JOB DESCRIPTION

<table>
<thead>
<tr>
<th>POSITION TITLE:</th>
<th>Instructional Services Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Library</td>
</tr>
<tr>
<td>POSITION NUMBER:</td>
<td>PL3249</td>
</tr>
<tr>
<td>BARGAINING UNIT:</td>
<td>CUFA</td>
</tr>
<tr>
<td>STATUS:</td>
<td>Tenure-track</td>
</tr>
</tbody>
</table>

GENERAL DESCRIPTION

The Instructional Services Coordinator, is a member of the Library’s professional team, reporting to and working closely with the Associate University Librarian – Teaching and Learning.

The Instructional Services Coordinator works collaboratively to lead and coordinate the development of library instructional programs and content, with a focus on an increasingly digital teaching and learning environment in higher education. The incumbent proactively explores emerging technologies and pedagogies in support of information and research skills specifically and learning success more broadly. The incumbent collaborates with teaching and technology professionals in the Library and across the wider university community.

The Instructional Services Coordinator contributes substantively to a variety of Library and University strategic initiatives and projects, through committees, working groups, and project teams.

RESPONSIBILITIES

1. Provides leadership and coordination for the Library’s instructional services, with a strong focus on instructional design and the effective use of educational technology in order to offer a broad-based, blended service model for a large and diverse community of learners.

2. Develops strategies and content for embedding the Library’s instructional services and content into curricular and co-curricular learning pathways, i.e. in courses and programs, in undergraduate and graduate workshop series, in student support initiatives, in online learning platforms, etc.

3. Creates digital content for both online and in-person instructional settings (e.g. videos, multimedia tutorials, interactive activities, guided assignments) using evidence-based
instructional design principles; collaborates with other teaching librarians to identify, prioritize and build content.

4. Collaborates with colleagues across the Library to continuously envision and curate instructional offerings that support learning, research, and work in complex digital environments, e.g. emerging research and scholarship skills, information topics in society, etc.

5. Recommends relevant educational technologies and platforms to colleagues and Library Cabinet, and supports their use; tracks and is conversant with the University’s adopted platforms and applications supporting teaching and learning.

6. Identifies and incorporates best practices in creating accessible, inclusive instructional content and activities for a diverse community of learners, and shares current practices with other teaching librarians.

7. Collaborates with teaching and learning professionals and technologists across the University (Centre for Teaching & Learning, Instructional & Information Technology Services, eConcordia, etc.) on joint projects and initiatives, integrating the Library into Concordia’s teaching and learning ecosystem.

8. Coordinates and develops the instructional content of the Library website in collaboration with colleagues across the Library; driven by student/user experience, holistically integrates and promotes the Library’s instructional offerings across units.

9. Identifies, develops and incorporates assessment practices at both the student learning level and the Library’s program/projects level; supports teaching librarians in adopting assessment practices.

10. Provides direct instruction to students, staff and faculty; provides support to colleagues who develop content and/or deliver instruction.

11. Leads or assists with special projects, or other temporary assignments as required.

12. Participates in University and external committees and engages in professional organizations for the development of the profession.

13. Keeps current with changing professional and research expectations, service requirements, and developments in academic libraries, especially developments in instructional practices, educational technology, and information and digital literacy.

14. Performs other duties as assigned.

QUALIFICATIONS
Professional Expertise

Graduate degree from a library school accredited by the American Library Association, or approved equivalent education and training acceptable for membership in the Corporation of Professional Librarians of Québec.

A degree/diploma in educational technology, instructional design, or related discipline, is an asset.

A minimum of three years of professional experience in an academic library, and two years of instruction-related experience.

Demonstrated success in developing and delivering library instructional programs.

Demonstrated initiative and leadership capabilities; ability to lead services, manage projects and develop positive and productive working relationships across units.

Knowledge of and experience with teaching and learning practices in higher education generally, and of standards and approaches utilized in library instructional programs specifically.

Knowledge of and experience with educational technology (software, platforms, website design, etc.) in higher education generally, and of specific applications relevant to academic libraries.

General Competencies

Strong motivation, aptitude and interest to establish student and faculty success as the centre of their professional practice.

Ability to plan and organize effectively and handle multiple priorities and tasks as well as projects.

Ability to work both independently and collaboratively, share expertise, work in teams and negotiate solutions with diverse groups.

Excellent communication skills. Strong analytical and creative problem-solving skills.

Curiosity, drive and flexibility so as to discover and try new things, in support of Library and University strategic directions.

Oral and written fluency in English is essential. Oral fluency in French and basic written French are assets.

Approved: [Dianne Cmor]
Date: [September 22, 2020]