

Nipissing University
POSITION DESCRIPTION

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

SUMMARY OF FUNCTIONS:

Reporting to the Manager of Student Learning and Transitions, the Student Learning Coordinator, Writing and Academic Skills plays a key role in supporting students' academic development, academic transitions, and success. The Coordinator works with students to identify learning goals, strengths, and areas for growth; recommends appropriate academic supports and resources; and designs, delivers, and coordinates programming that strengthens academic skills, learning strategies, writing, communication, and overall student confidence.

The Coordinator contributes to the ongoing development, promotion, delivery, and continuous improvement of academic support services within Student Learning and Transitions. Through individual support, group programming, resource development, outreach, and collaboration with campus partners, the position supports responsive and innovative approaches that help students navigate the University academically, engage meaningfully in their learning, and build the skills needed for academic success.

DUTIES & RESPONSIBILITIES:

Tutorials and Seminars (30%)

- Update and conduct tutorials with students seeking to strengthen their reading, writing, research, study, and test-taking skills
- Update and conduct tutorials on the effective, ethical, and academically appropriate 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 strengths, goals, and areas for growth in reading and writing
- Provide guidance on appropriate citation practices and documentation styles, including APA, MLA, and other formats required for coursework. Offer learning strategy assessments and related tools to help students better understand their approaches to learning
- Recommend appropriate educational options and/or plans to the student based upon the results of the consultation and assessment
- 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, guidance, and educational opportunities to students navigating Academic Integrity policies, processes, and related learning opportunities

Development and Coordination of Academic Skills Drop-in Centre

(20%)

- Coordinate student access to Drop-in Centre services and connect students with other campus supports when appropriate.
- Coordinate time effectively to support timely, welcoming, and responsive access to Drop-in Centre services
- Train senior students with demonstrated academic strengths to support peers seeking drop-in advice and assistance Ensure Academic Success Program Student Assistants have the resources and supplies needed to support students effectively
- 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
- Build positive working relationships with members of the University community to support the ongoing development and visibility of the program
- Design, develop, and distribute all printed material pertinent to the program (i.e. handbooks, publicity materials, forms, etc.)
- Maintain current knowledge of administrative policies, procedures, and practices related to the program. Liaise with faculty and staff regarding academic skills development and student learning support
- 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 program improvement and innovation
- 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 faculty working with English Language Learners and students seeking to strengthen their academic writing
- Collaborate with the International Student Support team to support students seeking to strengthen their English Language skills

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 teaching and working with English Language Learners (ELLs) and teaching in a post-secondary environment
- Knowledge and understanding of the diverse identities, lived experiences, colonial histories, systemic barriers, and educational pathways that shape students' academic success and post-secondary transitions
- Experience 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 various teaching and learning styles
- Excellent interpersonal and communication skills
- Tact, initiative and diplomacy
- Ability to maintain confidentiality
- Knowledge in the use and application of scheduling software

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)

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Approvals

Supervisor

Date

Human Resources

Date