#### Trent University LogoOPSEU JOB DESCRIPTION

**Job Title:** Education Developer (Access, Inclusion, and Transition)

**Job Number:** A-504 | VIP: 2000

**Band:** OPSEU-9

**Department:** Centre for Teaching & Learning (Trent Durham GTA)

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

**Last Reviewed:**  July 8, 2024

#### **Job Purpose:**

In consultation with the Senior Education Developer, the Education Developer (Access, Inclusion, and Transition) will develop resources and programs for faculty and staff to create inclusive and accessible teaching and learning environments as well as to support students’ successful transition to university. The Developer reviews and shares research on best practices in inclusive and accessible instructional strategies as well as provides support for faculty research on access and inclusion in teaching and learning. They are also responsible for coordinating programming to support student transitions, including the First Year Caucus and Summer Bridge Program, a for-credit transition program for high priority students. The Developer will also consult with faculty and Chairs to support course design, support faculty engagement in research on teaching and learning, facilitate faculty professional development, and support quality assurance by advising for cyclical program reviews with regards to learning outcomes. These activities will support the goals of enhanced teaching excellence within the Trent teaching community.

#### Key Activities:

##### Access and Inclusion

* Acts as the CTL’s contact for faculty requests on how to engage accessible and inclusive teaching practices, course design, and instructional materials.
* Supports the development of new micro-credentials and professional development opportunities on topics related to access and inclusion.
* Develops online and print showcases featuring creative, connected, and innovative faculty, staff and student teaching and learning initiatives related to access, inclusion, and transition.
* Reviews and highlights research on best practices in inclusive and accessible teaching and learning and supports faculty research in these areas.

##### Transitions Support

* Oversees the First Year Caucus to engage instructors and staff in informed discussion of trends, challenges, and best practices in first year teaching and learning including developing agenda, inviting appropriate guest speakers, and facilitating sessions.
* Facilitates conversation between secondary and post-secondary educators about key issues in student transition.
* Oversees the successful delivery of the Bridge Program including facilitating the Bridge Working Group comprised of contributing units, liaising with the School of Education to coordinate curriculum and instruction, liaising with Student Affairs to coordinate wrap-around supports, and attending to the program’s administrative needs.
* Facilitates the expansion of the Bridge Program to appropriate student populations.

##### Instructional Support

* Maintains regular office hours and in-person presence at Trent Durham, taking a lead role in planning and facilitating evidence-informed teaching and learning professional learning programing for faculty on this campus.
* Works with key members of the CTL and Trent Online to develop an educational plan for instructors.
* Develops clearly written, well-organized, research-informed, accessible resources to share with faculty.
* 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.
* Supervises student employees as needed to help faculty format teaching materials that are inclusive and accessible.

##### Quality Assurance/Project Management

* Consults with departments to support Cyclical Review activities.
* Provides project management support for special projects and initiatives.

#### Education Required:

* Master’s Degree required (Education, Humanities, Social Sciences, or Sciences).

#### Experience/Qualifications Required:

* Recent teaching experience in post-secondary sector.
* Three (3) years’ direct work experience in a post-secondary environment required; secondary teaching experience an asset.
* Demonstrated knowledge of research and current ideas and issues within post-secondary teaching; access and inclusion; and student transitions.
* Strong communication and interpersonal skills (with an ability to facilitate purposeful discussions within small groups).
* Demonstrated knowledge of project management and the ability to manage multiple projects and schedules.
* Demonstrated success in community engagement involving multiple stakeholder groups.
* Excellent communication skills, initiative, and interpersonal skills, including diplomacy and confidentiality.
* Excellent writing and editing skills.
* Ability to work independently and as a member of a team.

**Job Evaluation Factors:**

##### Analytical Reasoning

* The Education Developer (AIT) requires a high level of analytical reasoning to carry out daily tasks such as developing resources for faculty and staff, and reviewing and sharing research on best practices in access, inclusion, and transition. These are sensitive areas that require critical thinking skills to understand, condense, and discuss with broad audiences.
* This role is also responsible for programming, such as First Year Caucus and the Summer Bridge Program. Planning and operating these programs require forethought, trouble-shooting skills, and the ability to work in fluid contexts that require mental adaptability. For example, the Bridge Program has fluctuating enrollment which at times requires adaptability in the planning and design across sessions.
* This position also supports pedagogical activities across the university, such as consulting with departmental Chairs on cyclical review activities. Providing this support requires analytical reasoning and the ability to advise on a range of disciplinary fields of study.

##### Decision Making

* The Education Developer (AIT) works independently at a very high level. They receive guidance from the Senior Education Developer but are expected to manage their own workload and tasks with minimal oversight.
* This role is responsible for decision-making related to (1) the creation of pedagogical materials and support related to access and inclusion, (2) providing transitions supports such as through workshops, overseeing the First Year Caucus, and the Summer Bridge Program, (3) instructional support across the university, and (4) supporting quality assurance and project management, such as through consulting with departments on cyclical review activities.
* The individual in this role will be expected to make decisions on a daily basis, that impact pedagogical supports and programs within the university community.

##### Impact

* The Education Developer (AIT) compiles resources related to access, inclusion, and transitions. These are critically important areas that need to be incorporated into pedagogical practice across the university, to improve teaching and learning for students and instructors. If the person did not adequately prepare these materials, the Trent community might receive inaccurate or even harmful messaging.
* As part of their role, the Education Developer (AIT) coordinates and facilities programs such as the First Year Caucus and Summer Bridge Program. If they did not fulfill these requirements adequately, these programs would be poorly run and instructors and students would not be properly supported.
* Additionally, this role provides instructional support and quality assurance consultations. Failure to do this aspect properly would have negative implications for instructors and departments, as they would receive inadequate information and support.

##### Responsibility for the Work of Others

* There are often numerous student employees in the Centre for Teaching and Learning. While the Senior Education Developer creates a staffing plan for student employees, the Education Developer (AIT) may be asked to supervise student employees each term.
* These tasks may include asking students to complete literature reviews and/or environmental scans, assist with communications, and help with teaching and learning events such as workshops and speaker series.

##### Communication

* As a staff member within the Centre for Teaching and Learning, the Education Developer (AIT) will have regular contact with other staff members, within the unit.
* They will regularly interact with, and support the work of, faculty in all departments across the university. They will also work closely with units such as Academic Skills, Equity and Human Rights Office, Library, and Student Wellness Centre.
* This position is located on the Durham campus, so they will also have regular contact with the Durham faculty and staff, serving as the primary liaison to the Centre for Teaching and Learning in that location.

##### Motor/ Sensory Skills

* The Education Developer (AIT) requires sensory and fine-motor skills to use a computer and phone. The job duties require use of keyboard throughout the day
* Dexterity, proficiency, and precision are required due to the volume and pace of written communication, such as responding to a high volume of emails from faculty, administrators, and other Higher Education professions within and external to Trent.
* This position entails running audio-visuals for in-person and Zoom presentations. Dexterity is required, as some 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 tso participants to maintain and advance dialogue.

##### Effort

* The Education Developer role 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 examples include editing a high volume of communications sent to faculty, administrators, and staff, and completing projects under individual portfolio while also responding to Teams messages, in-person questions, and emails 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.