

Position Summary

Classification	
Payroll Title:	INSTRUCTIONAL DESIGNER 4
Payroll Title Code:	6147
Job Group:	B10
Overtime Eligible: (FLSA)	Exempt
Employee Relations Unit: (Bargaining Unit)	99
Representation:	Uncovered
Salary Grade:	PSS23
Position Description	
Position Number: (Assigned when added to Library)	02015160
Dept:	CENTER FOR EDUCATIONAL EFFECTIVENESS - 063095
Position:	Education Specialist
HEERA/Union Representation:	This position is not represented by a collective bargaining unit
IMMEDIATE SUPERVISOR	
Supervisor Name:	Kem Saichaie, Ph.D.
Supervisor Payroll Title:	PROJECT POLICY ANL SUPV 2
Supervisor Phone Number:	530-752-9088
POSITION DETAILS	
Job Summary:	<p>Under general direction of the Assistant Vice Provost for Educational Effectiveness, and reporting directly to the Associate Director of Learning and Teaching Support (LTS), the Education Specialist provides support for instructional advancement initiatives of the Center for Educational Effectiveness (CEE) and coordinates initiatives in graduate student development in teaching and learning within the CEE. As a member of the LTS team, the Education Specialist will design, administer, and evaluate programmatic efforts related to the advancement of teaching and learning for the UC Davis teaching community (e.g., faculty, lecturers, and graduate students). These duties include coordinating initiatives in graduate student educational development in learning and teaching, conducting learning and teaching consultations, developing and delivering instructional workshops; developing teaching assistant orientation programming; collaborating on instructional certification and training development for graduate student instructors, facilitating learning colloquia/communities; implementing instructional enhancement and innovation grant awards; and working collaboratively with campus partners on matters related to learning and teaching at UC Davis. Programming will be developed and delivered in a variety of settings (eg hybrid, online, traditional).</p>

Campus Job Scope:

The Center for Educational Effectiveness (CEE) works collaboratively and creatively with instructors and university academic administrators to foster, build, implement, and institutionalize effective instructional practices. CEE strives to enhance student learning, maximize instructional value, and improve retention rates and time to graduation for all students while making UC Davis the national leader in instruction and learning analytics. To achieve these goals CEE members measure, understand and optimize the instructional system; target interventions and resources where most needed; focus on areas with greatest potential for student/instructor impact; innovate instructional solutions via research and development; build sustainable instructional capability; and promote cross-campus communities committed to teaching and learning.

Department Specific Job Scope:

VISIT http://ue.ucdavis.edu/about_us/join-our-team.html TO VIEW POSITION DETAILS

NOTE: Please be sure to submit the following with your application:

- Resume/CV
- Cover letter

75% GRADUATE STUDENT PROFESSIONAL DEVELOPMENT PROGRAMS

Lead, plan develop, and administer programs for graduate student and postdoctoral scholars professional development in learning and teaching. This includes oversight and leadership of the Teaching Assistant Consulting Fellows (a fellowship program for graduate students who serve as peer consultants to graduate student instructors), and TA Orientation. Additional duties include teaching Seminar on College Teaching (EDU398), developing graduate teaching certificate programs, and the Graduate Teaching Community, as well as partnering with Grad Studies and other campus partners to promote graduate student development in teaching and learning in face-to-face, hybrid, and online settings.

Essential Responsibilities:

10% LEARNING AND TEACHING CONSULTATION AND SUPPORT

Offer direct consultation, both proactively and responsively, on learning and teaching to campus departments, faculty (with a focus on pre-tenure/early career members), graduate students and postdoctoral scholars; independently, and in collaboration with others, design and prepare learner-centered, research-based workshops, resources, manuals, guidelines and tutorials for diverse campus faculty, committees, and graduate students.

10% RESEARCH AND PUBLICATION

Conduct and collaborate with faculty, students, and CEE staff on research of effective methods for learning and teaching, with a goal of presenting and publishing in academic conferences and journals.

5% SPECIAL ASSIGNMENTS

Assist UE units in other duties as needed, such as participation in intra-office workgroups, meetings, and program support.

<p>Physical Demands:</p> <p>Work Environment:</p> <p>Background Check Required:</p> <p><i>This position is a critical position and subject to a background check. Employment is contingent upon successful completion of background investigation including criminal history and identity checks.</i></p>	<p>Sit at desk/computer for extended periods of time reading fine print online and hard copy</p> <p>Bend, stoop, reach, lift and shift boxes, equipment, supplies, maneuver conference room furniture and files weighing up to 30lbs</p> <p>Travel to various campus office locations throughout the year</p> <p>Work flexible schedule and occasional overtime during evenings, weekends and holidays to meet operational needs.</p> <p>Restricted vacation during peak workload periods.</p> <p>Employee is personally responsible for following safety procedures/guidelines.</p> <p>Manage and complete projects in a shared workspace environment of interruptions, background distractions, traffic and noise from computer printers, copier, telephones ringing, and conversations.</p> <p>UC Davis is a smoke and tobacco free campus effective January 1, 2014. Smoking, the use of smokeless tobacco products, and the use of unregulated nicotine products (e-cigarettes) will be strictly prohibited on any UC Davis owned or leased property, indoors and outdoors, including parking lots and residential space.</p> <p>Yes</p>
<p>QUALIFICATIONS</p> <p>Minimum Qualifications:</p>	<p>Master's degree, or the equivalent combination of education, training, and experience from which comparable skills in the areas of learning and teaching support were acquired and applied to the improvement of important issues in undergraduate education across Humanities, Social Science and/or STEM fields.</p> <p>Knowledge of graduate student teaching assistantships and graduate student teaching issues in face-to-face, hybrid, and online settings.</p> <p>Demonstrated experience leading graduate student development initiatives, programs, and/or projects.</p> <p>Academic training, demonstrated knowledge and experience in learner-centered, research-based pedagogy; teaching methods; and curricula in higher education settings, including educational research and high-impact practices to improve undergraduate and graduate education; and digital learning and teaching settings.</p> <p>Experience designing and evaluating teaching and learning support</p>

Preferred Qualifications:

programs, such as workshops, institutes, colloquia and communities, and other teaching activities for faculty and/or graduate students.

Direct experience of successfully working with diversity and inclusivity initiatives, program management, and working with a diverse faculty, staff, and student body.

Experience developing and implementing course, program and general education assessment methodologies.

Experience developing academic curricula, interactive classroom instruction for undergraduate or graduate students within a discipline, and student learning outcomes.

Organizational and time management skills to establish and pursue priorities and goals consistent with program mission; work on multiple projects simultaneously; and set and meet deadlines.

Experience working in an environment that requires interpersonal communication skills to create and maintain professional, collaborative working relationships.

Record of success teaching at the college level.

Experience in two or more of the following areas: Assessment of Student Learning, Diversity and Inclusion, Educational Technology, Hybrid and Online Teaching, Faculty Development, Graduate Student Development, and Curricular Design and Innovation, Learner-Centered Pedagogies.

Knowledge of instructional technologies and course design principles for blended, hybrid and online learning, and strategies for evaluating use of new technologies for both students and instructors.

Record of publications, presentations, and/or research on student learning, faculty development, Scholarship of Teaching and Learning, and/or issues related to student success in higher education.

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Doctoral degree, or the equivalent combination of education, training, and experience in a STEM field from which comparable skills in the areas of learning and teaching support were acquired and applied to the improvement of important issues in undergraduate education across Humanities, Social Science and/or STEM fields.

Experience managing graduate student programs.

Experience working in a STEM teaching and learning center or STEM education organization.

Experience writing, editing and proofreading manuals, technical reports, guidebooks, proposals, reports, tutorial materials and research articles for print and online distribution.

	<p>Experience synthesizing and analyzing diverse data to prepare reports and proposals, and to assess alternative policies, recommendations, and change strategies.</p> <p>Knowledge of instructional and/or faculty development.</p> <p>Skills to conduct research and analyze evaluation data.</p> <p>Experience working with a teaching and learning center or equivalent.</p>
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Expectations

Job Expectations	<p>Model the UC Davis Principles of Community by leading the effort to foster a positive work environment and further the organizational mission.</p> <p>Contribute to a diverse workplace through ideas or experience; support and advance the campus Principles of Community in all activities.</p> <p>Develop, maintain and use a broad network of University and other contacts to accomplish unit goals.</p> <p>Manage details of multiple, complex projects and events with competing deadlines and independently follow through to successful completion with minimal direction.</p> <p>Work efficiently and effectively on multiple projects with competing deadlines; demonstrate flexibility in dealing with people and competing demands; effectively manage details of complex projects.</p> <p>Work assertively, effectively, diplomatically and with cultural sensitivity across diverse groups.</p> <p>Exercise and maintain highest level of personal integrity and ethics, and to accept responsibility for decisions and actions.</p> <p>Exercise independent judgment, leadership and discretion, and to maintain confidentiality in complex, ambiguous, controversial or sensitive situations.</p> <p>Work and think independently and as a member of a team.</p> <p>Learn website editing software (e.g., Sitefarm).</p> <p>Learn programmatic and time reporting system (TRS) Shared Service Center case management system (AggieService) and AggieTravel.</p> <p>Be willing to learn new skills and take advantage of career development and training opportunities. Be flexible and adaptable when change occurs</p> <p>Adhere to UC Davis editorial and brand standards found at http://marketingtoolbox.ucdavis.edu as appropriate.</p>
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Build rapport with and provide support to faculty members and/or graduate students as they adopt new teaching skills.

Utilize interpersonal communication, speaking and listening skills to make full use of all communication media.

Learn and support CEE and campus policies and procedures, including the Teaching Assistant UAW contract, and other system-wide policy and procedure guidelines.

Restricted vacation during peak periods of the academic year and planning cycle.