A. IDENTIFICATION

Position Title: Associate Director, Operations, Quality Assurance & Strategic Planning
Department: Teaching & Learning Centre Administration
Position Reports To (Title): Director, Teaching & Learning Centre
Date: September 5, 2017

B. POSITION SUMMARY

Reporting to the Director of the Teaching and Learning Centre (TLC), the Associate Director, Quality Assurance and Strategic Planning, is a member of the TLC leadership team and is responsible for leading and overseeing the Centre’s operations including administrative processes, business processes, and infrastructure. The Associate Director is responsible for:

I. Administration and Operations: Supervision of all units reporting to this position, business and infrastructure oversight, personnel performance and career development.

II. Quality Assurance: Develop and maintain quality assurance guidelines; develop and maintain TLC impact measures (i.e., gather, analyze, interpret data, and develop recommendations based on data).

III. Strategic Planning & Oversight: Developing and maintaining the TLC’s strategic plan, operationalizing strategic plan including tracking and oversight of related projects, and tracking progress towards strategic goals through Key Performance Indicators.

The incumbent engages in close collaboration with TLC staff, Faculty and administration in alignment with the Centre’s principles and procedures. The incumbent and the Associate Director, Educational Development work together to facilitate cross-functional teamwork to achieve Centre goals and meet the needs of TLC clients.

C. DUTIES AND RESPONSIBILITIES

I. Administration & Operations

Oversees the development and implementation of administrative processes, policies, and infrastructure for the Teaching and Learning Centre (TLC) by referring to a broad base of knowledge of current and emerging administrative trends, with a particular focus on those related to post-secondary education and support services. Promotes and maintains familiarity with the practice of business procedures, project management knowledge, and techniques.

Responsible for the overall budget planning and forecasting for the areas within the position’s purview as well as the TLC as a whole and ensures fiscal responsibility and best practices related to finances and budgeting.

Represents the TLC in daily interactions with other members of the university community including Deans, Chairs, Directors, and faculty members, with regard to teaching and learning stewardship and support services.

Collaborates with functional area leads (i.e. Managers, Coordinators) within the Centre to:

1. Address emergent and escalated TLC operational matters;
2. Manage their priorities, portfolios, budgets and workload allocations;
3. Provide supervision, support, and coaching;
4. Ensure intra-TLC communications, team processes and consistent practices, adherence to SFU policies and
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The articulation, development and approval of TLC-related policies and practices;
2. Actively promoting the adoption and practice of best practices in service management, based on the measurement and improvement of key performance indicators;
3. Providing and improving a high-quality professional work environment for staff, considering communication, and professional and career development; and
4. Enabling and promoting cross-functional activities and staff working groups.

Actively engages in one’s own professional development and continuous improvement in areas of responsibility.

II. Quality Assurance

Leads the Centre in its efforts to maintain high levels of support for our clients and engages in ongoing assessment of our impact on the improvement of student learning through our work with client groups.

a) Continuous Improvement

Leads continuous improvement efforts, project managing the continuous improvement team and engaging all TLC staff by:

1. Performing regular client needs analyses;
2. Articulating the service goals the Centre and functional areas have set, demonstrating their alignment with TLC strategic directions and priorities, the current VPA academic plan and SFU’s Strategic Vision;
3. Establishing key repeatable processes to achieve these goals and streamline efficiency;
4. Defining and documenting ‘standard’ administrative and service processes, procedures, and benchmarks to improve quality;
5. Developing metrics to manage processes for quality;
6. Continually improving processes and services through evaluation, adaptation, and innovation; and
7. Ensuring a comprehensive and holistic representation of the Centre’s responsibilities and impact.

b) Impact Assessment

Develop a strategy and metrics to understand and measure the TLC’s impact on student learning through our work with client groups. The Associate Director will accomplish by:

1. Collaborating with the TLC staff, develop and maintain a viable strategy and metrics to understand TLC’s impact on student learning through our work with client groups;
2. Gathering data regularly from client groups regarding impact;
3. Analyzing and synthesizing data in relation to impact;
4. Providing recommendations to the TLC Director based on the data (evidence).

III. Strategic Planning and Oversight

Provides leadership in the strategic planning processes within the TLC by:

1. Collaborating with the TLC staff in the development and revision of the TLC vision and mission statements;
2. Collaborate with TLC staff in the development and revision of strategic planning goals;
3. Operationalizing a comprehensive plan to move the strategic goals forward;
4. Ensure alignment between TLC strategic goals and the institutional goals of SFU;
5. Using the quality assurance data (as well as other appropriate data), in particular the impact assessment data, determine the progress of the TLC towards its strategic goals;
6. Providing management and oversight of major projects related to strategic goals;
7. Developing recommendations to further enhance the progress of the TLC;

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?

- Makes decisions on the operationalization and capability maturity of TLC functional areas and their development in alignment with the vision and strategic plan for the Centre, Vice-President Academic (VPA) Academic Plan and SFU’s Strategic Vision.
- Assesses the importance of making or delaying decisions impacting the TLC during the periodic absence of the Director and/or determine the appropriateness of meeting with the Vice-President Academic in the Director’s absence.
- Makes decisions on the content of the vision and strategic plan for TLC business practices, decisions regarding appropriate methods for needs and gap analysis of the teaching and learning community, decisions regarding ongoing operations of the Centre, decisions regarding an evaluation plan and impact studies of the TLC’s activities including impact on the community served, impact on budget, and cost-benefit analyses.
- Establishes plans and proposing high impact solutions to integrate projects into strategic goals.
- Determines strategy and metrics to assess the impact the TLC has on teaching and learning. Decisions often involve collaboration with teaching and learning support network partners, senior academic administrators, other major internal and external stakeholders, and institutional-level committees, as outcomes may impact institutional level educational or learning technology planning, services or programming.

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

- The incumbent works autonomously to create the plans and submits them to the Director for approval.
- Decisions that are precedent-setting (e.g., space allocation and renovations plans), have long term impacts on the institution or key internal or external stakeholders, and decisions with significant financial consequences.
- Strategic directions and Memorandum’s of Understanding (MOUs) with clients (i.e. institutional, campus, Faculty or program level).
- Potential changes in pre-established high-level directions in working with clients.
- Serious staff performance issues and grievances at the appropriate step of the grievance process.

E. SUPERVISION EXERCISED

Number of continuing employees reporting directly to the position: 5
Total number of continuing employees for whom the position has direct responsibility: 14

Note: Supervises temporary staff and students as required.

F. SUPERVISION RECEIVED

The incumbent is expected to work independently and collaborate closely with the Director, Associate Director, Educational Development, and other TLC staff, to consult and update them on the progress of relevant operational and continuous improvement activities. Plans such as the strategic plan, business plan, and evaluation plan are developed based on needs analysis through consultation with TLC staff, faculties, departments, and other units at the university and are submitted for approval to the Director.

G. UNUSUAL WORKING CONDITIONS

The incumbent may provide consultation and support to instructors past regular work hours (e.g. late afternoon/early evening/weekends/mornings) and may occasionally plan and/or attend events and activities that occur during the evenings or on weekends.
Though the incumbent is based at Burnaby, the incumbent will be expected to travel between SFU Burnaby, Surrey, and Vancouver campuses and to meet external clients or attend events elsewhere, when needed.

### H. ENTRANCE QUALIFICATIONS

Master’s degree in Education, Quantitative Science, or Business Administration and seven years of relevant experience including five years of experience in research, evaluation, continuous improvement, and project management or an equivalent combination of education, training, and experience.

Excellent research and analytical skills and extensive ability to integrate and analyze large data sets retrieved from multiple sources in a variety of formats.

Ability to consult on processes to support institutional-level strategic directions and to liaise with and build partnerships between faculty, staff and students in different disciplines.

Excellent coaching, leadership, team management, and supervisory skills.

Excellent strategic planning, cost-benefit analysis, resourcing, and financial budgeting skills.

Excellent analytical reasoning, problem solving, time management, planning, project management, supervisory, administrative, and organizational skills.

Excellent cross-disciplinary oral and written communication skills, interpersonal skills, presentation skills, and business acumen.

Ability to demonstrate a commitment to client service and professionalism in consulting with clients, identifying needs and facilitating solutions.

Ability to effectively lead and collaborate on cross-functional and multi-disciplinary teams, multi-task, establish priorities, and meet deadlines.

Ability to exercise mature judgment, diplomacy, and discretion and to maintain confidentiality.

Ability to maintain a broad perspective on business processes that cross functional lines.

Ability to identify opportunities for improvement.

Ability to work with competing interests and divergent groups to bring about positive change.

Ability to lead consensus-based decision-making processes; facilitate problem-solving; and resolve contentious issues.