Job Title:	Workshops and Integrated Support Coordinator
Department:	Writing and Communication Centre (WCC)
Reports To:	Director
Jobs Reporting:	Writing and Communication Advisor; Graduate Fellow
Salary Grade:	USG 11
Effective Date:	September 2020

Primary Purpose

The Workshops and Integrated Support Coordinator is responsible for the development, implementation, and delivery of online and in person workshops to support writing and communication activities for undergraduate and graduate students, and postdoctoral fellows; for the development and implementation of English conversation support; and for the development and implementation of online learning resources. This highly-collaborative role works closely with the managers responsible for undergraduate student programming and graduate student and postdoctoral fellow programming to design, revise, implement and assess WCC workshops that respond to students' needs. They will also work collaboratively with course instructors to design and deliver course-integrated workshops, and they will coordinate with otherwise campus partners to produce and deliver customized workshops for departments, research institutes, and other campus groups. The incumbent supervises a Writing and Communication Advisor who will assist with workshop design and delivery, with learning resource development and implementation, and with facilitation of programs. They are actively engaged in professional activities through professional associations and conferences, and will pursue research concerning writing centre studies, teaching and learning, and/or writing and composition, particularly in relation to workshop and group programming.

As needed, the incumbent will also advise undergraduate students, graduate 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, they will teach, coach, and support students and postdoctoral fellows in individual appointments and in group appointments.

Key Accountabilities

Workshop Programs Development and Implementation

- For **WCC workshops and workshop series**, is responsible for coordinating with the WCC leadership team to understand needs, gaps and challenges and determine direction topics and content:
    - Helps develop and revise learning objectives, curricula, content, and interactive activities for online and in-person workshops according to best practices in workshop and group education writing and composition pedagogy
    - Creates and/or supervises creation of program schedules and teaching and learning materials, including slide decks, handouts, workbooks, and online modules
    - Helps determine the appropriate platform(s) and delivery mode for online programming

- o Facilitates or assigns facilitation of engaging and interactive online and face-to-face workshops
- o Helps design a workshop schedule that aligns with the term and program schedules of potential participants
- o Contributes to policy and process development as it relates to workshops
- o Assists with the development of workshop assessment measures and tools in conjunction with the WCC leadership team; implements tools; collects and reports on workshop assessment and feedback; integrates feedback in a continuous improvement process
- For **course-integrated support (CIS)**, is responsible for collaborating with course instructors to develop and design high-quality interactive workshops that meet the needs of students in online and face-to-face courses:
  - o Liaises with course instructors to promote course-integrated support options for students
  - o Collaboratively develops a suite of customizable workshop modules, including designing learning objectives, standard content, customized content, learning activities
  - o Creates and/or supervises creation of program schedules and teaching and learning materials, including slide decks, handouts, workbooks, and online modules
  - o Helps determine the appropriate platform(s) and delivery mode for online programming
  - o Facilitates or assigns facilitation of engaging and interactive online and face-to-face workshops
  - o Assists with the development of CIS assessment measures and tools in conjunction with the WCC leadership team; implements tools; collects and reports on CIS assessment and feedback; integrates feedback in a continuous improvement process
  - o Supervises and coordinates the Arts First Workshop Graduate Fellow to design and deliver course-integrated workshops specifically for Arts 130 and Arts 140 courses (funding dependent); assist with designing program assessment measures and tools; report on program to Director and Manager, Undergraduate Student and Peer Tutor Programs
- For **Other Customized Workshops**, works in conjunction with the WCC leadership team to consult with various campus departments, research institutes, and other groups to understand and determine needs and associated learning objectives, and develop and design high-quality interactive workshops to address learning objectives:
  - o Liaises with campus partners and groups to promote customized workshops
  - o Helps develop customized workshops, including designing learning objectives, customized content and customized learning activities to meet participants' goals
  - o Creates and/or supervises creation of program schedules and teaching and learning materials, including slide decks, handouts, workbooks, and online modules
  - o Helps determine the appropriate platform(s) and delivery mode for online programming
  - o Facilitates or assigns facilitation of engaging and interactive online and face-to-face workshops
  - o Assists with the development of assessment measures and tools in conjunction with the WCC leadership team; implements tools; collects and reports on assessment and feedback; integrates feedback in a continuous improvement process

English Conversation Programming

- Is responsible for the design and delivery of English Conversation programming for undergraduate and graduate students seeking to practice speaking English and acquire cultural competencies in Canadian and North American contexts:
    - Liaises with relevant campus partners (e.g. SSO, GSPA, Renison ELI, International Office, etc.) to understand the needs of English Language Learners across campus
    - In conjunction with the Director, establishes goals and objectives for the program
    - Develops and designs the online and/or face-to-face program structure, components, length, etc. in coordination with other WCC activities
    - Coordinates with other program areas to schedule appropriate facilitators; coaches and supports facilitators
    - Coordinates with Operations and Marketing Coordinator for program supplies
    - Assists with the development and implementation of program assessment; collects and reports on program to Director; integrates feedback in a continuous improvement process

Management of Online Learning Resources

- Responsible for the development of online learning resources, both generalized across disciplines and discipline-specific, that meet the diverse academic and professional writing and communication needs of students:
    - Develops an annual plan for renewal and creation of new online learning resources that includes review and approval checkpoints
    - Develops a multi-year plan for review of existing learning resources to ensure they are up-to-date and supported by current research; reviews and revises resources outside this cycle, if required (e.g. when new style guide editions are released)
    - Ensures that material is friendly, clear, accessible, and uses relevant visuals to communicate content
    - Coordinates with WCC full-time staff and co-op student staff for content development and design; may consult with faculty members and other campus partners as needed.

Staff and Human Resource Management

- Responsible for the oversight, coaching, direction, and support of full-time staff and graduate student staff to ensure excellent and equitable teaching and program facilitation
- Ensures adherence to Policy 18 and all other relevant staff policies as outlined by the Secretariat
- Leads and participates in the equitable recruitment and retention of qualified personnel by
    - Developing and helping with the development of job ads
    - Leading and sitting on hiring committees
    - Participating in onboarding and leading training for new reports
    - Providing ongoing coaching and supervision of direct reports
- Manages the administrative aspects of staff supervision for direct reports, including relevant Workday processes; vacation, leaves and professional development scheduling and approvals
- Provides constructive and pro-active coaching for direct reports

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.

Research and professional development

- Responsible for maintaining expertise in the fields of teaching, writing studies, writing centre studies, etc.
- Participates in relevant professional associations by attending conferences, webinars, and other professional development opportunities
- May propose and design research projects, either individually or as part of a collaboration
- May present on programs and practices or disseminate research by presenting at conferences or submitting articles for publication.

Team and Campus Leadership

- Responsible for promoting a collaborative and constructive team environment with WCC and in the University, and for frequent and clear communication and information-sharing:
  - Connects regularly with the leadership team for direction and to report on activities, challenges, and successes, and to share information, as needed
  - Liaises across the University to initiate and continue work with course instructors, campus partners, and campus groups
  - Ensures that values of equity and inclusivity are embedded in programs, policies, processes, and relationships
  - Promotes the work of the WCC internally within the University and externally within the writing centre community
  - Assists and collaborates with the Operations and Marketing Coordinator with developing website, social media, and communications/advertising plans for all programming in their portfolio
- Reports, formally and informally, on activities and services to the Director
- As needed, teaches writing and communication skills by facilitating individual appointments and other programs

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
- PhD is an asset
- Master's degree is required (see parameters listed below)
- If the incumbent is designated as the STEM specialist role for this program area, an advanced degree in a STEM field plus experience teaching, writing, and/or communication is required.
- If the incumbent is not the designated as the STEM specialist role for this program area, an undergraduate or advanced degree or equivalent experience in a field related to language, writing/composition, discourse, rhetoric, linguistics, communication, writing centre studies, TESOL, education, etc. is required.

Experience
- 3+ years of professional experience with progressive responsibility in a university setting is required, ideally in an academic unit, academic support unit or student service department;
- 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
- Some experience in program management, project management, staff management is required

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
- Demonstrates experience teaching English language learners; formal training in ELL instruction is ideal

Nature and Scope

- **Contacts:** Circulates information within the department, including colleagues and direct reports; communicates with a wide range of individuals, departments and groups within the University. Superior interpersonal skills including the ability to interact using tact and diplomacy and problem-solving. Excellent written and oral communication skills. Proven strength in organization, collaboration and relationship management
- **Level of Responsibility:** Responsible for delivering on communication outcomes for participants and ensuring that teaching is innovative, responsive, and grounded in best practices and current theories of teaching and writing/composition; responsible for staff oversight and constructive coaching.
- **Decision-Making Authority:** This role is accountable for making decisions about day-to-day operations, how to manage/coach individual reporting staff members, and problem- solving initiatives related to programs, services, etc. This position is expected to consult with the Director and/or WCC leadership for decisions as needed.
- **Physical and Sensory Demands**: Minimal demands typical of a position operating within an office environment, periods of extensive sitting, concentrated use of visual sense and physical effort that may result in moderate fatigue, strain, or injury as a result of repetitive keyboard//mouse movement. Moderate demands related to delivering programming across campus, including walking; lifting and carrying supplies, beverages, snacks, etc.; moving classroom furniture; etc.
- **Working Environment:** This role involves minimal-moderate exposure to normal stress and pressure typical of a teaching position, including stress and pressure associated classroom leadership; unavoidable exposure to uncomfortable environmental conditions generally associated with normal workplace interpersonal conflict, change management, etc. There may be work outside of normal operating hours of the institution, multiple and/or tight deadlines beyond one's control. Located indoors in comfortable, fast-paced office environment. Some inter-campus travel is required.