A. IDENTIFICATION

Position Title: Student Development Educator  
Department: Student Engagement and Retention (SER)  
Position reports to (title): Director, Student Engagement and Retention  
Description prepared by:  
Date: October 8, 2015

B. POSITION SUMMARY

Briefly describe the primary function and purpose of the position in one or two sentences.

Reporting to the Director, Student Engagement and Retention, the Student Development Educator conceptualizes, designs, develops, implements, delivers, and evaluates student development, engagement, and leadership programs. Working as a member of the Student Engagement and Retention curriculum committee, and working closely with the Director, Student Engagement and Retention, the incumbent liaises with faculties, other Student Services units (including New Student Enrollment and Transition, Communications & Strategic Enrolment Management Liaison, Strategic Assessment and Planning, Career and Volunteer Services), and other university stakeholders, to ensure programs are delivered and that these programs meet institutional student development learning objectives. The Student Development Educator liaises with other post-secondary institutions that offer similar programs in order to exchange information and to maintain an awareness of developments in the field. The incumbent markets programming and services to students, faculty, and staff, and establishes and maintains relationships with student and special interest groups, university departments, and community organizations.

C. DUTIES AND RESPONSIBILITIES

Starting with those you consider the most important, list and describe the main duties and responsibilities of the position. For each item start with an action verb and briefly describe WHAT is done, HOW it is done and WHY it is done. Indicate in the right hand column the percentage of time spent on each particular task.

| Conceptualizes, designs, develops, implements, delivers, and evaluates student development, engagement and leadership programs. Determines instructional models, and delivery (i.e., how instruction will be delivered whether in classroom, online, etc.), and program design (by developing and modifying learning outcomes; developing curricular content in collaboration with other subject-matter experts, and aligning assessment with learning outcomes). | 50 |
| Conducts student population needs assessments and analyzes assumptions about student development and engagement programming needs. | |
| Identifies emerging trends in student development education, engagement | |
programming, learning technology, and the acquisition or creation of curriculum materials to meet emerging needs.

Manages the implementation of student development and engagement programs. This includes program instruction and delivery to students as well as hiring, educating, assessing, and managing program instructors.

Provides education and support to stakeholders and new instructors by orienting them to the philosophy and practice of the Student Engagement & Retention student development based programs through face-to-face and online development and training sessions, presentations, and the distribution of program materials. Monitors and assesses instructional delivery.

Manages programs and events budgets (approximately $50K). Oversees program expenditures, materials, equipment, and administrative expenses to determine actual costs and enable the development of proposals to recover costs.

Evaluates implementation of the programming and administers the programming on a day-to-day basis. Works directly with students as well as following up with programming stakeholders and instructors to ensure they have the resources needed for effective teaching and learning.

Designs and develops professional development initiatives for instructors by observing instructor performance and seeking input for training topics. Develops and implements a standardized evaluation scheme for instructor evaluation.

Manages the launch of Student Engagement and Retention Curriculum programming and gauges its effectiveness by monitoring programming stakeholders’ performance and by assessing programming feedback; monitoring student progress; developing and implementing tools to evaluate the programming’s effectiveness; and producing quantitative and qualitative reports.

Markets programs and opportunities to student organizations, faculties, faculty members, students, campus service providers, Student Services departments, and the Simon Fraser Student Society. Initiates contacts, solicits and develops local community partnerships; coordinates site visits to SFU campuses; develops web and print materials; participates in SFU community events, and consulting with campus groups to promote volunteerism, engaged citizenship, and service learning opportunities.
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?

- Conceptualization, design, development, implementation, delivery, and evaluation of student development, engagement, and leadership programs.
- Deciding the format and delivery of the SER Student Development Programs, including development and modification of the curriculum.
- In collaboration with the other educators, deciding how to coordinate the hiring, training, and evaluation of instructors.
- Determining strategies to initiate and manage relationships with SFU community members and representatives of external community based organizations.
- Determining the policies and criteria for successful completion of student programs and instructor development programs and education.
- Managing budget according to parameters agreed upon with the supervisor.

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

- Any issues with the potential to have a detrimental impact on the program, Student Services, or the university.
- Priorities and goals for student development and engagement programs.
- Expenditures beyond budget and sponsorship funding targets.
- Release, indemnity, and service agreements within SFU or with external agencies.

E. SUPERVISION EXERCISED

Indicate the number of employees for whom the position is responsible:

Number of continuing employees for whom the position is responsible: 0
Total employees for whom this position has direct responsibility: 0

Note: Supervises temporary employees as necessary and provides limited guidance to instructors by leading orientation sessions; training new instructors; evaluating performance; and facilitating discussion groups.

F. SUPERVISION RECEIVED

Describe the extent to which the supervisor determines the day to day work load of the position and assists in the completion of duties. Explain the nature of guidance received and how often work is checked or reviewed.

This position is largely self-directed. The incumbent works collaboratively with the other educators, but has considerable autonomy. The incumbent works under general direction in accordance with objectives from the Director, Student Engagement and Retention and liaises effectively with programming stakeholders.
G. UNUSUAL WORKING CONDITIONS

Describe unusual working conditions, specialized assignments or any other aspect of the work that should be considered in evaluating this position.

Since this position is responsible for implementing a program, extended hours may be required to ensure its successful and timely start-up. This program has high visibility within the University community and, therefore, the position also has a high degree of visibility.

H. ENTRANCE QUALIFICATIONS

What combination of experience, training and/or formal education do you believe is the minimum required to perform the duties of this position?

Master’s degree in Education, Psychology, or Social Work, community development, or a related discipline, and two years of related experience in experiential learning program development and evaluation, and experience managing youth and adult volunteers, or an equivalent combination of education, training, and experience.

- Excellent knowledge of best practices in student development and leadership education, volunteer services, and citizenship development.
- Excellent knowledge of best practices in program development, implementation, evaluation, and course development and delivery.
- Good knowledge of principles and practices of administration in a post-secondary educational environment.
- Good knowledge of post-secondary educational administrative processes and systems in a post-secondary educational environment.
- Excellent supervisory and volunteer management skills.
- Excellent conflict-resolution, interpersonal, client relationship, and communication skills (oral, written, and presentation).
- Excellent team management and leadership skills.
- Excellent budget administration and human resource management skills.
- Ability to draft procedures and reports.
- Proficient in the use of word processing, database, presentation, and spreadsheet applications, e-mail, internet searching, and website management.

I. ORGANIZATIONAL RELATIONSHIPS

Indicate in the appropriate blocks the title of the position to which this position reports and the titles of the positions reporting directly to it. If more detail is required, add additional blocks.
J. APPROVALS

Incumbent's Signature:_________________  Date:___________

Supervisor's Signature:_________________  Date:___________

Signature of Next
Administrative Level:___________________  Date:___________