

**HUMAN RESOURCES
SIMON FRASER UNIVERSITY**

ADMINISTRATIVE & PROFESSIONAL
JOB DESCRIPTION

Pos #:

A. IDENTIFICATION

Position Title: Educational Consultant
Department: Teaching and Learning Centre
Position Reports to (Title): Director, Teaching and Learning Centre
Description Prepared By: S. Chu Date: January 29, 2014

B. POSITION SUMMARY

Reporting to the Director, Teaching and Learning Centre (TLC), the Educational Consultant (EC) functions as a discipline-specific specialist in a collaborative leadership role with faculty designates in one or two Faculties and independently as a designer, co-designer, or project manager on institutional level projects and teaching and education development initiatives for curriculum, program, course, and non-traditional learning activities.

Primary responsibilities include: teaching and professional development of instructors; consultation and support services for the development, implementation, and evaluation of learning experiences at the curriculum, program and course levels, and other learning experiences (e.g., customized planning for teaching development activities, co-op, service learning, non-credit); stewardship of a community “network” and “knowledge base” around teaching and learning at SFU; being responsive to community needs by developing or leading initiatives to meet those needs; and developing and participating in strategic initiatives to support the continuous improvement of teaching and learning.

The Educational Consultant actively contributes to the development of processes and evolution of the TLC and its staff by planning, facilitating and/or participating in professional development, mentorship, and coaching.

C. DUTIES AND RESPONSIBILITIES

Though time allocation across the Educational Consultant’s portfolio may vary slightly depending on priorities or by agreement with the Director, the general break down follows:

- Designated Faculties and non-Faculty instructor groups (65%)
- Institutional- or campus-level programming/initiatives (15%)
- Special projects or responsibilities (strategic and pre-approved; 10%)
- TLC specific (e.g., defining the EC’s new practice, establishing processes with other TLC staff, engaging in professional development, maintaining currency; 10%)

While initial parameters for work (e.g., high-level priorities, strategic approach and time on work at different levels) are established by the Director, the Educational Consultant:

- Develops detailed project plans by working in collaboration with others (e.g., peer Educational Consultants, University Teaching Fellows (UTF), designates within Faculties, departments, and/or programs, and technical and administrative TLC staff and other service unit staff) to plan the development, implementation, and evaluation of strategies and methods in several educational consultancy areas at the institutional, campus, Faculty, or program level.

- Participates in all phases of educational development initiatives by providing expertise related to instructional development, learning technology, and/or teaching enhancement including dealing with specific or discipline-related teaching and learning issues, skills enhancement (general/specific teaching techniques or appropriate uses of learning technologies), and teaching inquiry including the scholarship of teaching and learning (e.g., supporting teaching and learning development grant proposals). Performs curriculum, program, course, or non-traditional learning development, implementation, and evaluation activities (e.g., WQB or accreditation) at the Faculty or program level.
- Is a primary contact with the Faculties and other identified clients and is an ambassador for the SFU Teaching and Learning Centre in all interactions.
- Follows established processes and procedures for project management, documentation, and evaluation.
- Models a facilitated development process comprised of analysis, design, development, implementation, and evaluation phases.
- Interacts with a wide range of stakeholders and collaborators including: Faculty, departmental and program representatives (e.g., administration, University Teaching Fellows, in-house liaisons/experts), faculty members, instructors, graduate students, staff within the TLC, and other service or administrative units.
- Establishes an ongoing working knowledge of an assigned discipline and SFU-specific academic knowledge (e.g., academic plan and IRP data), and of other expertise, supports, and services within the TLC and SFU, in order to connect instructors to these resources, if appropriate.
- Project manages or co-leads Faculty or institutional level projects or programs by developing proposals and plans for specific or cross-disciplinary educational activities, overseeing the activities of temporary TLC staff, co-op students, work-study students, research assistants, and other temporary staff for the duration of projects, 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.
- Exhibits leadership in knowledge acquisition and exchange by informing on educational practices through a deep conceptual knowledge of education and by using information gathered from existing applications to develop or revise educational practices.
- 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 SFU instructors.
- Identifies, designs, develops, and facilitates general and discipline-specific activities (e.g., workshops, seminars, colloquia, and other special events or programs) for faculty members, instructors, and graduate students on teaching issues, learning technologies, etc.
- Researches specific areas of educational development and learning technology related to best practices in general or for specific scenarios (specific disciplines, learners, etc.).
- Writes instructional documents, online resources, handbooks, and educational papers and may write, submit, and present papers for external educational or learning technology workshops, conferences, and journals.
- Provides educational expertise and consultation on departmental, university-level, and external committees and working groups including on the use and integration of textual, graphic, or multimedia content in courses, and digital licensing issues.
- Performs a variety of communications and liaison related tasks, including delivering presentations to visitors from other institutions, participating in committees, and preparing project-related

documents.

- Works with members of the University community to fosters community and communication around teaching and learning by contributing to the design, development, implementation, and evaluation of a distributed knowledge base of information and resources on teaching and learning; building relationships across the institution based on interest in teaching and learning; planning initiatives for recognizing achievements in teaching and learning; and by identifying teaching and learning information and resource needs.
- Plans initiatives for developing, implementing, and evaluating identified information and resources (e.g., examples, cases, tips, templates, online tutorials).
- Plans initiatives for promoting contributions to the knowledge base (e.g., Scholarship of Teaching & Learning [SToL] papers, T&L inquiry).
- Develops strategies for sustaining the (distributed) community knowledge base and contributes to the knowledge base.
- Responds to requests from the community and TLC Director by working with members of the university community to identify teaching and learning support needs and plans the development, implementation, and evaluation of initiatives and activities for supporting identified needs.
- Contributes to the continuous improvement in the teaching and learning community by informing the TLC management team of grassroots, program, Faculty-level, and external trends and issues; keeping current in designated areas of teaching and learning and sharing this knowledge; developing teaching and learning support strategies that are aligned with institutional goals, anticipated trends, and 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 by working with members of the TLC and university community to develop, implement, and evaluate strategic initiatives and activities.

D. DECISION MAKING

i) Give some typical examples of the most important decisions the incumbent is expected to make in carrying out the duties and responsibilities of the position. To what extent can the incumbent rely on established policies or advice from others in making these decisions?

- Problems are unique and wide ranging and require a high level of professional expertise, interpretive, and complex deductive reasoning, considerable judgment, and strategic foresight in order to select the best option and propose high impact solutions.
- Decisions often involve collaboration with information technology service partners, senior academic administrators, other major internal and external stakeholders, and institutional-level committees, as outcomes may impact institutional level educational or learning technology planning, services, or programming.
- Makes recommendations to the TLC Director and Faculty-level administration on initiatives (e.g., curriculum change).
- Determines how to best facilitate and assist instructors in the identification and implementation of teaching strategies.
- Oversees the work of temporary staff for projects, as required.

ii) Give some examples of the types of decisions the incumbent would refer to his/her supervisor.

- Decisions that are precedent-setting, may have long term impacts on the institution or key internal/external stakeholders, and decisions with significant financial consequences.

- Strategic directions and Memorandums of Understanding (MOUs) with clients (e.g., institutional, campus, Faculty, or program level).
- Potential changes in pre-established high-level directions in working with clients.

E. SUPERVISION EXERCISED

Indicate the number of employees for whom the position is responsible:

Number of employees reporting directly to the position: 0
 Total number of employees for whom the position has direct responsibility: 0*

*Note**: In the role of project manager or co-lead, oversees and coordinates the activities of temporary TLC staff, such as co-op students, work-study students, research assists, and/or other continuing TLC staff for the duration of the project and reports performance concerns to the appropriate manager/supervisor.

F. SUPERVISION RECEIVED

Describe the extent to which the supervisor determines the day to day work load of the position and assists in the completion of duties. Explain the nature of guidance received and how often work is checked or reviewed.

The Educational Consultant is primarily self-directed, aligning work with strategic directions as identified by the Director, Teaching and Learning Centre. The incumbent works under broad objectives and exercises discretion in functional areas of responsibility and meets with the Director regularly (bi-weekly) to review planned activities, budgets, opportunities, and issues.

G. UNUSUAL WORKING CONDITIONS

The incumbent may provide consultation and support to instructors past regular work hours (e.g. late afternoon/early evening/weekends/mornings) and may occasionally plan and/or attend events and activities that occur during the evenings or on weekends.

Though the incumbent will be based at one of three campuses, regular travel between the Burnaby, Surrey, and Vancouver campuses is expected. On occasion, the Educational Consultant will be required to meet external clients or attend events off-campus.

H. ENTRANCE QUALIFICATIONS

What combination of experience, training and/or formal education do you believe is the minimum required to perform the duties of this position?

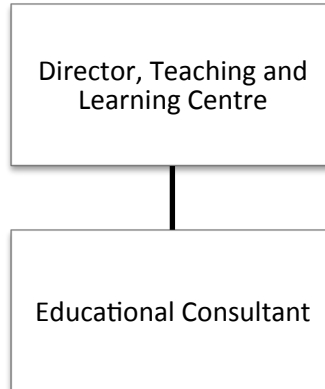
Master's degree in Education, or in a related field, and five years of directly related experience including two years' experience at the post-secondary level as an instructor (including teaching credit courses), or an equivalent combination of education, training, and experience.

- 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 group, team-based learning, blended, and online learning, etc.) and academic development.
- Excellent knowledge of and skill in providing consultation and creating plans and programming for teaching enhancement and curriculum initiatives
- Excellent knowledge and skill in the use, integration, and conceptual application of learning technology, online eLearning management systems, and associated educational management and social networking tools.

- Excellent strategic planning, cost-benefit analysis, and resourcing skills.
- Excellent oral and written communication skills, interpersonal skills, and instructional skills.
- Excellent analytical reasoning and problem solving skills.
- Excellent project management, planning, administrative, organizational, and time management skills.
- Ability to maintain excellent client service and professionalism when consulting with clients; identifying needs; and facilitating solutions.
- Ability to effectively lead and collaborate on cross-functional and multi-disciplinary teams.
- Ability to coordinate and oversee the work of multiple contributors on projects to ensure project goals are met.
- Ability to exercise mature judgment, diplomacy, discretion, business acumen, and to maintain confidentiality.
- Ability to understand and apply policies and procedures.
- Ability to arrange transportation to various campuses and off-campus locations.
- Proficient in the use of word processing, spreadsheet, presentation, and database software (e.g., Word, Excel, PowerPoint, and Access)

I. ORGANIZATIONAL RELATIONSHIPS

Indicate in the appropriate blocks the title of the position to which this position reports and the titles of positions reporting directly to it. If more detail is required, add additional blocks.



J. APPROVALS

Incumbent's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Signature of Next Administrative Level: _____ Date: _____