Curriculum Specialist

Overview of Position

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<thead>
<tr>
<th>Role Details:</th>
<th>For Human Resources Use:</th>
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<tbody>
<tr>
<td>Incumbent:</td>
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<tr>
<td>Department:</td>
<td>Classification: SG 14</td>
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<tr>
<td>University/Department Leader:</td>
<td>Job Code: MM2X23</td>
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<tr>
<td>Date:</td>
<td>Department #: 260100</td>
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<tr>
<td>Position Number (if applicable):</td>
<td>Classified Date: 05/23</td>
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<td>Effective Date: RFH</td>
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<td>Evaluator: SW</td>
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<td>Job Family: Student Services</td>
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Purpose of Position (2 or 3 sentences about why this role exists and how it contributes to the mission and goals of the unit)

The Curriculum Specialist will participate in planning, developing, implementing and evaluating Engineering programs to support curriculum changes, mapping learning outcomes, and teaching excellence. The role will collaborate in the development of discipline-specific programs, assessments, as well as generalized programs to support student learning. The Curriculum Specialist will provide a resource to faculty and instructors at the departmental level in the area of needs assessment, program design, curriculum development and evaluation to ensure that departmental initiatives meet the identified learning needs of faculty, instructors, and learners. The role will support the Experiential Learning portfolio as it relates to curriculum changes in curricular and co-curricular activities in the Faculty, and provide expert consultation to ensure that curricular revisions and educational developments are informed by best practice in teaching and learning.

Unit Overview

Unit's Mission (2 or 3 sentences about the overall purpose or role of the unit):

The team in the Undergraduate Services Office, in the Faculty of Engineering, fosters students' intellectual and personal development toward their academic success. Our mission is to support a welcoming, inclusive and supportive environment wherein we strive to develop and maintain respectful relationships with all students, faculty and staff.

Key Goals of the Unit:

- Assist students to identify and clarify their academic goals and to develop and ultimately implement meaningful educational plans throughout their academic experience at Western Engineering.
- Respond to the needs of students for accommodation in a fair manner that is consistent with University policies and procedures.
- Refer students to appropriate professional, medical or mental health practitioners coupled with additional career counselling, as necessary.
- Communicate needs of individual students or student groups with staff and faculty within the six academic units at Western Engineering, and within other Western Faculties that provide courses for engineering students.
Key Accountabilities
(a) Summarize, in point-form, the work to be performed. (b) As applicable, indicate with whom the role collaborates to perform the work, and to whom the work is provided. (c) Indicate relevant metrics to indicate the scope of the work e.g. size of budget managed, payroll administered, or research funding administered, number of direct reports, number of students served by role, square footage of facilities managed by role, etc.

- Identifies educational needs using a variety of needs assessment strategies based on various information sources
- Supports the Faculty and Departments in program level curriculum changes, collaborating to develop learning objectives and design activities through engagement with various leaders, committees and subject matter experts
  - Provides support to the Departments/Faculty in the development of assessments, mapping learning outcomes, and curriculum changes and processes for Undergraduate programs
- Ensures that all Course and Program change documentation is complete and correct prior to discussion at Undergraduate Committee
- Ensures alignment of educational content with learning objectives, learner needs, and intended outcomes of the learning (i.e. knowledge, skills and/or attitudes)
  - Supports the Experiential Learning portfolio as it relates to curriculum changes in curricular and co-curricular activities in the Faculty
- Develops and promotes innovative new teaching techniques that leverage technology
- Oversees the development of educational content, to establish and document a clear connection between educational needs, the defined learning objectives, and the selection of instructional methods
- Enhances the quality of learning through the application of best practices in pedagogy, integrating technology as appropriate
- Evaluates learning activities using a variety of methods which link outcomes to needs and stated learning objectives
- Provides advice, guidance, strategies and expertise to faculty and instructors related to the enhancement of their teaching skills
- Researches and evaluates instructional methods and technologies for appropriate and innovative applications
- Embeds competencies into programs according to evolving accreditation standards
- Determines and recommends revisions to programs as part of ongoing quality improvement
- Identifies and shares best practices across departments and programs
- Collaborates, as appropriate with other departments in the development of educational programs and resources
- Plans and designs the curriculum of a wide range of programs, identifying partners across campus who have the knowledge and experience to contribute to the development
- Undertakes research in the area of pedagogy in order to support course and program design to support changes in the curriculum in the Faculty
- Tracks data metrics regarding curriculum and experiential learning changes for Undergraduate programs and activities in the Faculty

Outcomes the role is to Achieve
- Strong supports and tools are developed and provided in the areas of educational strategy, program design, needs assessments, curriculum development and evaluation
• Effective learning programs are designed using both traditional and non-traditional formats
• Presentations and communications are engaging, well-planned, clear and use appropriate styles and tools
• Faculty receive advice and direction and pedagogical goals are matched with the most appropriate technology
• Implementation of best practices with a focus on continuous quality improvement
• Well-designed and documented programs, whose curriculum is grounded in teaching literature and best practices in higher education, and is adapted to meet the needs of the Faculty
• Regular assessments are conducted to evaluate the impact of programs, and results are used to improve and update the program
• Sound decisions based on a mixture of analysis, wisdom, experience and judgment
• Project plans are well-developed with clearly identified tasks, milestones, and resource requirements
• Development and implementation of a thorough and structured needs assessment process

Problem Solving & Authority for Decision
(List a few examples of complex or challenging issues regularly encountered in this role where it requires the incumbent to identify or recommend a solution e.g. issues with respect to service delivery, planning, human resources, students, facilities, or other areas. For each example, indicate who is affected by the solution e.g. clients, colleagues, Department, Faculty, University)

a) Examples of issues that the incumbent is expected to resolve independently and who is affected

• Recommending strategies to improve and update current course content and materials
• Creating and implementing pedagogically sound teaching and learning methods for delivery of educational materials
• Developing workshops, materials and other supports for faculty and instructors related to educational design
• Investigating and evaluating new technologies
• Identifying and demonstrating the pedagogical advantages of various teaching and learning approaches and technologies
• Organizing own work-day, tasks and priorities
• Research into resolutions to newly presented issues, identifying and recommending solutions where appropriate
• Interpreting and analyzing feedback to inform curricular revisions
• Developing relationships with stakeholders, including faculty members, Chairs and Dean/Associate Deans

b) Examples of issues where the incumbent requires approval and/or consultation with supervisor or others to resolve and who is affected:

• Resolving complex situations and/or issues
• Designing and developing engaging workshops and programs
• Establishing departmental strategies and prioritizing initiatives and projects
• Introducing significant changes in established priorities and processes
• Advising necessary budget allocations
• Changing a project’s direction or timeline
Projects that would represent significant time commitments

c) Pre-established Guidelines for Decisions (e.g. List key University policies, Western collective agreement articles, Legislation, professional or other standards that specify the way the role must perform certain tasks or make certain decisions)

- Manual of Administrative Policies and Procedures
- Academic Calendar
- Faculty Academic Policies and Procedures
- Senate Policies
- Western’s Strategic Plan
- Western’s Web Style Guide
- Collective agreements and employment policies
- Program Accreditation regulations and guidelines
- Freedom of Information and Protection of Personal Privacy (FIPPA)
- Accessibility for Ontarian’s with Disabilities Act

Support and Resources

a. Leadership: Who provides the incumbent with work expectations, coaching, development support, formal performance feedback and evaluation?

The Curriculum Specialist will work with the Manager, Undergraduate Services to establish priorities and work assignments. The Manager will provide performance feedback and coaching regularly, and more formal reviews annually through the PDG process to collaboratively design and oversee their professional development plan.

b. Colleagues and Key Resource People: With whom does the incumbent regularly collaborate to receive or share information and engage in problem-solving relevant to their role?

- Associate Dean, Undergraduate
- Associate Chairs and Program Directors
- Director, Experiential Learning and Student Support
- Manager, Undergraduate Services
- Centre for Teaching and Learning (CTL)
- Instructional Technology Resource Centre (ITRC)
- Academic Advisors
- Program Coordinator – (Timetabling & Data Analysis)
- Program Coordinator (Continuous Improvement, Student Learning & Awards)

c. Other: List any specialized training, equipment, resources, or other supports required for success in this role (e.g. PeopleSoft training, lab safety, mobile devices, private space, protective equipment, etc.).

- Computer/Laptop
- OWL Learning Management System
- System access to databases and information relevant to the accountabilities of the role

Work Context

*ATTACH an organization chart that shows to whom the role reports, key peer relationships and whom the role supervises if applicable.
Requirements to Perform Successfully

a. Education
Minimum Required:
- Undergraduate Degree in Education, Curriculum Development, Instructional Design or related field

Preferred:
- Master’s Degree in Curriculum Development, Education, Instructional Design or related field

b. Experience
Minimum Required:
- 3 years of experience developing, implementing, and coordinating curriculum development programs and processes
- Experience in program evaluation and project management

Preferred:
- Experience working in an academic environment with leaders, faculty and staff

Knowledge, Skills, Abilities and Attributes
- Demonstrated knowledge and understanding of outcome-based curriculum design
- Knowledge of curriculum design principles, theory and teaching and learning strategies, activities, and assessments
• Knowledge of adult learning principles, needs assessment methods and of e-Learning principles, strategies and tools
• Familiarity with the academic calendar and University policies and procedures
• Ability to quickly research, evaluate and advise on the viability of new technologies and innovations learning
• Ability to work with a variety of leaders, faculty members, and instructors in an academic environment
• Ability to evaluate the strengths and weaknesses of courses based on best practices and evaluations from students and instructors
• Openness to recognize when change is necessary, and to develop, implement and lead effective change management strategies
• Ability to collaborate across internal and external boundaries to meet common objectives, improve outcomes and support work beyond one’s own unit
• Ability to effectively present information, and conduct training sessions and workshops
• Ability to work in a manner that models best practices in confidentiality standards
• Ability to understand customer needs and expectations and provide excellent customer service to directly and indirectly satisfy expectations
• Ability to handle details with a high degree of accuracy and to organize and prioritize a high volume of work to meet deadlines
• Ability to display a blend of diplomacy and persistency to achieve goals while working collaboratively
• Computer skills with the ability to creatively use and integrate technology to improve quality and productivity
• Advanced computer skills in Microsoft Office Suite
• Influential interpersonal skills that build positive and strong relationships at all levels of the organization
• Ability to search within and outside the formal boundaries of the organization for innovative ways to improve work

Background Checks Required
☑ Education Verification
☐ Driver Abstract
☐ Police Criminal Record Check
☐ Police Information Check
☐ Credential Verification
☐ Credit Inquiry
☐ Police Vulnerable Sector Check
☐ Other:

Working Conditions

Physical Effort:
☑ Computer workstation
☐ Extensive walking
☐ Lifting/pushing heavy objects
☐ Squatting/awkward positions
☐ Climbing
☐ Highly repetitive movements
Other Physical Effort:
Physical Environment:
☑ Normal administrative office environment
☐ Driving on behalf of employer
☐ High noise level
☐ Exposure to welding equipment and fumes
☐ Extremes of temperatures
☐ High dust concentrations
☐ Potential exposure to hazardous substances
☐ Exposure to contagious illnesses
☐ Exposure to chemical or biological agents
☐ Exposure to occupational injuries

Other Physical Environment:

Sensory Attention:
☑ Prolonged periods of listening/reading/watching/observing
☐ Smelling, tasting, touching
☐ Monitoring video displays
☐ Auditing
☐ Technical troubleshooting

Other Sensory Attention:

Mental Demands:
☐ On-call responsibilities outside of normal schedule
☐ Odd and irregular schedule of hours
☐ Requirement to travel out of town
☑ Unpredictable workload
☐ Isolation or boredom
☑ Ongoing interruptions
☑ Multiple/simultaneous deadlines
☐ Exposure to the suffering of others

Other Mental Demands: