

## Job Description



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<b>Job Title:</b>	Director, Centre for Teaching Excellence
<b>Department:</b>	Centre for Teaching Excellence
<b>Reports To:</b>	Associate Vice-President, Academic
<b>Jobs Reporting:</b>	Associate Director; Administrative Assistant
<b>Salary Grade:</b>	USG 16
<b>Effective Date:</b>	July 2019

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### **Primary Purpose**

The Centre for Teaching Excellence aims to foster teaching excellence, innovation, and inquiry by supporting instructor development, promoting a community around teaching, and nurturing a culture of teaching and learning at Waterloo. As the leader of this unit, the position has three main areas of focus: 1) provide oversight on the strategic direction and management of the Centre for Teaching Excellence, 2) contribute significantly to institutional strategy and initiatives regarding the promotion and enhancement of teaching and learning, and 3) engage in provincial, national, and international initiatives related to the work of the Centre.

### **Key Accountabilities**

#### **Strategic Leadership and Direction**

- Provides leadership and support for educational development at Waterloo through the unit's various high-quality programs and services
- Oversees the development and implementation of the department's strategic plan and other key planning documents (e.g., communications plan, assessment plan) that support the institution's strategic plan and other strategic initiatives (e.g., multi-year accessibility plan)
- Oversees the collection, analysis, dissemination, and use of the department's assessment data internally and externally

#### **Institutional Strategy, Initiatives, and Advocacy**

- Leads or contributes significantly to the development and implementation of institutional strategic directions and initiatives regarding the enhancement of teaching and learning that involve small- or large-scale changes in practice (e.g., teaching and learning spaces, course evaluations, institutional strategic plan, Teaching Fellows program)
- Acts as a thought leader in higher education pedagogy and educational development to ensure Waterloo is positioned for both current and future success
- Advocates for the importance of teaching and educational development for faculty members, postdoctoral fellows, graduate students, and staff instructors to enable teaching excellence, innovation, and inquiry

#### **Department Management**

- Oversees the development and execution of departmental practices and procedures as well as approaches to staff recruitment, development, and retention
- Plans and oversees the unit's financial resources and performance
- Manages the unit's organizational structure to ensure succession planning, career advancement, and effective operations
- Guides the senior team in effective management, unit operations, and work team dynamics within a progressive and productive environment

### **Collaborations and Institutional Events**

- Fosters collaborations with university leaders (e.g., Executive Council members, Associate Deans, Teaching Fellows, Directors of partner units)
- Advises on the design and assessment of new and/or high-profile programs or services to address expressed needs from university leaders
- Develops and/or facilitates institution-wide initiatives or programs as needed that promote the importance of teaching excellence, innovation, and inquiry (e.g., Teaching Excellence Academy)

### **Engagement in Research, Teaching, and External Initiatives**

- Engages in research and/or makes scholarly contributions within the broad field of higher education
- Represents the university on provincial, national, and international research and/or service projects related to teaching, learning, or educational development (e.g., D2L Guild)
- Participates actively in relevant professional associations and conferences to reinforce and promote Waterloo's leadership position and profile in pedagogical innovations and in the field of educational development
- Seeks opportunities to teach and/or provide academic supervision where appropriate

*\*All employees of the University are expected to follow University and departmental health and safety policy, procedures and work practices at all times. Employees are also responsible for the completion of all health and safety training, as assigned. Employees with staff supervision and/or management responsibilities will ensure that assigned staff abide by the above, and actively identify, assess and correct health and safety hazards, as required.*

### **Required Qualifications**

#### **Education**

- PhD required in higher education, or other relevant discipline

#### **Experience**

- 10+ years of experience in the educational development field
- 8-10 years of experience in a senior leadership role, with a proven track record of attracting and retaining high-quality staff and managing budgets
- University-level teaching experience

#### **Knowledge/Skills/Abilities**

- Demonstrated knowledge of theories and practices used in educational development
- Strong leadership skills within an academic environment
- Proven skill in relationship management and achieving results using a collaborative approach
- Demonstrated success in leading and contributing to change efforts while showing respect for and sensitivity to academic and disciplinary norms
- Excellent verbal, written, and presentation communication skills
- Demonstrated high level of organization and ability to manage high volumes of activity and change
- Proven analytical, systems and strategic thinking, and research skills

### **Nature and Scope**

- **Contacts:** The Director works closely with the Associate Vice-President, Academic. The Director holds the primary responsibility for effective CTE relations with key leaders and departments on campus (e.g., AVPs, Deans, Associate Deans, Teaching Fellows, Centre for Extended Learning, Instructional Technologies and Media Services, AccessAbility Services, Institutional Analysis and Planning, FAUW, etc). The Director is also a member of campus committees, helping to inform decisions that involve teaching and learning. External contacts include educational development leaders and practitioners at post-secondary institutions worldwide and external vendors.

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- **Level of Responsibility:** The Director has ultimate responsibility for setting and meeting the unit's strategic directions and, as such, has a broad range of accountabilities requiring knowledge and experience in many different areas. The role also involves direct management of 2 people, indirect management of the rest of the unit's staff, and overall responsibility for the unit's budget and staff hiring and retention.
  - **Decision-Making Authority:** The Director has final decision-making for all items outlined above and is accountable for decisions within the unit, including hiring decisions, performance management and evaluations, and budget management.
  - **Physical and Sensory Demands:** Minimal demands typical of a senior position operating within an office environment.
  - **Working Environment:** Exposed to stress and pressure associated with senior level responsibilities, frequent distractions, and competing priorities. Involves moderate psychological risk resulting from unavoidable exposure to hazardous, disagreeable, or uncomfortable working conditions. There may be unusual hours or schedules, multiple and/or tight deadlines beyond one's control, and constant interruptions (e.g., phone calls, emails, and unplanned but urgent requests). The Director works in the CTE office suite, with meetings across campus as well as occasional travel for professional development and networking purposes.