#### Trent University LogoEXEMPT JOB DESCRIPTION

**Job Title:** Director, Additional Qualifications (AQ) & Accreditation

**Job Number:** X-320 | VIP: 1079

**Band:** EXEMPT-10

**Department:** School of Education & Professional Learning

**Supervisor Title:** Dean, School of Education & Professional Learning

**Last Reviewed:**  January 18, 2024

#### **Job Purpose:**

The Director, Additional Qualifications & Accreditation builds on and extends Trent University’s reputation as a leader in education. This role provides leadership for the AQ and PQP programs, and for the ongoing accreditation of Trent University’s Bachelor of Education programs.

In this strategic and self-directed leadership, the Director brings significant revenue into the University and is committed to developing enduring relationships with education stakeholders across Ontario, as well as internationally. Thousands of students (certified teachers) are enrolled in the AQ and PQP programs every year at the University.

The breadth and depth of the Director’s experience and knowledge in the education sector play a pivotal role in navigating the complexities of regulation and professional degree programs, negotiating with faculty, and liaising with external stakeholders to ensure the continuation and success of the School of Education’s BEd, AQ and PQP programs. The Director promotes Trent University as a leader in offering education programs that integrate and discuss the latest advances and research in education.

The capacity of the Director to continuously ‘grow’ an infrastructure that promotes external partnerships, offers engaging academics; and generates revenue is key to achieving success in this highly competitive field. The Director initiates new program and course development, and delivery of relevant, responsive programming for educators; strategically planning for student recruitment, retention, and enrolment.

The Director plays a pivotal role in ensuring the continuing and successful accreditation of the School of Education’s BEd program through their intimate knowledge and navigation of both the Ontario College of Teachers and the School of Education.

This position has oversight over all facets of Trent University’s AQ and PQP programs, including marketing and recruitment of students, registration, and verification of admission requirements; all student communication and correspondence, program content and development, hiring and training of instructors, verification of course completion, final certification, and qualification reporting to the Ontario College of Teachers.

The Director often responds to time-sensitive issues outside of regular work hours and demands that require additional evening and weekend hours.

#### Key Activities:

##### Business & Strategic Development

* Develops strategic business plans to increase revenue through the expansion of the AQ and PQP programs; the breadth and depth of the Director’s experience and knowledge in the education sector is the driving force for continuous improvement and program advancement opportunities.
* Establishes partnerships and collaborates with diverse stakeholders in education to network and build on Trent University’s reputation; collaboration, creation, and consultation with the education community are central to the Director’s role (e.g., Ontario School Boards, Ontario College of Teachers, private education institutions)
* Analyzes risks, challenges and market conditions impacting students, budget and enrollment management; informed on industry trends and changes as well as competitor performances and practices (e.g., changing student fees, length of terms, offering courses as Microcredentials for OSAP options)
* Responds to current education issues, trends and research in education to forecast program direction to increase revenue (e.g., Ministry subsidies, updated Ministry curriculum)
* Interprets OCT policy, evaluating new guidelines (e.g., Accreditation Resource Guides) and regulatory changes (e.g., OCT memos) to analyze the impact not only on student learning but accreditation of the programs by the Ontario College of Teachers.
* Promotes programs by developing strategic marketing/communication to advertise Trent University as a destination for offering excellence in education (e.g., AQ branding, first-rate client services)
* Upholds integrity and professionalism of Trent University’s reputation and commitment to students; delivering program content to support excellence in equity, diversity, inclusion and Indigeneity (e.g., program content, hiring of instructors)

##### Operations

* The Director has complete autonomy over the AQ Office, and programs delivered, overseeing student registration, recruitment/advertising, and program content and delivery, and the overall student experience
* Given the nature of this position, the Director has experience and insight from a number of different university departments, strengthening their ability to problem solve and innovate with their collective understanding and pan-institutional knowledge
* Oversees infrastructure and services offered; continuously strives to improve the student experience; ‘living up’ to Trent University’s stellar reputation
* Ensures that the AQ Office is at the forefront of information technology in order to provide outstanding service to students. Leverages technology to enhance networking and client relations (e.g., Olark)
* Consults with departments across the campus to elevate program quality and student experiences (e.g., Financial Aid Office, Library, IT Department, Student Accounts)
* Ensures BEd, AQ and PQP programs are compliant with regulatory policy
* Advises on BEd program accreditation (e.g., new program reviews, program renewals, substantial development requests, pivot reports, etc.)
* Ensures programming, delivery and operations of the AQ Office steadily improve and adapt to support increasing enrolment and best practices, indicative of Trent University’s reputation (e.g., EDI content, AQ Help Desk)
* Set term dates, course fees and instructor/developer wages

##### Partnerships & Relationship Building

* Initiates and cultivates collaborative projects with school boards and private institutions in Ontario; to develop customized AQ courses for targeted education groups (e.g., FNMI Part 1 to Havergal College)
* Fosters and maintains a relationship with the Ontario College of Teachers; actively networking as the University’s point of contact for the BEd, AQ and PQP programs
* Builds a community of professionals; establishing and maintaining meaningful reciprocal relationships with instructors and developers entrusted to deliver Trent University’s AQ and PQP programs
* Develops relationships and high credibility with external stakeholders to promote school board interest in hosting teacher candidates in experiential learning (e.g., practicum)
* Cultivates trusting and respectful communication and relationships with Dean of Education, BEd faculty, teacher candidates, alumni, unions, host teachers, partner school boards
* Demonstrates a commitment to student experience and learning; communicating with international students to promote Trent education
* Advises Dean on the mandate of the Teacher Education Advisory Committee for the Bachelor of Education programs (e.g., building trust and enduring relationships with superintendents, school board unions)
* Identifies and initiates relationships with internal departments at the University to explore opportunities, accountability, and emerging issues (e.g., Host Teacher credits, Instant Enrollment/IT Department, Touchnet/Student Accounts, Microcredentials)

##### Accreditation & Regulatory Policy Analysis

* Spokesperson for Trent on all things to do with accreditation; comfortable representing the Dean with consummate professionalism in all matters related to accreditation
* Leads accreditation activities for the School of Education’s Bachelor of Education programs, as well as the Additional Qualification (AQ) and Principal Qualification (PQP) programs
* Intimate knowledge and access to all facets of the Bachelor of Education Programs in order to ensure Trent University’s programs meet accreditation approval by the Ontario College of Teacher in regular accreditation periods intervals and on a continuing basis from year to year (e.g., for substantial program decisions - assessment to pass/fail, Ministry regulation changes, pandemic pivotal years)
* Recognizes the importance and integrity of accreditation’s role in supporting and setting up the success for the Cyclical Review of the Bachelor of Education programs
* Advises on all aspects of the accreditation process for the undergraduate BEd programs and their review by the OCT Accreditation Committee (e.g., content validation, interview and evidence selection)
* Liaises and consults with education stakeholders
* Evaluates problematic program areas, analyzes data, identifies gaps in information, resolves issues, and provides recommendations to improve accreditation outcomes
* Instills confidence in the School of Education by seamlessly piecing together stellar program submissions to ensure favourable accreditation outcomes and the continued offering of Trent University’s Bachelor of Education Programs (e.g., demonstrates compliance with Accreditation regulation)
* Oversight of program integrity; builds AQ and PQP programs based on diversity and professionalism, and best practices relevant to accreditation regulations and OCT mandates (e.g., inclusive learning outcomes, strategic alignment with OCT expectations); ensures compliance with academic, regulatory and accreditation policies and requirements

##### Hiring & Supervision of Instructors and Course Developers

* Full scope of responsibilities, including the recruitment, hiring, performance management, discipline and termination of over 200 AQ and PQP course instructors, course developers, test graders and AQ Office staff throughout the year (e.g., 25
* 0 instructors in 2022)
* Mentors and builds a strong instructional/development team for leadership of AQ and PQP programs
* Fosters a team environment with a shared purpose of constant improvement, personal development, service excellence, teamwork and a passion for learning
* Continuously evaluates instructor performance and student evaluations to bring about positive and progressive changes with respect to program content and student experiences
* Fosters a dynamic and collaborative workplace and culture, inspires and empowers a talented and diverse team of professionals, and promotes and creates inclusive teaching and learning spaces and practices based on principles of equity, diversity, inclusivity, and decolonization/Indigenization

##### Program & Curriculum Development

* Keeps abreast of current issues, trends and research in teacher education in Ontario and other jurisdictions and changes in policy, legislation, technology and innovations that may affect delivery and curriculum of teacher education courses
* Consult with BEd faculty on their subject areas of expertise (e.g., Indigenous, Special Education)
* Directs and provides expert advice to the AQ and PQP development teams on the implementation, and evaluation of progressive programming, initiatives, and services that promote teaching excellence, pedagogical and technological innovation, academic program development, and the scholarship of teaching and learning.
* Makes decisions on program content, including but not limited to course design, learning outcomes, oversight of assessment strategies, overall pedagogy, and alignment with accreditation regulations
* Actively participates in the evaluation and advancement of new education policy to inform content for program development (e.g., Indigenous, French education)
* Advises faculty on the development of teaching methods and course design that foster improvements in student learning within disciplinary contexts (e.g., assessment and evaluation)
* Leads quality assurance; curricular decision making and continuous quality improvement of the Principal Leadership and the AQ programs

##### Issues Management

* Manages issues and handles potential crises; communicates with stakeholders and providing solutions (e.g., social media issue, human rights’ issue)
* Solves problems, navigates ambiguity and views issues from multiple perspectives (e.g., student/instructor racism conflict, plagiarism)
* Moves initiatives forward when confronted with evolving and competing priorities (e.g., online registration, new course development, international credentials)
* Responds to OCT’s time-sensitive and probing queries that challenge the qualifications of a BEd student and/or the continued offering of Trent University’s BEd programs (e.g., practicum days, placement location, teachables)

#### Education Required:

* Master’s Degree
* Bachelor of Education
* OCT designation

#### Experience/Qualifications Required:

* A minimum of twelve (12) years’ experience in an education environment, including teaching in both the elementary and secondary school system in Ontario, principal/administrative leadership experience, and curriculum development with the Ministry or the Ontario College of Teachers (usually a principal)
* Demonstrated ability to work autonomously and independently, exercising a high degree of initiative, innovation and judgement in decision-making
* Demonstrated business acumen
* experience in strategic planning to facilitate continuous improvements, generating and executing new business opportunities
* knowledge in marketing and sales (e.g., AQ branding)
* An in-depth understanding of the goals and objectives of education programming and evaluation within a university context is essential; candidate will be versed in educational pedagogy and hold a deep understanding of curriculum learning outcomes, assessment of student learning and student success strategies.
* Demonstrated knowledge and competency in learning management systems
* Ability to collaborate across internal and external boundaries to meet common objectives, improve program outcomes and support the Ontario Ministry of educational goals
* Demonstrated experience with quality management processes, professional accreditation standards and processes in professional schools and with regulations and guidelines governing accreditation in an academic environment
* Knowledge and understanding of the education sector and the mandate, related legislation, regulations and bylaws of the Ontario College of Teachers
* Exceptional capacity for policy analysis and ability to draft regulatory documents, critical analytic writing at a Master level particularly for course development and accreditation documents
* Calm under pressure, able to manage multiple priorities and frequent interruptions and highly stressful situations
* Ability to show initiative and excel in an unstructured work environment, including confidently networking with external stakeholders and conflicting priorities and personalities, people management

**Job Evaluation Factors:**

##### Analytical Reasoning

The Director’s analytical reasoning skills are challenged at a high level. The areas of responsibility are broad, complex and multi-faceted with the AQ and PQP Programs and the additional regulatory oversight of the Bachelor of Education programs. Critical thinking, judgement and reasoning are required daily in interpreting complex and often sensitive situations, which are unique to this role which does not follow undergraduate regulation or policy. Considerable analysis is required to inform decisions that may have first and foremost an impact on a student’s welfare/mental health, as well as the integrity of Trent’s programs and reputation, and overall revenue.

Examples

* Reviewing and handling an issue where the mental health of a student is at stake
* Finalizing content in BEd Accreditation documents and selection of evidence are critical to ensure the BEd Programs are accredited without condition and the School of Education is able to continue the offering of the programs without incident
* Interpreting a human rights complaint from a student that is sensitive in nature and requires interpretation of the situation and policy to not only respect the student, but also Trent’s reputation and the risk of a lawsuit
* Reviewing suspected plagiarism with evidence-based reasoning is important in a course where teachers taking these courses are licensed professionals held to OCT’s standards of practice, which if not handled properly can affect both the student’s professional reputation as a teacher and the University’s reputation
* Prioritizing course development that generates the greatest revenue through a demand/need analysis. There are many criteria to consider including educational trends, Ministry subsidies, and cost effectiveness which can have a significant impact on revenue
* Analyzing options on how to respond to negative social media is time sensitive and is not easily reversed if handled inappropriately. The damage to Trent’s reputation is at risk.

##### Decision Making

The Director has complete autonomy for making decisions for the AQ and PQP programs. The position is responsible for HR decisions, external partnership collaborations, financial decisions and all decisions related to program content and development.

Examples

* Develops business plans for direction of programs that includes marketing and expansion strategies, partnership opportunities, new development
* Responds to issues brought forward by students on human rights, gender, racial discrimination
* Responds to issues of student plagiarism
* Negotiates partnership and terms of agreement (e.g., special course fees, duration)
* Recruits, hires, fires and determines wages for instructors, developers, graders
* Sets student course fees for AQ and PQP Programs
* Determines number of terms, length of terms, delivery mode of programs
* The Director advises/responds to OCT policy regulating Accreditation.

Examples

* Develops plan for accreditation process for BEd Programs
* Decides on evidence selected to substantiate documentation submitted

##### Impact

Actions and decisions made by the Director have a substantive impact on Trent University’s revenue and reputation.

1. Revenue - The AQ and PQP Programs generates significant revenue for the university. The revenue benefits are pan-university.

Examples

* Revenue from the programs is providing and was the deciding factor in the University purchasing its new campus wide E-Commerce platform that is used for seamlessly integrating all payment methods for students.
* Revenue from the Programs supports an Online Enrolment system that other departments will be able to utilize as they grow their programs
* Revenue from the programs is forwarded to Finance to support general University expenses
* Revenue from the programs has enabled the School of Education to create customized teaching classrooms for the School of Education
* Revenue from the programs is currently going towards a stand alone gymnasium building, which will eventually when built, serve the School of Education as well as house other University functions
1. Reputation - Over 6000 students are enrolled in the AQ and PQP programs each year so the impact this number of students has on the University’s reputation is significant. The interactions and experiences they have are substantial.

Examples

* The Director leads the accreditation process for the Bachelor of Education programs. This is a process with many education stakeholders involved. Having OCT comment that Trent University submitted a stellar accreditation submission builds our credibility with the Ministry, school boards, unions, etc.
* The decision to partner with local school boards is impactful on many counts. A recent partnership with a private institution, to share expertise in Indigenous, has reshaped the learning and thinking for those students. These students will share their learning on equity, diversity and inclusivity in their own schools.
* Recently, Trent University opted to incorporate the Science of Reading content into the AQ Reading courses and social media has highlighted Trent as a ‘go to’ destination in the education community. Some school boards have recommended that their teachers take these courses. This is an example of how the Director’s decisions can be highly impactful to the University’s reputation.
* Another example is when a student posted to social media criticizing Trent University because of the online AQ enrolment form’s limited choices for gender. The impact to the University with one negative comment is far reaching and could lead to open criticism of the University and loss of reputation. The Director’s actions to act quickly to respond to the student and address the issue generated a positive outcome benefiting the University’s reputation.
* In 2022 when a change in the AQ and PQP online enrolment payment system was going to result in students paying additional credit card service fee charges, the Director did a cost benefit analysis and made a decision to reduce course fees to offset the additional charges and limit negative student comments. The Director made a business decision to prioritize student experience (not having to pay hidden service fee charges) over a slight loss in revenue. This impacted revenue slightly, but minimized the impact to Trent University’s reputation.

##### Responsibility for the Work of Others

Direct Responsibility for the Work of Others

* Additional Qualification Program (AQ) Instructors – recruitment/hiring of 250 instructors in a 4-term year
* Principal Leadership Program (PQP) Instructors – recruitment/hiring of 30 instructors throughout a 4-term year
* Course Developers – direct and advise developers on new and existing curriculum content and delivery
* Test Developers and Graders – hires and oversees test grading
* AQ Coordinator – provides direction

Indirect Responsibility for the Work of Others

* AQ Assistant

##### Communication

Internal

* Dean of Education
* Education Faculty
* Manager, Information Systems
* Manager, Student Accounts
* Senior Manager, Client Services
* Executive Director, Food, Conferences and Campus Payment Services
* Director, Co-op, Careers & Experiential Learning
* Human Rights Advisor
* University Registrar
* Purchasing

External

* Director, Standards of Practice and Accreditation, Ontario College of Teachers
* Program Officers, Accreditation, Ontario College of Teachers
* Membership Services, Ontario College of Teachers
* OADE In-Service Committee
* Directors of Professional Learning, Ontario Universities
* Superintendents, Ontario School Boards
* Principals, Ontario School Boards
* Teachers, Ontario School Boards
* International Schools – verification of students’ qualifications, advertising for recruitment
* Learning Consultants/Program Facilitators Ontario School Boards (e.g., Indigenous Education Lead)
* Principal of Teaching and Learning, Kawartha Pine Ridge District School Board
* Private Educational Institutions (e.g., Camp Kodiak, Havergal College)
* The Qualifications Evaluation Council of Ontario
* Ministry of Education
* Ontario Teachers’ Federation
* Ontario School Counsellors Association

##### Motor/Sensory Skills

* A high level of precision and accuracy is required to perform at the excellence level required when dealing with external education stakeholders
* Work requires extended periods of using fine motor and sensory skills (e.g., eyesight) to perform job duties on a computer

##### Effort

Mental

* High degree of mental effort required.
* Expectation to sustain increased growth and maintain revenue is stressful
* Stressful working with demanding stakeholder groups external to the university and making demands outside of regular working hours
* Frequent interruptions and unpredictable occurrences (e.g., registration breakdown)
* Must be able to make complex decisions in a high volume, busy environment and responds to issues as they develop.
* Must be responsive and provide immediate solutions to avoid fallout

Physical

* Varying and extended hours of work required, including frequent evenings
* Extensive fatigue and strain on body sitting for hours at computer

##### Working Conditions

Physical

* The Director is often confined to computer workspace with little tolerance for movement.

Psychological

* Complaints from students cause considerable stress
* Offering courses year round results in dealing with time pressures and conflicting work priorities
* Sensitivity is required when dealing with complex and confidential student issues
* Managing crisis situations (e.g., empathetic and responsive to students)
* Must use discretion and tact in stressful situations