HUMAN RESOURCES
SIMON FRASER UNIVERSITY
TEMPORARY
ADMINISTRATIVE & PROFESSIONAL
JOB DESCRIPTION

Position Number: 122212

A. IDENTIFICATION

| Position Title: Coordinator, Applied Research in Teaching and Learning (ARTL) |
| Department: Teaching and Learning Centre – Applied Research |
| Position Reports To (Title): Analyst, Applied Research in Teaching and Learning |
| Date: August 31, 2017 |

B. POSITION SUMMARY

Reporting to the Analyst, Applied Research in Teaching and Learning (ARTL), the Coordinator, Applied Research in Teaching and Learning (ARTL) supports the implementation of institutional priorities (i.e. Educational goals, and teaching and course evaluation), ARTL strategic priorities, and continuous improvement of the Teaching and Learning Centre. The incumbent conducts research on institutional priorities such as educational goals, teaching and course evaluation and ARTL strategic priorities; manages and coordinates activities and projects within the ARTL portfolio; coordinates research projects, continuous improvement projects, and other activities by drafting terms of reference/project charters; and develops and manages action plans.

C. DUTIES AND RESPONSIBILITIES

Administrative Activities

Coordinates research projects, continuous improvement, and other activities, by drafting terms of reference/project charters; participating in the development of action plans; managing the progress of action-plan tasks; reporting on the progress of projects and activities; and following up on material/issues requiring planning and implementation.

Provides administrative support for all planning, committee/group work, and communications of ARTL projects and activities. Develops and implements processes required for the identification, research, and documentation of ARTL projects and activities.

Coordinates the overall flow of materials, recommendations, and decisions emanating from ARTL projects and activities. Develops and drafts documents for committee/working group review. Prepares agendas and meeting materials. Identifies and schedules resource people.

Works with a diverse range of SFU units (e.g., academic departments, faculties, Deans’ offices, Institutional Research and Planning, Student Services, Teaching and Learning Centre), and also cognate university committees (e.g., Senate Committee on University Teaching and Learning). Interacts and works with individuals at many different levels in the university to obtain or to provide information.

Working with the TLC Communications team, researches, writes, and disseminates communications on ARTL projects and activities for internal and external audiences, including SFU’s senior administrators, and committee/working group members.

Working with the TLC Communications team, prepares and releases quality communications materials, both internally and externally, ensuring that web and electronic media are of the highest professional quality and conform to the university’s branding standards (http://www.sfu.ca/clf).
Organizes public events and creates promotional materials for events working with the TLC Programming and Communications team. Develops presentations and writes speaking notes for the Analyst, Applied Research in Teaching and Learning as required.

Assists the Educational Consultants by participating in the development and implementation of general and discipline-specific activities (i.e. workshops, seminars, colloquia and other special events or programs) for academic units, faculty members, instructors and graduate students for the purpose of faculty development regarding institutional and ARTL priorities.

Liaises with academic units, faculty members, and other instructors to obtain or provide information, as required.

Maintains currency in theories, issues, and practice in teaching and learning topics relevant to institutional and ARTL priorities and continuous improvement in order to support faculty, academic units, TLC, and other SFU units.

Research Activities

In consultation with the Analyst, Applied Research in Teaching and Learning conducts research on institutional priorities (i.e. educational goals and teaching and course evaluation) and ARTL strategic priorities by reviewing the current literature on best practice, investigating current practice at other institutions, engaging community stakeholder groups through surveys, focus groups, and interviews.

In consultation with the Analyst, Applied Research in Teaching and Learning assists in the evaluation for the purpose of continuous improvement of the TLC as a whole, including the major functions TLC provides, business processes, client-relationship management, and the impact and effectiveness of TLC activities on teaching and learning at SFU by working with TLC teams to identify their strategic goals, indicators of success in achieving those goals, and methods for measuring success.

Collects data in institutional priority projects and ARTL projects. Works with TLC teams and other SFU units to design and collect data to address their strategic priority questions related to teaching and learning and continuous improvement.

Analyzes collected data in the context of institutional priorities, ARTL projects, and continuous improvement using both quantitative and qualitative analysis techniques.

Works with SFU units such as Institutional Research and Planning (IRP) and the Library to interpret data strategically and ensure informed use of the results.

Supervises temporary staff such as research assistants aiding in the collection and analysis of data.

Makes evidence-based recommendations and presents results to the Analyst, Applied Research in Teaching and Learning by writing reports, designing content for the website, making presentations, making conference presentations, and/or other means of dissemination.

D. DECISION MAKING

i) Give some typical examples of the most important decisions the incumbent is expected to make in carrying out the duties and responsibilities of the position. To what extent can the incumbent rely on established policies or advice from others in making these decisions?

- In consultation with the Analyst, Applied Research in Teaching and Learning, assists in defining and implementing ARTL strategic goals by managing the ARTL portfolio.
- Conducting research on institutional priorities such as educational goals and teaching and course evaluation, and ARTL strategic priorities, including continuous improvement of TLC processes.
- Drafting terms of reference/project charters; co-developing action plans; managing the progress of action-plan tasks; reporting on the progress of ARTL projects and activities.
- Evidence-based recommendations on institutional and ARTL priorities, and continuous improvement.
- The processes for conducting research and providing administrative support for all planning, committee/group work, and communications of ARTL projects and activities.
• Researching and writing communications on ARTL projects and activities for internal and external audiences within TLC branding and style guidelines.
• Coordinating the overall flow of materials, recommendations, and decisions emanating from ARTL projects and activities.

ii) Give some examples of the types of decisions the incumbent would refer to his/her supervisor.

• Decisions regarding which institutional and ARTL priorities to focus on.
• Decisions relating to University policies and governance matters.
• Decisions that have budgetary impact.
• Final decisions regarding publicly released materials or statements relating to the project.
• Any decision that presents the likelihood of political, diplomatic or financial consequences to the university or its public reputation.

E. SUPERVISION EXERCISED

Number of continuing employees reporting directly to the position: 0
Total number of continuing employees for whom the position has direct responsibility: 0

Note: Supervises temporary staff, students and research assistants as required.

F. SUPERVISION RECEIVED

Primarily self-directed, aligning work with strategic directions for institutional and ARTL priorities, and continuous improvement.
General direction is provided during regular meetings with the Analyst, Applied Research in Teaching and Learning.

G. UNUSUAL WORKING CONDITIONS

The incumbent of the position is required to work flexible hours to ensure that deadlines are met. The liaison with external and internal contacts requires the incumbent of the position to exercise diplomacy and tact.

H. ENTRANCE QUALIFICATIONS

Bachelor’s degree in Education, or another cognate field, with three years of related experience including experience in project coordination, planning, research, and communications, or an equivalent combination of education, training, and experience.
Good knowledge of the post-secondary teaching and learning environment and academic governance processes.
Excellent research and analytical skills using both qualitative and quantitative methods.
Excellent writing skills and the ability to synthesize complex information into clear reports and other communications.
Excellent project planning, coordination and conflict management skills.
Excellent communications skills (written, oral, presentation, and interpersonal).
Excellent analytical reasoning, problem-solving, and conflict management skills.
Ability to work independently and collaboratively to meet multiple deadlines.
Ability to exercise discretion, diplomacy, and tact.
Proficient in the use of standard office applications and web content management systems (e.g., MS Office, AEM)