SIMON FRASER UNIVERSITY
ADMINISTRATIVE & PROFESSIONAL
JOB DESCRIPTION

Position Title: Associate Director, Indigenous Initiatives  Position #:  00123030
Department: Teaching & Learning Centre  Reports to #:  00109434
Reports to: Director, Teaching & Learning Centre  Grade:  013
Employee Group: APSA

POSITION SUMMARY

The Associate Director, Indigenous Initiatives is responsible for the strategic planning, co-development, implementation, evaluation, and management of Indigenous initiatives associated with the Teaching and Learning Centre (TLC). Provides direction, vision, and goals by collaborating and chairing the TLC Advisory Committee for Indigenous Initiatives and to ensure they are appropriate and reflect the intent of the Truth and Reconciliation Commission Calls to Action and SFU’s Aboriginal Reconciliation Council (ARC) Report recommendations. Develops key stakeholder relationships with both individuals and teams across the University. Provides guidance in the planning and development related to teaching, learning and curriculum development.

DUTIES AND RESPONSIBILITIES

Responsible for the development and implementation of strategic planning and reporting by:

- Creating and leading a values framework through collaborating with stakeholders and drawing from the ARC SFU Aboriginal Reconciliation Council’s Final Report, the university’s Aboriginal Strategic Plan, the Truth and Reconciliation Council’s Calls to Action, TLC’s mission, vision and mandate, and Indigenous scholarship and pedagogy. Ensures that initiatives developed within the TLC are aligned with this values framework.
- Consulting with internal and external stakeholders to create a vision, determine goals and provide direction for Indigenous-related projects
- Working in consultation with the Director, Teaching and Learning, Deans, and other Senior Administration to determine needs
- Identifying and applying for funding opportunities
- Providing guidance to assist with internal practices and training for TLC staff related to Indigenous protocols, processes, pedagogy and ways of knowing.
- Providing direction related to Indigenous research methodologies, theories, and ways of knowing
- Providing strategic guidance, planning and development related to Indigenous initiatives in teaching, learning and curriculum development.
- Prioritizing, developing and designing project timelines and workflow. Works with Associate Directors, TLC staff, and Advisory Committee members to set project priorities and goals and oversees project teams.
- Disseminating information related to initiatives undertaken by this portfolio in the form of research reports, executive summaries, presentations

Chairs the Advisory Committee for Indigenous Initiatives and participates in various committees by:

- Developing, maintaining close relationships and working collaboratively on Indigenous Initiatives with faculty members, staff, students, community members, Elders, knowledge keepers and Indigenous-focused steering and advisory committees at SFU.
- Exercising tact and diplomacy and exhibits cultural sensitivity when interacting with people holding a diverse range of perspectives, worldviews and experiences.
- Organizing meetings for the TLC Advisory Committee for Indigenous Initiatives and serving on various cross-campus committees (i.e. SFU Aboriginal Steering Committee)
- Providing membership and representation on local, national, and international networks for collaboration and knowledge-sharing purposes

Contributes and consults to educational development by:

- Working in consultation and collaboration with the Associate Director, Educational Development, Project Leads and other TLC staff to define the scope and focus of work related to “Indigenizing Curriculum”
- Providing insight and oversight for capacity-building initiatives and opportunities.
- Providing support for faculty development through research-informed and evidence-based teaching and learning practices.
- Advancing the scholarship of teaching and learning related to Indigenous pedagogy and curriculum development by sharing learnings through publications.
• Providing information and direction with regard to Indigenous curricular and pedagogical practices and ways of knowing
• Collaborating with a team of educational developers and faculty at SFU to determine ways to best integrate and these ideas into educational experiences at SFU.
• Providing strategic expertise on institution-wide and Faculty-centred curriculum development, classroom practice, and learning outcomes that centre on Indigenous learning.
• Providing input and advice on the design of learning experiences and resources developed for faculty and instructors related to Indigenous initiatives.
• Remaining current on the latest research and innovative practices in the field of Indigenous pedagogy and recommending models of faculty development from other postsecondary institutions, and examples of Indigenous pedagogy from a variety of government, community, and Indigenous education centres.
• Ensuring appropriate methods are in place to continually assess the effectiveness of Indigenous based learning models with the goal of adapting and refining these models as necessary.
• Identifying and disseminating best practices and new developments in Indigenous pedagogy to university administrators, faculty, instructors and staff.

IMPACT OF DECISION MAKING

The associate Director, Indigenous initiatives is responsible for:
• Recommending and implementing strategies for the development and continuous improvement of programs or creation of new programs to meet the ARC SFU Aboriginal Reconciliation Council’s Final Report, SFU’s current Aboriginal Strategic Plan, the Truth and Reconciliation Council’s Calls to Action, and the TLC’s mission, vision and mandate.
• Offering direction on committees at an institutional level.
• Determining requirements for the review of programs, quality assurance process and needs of educators.
• Determining needs for Indigenous curricular and pedagogical practices and ways of knowing and decide how to implement related programs and services to address these needs in consultation with the Advisory Committee and designated TLC staff.

RELATIONSHIPS

Sets objectives necessary for obtaining feedback and assistance. Maintains effective communication. Shares ideas, issues, and opportunities with members of personal network. Seeks referrals from others with relevant expertise and influence. Attends and maintains relationships with relevant formal and informal professional groups and organizations.

Supervisory

None.

QUALIFICATIONS

Masters degree in Education and seven years of relevant experience in Indigenous educational programming, curriculum development and Indigenous pedagogical methodologies with particular emphasis on higher education context or the equivalent combination of education and experience.
• Excellent knowledge in Indigenous knowledge systems, languages and or issues around language revitalization, pedagogies, nations and communities.
• Excellent knowledge in Indigenous cultures, communities, protocols and practices
• Excellent knowledge of and respect for Indigenous cultural identities and values
• Excellent analytical, research, problem solving, decision-making and conflict resolutions skills
• Excellent program development, implementation and evaluation skills.
• Excellent analytical reasoning, problem solving, time management, strategic planning, project management, administrative, and organizational skills.

Initial Effective Date: 2018-03-08
Latest Revision Date: 2018-03-08
• Excellent oral and written communication skills, interpersonal skills, and presentation skills.
• Ability to navigate culturally sensitive partnerships across a broad spectrum of perspectives.
• Ability to integrate the diversity of Indigenous cultures, language and learning within a post-secondary environment
• 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 as well as community partners.
• Ability to effectively lead and collaborate on cross-functional and multi-disciplinary teams, multi-task, establish priorities, and meet deadlines.
• Ability to lead consensus-based decision-making processes
• Ability to exercise mature judgment, diplomacy, and discretion and to maintain confidentiality.