Purpose and Instructions
Please complete the following form. Once the form is completed and signed, please return to Human Resources.

Purpose of the PD:

- To record the essential functions of the position
- To record special requirements
- To record required knowledge and skills to perform the duties of the position
- To record special working conditions
- To aid in recruitment and selection
- To establish Management's expectations
- To provide a base for managing performance

Position Title		Today's Date
Director of the Center for Teaching and Learning		1/3/2024
Appointment (9mos. / 12 mos. / Other)	FLSA	
12 mo	Click or tap here to enter text.	
Position Type	Work Location	
Unclassified	Hamersly Library	
Department/Division	Position Number	
Center for Teaching & Learning	E99149	
Reports to	Reports to Position Number	
Chelle Batchelor, Library Dean	E99786	

SUMMARY
A brief summary of the position here.

The Center for Teaching and Learning (CTL) is an academic support unit reporting to the Dean of Library and Academic Innovation. The Center for Teaching and Learning provides opportunities and resources for the Western Oregon University community to identify and explore practices that optimize teaching and learning, both online and on-campus. CTL does this by providing faculty development programming, instructional design consultations, and support for teaching with technology. The unit includes a Center for Teaching and Learning Director, an Instructional Technology Specialist (LMS Support), an Instructional Technology Specialist (Instructional Design), an Instructional Technology Specialist (Faculty Development Support) and two .5 FTE Graduate Assistants.

The Center for Teaching and Learning (CTL) advances excellence in teaching and learning at WOU through innovative faculty development programming. The director supervises the CTL team and works with them to envision and deliver CTL programming in collaboration with multiple stakeholders on campus including faculty, division chairs, and deans. The director advocates for and implements initiatives that foster a culture of collaboration, inclusion, accessibility, high impact practices, and student-centeredness in course design. The Director is also responsible for ensuring regulatory compliance for online programs. The work of the CTL Director is performed under the strategic leadership of the Dean and in deep collaboration with the CTL team and faculty partners.

ESSENTIAL DUTIES AND RESPONSIBILITIES
This description covers the most significant essential and auxiliary duties performed by this position for illustration purposes, and does not include other work, which may be similar, related to, or a logical assignment for the position. The job description does NOT constitute an employment agreement between the university and employee and is subject to change by the university as the organizational needs and requirements of the job change.

JOB DESCRIPTION

JOB DUTIES		
JOB DUTIES (Please ensure the total of "% of Time" equals 100%)		
% of Time	**Duties / Responsibilities**	**Essential or Incidental**
30%	Leadership ● Oversees, implements and assesses programs and initiatives that support faculty development, pedagogical innovation, and effective teaching practices ● Promotes a culture of continuous improvement in teaching and learning. ● Collaborates with faculty and the CTL team to build a thriving and vital teaching and learning community. ● Collaborates with faculty and other stakeholders to support the development of high-quality courses in all modalities. ● Collaborates with the Office of Disability Services (ODS) to promote the design and development of instructional materials that are universally accessible by all students. ● Collaborates with University Computing Solutions to co-create an academic technology environment that supports student needs and faculty pedagogical practices. ● Manages and oversees the CTL budget	Essential
25%	Faculty Development / Instructional Design ● Designs, facilitates, and supports workshops and trainings on pedagogy, teaching strategies, course evaluation processes, and/or instructional design ● Collaborates on the development of resources that support the CTL's teaching and learning mission ● Leads formal and informal training opportunities for faculty and staff in the effective uses of technology for teaching and learning	Essential
15%	Supervision ● Employs inclusive practices to lead a cohesive team of individuals who work across in-person and online modalities ● Supervises (hires, evaluates, trains) three Instructional Technology Specialists ● Provides general oversight for GAs, temporary employees, part-time faculty, and any other CTL team members who are not directly supervised by the director	Essential

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15%	Compliance, accreditation and continuous improvement ● Engages in continuous assessment of CTL services ● Stays current with the regulatory environment for online learning, monitors changes to legislation and regulations, stays current with NC-SARA policies and monitors the university's compliance with eligibility requirements ● Provides expertise in current industry standards and principles of good practice in all modalities of learning ● Makes research-based recommendations for implementation of teaching and learning technology	Essential
10%	Service and scholarship ● Serves on university committees, teams, and task forces ● Contributes to the scholarship of teaching & learning by submitting articles for publication and pursuing grants on behalf of CTL ● Acquires new skills, competencies, and expertise that support CTL's mission	Essential
5%	Other duties as needed, or as assigned by the Dean	Incidental

QUALIFICATIONS
Ability to perform essential job duties with or without reasonable accommodation and without posing a direct threat to the safety or health of employees or others. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

● Master's degree in or post-baccalaureate certificate in instructional design, educational technology, or a closely related field, or an academic Master's degree with significant additional training and experience in instructional design or educational technology.
● Minimum of two years supervisory experience.
● Substantial experience in higher education, with a focus on teaching and learning.
● A demonstrable commitment to promoting and enhancing a climate that is supportive of diversity, equity and inclusion.
● Experience training faculty in an educational environment.
● Evidence of passion for innovation and collaboration.
● Excellent communication and interpersonal skills.
● Demonstrated flexibility and adaptability in a continuously changing environment

JOB DESCRIPTION

EDUCATION and/or EXPERIENCE

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

Education			
Type of Education	**Required**	**Preferred**	**Specific field, training or degree**
High School Diploma or equivalent (GED)	☐	☐	
Associate degree (A.S., A.A.) or two- year technical certificate	☐	☐	Click or tap here to enter text.
Bachelor's degree	☐	☐	Click or tap here to enter text.
Master's degree	X	☐	Master's degree in or post-baccalaureate certificate in instructional design, educational technology, or a closely related field, or an academic Master's degree with significant additional training and experience in instructional design or educational technology.
Doctoral degree or equivalent (Ph.D., J.D., Ed.D.)	☐	X	Click or tap here to enter text.
Other (explain)	☐	☐	- Substantial experience in higher education, with a focus on teaching and learning. - A demonstrable commitment to promoting and enhancing a climate that is supportive of diversity, equity and inclusion. - Experience training faculty in an educational environment.

JOB DESCRIPTION

			- Evidence of passion for innovation and collaboration. - Excellent communication and interpersonal skills. - Demonstrated flexibility and adaptability in a continuously changing environment
Other		X	- Demonstrated leadership experience, preferably in a faculty development or educational leadership role. - Strong understanding of pedagogical theories, instructional design, program assessment and evaluation, and educational technology. - Ability to collaborate with diverse stakeholders and build strong relationships. - Scholarship and experience with a variety of pedagogies in mixed modalities, with an emphasis on inclusive and accessible pedagogies - Experience teaching in higher education

			• Experience with applying best practices in instructional design • Experience with course evaluation instruments • Experience with budgeting and grant writing

Experience			Type of Experience
Years of Experience	**Required**	**Preferred**	
☐ No experience			
1-2 years	X	☐	Minimum of two years supervisory experience.
3-5 years	☐	☐	Click or tap here to enter text.
6-8 years	☐	☐	Click or tap here to enter text.
9-10 years	☐	☐	Click or tap here to enter text.
10+ years	☐	☐	Click or tap here to enter text.

CERTIFICATES, LICENSES, REGISTRATIONS		
(Select all that apply)	**Required**	**Preferred**
☐ None		
Driver's license	☐	☐
Eligibility for Professional license, registration or certification	☐	☐
Professional license	☐	☐
Registration	☐	☐
Certification	☐	☐
Please specify required professional license(s), registration(s), and or certification(s), if applicable:		
Click or tap here to enter text.		

SUPERVISION		
The practice of oversight given to others. Supervision typically includes directing work activities, counseling, disciplinary actions, hiring, firing, salary actions, performance appraisal, training, etc.		
Level 1	Positions at this level are not responsible for any supervisory functions or responsibilities but may occasionally be asked to orient and/or train new employees.	☐
Level 2	**Lead Capacity:** Positions at this level are responsible for providing leadership and instruction in daily work or special project direction that is provided to personnel in similar	☐

JOB DESCRIPTION

	job functions at comparable or subordinate levels. This work is limited to individuals in same work unit. Positions are not responsible for hiring, firing, disciplinary actions, etc.*	
Level 3	Positions at this level are normally responsible for some supervisory responsibilities, including providing daily work direction, making recommendations regarding hiring, disciplining, terminating employees, making pay adjustments, and/or making employee job/assignment changes. These jobs do not make independent employment related decisions.	☐
Level 4	Positions at this level are normally responsible for a full range of supervisory responsibilities, including providing daily work direction, hire, discipline and terminate employees, make pay adjustments, communicate performance appraisals, approve absences, and/or make employee job/assignment changes subject to Department Head approval. This is the first full level of supervisory responsibility. Jobs at this level and higher are typically exempt.	☐
Level 5	Positions at this level are normally responsible for a full range of supervisory responsibilities, including providing daily work direction, authority to hire, discipline and terminate employees, make pay adjustments, communicate performance appraisals, approve absences, and/or make employee job/assignment changes. Supervision will typically include both exempt and nonexempt positions which may include other supervisors.	☒
Level 6	Positions at this level are normally responsible for full managerial responsibility including providing direction to other supervisors/managers regarding the supervision of their staff. Supervisory span will include direct and indirect reports, may cover multiple departments.	☐
Level 7	The positions at this level are normally responsible for the overall management of the college, including providing direction to senior managers regarding the supervision of their staff. Final managerial authority and responsibility rests at this level.	☐

If supervisor position, please list direct reports to employee:

Employee(s)	Job Title
Adrienne Allardt-Wong, Benjamin Hays, Seyed Shahrokni	Instructional Technology Specialist (LMS Support) Instructional Technology Specialist (Instructional Design) Instructional Technology Specialist (Faculty Development Support)

*A **lead role** typically will provide oversight of people, projects, or functions. Whereas a supervisor will hire, fire and have performance appraisal responsibilities. A lead may contribute to these processes but typically does not have final decision-making authority in employment decisions.

DECISION MAKING & FISCAL RESPONSIBILITY	
For full definitions of terms in the drop down lists please see the PD user guides.	
Scope of Decisions Made:	Authority - Unit
Impact of Decision Made:	Unit/Department
Autonomy and Discretion:	Independent Work, Overall Direction
Fiscal Authority:	Unit/Department

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JOB DESCRIPTION

Fiscal Responsibilities:	Budget Authority
Operating Budget ($):	$ 445,000
Grant funding ($):	$ *Click or tap here to enter text.*
Number of Grants:	*Click or tap here to enter text.*
Foundation Funding ($):	$ *Click or tap here to enter text.*
Number of Foundation Funds:	*Click or tap here to enter text.*
Agency Funding ($):	$ *Click or tap here to enter text.*

WORKING CONDITIONS

Typical Work Functions* (check all that apply)		
	☐ Balancing	☐ Carrying
	☐ Climbing	☐ Crawling
	☐ Crouching/ Stooping	☐ Driving
	☐ Feeling/Handling	☒ Keyboarding/Computer Use
	☐ Personal Protective Equipment	☐ Pulling/Pushing
	☐ Reaching	☐ Regular interaction with customers
	☐ Repetitive movement	☒ Sitting
	☒ Speaking	☐ Specific Work Schedule
	☐ Squatting	☐ Standing
	☒ Telephone Use	☐ Twisting/Bending
	☐ Walking/Running	☐ Writing

Typical Working Environment and Hazards* (check all that apply)		
	☒ Normal office environment	☐ Animals/Wildlife
	☐ Chemicals	☐ Confined Spaces
	☐ Darkness/Poor Lighting	☐ Dust/Fumes
	☐ Electrical Hazards	☐ Explosives
	☐ Fire Hazards	☐ Heights
	☐ Human-Source Material (e.g., blood)	☐ Indoor Temp Extremes (Heat/Cold)
	☐ Moving machinery/Heavy Equipment	☐ Near-Continuous Use of Video Display
	☐ Noise	☐ Pathogens
	☐ Potential Combative Work Environment	☐ Radiation
	☐ Traffic	☐ Vibration
	☐ Weather Extremes	

Lifting Demands*	Up to 25 pounds

![Western Oregon University logo with wolves mascot]

JOB DESCRIPTION

Additional Physical Demands or Work Conditions:	Click or tap here to enter text.
Frequency of Travel*	Up to 10%
Work Schedule (if not typical or specified)	Click or tap here to enter text.

ADDITIONAL REQUIREMENTS

Background/Education Check: A criminal background check will be completed as a condition of employment. Education checks are processed for positions requiring a formal degree as a minimum requirement. Reference checks will be conducted.

Equal Employment Opportunity: Western Oregon University is an equal opportunity employer that is committed to diversity, equity and inclusion in the workplace. We celebrate our inclusive work environment and encourage people of all backgrounds and perspectives to apply.

We embrace our differences and know that our diverse team is a strength that drives our success.

Accommodation Requests: Western Oregon University is committed to developing a barrier-free recruitment process and work environment. If you require any accommodations, please email us at employment[at]wou.edu and we will work with you to meet your accessibility needs.

Acknowledgement:

Employee Printed Name	Employee Signature / Date
Supervisor Printed Name	Supervisor Signature / Date
Reviewer (VP / Director)	Reviewer Signature / Date
Appointing Authority	Appointing Authority Signature / Date

HR USE ONLY:

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JOB DESCRIPTION

Received by:	Date

Position Class #:			Employee Class	Job Location	Appointment Percent
CUPA-HR#/Title			NOC Code	Category Code	SOC Code
Actions Taken					
☐ NBAPBUD/NBAPOSN ☐ NBAJOBS ☐ PEAFACT ☐ Electronically Filed					

NOTES:

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