

**Nipissing University**  
**POSITION DESCRIPTION**

<b>JOB TITLE:</b>	Student Learning Coordinator - Writing and Academic Skills
<b>DEPARTMENT:</b>	Student Development and Success
<b>CLASSIFICATION:</b>	Coordinator C
<b>WAGE GRADE:</b>	WG 70
<b>SUPERVISOR:</b>	Manager, Student Learning and Transitions

**SUMMARY OF FUNCTIONS:**

Reporting to the Manager of Student Learning and Transitions (SLT), the Coordinator is primarily responsible for assessing strengths and weaknesses in the learning skill sets of students; recommending appropriate academic support programs; designing, implementing, and coordinating academic skills programs in the area of language and written communication. In addition, the Coordinator takes a lead role in advancing, promoting, and ensuring the satisfactory and professional functioning of the Academic Skills Program.

The Student Learning Coordinator plays a critical and supportive role in strengthening departmental efforts to provide quality academic coaching and promote students' personal and academic success. This position supports an innovative and holistic approach to providing students with the assistance, guidance, and resources necessary to be successful. The primary functions of the Student Learning Coordinator is to foster a successful transition to the university environment, encourage students' engagement with academics, and promote timely degree completion.

**DUTIES & RESPONSIBILITIES:**

**Tutorials and Seminars (30%)**

- Update and conduct tutorials with students looking for support in their reading, writing and research tasks
- Update and conduct tutorials with students looking for ways to improve their study and test-taking skills
- Update and conduct tutorials on the proper use of technology, including AI-generated platforms (e.g., ChatGPT, Copilot, and others)
- Research, develop, and plan academic skills workshops and seminars
- Deliver instructional workshops to help students enhance their academic skills (e.g. time management, memory and concentration, exam preparation.)
- Deliver workshops/seminars on Academic Writing to English Language Learners (ELL)
- Establish and maintain learning resources in paper and electronic formats

**Assessment and Recommendation (25%)**

- Conduct consultations with students, upon request, to assess their academic skills in the areas of reading and writing
- Provide specific guidance on the correct form of citation method (APA, MLA, etc) based upon the student's requirement for their course completion.
- Offer learning style assessments and prescriptions based on a variety of available standardized tests.
- Recommend an appropriate educational course of action to the student based upon the results of the consultation and assessment procedures

- Provide input concerning students' academic competencies, as requested, to the Counselling and Student Accessibility Services office and the offices of the Deans of all academic faculties
- Provide support and guidance to students who have been identified as being in violation of Academic Integrity policies and protocols

### **Development and Coordination of Academic Skills Drop-in Centre**

**(20%)**

- Coordinate the various needs of students arriving for Drop-in Centre services and refer to other departments for additional supports when appropriate
- Apply time management skills effectively to ensure students are met in a timely manner when accessing services through the Drop-in Centre
- Train senior students with superior academic abilities to support students looking for drop-in advice and assistance through the Academic Success Program
- Ensure Academic Success Program Student Assistants have resources and supplies necessary to function efficiently
- Ensure Academic Success Program Student Assistants maintain utilization reports of centre

### **Program Development and Maintenance**

**(10%)**

- Promote the program's services to students, faculty, and staff
- Develop a rapport with members of the University community necessary for the positive advancement of the program
- Design, develop, and distribute all printed material pertinent to the program (i.e. handbooks, publicity materials, forms, etc.)
- Maintain currency of all administrative policy and procedural matters of program
- Liaise with faculty and staff regarding academic skills issues
- Maintain statistics on all aspects of the Academic Skills Program and provide them to the Manager when requested
- Create one summative report at the end of the two major semesters (Fall/Winter), and be prepared to complete formative reports as required by the Manager
- Develop and maintain resources of materials on academic skills
- Acquire knowledge of tests students may be requested to take by employers or post-graduate programs either during or after their studies at Nipissing (for example, the TOEIC for ESL students) and ensure availability of sample tests
- Identify and initiate opportunities for improvement of program
- Establish and maintain sense of collegiality and teamwork within program
- Participate in the Counselling and Student Accessibility Services Team in planning, program development, and implementation

### **Peer Tutoring Program**

**(5%)**

- Research and develop Peer Tutor Training Workshops in collaboration with the Student Learning Coordinator, Math and Science
- Communicate with third-party vendors of peer tutoring supports
- Recruit, recommend, and train tutors.
- Encourage creative contributions to the further development of these procedures
- Link students requesting tutors with appropriate tutors and do follow-ups to monitor the progress of individual tutoring arrangements.
- Ensure the accurate maintenance of all Peer Tutor Program forms including applications, service records, and evaluations
- Conduct formative and summative program evaluations, including regular monitoring of active tutors

- Ensure completion of program utilization reports
- Liaise with faculty members regarding peer tutor recommendations

### **Support to Specialized Programs and Faculties**

**(5%)**

- Build rapport with both students and staff of the Office of Indigenous Initiatives (OII) and other departments
- Be available to offer workshops as well as individual support for these students
- Participate in scheduled events for Indigenous students
- Collaborate with and support all professors who have students who are English as a Second Language learners, as well as students experiencing general writing difficulties
- Be available to support the Education Abroad Coordinator in supporting students with issues regarding English as a Second Language

### **Program Policies and Procedures**

**(5%)**

- Assist in the development and implementation of program policies, procedures, and guidelines
- Participate in the development of long-term program planning

### **DUTIES & RESPONSIBILITIES:**

**Education:** Master's degree in English, Education, or a related field. E.S.L Certification (or equivalent) would be considered an asset.

*Training and/or experience may be substituted for formal academic training at the discretion of the University.*

### **Training, Experience, Knowledge & Skills Required:**

- One to three years of cumulative experience in the following areas:
- Experience teaching and working with English Language Learners (ELLs)
- Experience teaching in a post-secondary environment
- Experience in conducting small group presentations and workshops
- Experience with AI model language platforms
- Experience in conducting academic research
- Experience in using various citation standards e.g., (e.g., APA, MLA, and others)
- Proven ability to work in a multi-disciplinary team
- Knowledge of computer-assisted instruction software
- Familiarity with University academic regulations and procedures
- Advanced knowledge of grammar, mechanics, and organization in academic writing
- Knowledge of the research process, research paper, and documentation styles
- Teaching skills - knowledge of and facility with the various teaching and learning styles
- Knowledge of the special difficulties faced by mature students, ESL students, students with learning disabilities, first-year students transitioning from high school, students transitioning from college, and Indigenous students
- Excellent interpersonal and communication skills
- Tact, initiative and diplomacy
- Ability to maintain confidentiality
- Knowledge in the use and application of scheduling software (e.g Clockwork or others)

### **RELATIONSHIPS/CONTACTS:**

**Supervised by:** Manager, Student Learning and Transitions

**Internal Contacts:** Staff, faculty, students

**External Contacts:**

- Colleagues at other universities
- Educational publishers

**MATERIALS UTILIZED:**

- Standard office equipment
- Specialized computer software
- Microsoft Office Suite

**PHYSICAL/MENTAL DEMANDS & WORKING CONDITIONS:**

- Light and sedentary demands
- Sitting, standing
- Visual, mental and emotional concentration
- Pleasant Surrounding
- Private Office
- Access to secretarial services
- Occasional evening and weekend work may be required

---

**I have read my position description and it has been reviewed with my supervisor. I understand what my duties and functions are, and I will carry out all of my responsibilities as herein described.**

\_\_\_\_\_  
Employee Name (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee (Signature)

.....  
**Approvals**

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date

