#### Trent University LogoOPSEU JOB DESCRIPTION

**Job Title:** Senior Education Developer

**Job Number:** A-275 | VIP: 1462

**Band:** OPSEU-12

**Department:** Centre for Teaching & Learning

**Supervisor Title:** Associate Dean, Teaching and Learning

**Last Reviewed:**  March 6, 2024

#### **Job Purpose:**

In consultation with the Associate Dean, Teaching and Learning, the Senior Education Developer will help advance the goals of enhanced teaching excellence within the Trent teaching community with regards to classroom pedagogy. This includes course design across all decanal units, faculty engagement in research on teaching and learning, promotion, and facilitation of professional development, promoting and supporting training in the effective use of active learning practices, and quality assurance advising for cyclical program reviews with regards to learning outcomes. The Senior Education Developer plays a professional leadership role within the team through coordinating work plans, mentoring colleagues, responding to requests from Senior Administration and faculty, and contributing to the strategic vision of the Centre for Teaching and Learning.

#### Key Activities:

##### Strategic Planning and Leadership

* As the team lead for the unit, the Senior Education Developer:
	+ Mentors education developer colleagues and provides professional leadership and development opportunities.
	+ Provides guidance to Teaching and Learning management on strategic direction and decisions around resource acquisition and allocation including budgeting and staffing plans.
	+ Coordinates workplans for CTL staff in order to ensure unit objectives are accomplished and work is divided in an equitable and efficient manner.
	+ Provides educational leadership for faculty, staff, graduate students, and community partners engaged in course design and instruction including organizing, designing, delivering, and evaluating professional development learning activities.
	+ Guides development of strategic plan for unit including programming and professional development.
	+ Evaluate the impact of education development initiatives and recommend enhancements.
	+ Participates in Senate committees and subcommittees as required.

##### Instructional Support

* Consults with instructors (and their academic units and leaders) to determine current understandings of teaching and the ability to do it well.
* Works with key members of the CTL to develop an educational plan for instructors.
* Researches appropriate topics in scholarship on teaching and learning.
* Develops clearly written, well-organized, research-informed, accessible resources and programs for faculty and instructional staff.
* Identifies, plans, leads, and/or supports the appropriate forum for the delivery of those resources (including consultations, workshops, programs, speakers’ visits, and conferences).
* Provides guidance to instructors and departments on all matters of pedagogy.
* Maintains knowledge of current developments in the scholarship of teaching and learning.

##### Research Support

* Helps to coordinate and provide guidance on research projects about all matters of pedagogy (especially for Senior Lecturers, winners of Wickerson Foundation funds, and Teaching Fellows).
* Identifies and assists in the application for potential funding opportunities for the CTL, including research grants.
* Participates and presents at various regional and national teaching and research conferences and events.

##### Professional Communication and Liaison

* Writes high-level summaries and reports on pedagogical trends for faculty, teaching staff, and administrators.
* Contributes to development of University policies and guidelines related to teaching and learning.
* Provides editorial support and consultation with CTL staff members to ensure quality and coordinated internal and external communications.
* Liaises with university administrators to support and advise on university objectives and priorities such as quality assurance, academic integrity, and course delivery.
* Coordinates delivery and assessment of the Bridge Program, including liaising with multiple university departments to ensure the quality of the programming and delivery of wrap-around supports.

##### Other

* Contributes to the health and vitality of the CTL team.
* Maintains good relationships with key partners at other CTLs.

#### Education Required:

* Master’s Degree with a minimum of five (5) years of current teaching or equivalent instructional design experience in a post-secondary institution or Doctoral Degree with a minimum of three (3) years of current teaching in a post-secondary institution.

#### Experience/Qualifications Required:

* A minimum of five (5) years related experience working with instructors.
* Commitment to teaching and learning in higher education, as demonstrated in a teaching dossier.
* Demonstrated knowledge of current ideas and issues within post-secondary education.
* Demonstrated knowledge of project management and the ability to manage multiple projects and schedules.
* Strong communication and interpersonal skills (with an ability to facilitate purposeful discussions within small groups).
* Strong analytical skills.
* Strong writing skills (with an ability to offer practical advice based in theory or research).
* Ability to work independently.
* Ability to work with multi-level stakeholders.
* Demonstrated evidence of initiative, innovation, and leadership.
* Demonstrated evidence of pedagogical research and/or knowledge mobilization.
* Willingness and ability to be flexible with hours and location (ex., position may require some evening and weekend work and may require working in multiple and/or shared office spaces).

#### Supervision:

* Lead hand to the Education Developers.
* Supervise and direct the activities of student employees.

**Job Evaluation Factors:**

##### Analytical Reasoning

The role of the Senior Education Developer requires significant and diverse forms of analytical reasoning as the person in this role is tasked with determining the best response to a wide range of complex and multifaceted requests and priorities. The Senior Education Developer responds to a wide range of requests from the Deans’ Offices, Provost’s Office, Department Chairs, Graduate Program Directors, and individual faculty for teaching and learning supports, workshops, and resources. The Senior Education Developer meets with these groups, conducts internal and external research and environmental scans, and liaise with provincial and national counterparts to determine the best response to the request and then to create a workplan to achieve that response. Work Samples:

* In response to request from the Deans’ Offices, preparing a report with recommendations on whether the Academic Integrity Module should be made mandatory for all students. Work included performing and synthesizing the results of a literature review of relevant studies, consultations with colleagues within the Academic Integrity Council of Ontario, and a survey of institutions on current practice.
* In response to requests from Senior Administrators, developing a plan to create new Decanal teaching awards in meet the institutional priority of better scaffolding faculty awards to increase faculty competitiveness for external awards such as the 3M.
* In response to requests from the Provost’s Office, developing resources to support quality assurance process.
* Creating durable resources for faculty in response to Covid-related exigencies such as teaching in a mask and accommodating students who cannot come to class due to illness or isolation requirements.
* Surveying emerging research on Artificial Intelligence Generators and consulting with professional networks to advise Associate Dean and Teaching and Learning Committee on policy amendments in response to emerging academic integrity concerns.
* Advising faculty on emerging hybrid and hyflex teaching strategies.
* Researching and evaluating CTL programs such as the Bridge Transition program and the Graduate Teaching Certificate, including developing and submitting research protocols to the Research Ethics Board. Analyzing data for knowledge transfer within Trent and at professional conferences and quality improvement.

##### Decision Making

The Senior Education Developer responds to broad input and requests from Senior Administrators, including Deans, Associate Deans, and the Provost’s Office and makes complex decisions about how to achieve multi-faceted goals with occasional supervisory input. When presented with a diverse range of programmatic requests and university priorities, the Senior Education Developer researches different means by which to operationalize those requests moving from strategic directions, to tactics, to implementation. They also facilitate team decision making through team and one-on-one meetings to determine unit priorities, standards of practice, and work plans. Work Samples:

* In response to a request from the School of Graduate Studies to improve training for Graduate Teaching Assistants, the Senior Education Developer created and implemented a multi-year plan to provide resources for supervisors (faculty) on graduate mentorship, to redesign the Graduate Teaching Assistant Orientation programming including developing an online training module, as well as determine and operationalize a plan to restructure the current Graduate Teaching Certificate into several micro-credentials.
* In response to faculty and Decanal requests to support faculty with shifts in instruction due to pandemic exigencies, the Senior Education Developer planned and implements a series of workshops and asynchronous resources on Hybrid learning.
* Created and implemented a plan to reformat the Bridge Program from an in-person residence-based offering to a remote program. Work included facilitating with Trent Online the redesign of the online courses, conceptualizing and implementing a Skills Lab, and creating and chairing a working group of staff from across the university to coordinate delivery of the Bridge Program.

##### Impact

The Senior Education Developer has a significant impact internally and externally on teaching and learning initiatives at Trent. They play a key role in determining the resources and supports needed by faculty and Graduate Teaching Assistants in order to support teaching excellence. They interact with potential and current donors to teaching initiatives, write proposals for funding, and ensure that current funding is being used to its fullest potential. Errors in work would result in disengagement of faculty, Graduate Teaching Assistants, and staff, loss of donor funding, loss of reputation for teaching excellence, wasted resources, and lack of resources that respond to critical and ever- changing challenges. Work samples:

* In response to a request from the Provost’s Office, developing a set of workshops to support departments undergoing quality assurance review in completing significant portions of their self-study.
* Writing a proposal to a donor to fund the creation of a suite of new teaching supports including funding for new trauma-informed teaching resources and micro-credential program in Universal Design for Learning.
* In response to developments in Artificial Intelligence, researched and drafted new policy language to amend the current Academic Integrity Policy and created professional development workshops for faculty and Graduate Teaching Assistants on the implications of AI for assessment practices.
* Worked with individual faculty members and departments on how to adapt particular assessments to protect their academic integrity in the face of new AI technologies.

##### Responsibility for the Work of Others

The Senior Education Developer is the Lead Hand for the Education Developers providing guidance and coordination working within the Centre for Teaching and Learning. They develop and oversee the unit workplan to ensure that departmental initiatives are adequately and equitably staffed. They meet regularly with Education Developers to provide mentorship, discuss challenges, and develop strategies for accomplishing tasks. They help to develop strategic plans for the department. They also regularly review communications and reports written by Education Developers. Work samples:

* Help develop and lead strategic planning and assessment activities for the Centre for Teaching and Learning.
* Create work plans for unit to ensure that unit objectives are accomplished and that work is divided equitably.
* Meet one-on-one with Education Developers to discuss challenges and plan for upcoming priorities.
* Help to coordinate professional development opportunities for CTL staff including developing policy to prioritize staff requests for professional development expenses.
* Review and edit professional communications sent by CTL.

##### Communication

The Senior Education Developer communicates with Senior Administrators about teaching and learning priorities; colleagues within the department to develop work plans to operationalize these priorities; faculty to discuss specific concerns and introduce instructional strategies; and colleagues in other institutions to research and understand current practices. They author and edit internal and external CTL communications, including a monthly newsletter for faculty, reports for administrators, online materials for faculty, and reports and requests to donors. They also develop and deliver professional development workshops for faculty and Graduate Teaching Assistants. Work samples:

* Editor-in-chief of *Teaching Notes* newsletter, a monthly newsletter for all faculty. Responsibilities include selecting timely and relevant theme and content, taking lead role in coordinating submissions from the working group members and authoring and editing newsletter copy.
* In response to a request from the Deans’ Office, preparing a report with recommendations on whether the Academic Integrity Module should be made mandatory for all students. Work included consultations and surveys of members of the Academic Integrity Council of Ontario to understand current and best practices.
* Authoring, editing, and promoting web resources and workshop series for Trent faculty on diverse topics, including academic integrity, assessment, and hybrid teaching.
* Writing clear and convincing proposals to potential donors wishing to support new teaching initiatives.
* Attending meetings with other Education Developers for Graudate Teaching to explore new initiatives and best practices.

##### Motor/ Sensory Skills

The Senior Education Developer uses fine motor and sensory skills as required to use education technologies and office communication technology for long periods of time.

* Job duties include keyboarding throughout the day; dexterity requires proficiency and precision due to the volume and pace of written communication required. Work samples: Responding to a high volume of emails from faculty, administrators, and invited speakers with accuracy and rhetorical style.
* Running audio-visuals for in-person and Zoom presentations; dexterity requires some proficiency as presentations are live and multiple errors detract from audience engagement. Facilitating meetings and delivering workshops requires precise auditory sense as it is important to hear and react to participants to maintain and advance dialogue. Editing monthly newsletter and promotional materials requires precise visual sense in order to accurately read information in a variety of formats and identify errors or needed edits.

##### Effort

The position of Senior Education Developer entails mental demands such a visual attention to ensure communications are error-free an auditory attention to ensure that meetings and workshops run smoothly and engage in complex discussion and decision- making. Work requires sustained attention but also tolerance for frequent interruptions to support the work of others. Physical effort would be considered sedentary with sustained static postures for computer and desk tasks. The total mental effort leads to some fatigue. Work samples:

* Editing a high volume of communications sent to faculty, administrators, and graduate students.
* Completing projects under individual portfolio while also responding to Teams messages, in-person questions, and emails from Team throughout the day.

##### Working Conditions

Working conditions allow for a high degree of control over work environment, including ability to work remotely on some days. Some work involves concentration within an office with multiple employees and some noise distractions and responding to walk-in traffic. Work takes place in an artificially-lit, climate-controlled environment. Ergonomic seating and workspace is provided. Work samples include:

* Responding to questions and requests from faculty and staff through email, Teams, and in-person discussions.
* Working both in-office and remote as needed.