

YORK UNIVERSITY

Job Summary – CPM (Confidential, Professional and Managerial Employees)

Position Title: Educational Developer
Reports To: Director, Educational Innovation

CPM Salary Grade: F
Job Code: 954321
Faculty/Department: Office of the Dean,
Lassonde School of Engineering

JOB PURPOSE:

In the Lassonde School of Engineering, as an Educational Developer you will leverage your pedagogical expertise to provide hands-on leadership in the broad areas of teaching and learning in Engineering and Science education. You will lead and provide expert guidance on the creation, delivery and evaluation of teaching and learning across the for-credit programming (undergraduate and graduate programs and certificates) and not-for credit programming (Lassonde Professional Development, K2I, Admissions and Recruitment, Student Services, BEST, etc) in the School.

As part of the Lassonde Education Innovation Studio, you will work as an agile and nimble Educational Developer and leverage your expertise to enable the School's success in priority teaching and learning areas such as work integrated learning; e-learning; universal design for learning; inclusive learning – including culturally relevant and responsive pedagogies; micro-credentials; educational knowledge mobilization and ensuring access to equitable, diverse, accessible and decolonized teaching and learning practices. Leading this work requires a fundamental shift in the way that pedagogy is designed and offered by Lassondes' community of tenured and tenure track faculty, contract faculty, graduate students, teaching assistants, external consultants, subject matter experts, and others.

2. MAJOR DUTIES:

A) PROVIDE LEADERSHIP, EXPERTISE AND GUIDANCE IN INNOVATIVE AND CREATIVE PEDAGOGY WITHIN ALL ASPECTS OF TEACHING AND LEARNING IN THE LASSONDE SCHOOL OF ENGINEERING.

- a. Provide consultation and support (e.g., one-on-one, group, etc.) to teaching staff (tenured and tenure track faculty, contract faculty, graduate students, teaching assistants, external consultants, subject matter experts), for the design, development, implementation and evaluation of learning experiences and outcomes at program and course levels.
- b. Identify faculty development needs aimed at enhancing the quality of teaching and learning in the Lassonde School of Engineering and implement a learning plan for professional development aimed at teaching and learning improvement.
- c. Design, deliver and evaluate workshops to meet Lassonde specific needs, collaborating with the Teaching Commons to ensure non duplication of efforts.
- d. Assist Departments, and the Manager of Quality Assurance and Accreditation with the identification of teaching support and student learning needs across degree programs and the design, delivery and evaluation of a system and process to address those needs which capture quality assurance and accreditation requirements.
- e. Educate and advise faculty members in learning objectives and outcomes, curriculum mapping, curriculum design and devising effective assessment strategies, at a course level and program level.
- f. Provide guidance and advice to course directors to integrate appropriate educational technology into course and program design.

- g. Work with the Manager of Educational Innovation and Design and Instructional and Learning Designers to convey pedagogical enhancements that require improvements by the Designers.
- h. Design effective course evaluation systems to track and monitor learning outcome performance.
- i. In collaboration with the Senior eLearning Developer and Instructional and Learning Designer, ensure that technological improvements to support pedagogical design are implemented.
- j. Design and create online and/or technologically delivered components of the integrated curriculum.
- k. Assist course directors in enhancing courses through the use of findings from learning assessments/outcomes, and course evaluations and analyses.
- l. Develop metrics to assess and evaluate the learning outcomes (including laboratory components of the integrated curriculum), conduct ongoing assessment, make recommendations for and implement modifications.
- m. Offer individual consultations, class observations and mentoring opportunities for course directors as a means of improving teaching and learning.
- n. Design and assist program curriculum committees with curriculum mapping, course learning outcome development, and program level learning outcome and indicators development.
- o. Support Faculty, and faculty initiatives around scholarship of science and engineering teaching and learning including support for faculty teaching innovations and projects (facilitating brainstorming sessions for research projects, drafting proposals for external funding, stewarding research ethics review process).
- p. Author documents, guides, discussion papers, and reports used by instructors and senior leaders to inform their decision making.
- q. Guide, write and support faculty members, LEIS and Lassonde committees of council with awards and grant nominations/applications related to teaching and learning; and engineering and science education research
- r. support teams and individuals to enhance teaching and learning practice, innovate curricula and learning experiences

B) CONTRIBUTE TO AND INFLUENCE DEVELOPMENT AND IMPLEMENTATION OF TEACHING AND LEARNING RELATED POLICY AND PRACTICE.

- a. Establish and implement a plan to foster a culture for experimentation and shared practices to achieve quality results across the curricula, and teaching cultures.
- b. Serve as a pedagogical subject matter expert and advisor on teaching and learning committees within the School (e.g., LCS, TEAL, EC2, PAGES, etc.).
- c. Research, synthesize, and/or analyze theory, policy, approaches, trends, and practices relevant to teaching and learning.
- d. Articulate and contextualize best practices in teaching and learning for adoption by Lassonde.
- e. Generate evidence-based recommendations from a critical review of appropriate literature (e.g., . SOTL; Higher Education; k-12; Innovation; organizational change and development, etc)
- f. Support the interpretation and implementation of existing academic policies to ensure continuous improvement in curriculum design, and teaching and learning.
- g. Recommend new policy initiatives and strategies that will further enhance the teaching and learning experience, and curricula innovation.

C) DEVELOP, SUPPORT, CONTRIBUTE TO, AND CONDUCT TEACHING AND LEARNING RELATED RESEARCH AND ACTIVITIES AT LASSONDE:

- a. Design, implement and assess educational and pedagogical frameworks that ensure a learner-centric and universal learning based approach.
- b. Lead the development and implementation of a Universal Design for Learning (UDL) strategy and support faculty and academic leadership to integrate principles of UDL into their teaching, courses and programs; conduct ongoing evaluation to ensure implementation of the strategy addresses the diverse needs of Lassonde students and faculty and is grounded in the curricular context of Engineering and Science education.
- c. Research and incorporate data of persistent and ongoing barriers to education gathered from stakeholders to inform implementation of the UDL strategy.
- d. Provide leadership and guidance and design and write educational frameworks and models (e.g., micro-credentials, learning skills, work integrated learning etc).
- e. Facilitate and engage in pedagogic research as appropriate and in line with Lassonde priorities.
- f. Provide leadership and guidance to faculty and staff engaged in teaching and learning related research.
- g. Lead the organization and delivery of teaching and learning related conferences and symposia within York.
- h. Conduct self-directed research in teaching and learning to inform decision-making and contribute to knowledge creation in educational development and/or teaching and learning in postsecondary education.
- i. Lead, co-design and implement LEIS communities of learning and practice (COPs), while also serving on other appropriate COPs internal and external to York University.
- j. Translate COP activities into knowledge and serve as a catalyst for knowledge production and sharing.
- k. serve as a catalyst for knowledge and practice sharing; champion good practice in teaching and learning approaches;
- l. Design, implement and assess a Knowledge Mobilization Model and Framework for LEIS to achieve epistemological transformation by applying expertise in UDL, and equitable, diverse, and decolonized teaching and learning practices.
- m. Co-lead the creation of database, records management, and Social Networking Visualization to underpin LEIS community of learning and knowledge mobilization projects.
- n. Present at relevant external conferences to share research findings and emerging best practices and gather intelligence to the benefit of the wider Lassonde community.
- o. Contribute to the Scholarship of Teaching and Learning (SoTL) research/literature

D) LEAD TEACHING AND LEARNING PROJECTS, PROGRAMS, AND GROUPS.

- a. introduce and implement strategies and approaches to manage epistemological transformation, knowledge mobilization and translation across the ecosystem of teaching and learning in engineering and science education
- b. Design, implement, deliver, and evaluate teaching and learning initiatives and professional development programs to address identified needs based on an evidence-informed approach to educational development.
- c. Design educational frameworks, models and program evaluations, and continual program improvement models.
- d. Guide Lassonde with the identification of teaching support and student learning needs across degree and non degree programs and the design, delivery and evaluation of a strategy to address those needs and measure impact.
- e. Lead projects and oversee staff, assign tasks to project teams, including work-study students, teaching assistants, post-doctoral visitors and Instructional and Learning Designers.

- f. Provide educational development leadership and expertise on departmental, faculty/school and institution-level teaching and learning committees, action groups, and task forces.

3. SUPERVISORY RESPONSIBILITIES:

Positions Supervised	No. of Incumbents
Teaching Assistants	up to 10
Instructional and Learning Designer	1

Nature of Supervisory Responsibility:

In addition to supervising up to 10 TAs (known as TCT graduate students), a key focus of the position is to provide consultative/functional leadership in the area of pedagogy. At times there will also be project dependent supervisory responsibilities as the post holder will be expected to supervise research assistants as required.

The incumbent has the responsibility for recruitment and selection, assessing requirements, modifying job responsibilities and work schedules, assessing work performance and taking corrective action including disciplinary action up to termination; determining whether to retain probationary/trial-period employees, authorizing overtime and responding to requests for absences. Ensures compliance with University policies and collective agreements.

These duties include the management of the YUSA and casual staff in the areas of the incumbent's responsibilities. The incumbent is responsible for the overall direction, coordination, and evaluation of these areas, and carries out supervisory responsibilities in accordance with the organization's policies and applicable guidelines.

4. PERSONAL CONTACTS:

Contacts All who teach and lead teaching and learning initiatives in the Lassonde School of Engineering – for-credit programming (undergraduate and graduate programs and certificates); and not-for credit programming (Lassonde Professional Development; K2I; Admissions and Recruitment; Student Services; BEST; etc) this includes: tenured and tenure track faculty, contract faculty, graduate students, teaching assistants, external consultants, subject matter experts, managers and directors in Lassonde.

Purpose – to provide leadership and expertise in the most effective teaching and learning strategies and practices; write educational frameworks and models; mobilize knowledge .

Contacts - Instructional and Learning Designers, Senior eLearning Developers; educators and other technology experts internal and external to the School and the University

Purpose - provide seamless service to course directors who wish to make use of educational technology

Contacts Graduate Attribute Leads, Undergraduate Program Directors (UPDs), Graduate Program Directors (GPDs), Chairs in the Lassonde School of Engineering, Manager of Quality Assurance and Accreditation

Purpose – ensure that the support provided to faculty members, program leadership and Manager of Quality Assurance and Accreditation is in line with University Senate Policy and Faculty defined goals related to teaching and learning. Advises on how course directors; program leads; program committees are progressing towards program/course outcomes based assessment/evaluation.

Contacts Undergraduate Program Directors in the Faculty of Science

Purpose – advise and liaise between UPDs in Science and UPDs and Chairs in Lassonde around course learning outcomes and curriculum mapping exercises to ensure alignment with Graduate Attributes.

Contacts Director of Educational Innovation, Associate Deans and Dean in the Lassonde School of Engineering

Purpose – ensure that the School Strategic Priorities around teaching and learning are implemented across the School.

Contacts External networks – such as The Society for Teaching and Learning in Higher Education (STLHE) Educational Developers Professional Associations, Consortia of Ontario Educational Developers and overseas organizations such as POD, SEDA and HERD

Purpose – to ensure that the Lassonde School of Engineering is kept informed of latest developments in the field of pedagogy; to promote the School as a leader in the field; and to share created knowledge and research in the field.

Contacts – AVP Indigenous Initiatives; Directors teaching and learning across York University; members of various centres across campus (e.g., Centre for Indigenous knowledge and languages, etc); Educational Developers in the Teaching Commons members of EDC; members of the AVP Teaching and Learning team.

Purpose – Design various frameworks and models (e.g., Work Integrated Learning; Knowledge Mobilization; Universal Design for Learning; Micro-credentials, etc)

5. DECISION MAKING:

Serves as a subject matter expert for course directors in the School on teaching and learning and makes decisions and recommendations regarding the implementation and scheduling of teaching initiatives designed to improve the learning experience.

Acts as a consultant and coach to individuals and teams.

Uses discretion and expertise in designing and implementing courses workshops and resources.

Serves as an expert in recommending and implementing technology to improve and innovate teaching and learning across our programs.

Analyzes course evaluation and course learning outcome data and makes recommendations for improvements at a course and program level.

Makes recommendations for specific training and development of faculty members, and upgrades to systems.

6. DIRECTION RECEIVED:

Receives direction from the Director, Educational Innovation and works closely with the Vice Dean.

However, this position is expected to function independently and work collaboratively with faculty members, senior managers, and academic leadership throughout the institution.

7. FINANCIAL/BUDGETARY CONTROL:

No direct budget control, but this position does need to be aware of the financial impact and risk implied by suggested approaches and improvements in pedagogy.

Other major accountabilities, e.g., information, materials, buildings, equipment, etc.

Responsible for ensuring that information related to curriculum planning, design, implementation and improvement is stored and maintained in the appropriate systems.

8. QUALIFICATIONS:

A. Educational Requirements:

Master's in Education (MEd) or related field. PhD in Education or an MEd combined with a degree in engineering preferred. Certification in Adult Education an asset.

Please note: This position requires the candidate to produce a verification of degree(s), credentials(s), or equivalencies from accredited institutions and/or international equivalents at the time of interview.

A. Experience Requirements:

A minimum of 5 years' experience in post-secondary education, and 3 years' experience in educational development within a college or university environment. (Engineering related educational curriculum design and implementation experience an asset).

C. Skills (Specialized knowledge):

- Demonstrated expertise of inclusive teaching and Universal Design for Learning (UDL) pedagogy and practices
- Demonstrated understanding of Equity, Diversity, Inclusivity and Disability Studies research, literature and approaches and commitment to integrating approaches into program development and delivery
- Demonstrated understanding of critical pedagogy and equity studies an asset
- Demonstrated commitment to the principles and practices of equity, anti-racism, decolonizing and accessibility
- Understanding of the needs of multilingual students and best practices in second language pedagogy
- Knowledge of theories and practices of decolonization and Indigenous pedagogies and education; experience working within or collaborating with Indigenous communities an asset
- Excellent knowledge of current theories and practices in education, particularly with respect to post-secondary teaching and learning (e.g. student diversity, large classes, small groups, team-based learning, blended and online learning, experiential education, e-learning, flipped classroom), and educational development
- Ability to create and deliver programming (informal and formal stand-alone or embedded activities) for teaching development
- Excellent analytical reasoning, problem solving, time management, planning, project management, supervisory, administrative and organizational skills
- Knowledge of and experience in program evaluation frameworks such as Quality Assurance or Accreditation, and understanding of approaches to quality enhancement within these environments would be an asset.
- Excellent oral and written communication skills with some experience with academic and professional writing.
- Demonstrated commitment to client service and professionalism in consulting with clients, identifying needs and facilitating solutions
- Demonstrated ability to effectively lead and collaborate on cross-functional and multi-disciplinary teams, multi-tasking and establishing priorities and meeting deadlines with minimal direction
- Strong functional understanding with Learning management systems, adaptive learning systems and Learning Analytics and the use of Web 2.0 technologies for educational purposes using a VLE .
- Membership of and engagement with a relevant professional body such as Education Development Centre (EDC), the Professional and Organizational Development Network in Higher Education (POD) or SEDA (Staff and Educational Development Association) is preferred.

9. THE WORK ENVIRONMENT AND THE PHYSICAL/SENSORY DEMANDS:

A diverse, complex, fast paced environment, requiring consultations with individuals and groups. The incumbent will be working in an open concept office environment with distractions and interruptions. This role will require excellent listening skills and the ability to concentrate and analyze the information provided by others