

Lecturer in Innovation Theory (0.4 FTE)

The School of Innovation and Technology (S.I.T.)

The Glasgow School of Art

The Glasgow School of Art (GSA) is globally renowned educator in the visual and creative disciplines. Our studio-based, specialist, practice-led learning and research draws talented individuals with a shared passion for visual culture and creative collaboration from all over the world. GSA's **School of Innovation and Technology** emerges from the combination of our internationally renowned *Innovation School* and *The School of Simulation and Visualisation*. The new School (S.I.T.) will be a global leader in post-disciplinary, design-led innovation and the exploration of emergent technologies as they relate to contemporary society and our future challenges.

The School of Innovation and Technology operates on both the Glasgow and Highlands (Forres) campuses, and in partnership with Art & Design Schools all over the world, exemplified in our annual international Winter School, held every January in the Highlands. The S.I.T. is committed to exploring the relationship between humanity, technology and ecology expressed through creative practice and intellectual collaboration across disciplinary boundaries.

Contemporary culture must reconcile its industrial past and the associated ecological consequences with the opportunities presented by emerging technologies, materials and energy systems to re-imagine how we live, not in some speculative future but in the next-now of tomorrow. Consequently, designers are combining social innovation with technological and material innovation, through collaboration with academics and experts – resulting in radically novel artefacts and experiences.

We are entering a world where data-driven decisions are considered as important as personal preferences, where networked products and systems are the norm, where immersive experiences threaten to become ubiquitous and where regenerative design approaches may be an existential necessity for much of humankind, and other inhabitants of Spacship Earth. Design-led innovation is now a collaborative creative process where information, experience and living tissue are as likely to be the material element of the design process as glass, wood or plastic might once have been.

The task of educating designers, innovators and practitioners for such a world lies at the heart of the School of Innovation and Technology at GSA. We seek colleagues capable of critiquing new technologies, theorising emerging behaviours, possibilities and threats, and inspiring students to see theory and conceptual engagement as a form of studio practice. In order to develop our dynamic curriculum and its combination of studio practice, cultural and intellectual diversity underpinned by academic rigour, we seek three new colleagues able to develop and deliver undergraduate and postgraduate courses in:

- Theories of Design-led Innovation
- Emergent Practices and Methods
- The Philosophy of Technology

The Role

While employed within the School of Innovation & Technology, the role operates within and is managed by *The Department of Design History & Theory*, which is part of the School of Design (SoD), and the successful applicant will teach across the shared curriculum. While focused on S.I.T. the role also includes teaching into shared provision with the School of Design, particularly at Year 4 level (honours level dissertation supervision).

Job Title:	Lecturer in Innovation Theory (0.4 fte) – three posts
Location	GSA, Glasgow – occasional travel to Highland campus (Forres)
Reports to	Head of DH&T / Academic Lead (UG) S.I.T.
Purpose	<p>To contribute theoretically and conceptually focused Courses relating to the emergence and contemporary practice of design-led innovation</p> <p>To develop educational forms, formats and qualifications that explore how <i>design-led innovation</i> can be explored as part of a political discourse around planetary well-being, technology, social justice and ecology.</p> <p>To contribute to the planning and evolution of <i>School of Innovation & Technology</i> curricula, by managing existing delivery and supporting the development of new curricular components and learning opportunities.</p> <p>To support student learning at UG and PGT across S.I.T. and SoD</p>

Key liaisons:

- Head of Department, Design History & Theory Department (DH&T), School of Design
- Undergraduate Academic Lead(s), School of Innovation and Technology
- Head of School of Innovation and Technology

Key Accountabilities:

Academic / Educational

- Demonstrate academic excellence in design-led innovation, social innovation theory/practice, or an appropriate/related area, with reference to the academic study of emerging technologies, people, place and ecology.
- Support student learning and curricular delivery in the field of Design-Led Innovation, theory and practice,
- Capacity to develop innovative approaches to academic delivery and support student learning and attainment

- Seek to develop further an approach to design-led innovation *practice* within contemporary contexts

Operational

- Work with colleagues to plan, develop and deliver the curriculum, ensure timetabling, staffing and monitoring of academic delivery, including associated administrative tasks.
- Design, deliver and assess, as part of an academic team, the curriculum, for one or more year groups, in line with the Common Academic Framework (CAF), taking an active role in enabling students to identify and maximize their potential as learners and within the field
- Co-ordinate educational activities, engagements and academic materials for curricular delivery, as appropriate
- Undertake assessment of student work, contributing to internal and external examination boards where appropriate
- Participate in the School's Career Review and Development programme and undertake relevant staff development, where appropriate
- Contribute to educational visits/trips, activities and exhibitions as directed by the Head of Department/Academic Leader or Head of School

Strategic

- Contribute to development of the curricular content for students in line with external research, professional developments and quality assurance frameworks
- Participate in the development of additional modes of study including, potentially, VLEs (Virtual Learning Environment) and distributed learning programmes
- Contribute to the strategic planning of the department/school
- Actively promote and encourage equal opportunities and widening participation
- Contribute to the development of an innovative approach to work related learning which builds mature, confident, enterprising graduates able to apply real world experience in shaping their careers

Key Challenges

- Managing developments and help evolve the curriculum in order to maintain and extend academic excellence in design-led innovation
- Maintaining knowledge of developments in learning and teaching and maintaining a reflective and critical view in the appropriate subject area
- Develop an internationally recognised profile in the research / teaching of Design-Led Innovation or related area.
- Contribute to debates around Design-Led Innovation and a "people and planet" approach to contemporary practice

Person Specification

Experience and knowledge

- A research/teaching/practice profile in the area of Design-Led Innovation or related area.
- Educated to Masters level (as a minimum) or beyond, ideally at the intersection of design, innovation and critical practice. A PhD would be advantageous. *Alternatively*, appropriate industrial or applied research experience would be considered.
- Evidence of personal scholarship and research interests into curricular materials and innovative approaches to Design-Led Innovation practice.
- Significant teaching experience in a Higher Education Institute or comparable organisation, preferably a Design/Innovation School, or design consultancy
- Experience of supervising individual, text-based research at undergraduate and/or post-graduate level
- Experience of working within multidisciplinary teams
- Capacity to contribute to discussions regarding teaching and learning approaches appropriate to undergraduate level and beyond
- Experience of awareness of current debates, trends and issues relating to the expanding field of Design-Led Innovation, preferably with reference to emerging technologies
- Ability to assist in curriculum design, development and innovation to underpin enhancement/assurance in concert with the Programme team
- Awareness of, and sensitivity to, cultural diversity

Skills

- High level of interpersonal skills
- Understanding of current debates, trends and issues in theory and practice of design-led innovation/transdisciplinary practices, particularly in the context of studio-based programmes.
- Excellent team-working and collaboration skills
- High level of creative interpersonal skills for teaching in a studio environment
- Excellent communication skills,
- Commitment to equal opportunities and widening participation

Terms and Conditions

Contract	Permanent
Probationary Period	<p>It is recognised that there is an inevitable 'settling in' period in any post. The probationary period is therefore an opportunity for the employee to fit within the culture of the School. It should also be determined during this time whether the job is in line with expectations as expressed in pre-appointment discussions, interview and as set out in the Job Description.</p> <p>The probation period for this role is 1 year.</p>
Salary	Grade 7 (£42,978.00 - £54,395.00) per annum, pro rata
Hours	14 hours per week (0.4 FTE)
Holidays	35 days plus 11 statutory holidays per annum
Pension	Scottish Teachers Superannuation Scheme (STSS)
Notice Period	3 months
Staff Development	<p>A minimum of five days are guaranteed under HE2000 terms and conditions. However, the School is committed to encouraging staff development for all its employees, which is to the benefit of the individual as well as the Institution as a whole.</p>
Activity Plan	<p>Duties and pattern of working will be set out in an Activity Plan.</p> <p>The plan will include: jointly agreed objectives including milestones and outcomes and an appropriate balance of teaching, research, consultancy, scholarly activity, personal development and other possible activities within the duties of an academic.</p>
PVG Scheme	<p>The successful candidate is expected to be a member of the Protection of Vulnerable Groups (PVG) Scheme. Please visit the website for further information:</p> <p>http://www.disclosurescotland.co.uk/pvg/pvg_index.htm</p>
Accredited teaching	<p>It is expected that successful candidate will undertake the Postgraduate Certificate in Teaching & Learning Certificate as part of this post.</p>