

Graduate Academic Assistant position in UBC's Coordinated Arts Program (CAP)

Duration: 1 year

Hours: 8-10 hours/week

Salary: \$32.05/hour

Summary:

This is a project coordinator position, funded through a Teaching and Learning Enhancement Fund (TLEF) grant in Arts' First Year Programs. The project, "Speaking in the Disciplines: A 'Precedents' Archive for Teaching and Learning Oral Genres" aims to enhance how speaking skills are taught to undergraduate students. The position will support the Principal Investigator (PI) and consulting faculty and staff to build an online archive of live speaking samples with accompanying curricular resources. The position will coordinate and contribute to the development, implementation, and evaluation of this online resource. It requires strong organizational and communication skills to effectively coordinate with faculty, staff and students.

The position reports to, and works closely alongside, the Principal Investigator of the TLEF-funded project. The PI is the Chair of the Coordinated Arts Program (an Arts First-Year Program), where the project is housed.

Duties:

Duties may include, but are not limited to, the following activities:

- Contribute to the development of a web resource for speaking pedagogies; consult on and support research and curriculum development for the project.
- Support the collection, analysis, and evaluation of data/feedback, including surveys, interviews, and focus groups (in consultation with evaluation consultants at UBC's Centre for Teaching, Learning & Technology)
- Liaise with the PI and the FYP administrator to manage project budget
- Liaise with faculty and other stakeholders to oversee project development and timeline
- Liaise with Arts ISIT as they build the web resource
- Write applications (e.g. BREB) and reports for the PI
- Support the hiring, training, and supervision of undergraduate project assistant
- Organize and facilitate meetings and workshops
- Support the PI in related workshops, presentations, and curricular projects.

Qualifications:

This position is best suited to a graduate student in the Faculty of Arts, especially English, Writing Studies, Education, or related disciplines. A knowledge base of SoTL (Scholarship of Teaching and Learning) and/or Writing in the Disciplines pedagogies would be an asset. We seek candidates with the following qualifications:

- Excellent oral and written communication skills, including inter-cultural communication skills, and the ability to communicate effectively with students, faculty, and staff.

- Motivated, able to work both independently and collaboratively;
- Basic familiarity with video and web technologies.
- Knowledge of UBC teaching and learning resources, and, more broadly, of scholarly conversations about teaching and learning.
- Curriculum design and assessment skills.
- Proven operations, management, and multi-tasking skills.
- Excellent knowledge of word processing, spreadsheet, database, email software and Internet navigation. Basic knowledge of Canvas (UBC's LMS) preferred.

Application:

Please submit the following documents in one .pdf file :

1. Covering letter indicating your suitability for the position.
2. CV including the names and contact information for 3 referees.

Files can be directly sent to Dr. Moberley Luger, CAP Chair, at mluger@mail.ubc.ca

Review of applications will begin on February 1 and continue until the position is filled.

Here is more information about the project (note that it will be changed to accommodate the conditions of COVID-19):

First-Year Programs in the Faculty of Arts take a “Writing in the Disciplines” approach to teaching academic communication, inviting students to see the specific and diverse moves that scholars make in presenting their research. Yet while students have access to many precedents for scholarly *writing*, they have few precedents for scholarly *speaking*. In keeping with Giltrow et al’s claim that new genres should be taught through “practice and precedent,” this project will provide students with models for oral academic discourse. It will create an open-access website featuring: (1) a video archive of presentations from the annual, multi-disciplinary, CAP student conference; (2) a database aggregating information about selected presentations and colloquia taking place on campus; (3) coordinated curricular materials on presentations for students and faculty. By aligning academic writing and speaking pedagogies, the project will enhance learning outcomes in first year and beyond by helping students successfully to inhabit the speaking styles of the university.