A. IDENTIFICATION

<table>
<thead>
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<th>Position Title:</th>
<th>Associate Director, Educational Development</th>
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<tr>
<td>Department:</td>
<td>Teaching &amp; Learning Centre</td>
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<td>Position Reports To (Title):</td>
<td>Director, Teaching &amp; Learning Centre</td>
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<td>Date:</td>
<td>December 20, 2017</td>
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B. POSITION SUMMARY

Reporting to the Director of the Teaching and Learning Centre (TLC), the Associate Director, Educational Development, is a member of the TLC leadership team and is responsible for the Centre’s educational development units. The Associate Director is responsible for: (1) developing and advancing an educational development strategy and plan within the TLC and ensuring that TLC educational development activities and services are consistent with the Centre’s mandate and priorities; (2) establishing a common framework, processes, standards, accountability measures, and evaluation criteria for educational development; (3) operationalizing, evaluating, and documenting the alignment between the TLC’s strategic directions and priorities with its educational development practices, services, and resources; (4) establishing a team orientation, culture of evaluation for continuous improvement, and synergistic approach to the TLC’s future planning; (5) engaging in a collaborative leadership role with faculty and administrators on institutional or Faculty-level initiatives and directions; (6) project managing select educational development; (7) supervising TLC Educational Consultants, Manager, Educational Media, and Manager, Learning Technology and (8) overall budget planning and forecasting for the areas within the position’s purview. The incumbent accomplishes these responsibilities by engaging in close collaboration with TLC staff, Faculty administration, etc., and working in alignment with the Centre’s principles and procedures. The incumbent and the Associate Director, Operations, Quality Assurance & Strategic Planning, in particular, work together to facilitate cross-functional teamwork to achieve Centre goals and meet the needs of TLC clients.

C. DUTIES AND RESPONSIBILITIES

**Description**

**Educational Development: Planning and Accountability**

Leads educational development efforts within the TLC.

Working with all direct reports and the Associate Director, Operations, Quality Assurance & Strategic Planning, aligns the strategies and activities of TLC staff to provide effective and coordinated educational development within the TLC’s mandate, and works with the Associate Director, Operations, Quality Assurance & Strategic Planning to establish and maintain a common framework and data collection processes to enable the analysis of the Centre’s impact and related reporting.

Responds to emergent needs of TLC and its clients (e.g. Faculties, programs; faculty members and instructors); anticipates and prepares to respond to current and future trends by monitoring environmental scans of trends in higher education.

Collaborates with the other members of the TLC leadership team in:

1. The articulation, development and approval of TLC-related policies and practices related to educational development
2. Actively promoting the adoption and practice of best practices in educational development based on ensuring a common foundation among all staff and through the measurement and improvement of key performance indicators;
3. Providing and improving a high-quality professional work environment for staff, considering communication, conflict resolution, and professional and career development; and
4. Enabling and promoting cross-functional activities and staff working groups.

Establishes and maintains community of practices and shared resources for educational development which includes TLC staff from different functional areas and faculty members leading in these areas.

Advises the Director on strategic and budgetary planning for the Centre for educational development and initiatives in partnership with other SFU units or other institutions.

**Administration & Operations**

Supervises Educational Consultants, Manager Educational Media, Manager Learning Technology and faculty associates; allocates and oversees Faculty, institutional-level and TLC portfolios and priorities; hires staff and provides or directs the provision of training; determines development requirements; approves leaves of absence; maintains job descriptions; evaluates performance and initiates action; mediates staff and team conflict as necessary; to provide a motivating, supporting and rewarding work environment for staff while ensuring high quality TLC services and activities.

Works closely with Educational Consultants, Manager Educational Media, and Manager Learning Technology to:

1. Address emergent and escalated operational and strategic matters,
2. Manage their priorities, portfolios, budgets and workload allocations,
3. Insure a accountability with an emphasis on TLC, SFU Academic Plan, and Institutional needs,
4. Provide supervision, support and coaching,
5. Ensure intra-TLC communications, team processes and consistent practices, adherence to SFU policies and processes (e.g. financial, human resources),
6. Assure the quality of services to TLC clients through appropriate resourcing,
7. Establish a shared sense of TLC community and staff professional accountability to TLC colleagues.

Manages the budget for the Educational Development portfolio (Educational Consultants, Manager, Educational Media and Manager, Learning Technology). Ensures operationalization of fiscal responsibility and best practices related to finances and budgeting.

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

Actively engages in one's own professional development and continuous improvement in areas of responsibility and maintains currency in educational development and related fields.

Contributes to the continuous improvement in the teaching and learning community by informing the TLC team of grassroots, program, Faculty-level and external trends and issues; anticipates trends, and develops and maintains areas of leadership/expertise that align with departmental and institutional needs.

Serves as Acting Director of the TLC in the absences of the Director and Associate Director, Operations, Quality Assurance & Strategic Planning by monitoring the daily operations of the department, chairing or participating in meetings and working groups, and representing the Director or Centre at formal or external events or conferences.
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 of TLC educational development working in alignment with the vision and strategic plan for the Centre, VPA Academic Plan, and SFU's Strategic Vision.

Makes human resource decisions involving staff hiring, approval of leaves of absence, performance evaluation, and grievances, and conflict resolution.

Works with the Associate Director Operations, Quality Assurance & Strategic Planning to contribute to the vision and strategic plan for TLC educational development, decisions regarding appropriate methods for needs and gap analysis of the teaching and learning community and decisions regarding an evaluation plan and impact studies of the TLC's activities. The plans will be submitted for approval to the Director of the TLC.

Activities require the highest level of professional expertise, interpretive and complex deductive reasoning and considerable judgment and strategic foresight to establish plans and propose high impact solutions.

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, have long term impacts on the TLC, institution or key internal or external stakeholders, and decisions with significant financial consequences.
- Strategic directions and 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: 9*

Total number of continuing employees for whom the position has direct responsibility: 17

*The incumbent supervises temporary staff hired to support initiatives. In the role of project manager or lead, monitors continuing and temporary staff performance for the duration of projects, reporting, and staff performance working with the manager/supervisor.

In the role of Acting Director, during periodic absences of the Director, and Associate Director, Operations, Quality Assurance & Strategic Planning rations, acts at an operational-level administratively to supervise 2 direct reports and assumes direct responsibility for 32 continuing employees (excluding temps, students, and faculty associates).
F. SUPERVISION RECEIVED

The incumbent works autonomously to operationalize TLC strategic directions, core services, and continuous improvement.

The incumbent is expected to work independently and collaborate closely with the Director, Associate Director, Operations, Quality Assurance & Strategic Planning, and other TLC staff, to consult and update them on the progress of relevant educational development. Plans such as the strategic plan, business and evaluation plans or educational development activities 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 occasionally plans and/or attends events and activities that occur during the evenings or on weekends.

Although the position is based at the SFU Burnaby campus, the incumbent will be expected to travel between SFU Burnaby, SFU Surrey, and SFU Vancouver campuses to meet external clients or to attend events.

H. ENTRANCE QUALIFICATIONS

Doctorate degree in Education and seven years of experience in educational development, educational research, post-secondary teaching and learning, the management of educational projects, and administrative management in a teaching and learning centre, or equivalent combination of education, training, and experience.

- Excellent research and analytical skills with 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 and staff 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, multitask, 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.