

## **Position Title:** Curriculum, Teaching and Learning Specialist

**Department:** Centre for Innovation and Excellence in Learning, Vancouver Island University

**Competition Number:** 14-4029

**Number of Positions:** One

**Appointment Type:** Temporary Full Time Position

**Category:** Faculty (F2 Scale)

**Start:** As soon as possible – up until March 31, 2015

**Workload:** 35 hours per week

**Employment Group:** Vancouver Island University Faculty Association (VIUFA)

**Salary:** Range approximately \$64,000 – \$85,000

**Position:** 00705

**Location:** Nanaimo and Cowichan Campuses

**Overview:** Centre for Innovation and Excellence in Learning is Vancouver Island University's teaching, learning and technology centre. We assist with the implementation of VIU's Academic Plan and work collaboratively with academic faculties and teaching faculty members to promote and support innovation and excellence in learning. We do this by supporting the creation and development of high quality curriculum-supported learning opportunities, through the appropriate integration of research-informed teaching tools, the use of interactive technologies and the promotion of vibrant learning environments.

The Centre has gone through a significant restructuring and redesign over the past three years. We have four key areas we support and service: (1) Teaching, Learning and Pedagogy; (2) Scholarship of Teaching and Learning; (3) Learning Technologies and Innovation and (4) Student Learning and Engagement. Each area functions in an integrative manner within a seamless support model. Faculty and student engagement with the centre is on the rise; 5X increase in past two years.

The Centre is seeking one position to undertake integrative educational development in all four of our areas. We require experienced applicants with significant teaching experience in post-secondary undergraduate classrooms, especially those with strong reflective and scholarly inquiry components to their practice. In addition, we need people who have had rich experiences working in teaching and learning centres undertaking faculty consultations, classroom observations, curriculum and program design and have a strong grasp of how to effectively facilitate change in teaching and learning. The Centre is positioned well within this teaching-focused institution and we require credible and suitably experienced people to work on diverse projects and initiatives.

**Duties:** Reporting to the Director of the Centre for Innovation and Excellence in Learning (Teaching and Learning Centre), the Curriculum, Teaching and Learning (CTL) Specialist functions in a collaborative role with other CTL Specialists and Centre staff serving the needs of faculty and also independently as a curriculum, teaching and learning consultant, topic expert, facilitator, designer, or project co-ordinator on institutional level projects and teaching and education development initiatives for curriculum, program, course, and non-traditional learning activities.

**Notes:**

More information from Liesel Knaack, Director, Centre for Innovation and Excellence in Learning. Please email [liesel.knaack@viu.ca](mailto:liesel.knaack@viu.ca)

## Summary of Three Key Areas of Responsibilities

### 1. Curriculum, Teaching and Learning: Professional Learning Support and Services for Faculty



- consultation, facilitation and support services for the development, implementation, and assessment of learning experiences at the curriculum, program, course and class levels, and other learning experiences (e.g., customized planning for teaching in blended learning environments)
- developing and participating in strategic initiatives to support the continuous improvement of teaching and learning across institution, province, nation and world

### 2. Leadership and Communication within VIU Community

- being responsive to VIU community needs in curriculum, teaching and learning by developing, leading and communicating to promote signature pedagogies, knowledge and professional learning networks

### 3. Research, Investigation and Promotion of Scholarship of Teaching and Learning

- leading and supporting research-informed activities; scholarship of teaching and learning initiatives

The CTL Specialist actively contributes to the evolution of the Centre for Innovation and Excellence in Learning and its staff by planning, facilitating and/or participating in frequent and varied professional development, mentorship and coaching activities.

## Position Components: Breakdown

Time allocation across the CTL Specialist's portfolio may vary depending on priorities or by agreement with the Director, the general breakdown is as follows:

- **70%: Supporting instructional faculty** in individual, small group or program settings on all aspects of curriculum, teaching, technology and learning topics, needs and activities
- **20%: Institutional or campus-level** programming/initiatives; workshops/special sessions, conferences, special projects
- **10%: Teaching and learning centre specific** e.g. establishing processes with other centre staff, engaging in professional development, conducting research projects; maintaining currency



## Position Details

While initial and ongoing parameters for work (i.e. strategic priorities, direction and approach and time on work at different levels) are established by the Director, the CTL Specialist will engage in all three of the identified responsibilities of this position. Details of each area are included below:

### 1. Curriculum, Teaching and Learning: Professional Learning Support and Services for Faculty

- Engages in all **phases of educational, faculty or professional development initiatives** by providing expertise related to teaching and learning research, curriculum development, learning technologies including dealing with specific or discipline-related teaching and learning issues, skills enhancement (general/specific teaching techniques or appropriate uses of learning technologies), teaching inquiry and research
- Serves as the **primary contact with the Faculties** and other identified clients and is an ambassador for the centre and VIU in all interactions
- Establishes and builds an **ongoing working knowledge** of being an educator of disciplines present at VIU through signature pedagogies **and VIU-specific context documents and activities** (i.e. Academic Plan and University Planning and Analysis Data), and of other expertise, supports and services within the centre, in order to connect instructors to these resources, if appropriate.
- **Develops detailed project plans** by working in collaboration with others (i.e. other CTL Specialists, Director, Faculty, Administration departments, and/or programs, and centre staff) to plan the development, implementation and evaluation of **strategies, methods and activities** in several **educational consultancy areas** (e.g., learning outcomes, technology integration, curriculum redesign, evaluation methods) at the institutional, campus, Faculty, or program level
- Identifies, designs, develops, and facilitates **general and discipline-specific activities** (workshops, seminars, colloquia and other special events or programs) for faculty members, instructors and graduate students on teaching issues, learning technologies, etc.
- **Co-ordinates or co-leads program, Faculty or institutional level** projects or programs by developing proposals and plans for specific or cross-disciplinary educational activities, and assisting and supporting faculty member (co-) leads on educational development initiatives that involve Faculty, department or program heads, faculty members and other content experts, as well as those at the institutional level and those with extensive breadth or depth. Performs curriculum, program, course, or non-traditional learning **development, implementation, and assessment** activities



## 2. Leadership and Communication within VIU Community

- Interacts with a **wide range of stakeholders** and collaborators including: Faculty, departmental and program representatives (administration, Deans, Directors), faculty members, graduate students, staff within Centre and other service or administrative units on all aspects of the **services** and **support** the Centre offers the institution
- Exhibits **leadership in knowledge acquisition and exchange** by informing educational practices through a strong **conceptual knowledge of education** aimed at revising educational practices as well as using and engaging faculty in **signature pedagogies**, knowledge and professional learning **networks** and learning beyond our borders
- **Consults on/is an active member of cross-departmental/disciplinary teams**, shares leadership roles, builds leadership capabilities among team members, and interacts with clients and colleagues at all levels to offer situation specific consultation or programming that supports teaching and professional development of VIU instructors
- **Fosters community and communication** around teaching and learning by working with members of the university community to
  - **build relationships** across the institution based on interest in teaching and learning
  - plan initiatives for **recognizing achievements** in teaching and learning
  - plan the design, development, implementation, and evaluation of a **distributed knowledge base of information** and resources on teaching and learning
  - identify teaching and learning information and resource needs

## 3. Research, Investigation and Promotion of Scholarship of Teaching and Learning



- Promotes and supports faculty in **engaging in scholarship of teaching and learning** (including scholarly teaching, research into learning sciences and action oriented research to enhance application and understanding of discipline-specific and generic teaching and learning scholarship activities)
- **Researches and shares knowledge on specific areas of educational development** and learning technologies related to best practices in general or for specific scenarios
- Plans initiatives for **promoting contributions to the knowledge base** (e.g., Scholarship of Teaching and Learning papers, Teaching and Learning inquiries) and for developing, implementing, and evaluating **identified information and resources** (e.g., examples, cases, online tutorials).

- **Designs and produces online resources, handbooks and educational papers** and may write, submit and present papers for external educational workshops, conferences and journals.
- Contributes to the continuous **improvement in the teaching and learning community** by informing and collaborating with the team about grassroots, program, Faculty-level and external trends and issues; keeping current in designated areas of teaching and learning and in sharing this knowledge; developing teaching and learning support strategies that are aligned with institutional goals, anticipate trends, and fill identified gaps; developing and maintaining areas of leadership/expertise that align with departmental and institutional needs; investigating and documenting current teaching and learning trends including learning technologies and emerging models for processes and procedures; creating and improving educational development resources to support teaching effectiveness; and working with members of the centre and university community to develop, implement, and evaluate strategic initiatives and activities.

## Required Qualifications



- **A completed Masters:** Graduate degree must be in field of **education directly related to learning, teaching, or curriculum design** (e.g., teaching and learning; curriculum development and instruction, educational psychology, etc.)
- **Two to four years** of cumulative, ongoing **teaching experience** at the **post-secondary** level as an instructor of **face-to-face, credit course** instruction (e.g., teaching more than half time in a regularized teaching position)
- **At least two years** of successful and cumulative experience in **educational / faculty development** (e.g., working in a teaching and learning centre) demonstrating the **ability to support faculty** in their teaching and learning experiences at the post-secondary level
- Ability to **create** and **provide programming** (informal and formal stand-alone or embedded activities) for **teaching and curriculum development** (e.g., individual consultations and work periods, workshops, conferences, condensed learning experiences) on topics such as assessment and evaluation, signature pedagogies, deep vs. surface learning, lesson planning, student feedback, learning objectives, outcomes and competencies, learning design, integration of educational technologies, leading discussions, supporting student success, etc.
- Evidence of **teaching excellence** and success in own practice to establish credibility for supporting and working with faculty (e.g., teaching award, research, course design experience, etc.)
- **Excellent** knowledge of **current theories and practices in education** particularly with respect to post-secondary teaching



and learning (e.g. student engagement, deep learning, interactive learning, curriculum alignment, assessment and evaluation, blended and online learning, etc.)

- **Confidence and comfort** in working with and rapidly learning new **educational technology resources and devices** (e.g., Web 2.0, cloud computing, mobile computing, blended learning, video streaming, etc.)
- Ability to effectively design, develop and integrate **technology into learning environments** through appropriate choices and use driven by curricula
- Demonstrated ability of **scholarly research on teaching and learning** (e.g., journal article publications, research program, research grants, refereed conference papers/presentations etc.)
- Ability to design and develop **rich and interactive learning experiences in a learning management system (LMS)** and have comfort using the tools and resources to assist faculty in building learning in an online environment (e.g., for fully online or blended delivery)
- **Have an active and ongoing professional development** portfolio in the field of education
- **Critically and strategically apply understandings and experiences** of own post-secondary education to working with faculty in a credible and valued way
- Respectful working relationships gained with **management and administration positions**
- Possess **analytical reasoning, problem solving, time management**, planning, project management, supervisory, administrative, and independent working and organizational skills
- **Effectively lead and collaborate** with cross-functional and multi-disciplinary teams while establishing priorities and **meeting deadlines** with minimal direction



- **Mature judgment, diplomacy and confidentiality**
- Excellent **strategic planning** and **resourcing** skills (e.g., plan conference, develop resources)
- **Excellent oral and written communication skills**, interpersonal skills, instructional skills, and business acumen
- **Flexibility to travel** between campuses and adjust work hours as required (a valid driver's license is required)

## Preferred Qualifications

- **A completed PhD:** Doctorate graduate degree must be in field of **education directly related to learning, teaching, or curriculum design** (e.g., teaching and learning; curriculum development and instruction, educational psychology, etc.)
- **Teaching experience** in a subject area that corresponds to Vancouver Island University's programs offered in the Faculties of Management, Social Sciences, Science and Technology, Health and Human Services, Education or Arts and Humanities (see <http://www.viu.ca/calendar/>)

## Application Details

Applications should include a **letter of application** summarizing your experience and knowledge as it relates to the position, an **updated curriculum vitae**, the **names and contact information for three references** (one who is a direct supervisor of your teaching or your educational development experience), and an educational development portfolio.

The digitally accessible **educational development portfolio** should include the following areas:

- your educational development philosophy (1 page max)
- your professional learning plan (2 pages max) including how you see this job fitting into your journey from where you've come from and where you want to go
- your teaching philosophy (1 page max)
- examples of your educational development practice with reflective statements
  - Including evidence of your work with faculty on curriculum, course design, pedagogy etc.
- examples of your teaching effectiveness with reflective statements
  - Including evidence of own course redesign, assessment and evaluation methods, course learning outcomes, teaching and learning strategies, student engagement etc.



## Appendix A: Salary Schedule

### APPENDIX A1: FACULTY SALARY SCHEDULE (F2) April 1, 2009

Revised January 2010

Step	Annual Salary Provincial Scale	Biweekly Salary Divisor 26.0893
Max 1	\$83,231	\$3,190.24
2	\$77,970	\$2,988.58
3	\$72,628	\$2,783.82
4	\$69,655	\$2,669.87
5	\$67,104	\$2,572.09
* 6	\$64,553	\$2,474.31
7	\$62,002	\$2,376.53
8	\$59,450	\$2,278.71
9	\$56,899	\$2,180.93
10	\$54,348	\$2,083.15
Min 11	\$51,797	\$1,985.37

\* Maximum initial placement.

Annual Salary is calculated by multiplying biweekly salary by 26.0893 pay periods.

## Information About Area

### About Nanaimo



Nanaimo Downtown Harbour

Nanaimo is a city of 85,000 residents, located on beautiful Vancouver Island in the most westerly Canadian province, British Columbia (home to the 2010 Winter Olympics in Vancouver) — a tourist destination blessed with the natural beauty of mountains, forests and seashore, a mild climate, and many opportunities for year-round outdoor sports and recreation.

Nanaimo is close to the major metropolitan areas of Vancouver (15 minutes by seaplane or 1.5 hours by ferry leaving from Nanaimo) and the capital city of British Columbia - Victoria (1.5 hours by car).



Nanaimo Harbour

Employees at VIU can have the best of all worlds:

- caring and comfortable community
- low cost of living
- spectacular natural environment
- unequalled recreational opportunities
- one of the mildest climates in all of Canada



Kayaking in Gulf Islands



Aerial view of Nanaimo Harbour



Vancouver - 15 minutes by seaplane



Victoria - 1.5 hours south

## About Vancouver Island University



Nanaimo Campus Library

Known as a centre of excellence for teaching, applied research and learning, Vancouver Island University (VIU) is producing quality graduates that are in demand by employers across the country and around the world.

With roots that date back to 1936 when Nanaimo's first vocational training school opened its doors, VIU shares a rich history and connectedness with its communities. It is this history and commitment to people that has provided VIU with a solid foundation on which we continue to grow.



Nanaimo Campus Courtyard

VIU has evolved into a dynamic, internationally known university supporting a student population in excess of 18,000 full-and part-time learners, including 1100 international students, over 1000 aboriginal students, and employing over 2,000 faculty and staff.

Through our ongoing evolution and growth, VIU is proud to have contributed to the development of the Vancouver Island culture, social, economic and knowledge base.



New Cowichan Campus in Duncan

VIU operates four campuses including a main campus in Nanaimo and regional campuses in Duncan, Powell River and Parksville-Qualicum. VIU is also the proud owner of Milner Gardens and Woodlands in Qualicum Beach, recently named one of the top 10 public gardens in Canada.

VIU is an organization that values a diverse range of training and education. The university provides an enriched and intellectually stimulating environment for students and employees. Offering programs from basic literacy to vocational programs, trades, undergraduate and graduate degrees, VIU encourages all students to explore their potential, discover more about their world and excel in both life and learning.

## Why Students Choose VIU

- Excellent facilities, quality programs at a reasonable cost
- Small classes taught by experienced and highly-qualified instructors
- Academic advising, personal counselling, and support services for international students
- Social, recreational and sports activities; homestay, and on-campus student residences
- Co-operative Education programs that allow for study and full-time work anywhere in Canada
- Great location in a smaller city close to Vancouver and Victoria



All photos © Vancouver Island University



Surfing in Tofino - 2.5 hours



Whistler for Skiing



Skiing at Cypress Mountain in Vancouver

## More Information

**Tourism British Columbia:** <http://www.hellobc.com/>

**Tourism Vancouver Island:** <http://www.hellobc.com/vancouver-island.aspx>

**Tourism Nanaimo:** <http://www.tourismnanaimo.com/>

**Vancouver Island University website:** <http://www.viu.ca>

**VIU Viewbook:** <http://www.viu.ca/viewbook/>