

## Job Description

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<b>Job Title:</b>	Multimodal and Public Scholarship Program Developer
<b>Department:</b>	Writing and Communication Centre
<b>Reports To:</b>	Manager, Graduate Student and Postdoctoral Fellow Programs
<b>Jobs Reporting:</b>	None
<b>Salary Grade:</b>	USG 10
<b>Effective Date:</b>	July 2021

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### **Primary Purpose**

Reporting to the Manager, Graduate Student and Postdoctoral Fellow Programs, the Multimodal and Public Scholarship Program Developer is responsible for performing a range of teaching, research, facilitation, and program planning and implementation activities in order to develop student, postdoctoral fellow and faculty competencies in multimodal literacy and communication, public scholarship, knowledge translation, and knowledge mobilization. They are a specialist in multimodal composing and designing, in means and modes of public scholarship, knowledge translation and mobilization, and visual communication/rhetoric. They have a solid foundation in visual design theory and speech performance. They are responsible for leading learning and professional development opportunities across the University in these areas, and they will engage in research activities and research production related to their area(s) of specialization. As such, they will support the graduate student and postdoctoral fellow programs and collaborate with relevant units and research institutes to increase the capacity of researchers to engage in publicly-oriented research communication.

The incumbent is also responsible for helping students and postdoctoral fellows build competencies in academic writing, speaking, and presenting; research communication; and professionalization. These competencies are directly linked to undergraduate and graduate degree level expectations. The incumbent advises graduate and undergraduate students and postdoctoral fellows across all academic programs and all levels, and they must be familiar with a significant range of academic disciplinary genres and conventions, as well as with the general expectations for students at different levels of degree completion. Using a range of research-supported pedagogical strategies, the incumbent teaches, coaches, and supports students and postdoctoral fellows in individual appointments and in group appointments. They develop, design, and facilitate multi-day programs and workshops to target specific communication skills and strategies. They collaborate with faculty and academic support staff to develop and deliver customized programs for classes, research labs and institutes, and academic programs. They produce accessible synchronous and asynchronous virtual sessions, learning objects, and resources using various technologies and platforms.

### **Key Accountabilities**

**Develop, implement, and assess programs that target competencies and develop student, postdoctoral fellow, and faculty capacity in multimodal literacy and communication, public scholarship, knowledge translation, and knowledge mobilization:**

- Assess gaps and needs in multimodal literacy and communication, public scholarship, knowledge translation, and knowledge mobilization competencies
- Work with Faculties, academic programs, research institutes and labs, academic support units and other stakeholders to identify opportunities for program design, delivery, collaboration.

- Develop learning objectives, curricula, content, and interactive activities for online and in-person programs according to best practices in workshop, adult education, and group education writing and composition pedagogy
- Create program schedules and teaching and learning materials, including slide decks, handouts, workbooks, and online modules
- Help determine the appropriate platform(s) and delivery mode for online programming
- Facilitate engaging and interactive online and face-to-face workshops
- Assist with the development of program assessment measures and tools in conjunction with the WCC leadership team; implements tools; collect and report on program assessment and feedback; integrate feedback in a continuous improvement process

**Establish expertise and leadership in multimodal literacy and communication, public scholarship, knowledge translation, and knowledge mobilization**

- Strengthen the reputation of the WCC as a primary source of expertise in multimodal composition and communication, and in the theories, strategies, and modes of public scholarship, knowledge translation, and knowledge mobilization by leading training, giving talks, facilitating workshops, and otherwise sharing expertise on these subjects
- Develop the subject-knowledge and teaching capacity of the WCC by leading professional development for WCC staff and student tutors
- Engage with other writing and teaching centre colleagues to advance knowledge in these subject matters through research activities and professional development
- Stay apprised of developments, theories, trends, research, best practices, etc. in multimodal and visual composition and communication, as well as public scholarship, knowledge translation, and knowledge mobilization
- Build and manage positive relationships with students, postdoctoral fellows, faculty, and campus partners
- Educate campus colleagues on referral processes, resources, and workshop/program opportunities
- Develop a teaching praxis that is supported by current research on composition processes, teaching models and strategies and academic and professional genres.
- Advise and support colleagues with teaching observations, reflection on and review of teaching sessions, etc.
- Ensure that values of equity and inclusivity are embedded in programs, policies, processes, and relationships
- Stay apprised of research related to multimodal communication and public scholarship in the fields of teaching, writing studies, writing centre studies, etc.
- Participate in relevant professional associations by attending conferences, webinars, and other professional development opportunities
- Lead and participate in relevant research activities and projects

**Support graduate and postdoctoral fellow programs by developing and facilitating programs and workshops to meet scholarly and professionalization goals:**

- Propose programs based on identifying needs and gaps in communication skills
- Collaborate with campus partners on designing and facilitating programs for graduate students and postdoctoral fellows on research communication
- Conduct research into genre, composition, and/or teaching models and strategies as needed
- Design interactive and practice-based workshops on writing and communication related topics
- Design and deliver a variety of continuing and multi-day programs, either individually or as part of a team, related to such topics as:
  - Thesis and dissertation preparation, planning and writing
  - Academic and professional speaking and presentations

- Research communication, including such programs as 3MT and GradFlix
- Writing groups
- Develop program and workshop materials including power-points, handouts, and activities to facilitate learning within a diverse group of learners
- Assess the success of workshops and programs based on developed learning outcomes

**Support undergraduate and graduate students and postdoctoral fellows in developing academic and professional writing competencies, speaking and presentation competencies, language learning, and/or visual communication:**

- Foster strong, respectful, and supportive advising relationships with people from a range of backgrounds, experience levels, language levels, learning experiences, and academic programs
- Develop trust with people one-on-one; attend to the values and needs of the person seeking service
- Cultivate an environment that supports the equitable development of resiliency, self-efficacy, and agency
- Support people in defining and articulating learning goals or outcomes, and with creating pathways to success in meeting those goals
- Assess people's prior learning/knowledge/experiences; adapt teaching to and scaffold learning based on person's current level/status
- Support and encourage reflexive, active, and self-directed learning
- Recommend relevant resources, tools, and other supports for the person based on their learning trajectory and goals
- Facilitate sessions using relevant and appropriate strategies for the person and situation: directive and non-directive teaching; inquiry/questioning; scaffolding; reflection; genre analysis; rhetorical analysis; etc.
- Ensure that principles of equity, specifically related to language and linguistic equity, are upheld in all aspects of teaching and support while promoting writers' agency
- Address teaching to the relevant stage(s) of the composing process; help to identify and define challenging stages of people's composing processes such as brainstorming/ideation, developing a research focus or question, reading research, taking notes, comparing evidence, planning and outlining, composing components or sections for discipline-specific genres, integrating evidence, signposting and transitioning, drafting and revising, creating data visualizations, integrating visuals, designing documents or presentations visually, editing and polishing, responding to and integrating feedback, practicing public speaking and presenting, etc.
- Provide expert advice on such topics and processes as writing productivity, academic publishing, professional communication, presentations, public scholarship, managing large writing projects, etc.
- Assist people with understanding and integrating feedback on their writing and communication
- Support people in determining future actions and planning next steps for their writing and communication tasks and projects, and for their overall progress and learning
- Develop familiarity with various online teaching and tutoring platforms as used by the WCC to support students in virtual remote sessions.

**Develop and maintain writing and communication resources / learning tools**

- Develop and design a variety of material and digital research-based writing and communication resources
- Manage the design and development of projects related to the creation of resources, online modules, or online content
- Assess and recommend the use of external resources for use and recommendation by the WCC
- Assess the success of resources and/or learning tools and make amendments or recommendations for action as required

**Administration and special projects**

## Job Description



- Assist with schedule management providing timely feedback and input during planning, and by entering or amending information in the online booking calendar
- Document activities for metrics and assessment
- Write reports about initiatives and programs as required
- Assist with marketing and communications plans by writing web content, writing blogs, posting on social media, and/or writing copy for outgoing communications, and participating in outreach initiatives as necessary

*\*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**

- Master's degree in a field related to language, writing/composition, discourse, rhetoric, linguistics, communication, writing centre studies, TESOL, education, etc. is required.
- PhD is an asset

#### **Experience**

- 3-5 years of progressive professional experience in a university setting is required, ideally in an academic unit, academic support unit or student service department
- Demonstrated experience in publicly-oriented research communication and multimodal communication is required
- Experience in leading research activities and has an associated research publication record
- Experience teaching writing at the post-secondary level is required
- Experience with workshop development and facilitation is required; post-secondary classroom teaching experience may be suitable in lieu of workshop experience

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

- Demonstrates excellent communication skills, both written and verbal, as well as excellent interpersonal skills and diplomacy
- Demonstrated ability to exercise sound judgement and discretion; excellent analytical and problem-solving skills
- Exceptional organizational and time-management skills are required
- Motivated, self-directed, able to work independently and collaboratively
- Demonstrates some staff management, including constructive coaching / support
- Demonstrates an in-depth knowledge of writing/composition pedagogy that is culturally competent and grounded in an equity framework
- Demonstrates an in-depth understanding of workshop and group education

### **Nature and Scope**

- **Contacts:** Liaise and collaborate with faculty and campus partners; recommend programs and courses of action; teach and coach students, staff, post-docs; participate in a collegial team environment within the WCC
- **Level of Responsibility:** Responsible for developing programs and services that support and advance graduate and undergraduate students' and postdoctoral fellows' writing and communication competencies; responsible for supporting instructor's teaching goals and course outcomes

## Job Description

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- **Decision-Making Authority:** Independently manages decision-making related to teaching and learning support; refers students to other services as required; determines action related to conducting and delivering research
- **Physical and Sensory Demands:** Teaching often occurs in time-constrained, high-demand contexts; teaching environments may be loud and distracting; occasionally required to transport exam or program materials to other sites on campus
- **Working Environment:** Teaching takes place in offices, in open area of Library, in multi-purpose spaces; travel between campuses and between campus buildings is required; weekend and evening work is required