HUMAN RESOURCES
SIMON FRASER UNIVERSITY
TEMPORARY
ADMINISTRATIVE AND PROFESSIONAL STAFF
POSITION DESCRIPTION

A. IDENTIFICATION

Position Number: 113640

Position Title:	Writing Services Coordinator
Name of Employee:	
Department:	Student Learning Commons, W.A.C Bennett Library
Position Reports to:	Head, Student Learning Commons
Description Prepared by:	
Date:	May 22, 2013

B. POSITION SUMMARY

Briefly describe the primary function and purpose of the position in one or two sentences.

The Writing Services Coordinator coordinates the development and delivery of writing programs and services to undergraduate and graduate students. S/he provides direct service through workshops, seminars, short courses, online programs and individual advising on academic and scholarly writing and communication skills. In addition, the Writing Services Coordinator develops and implements writing resources to support student writing within the writing-intensive learning curriculum initiative at SFU. S/he is also responsible for providing appropriate training and coordination of other writing support staff and volunteers such as SLC tutors and peer educators. The Writing Services Coordinator liaises with faculty, librarians, Student Services staff, Foundations of Academic Literacy (FAL) faculty, Faculty-based writing programs and the Director, Undergraduate Curriculum, in order to coordinate resources and programs supporting the University's "W" curriculum initiative, and other writing initiatives.

S/he is responsible for acquiring and maintaining through research and the study of the literature an accurate and current knowledge of a broad range of issues and best practices related to university-level writing and communication, including those concerned with text linguistics, theories of effective rhetoric and composition, interdisciplinary writing, writing to learn, additional language acquisition, writing centre theory and practice, writing in the disciplines and writing across the curriculum programs, and assessment of writing.

C. DUTIES AND RESPONSIBILITIES

Starting with those you consider most important, list and describe the main duties and responsibilities of the position. For each item start with an action verb and briefly describe what is done, how it is done, and why it is done.

Development and Delivery of Student Writing Support Programs

Program development (45%)

- Develops and coordinates writing support programs for SFU students for delivery in the Student Learning Commons, and in collaboration with related campus units
  (e.g., Faculty Based Peer Tutoring, Foundations of Academic Literacy Course, Faculty of Business Writing Mentorship Program).

- Participates in the coordination of writing support programs and services provided by key stakeholders.
- Develops curriculum for writing support seminars, workshops and courses.
- Works collaboratively with staff in academic support programs across the university, to develop well integrated programs, ensure effective referral between units and provision of appropriate services to students.
- Works with the Student Learning Commons Director and key stakeholders to develop and implement iterative procedures for regularly assessing student writing support needs as well as evaluation of writing support programs and services.
- Works with the SLC Director and other Learning Commons staff to facilitate the development and implementation of SLC communication and marketing plans including regular classroom visits, information board, website, advertisements, promotional/informational materials, and branding strategies for the student writing services and the Learning Commons.
- Contributes writing support materials and resources for Student Learning Commons newsletters, web site and other outreach materials.
- Researches and secures outside experts to deliver customized writing support programs and services as appropriate.
- Researches best practices in online and print resources and selects appropriate writing support resources for Student Learning Commons.
- Participates on Student Learning Commons and university wide committees as recommended by the SLC Director.

Program delivery (45%)

- Leads student writing support seminars, workshops and courses, and acts as a writing tutor, assisting students in one-on-one or small group situations.
- Coordinates schedules for individual student and small group appointments, drop-in sessions and online support services
- Selects, trains, and supervises the activities of undergraduate writing peer educators and graduate student facilitators.
- Ensures that writing services have the appropriate amount of space and is adequately equipped and supplied.
- Works with the SLC Director and other SLC staff to coordinate the scheduling of space and the sharing of resources.
- Develops procedures to ensure that differences of opinion are resolved smoothly through active dialogue.
- Liaises with instructors to ensure that appropriate support services are in place prior to the time when major assignments are due and when midterm and final exams are scheduled.
- Coordinates and provides logistical support for workshops, seminars, short courses and ad hoc events.
- Participates in Student Learning Commons special events and outreach activities
- Participates in Student Learning Commons and other campus student volunteer orientation and training programs.
- Maintains daily statistics regarding student contacts, workshops, outreach activities, administrative duties and other Student Learning Commons related work.

Professional Development (10%)

- Acquires and maintains an accurate and current knowledge of a broad range of issues and best practices related to university-level writing and communication.
- Stays current on innovations in writing support techniques, transition issues, and student success.
- Conducts program evaluation research on topics relevant to student writing support assessment and enhancement.

D. DECISION MAKING

i) Give some typical examples of the most important decisions the incumbent is expected to make in carrying out the duties and responsibilities of this position. To what extent can the incumbent rely on established policies or advice from others in making these decisions?

- Makes decisions regarding the provision of individual assistance for writing support using relevant writing and cognitive learning theory.
- Makes decisions regarding the development and delivery of workshops, seminars and courses.
- Makes decisions when and to whom to refer students seeking assistance.
- Makes decisions regarding the selection of student writing peer educators and the evaluation of work performance.
- Makes decisions regarding how to research and select appropriate curricula for writing support workshops, seminars and courses.
- Makes decisions regarding what new program initiatives to recommend on the basis of best practices and writing support research.
- Makes decisions regarding the development of resource materials for writing support workshops and new program initiatives.

ii) Give some examples of the types of decisions the incumbent would refer to his/her supervisor.

Recommendations regarding long term planning for writing support services in the Student Learning Commons.
Determining overall academic support program strategies for the Student Learning Commons.
Establishing general program and service directions for Student Learning Commons
Student volunteer general program direction.
Differences between stakeholders that cannot be resolved.

E. SUPERVISION EXERCISED

Indicate the number of employees for whom the position is responsible.

Number of employees reporting directly to position: 0
Total number of employees for whom the position has direct responsibility: 0

Note: Together with other SLC Coordinators, supervises approx. 20 undergraduate peer educators and 2-3 graduate student facilitators.

F. SUPERVISION RECEIVED

Describe the extent to which the supervisor determines the day to day workload of the position and assists in the completion of duties. Explain the nature of guidance received and how often work is checked or reviewed.

The incumbent is expected to exercise initiative in all work activities under the general direction of the Head, Student Learning Commons. S/he meets regularly with the Head for supervision.

G. UNUSUAL WORKING CONDITIONS

Describe unusual working conditions specialized or any other aspect of the work that should be considered in evaluating this position.

Flexible hours, including evenings and weekends, are required from time to time to respond to student needs and provide outreach programs.

H. ENTRANCE QUALIFICATIONS

What combination of experience, training, and/or formal education do you believe is the minimum required to perform the duties of this position?

Master's degree in English, Rhetoric, Linguistics, or equivalent, and 3 years of post-secondary teaching experience, or an equivalent combination of education, training, and experience.

- Demonstrated administrative and pedagogical experience in a writing centre in a post-secondary institution and familiarity with writing centre theory, policy and practice.
- Demonstrated ability to develop and deliver post-secondary writing support programs.
- Experience conducting needs assessments for and evaluation of writing support programs and services.
- Experience providing writing support programs and services for English as an additional language (EAL) students.
- Familiarity with current literature regarding the study, implementation and support of academic literacies and writing in higher education, and with issues related to English for academic purposes in disciplinary contexts.
- Familiarity with areas such as text linguistics, theories of effective rhetoric and composition, additional language acquisition, writing in the disciplines, writing across the curriculum, writing to learn/writing-intensive learning and cognitive learning theory.
- Proven ability to work in a multidisciplinary team.
- Excellent analytical and research skills.
- Excellent communication (both oral and written), presentation, interpersonal, problem-solving and supervisory skills.
- Ability to use a variety of software applications (e.g., word processing, database, presentation, web editing).

I. ORGANIZATIONAL RELATIONSHIPS

Indicate in the appropriate blocks the title of the position to which this position reports and the titles of the positions reporting directly to it. If more detail is required, add additional blocks.

Head,
Student Learning Commons
↓
Writing Services Coordinator
(Temp. Pos. #113640)

J. APPROVALS

Incumbent's
Signature: _____ Date: _____

Supervisor's
Signature: _____ Date: _____

Signature of Next
Administrative Level: _____ Date: _____