#### Trent University LogoOPSEU JOB DESCRIPTION

**Job Title:** Academic Skills Instructor

**Job Number:** A-374 | VIP: 1497

**Band:** OPSEU-9

**Department:** Colleges / Student Affairs Durham

**Supervisor Title:** College Principal / Director, Student Affairs Durham

**Last Reviewed:**  March 26, 2019

#### **Job Purpose:**

Reporting to the College Principal or Director, Student Affairs Durham, and collaborating closely with Colleges and Student Affairs staff and student staff and university partners, the Academic Skills instructor is responsible for providing flexible instruction to undergraduate, postgraduate certificates and graduate students in the skills necessary for them to succeed at university: the ability to think critically, communicate their ideas effectively, and take responsibility for their own learning. Academic Skills Instructors collaborate to support diverse university partners by developing resources and programming to support undergraduate, postgraduate, and graduate academic success.

#### Key Activities:

##### Individual Instruction

* Instructs and advises undergraduate, postgraduate, and graduate students in individual appointments (in-person and virtual).
* Assess student needs and skills in writing, reading, and thinking.
* Analysis of relevant skills and expectations for a range of fields and levels of study
* Provide individualized curriculum to support each student’s skill development, critical thinking, and independent learning.
* Application of range of knowledge on disciplinary writing conventions and citation styles, grammatical rules, research strategies, learning strategies.
* Researches and creates resources (templates, worksheets, quick guides) to support student learning in appointments.
* Where necessary, consults with and refers to faculty or relevant student supports on campus.
* Maintains current knowledge in academic skills and related areas through membership in professional organizations and associations, particularly in the areas of writing and rhetoric, learning and study skills, university transitions, and meeting the needs of students for whom English is a second language and students with learning disabilities.
* Provides training and information to Academic Skills colleagues in his/her areas of specialization e.g., science, online tools, assessment, graduate students, teaching related topics.

##### Support for At Risk Student Population

* Develops individualized programs of instruction for students with learning disabilities, students for whom English is a second language, and students on academic probation, often in consultation with the Student Accessibility Services, Academic Advising, and Trent International.
* Develops and delivers orientation workshops and online resources on essential academic skills to support all students in transition to university, including special sessions for mature and transfer students, first generation students, international students, and exchange students.

##### Faculty Support

* Develops, modifies, and delivers a range of small-group and in-course workshops and webcasts that support faculty in promoting learning outcomes and that foster independent student learning in courses.
* Collaborates to develop online resources to support student learning and skill development in areas identified by faculty.
* Advises faculty on making referrals for students to access individual instruction.

##### Institutional Support

* Researches and writes instructional materials on writing skills, study skills, math skills, etc. for both online and print distribution at the university.
* Advises faculty and staff on relevant and existing resources to support academic integrity; provides training workshops to student staff and graduate teaching assistants.
* Liaises with university services and departments including but not limited to Wellness Centre, Student Affairs Durham, Trent-ESL Program, Trent International, Residence Education, Centre for Teaching and Learning to develop and deliver workshops, webcasts, and online resources to support student skill development.
* As part of Academic Skills or Student Affairs Durham team, develops, supports, or participates in special presentations and workshops to internal and external groups, recruitment and retention activities, or special projects related to academic-skills instruction.
* Represents Academic Skills on relevant university committees and working groups.

##### Programming

* As part of a team of AS instructors, collaborate with campus partners, including academic departments and support services to identify student needs for skills instruction and develop programs to support academic success in various forms across the university. Programs may include, but are not limited to, Peer Mentoring (Peer Assisted Study Sessions), Academic Integrity instruction and support, academic skills passive programming and awareness campaigns. Programs may also target populations, including student researchers, first-year students, postgraduate certificate students, and graduate students.
* Duties associated with programming may include, but are not limited to:
	+ Providing oversight and direction to collaborative programming
	+ Coordinating/supervising and training student staff
	+ Liaising with various academic, administrative, and student support departments at Trent
	+ Compiling statistical and final reports
	+ Researching and maintaining knowledge of best practices in this field
	+ Developing and reconciling budgets and securing funding

#### Education Required:

* Master’s Degree in writing intensive program; field of study supports ability of Academic Skills team to offer a range of expertise across disciplines.

#### Experience/Qualifications Required:

* At least two (2) years of directly related experience teaching academic skills in a university setting.
* Experience and/or employment in the fields of editing, writing, ESL, adult education or teaching students with learning disabilities.
* Excellent knowledge of English grammar and impeccable written and oral communication skills.
* Comprehensive knowledge of conventions for scholarly research and expectations of academic integrity.
* Ability to work with minimal supervision.
* Demonstrated ability to collaborate and support a team.
* Ability to teach in individual and small-group settings, handling material ranging in difficulty from basic grammar to complicated problems in analytical thinking and critical writing.
* Excellent working knowledge of Windows, Microsoft Office (particularly, MS Word, Excel, and PowerPoint); knowledge of a student information system (Blackboard); experience with scholarly research databases and tools; comfortable working with technology and learning to use new programs.