

YORK UNIVERSITY

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

Position Title: Educational Developer
Reports To: Director, Teaching Commons

Job Code: 950324
CPM Salary Grade: F
Faculty/Department: Teaching & Learning, Provost's Office

I. JOB PURPOSE:

The Teaching Commons is responsible for providing leadership and guidance to Faculties in the provision of excellent teaching and learning experiences at York University. Educational developers provide pedagogic expertise combined with facilitation skills to enable them to work with all who teach at York (tenure track faculty, contract faculty and teaching assistants) individually or in groups to enhance teaching and learning. This is achieved by introducing and implementing strategies and approaches to manage culture change; serving as a catalyst for knowledge sharing, championing good practice in teaching approaches, supporting program teams and individuals to enhance teaching practice.

The Teaching Commons takes the lead in supporting institutional priorities, such as expanding the provision of experiential education opportunities, effective use of technology and the support of first year students to ensure maximum retention of student numbers, and the appropriate and comprehensive adoption of learning outcomes to describe courses and programs.

These initiatives require a fundamental shift in the way that course curriculum is designed and offered at York University. The educational developer is critical to achieving these initiatives.

The Teaching Commons is comprised of a team of developers, with some taking the lead in specialist areas such as discipline specific areas (eg Engineering or Fine Art), teaching approaches (eg eLearning or experiential education) or groups of teachers (eg TAs or contract faculty). All developers contribute to generic duties, and all are expected to work individually and as a team.

1. BASIC FUNCTIONS:

- A) Provide guidance in effective pedagogy in all aspects of teaching at York
- B) Contribute to and influence development and implementation of teaching and learning related policy.
- C) Support and contribute to teaching related research at York.

2. MAJOR DUTIES:

- A) Provide guidance in effective pedagogy for all aspects of teaching at York.
 - a. Provide consultation and support to faculty and TAs, for the design, development, implementation and evaluation of learning experiences at program and course levels.
 - b. Identify faculty development needs aimed at enhancing the quality of teaching and learning at York.
 - c. Design, deliver and evaluate workshops and courses to address identified needs.
 - d. Assist Faculties with the identification of teaching support and student learning needs across degree programs and the design, delivery and evaluation of a strategy to address those needs
 - e. Advise faculty members in defining learning objectives and outcomes, curriculum mapping, curriculum design and devising effective assessment strategies.

- f. Provide guidance and advice to course directors to integrate appropriate educational technology into course design.
 - g. Assist course directors in enhancing courses through the use of findings from learning assessments and course evaluations.
 - h. Offer individual consultations, class observations and mentoring.
 - i. Assist Faculties with program evaluation.
- B) Contribute to and influence development and implementation of teaching and learning related policy.
- (a) Support the interpretation and implementation of existing policy to ensure continuous improvement in curriculum design, and teaching and learning.
 - (b) Recommend new policy initiatives that will further enhance the teaching and learning experience
- C) Support and contribute to teaching related research at York.
- a. Facilitate and engage in pedagogic research, as appropriate and in line with Institutional priorities
 - b. Provide leadership and guidance to faculty and staff engaged in teaching related research.
 - c. Assist in the organization and delivery of teaching and learning related conferences and symposia within York.
 - d. Required to attend relevant external conferences in to share good practice and gather intelligence to the benefit of the wider York community.

3. SUPERVISORY RESPONSIBILITIES:

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.

Positions Supervised

Teaching Assistants - TCTs

Total number of staff supervised:

No. of Incumbents

up to 10

up to 10

B. Nature of Supervisory Responsibility:

The TAs support the delivery of the TA Certificate in Teaching (TACT). Whichever developer takes responsibility for the TACT program works with the TAs to ensure that the TACT students receive seminar support and also oversees the TAs in their role as marker grader.

4. PERSONAL CONTACTS:

Contacts All who teach at York, this includes:

Teaching Assistants, Contract faculty and tenure track faculty

Purpose – to provide leadership and expertise in the most effective teaching strategies.

Contacts - Instructional Designers and other technology experts internal and external to the University

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

Contacts Associate Deans and others in Faculties on a project basis

Purpose – ensure that the support provided to course directors is in line with University and Faculty defined goals and priorities.

Contacts External networks – such as Educational Developers’ Caucus, Consortia of Ontario Educational Developers and overseas organizations such as POD, SEDA and HERD

Purpose – to ensure that the TC is kept informed of latest developments in the field of pedagogy and to promote York University as a leader in the field.

5. DECISION MAKING:

Make decisions and recommendations regarding the implementation and scheduling of teaching initiatives designed to improve the learning experience. Act as a consultant and coach to individuals and teams. Use discretion and expertise in designing and implementing courses workshops and resources.

6. DIRECTION RECEIVED:

Receives direction from the Director of the Teaching Commons. However this position is expected to function independently and work collaboratively with faculty members and senior managers throughout the institution and as a member of the Teaching Commons team.

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.

8. QUALIFICATIONS:

A. Educational Requirements:

Masters in Education or related field, PhD in Education or related field preferred.

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.

C. Skills (Specialized knowledge):

- 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), 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 Quality Assurance processes including accreditation requirements of professional bodies, and understanding of approaches to quality enhancement.
- 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
- Demonstrated ability to exercise mature judgment, diplomacy and discretion to maintain confidentiality
- Strong computer skills, including a high degree of facility with the use of all Microsoft applications and the use of Web 2.0 technologies for educational purposes using a VLE (Moodle preferred)
- 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.

A significant element of time (between 20 and 30%) will be spent in the classroom delivering workshops and courses. At other times the post holder will work in offices and meeting rooms.