., presentations, publications, grants) are produced that inform practice.
- Contributions to academic service and strategic projects support School, Faculty and University goals.
- Safe and healthy work practices are modelled; University policies, procedures and statutory obligations are met or exceeded.

## PERSON SPECIFICATION

### EDUCATIONAL QUALIFICATIONS

#### Essential

- A postgraduate qualification in a relevant field or equivalent professional experience.

#### Preferred

- A postgraduate qualification in teaching at the tertiary level.
- A PhD in a relevant field.

### TRAINING, SKILLS AND KNOWLEDGE

#### Essential

- Extensive knowledge of foundational design subject areas, e.g., design principles, user research, visual communication, design process, visual communication.
- Mastery of contemporary design skills, tools and processes.
- Proven successful teaching skills at tertiary level including in studio settings.
- Mapping of learning outcomes into assessment events and rubric design.
- Curriculum development and academic leaderships skills.
- Marking and assessment skills of design projects and assignments.
- Recent professional experience in design industries.
- A proven ability to communicate effectively with students, staff, and external stakeholders, including outreach events.
- Experience managing staff, e.g Sessional Assistants.
- Ability to apply information and communication technologies to achieve desired outcomes.
- Organisational and administrative ability.

#### Preferred

- Advanced skills in image, video and audio editing software; web design and coding; 3D modelling and 3D printing; operating laser cutting equipment; and physical prototyping.

### PERSONAL QUALITIES

- Strategic, innovative and student-centred mindset.
- Self-motivation and a pro-active approach.
- Demonstrated ability to contribute and operate in a team environment.
- Demonstrated cultural competence and ability to relate and communicate effectively and sensitively to students and staff from a variety of backgrounds and cultures.
- Commitment to a culture of openness, flexibility and cooperation to achieve excellence.
- High levels of professionalism when dealing with staff and students.
- A commitment to equal opportunity and to the University's partnership with Māori as intended by the Treaty of Waitangi.