

## Job Description

(For Positions in CAW Local 555, Unit 1)

*Job descriptions do not include every duty that an individual in a position performs. They are intended to be representative and characteristic of the duties required and the level of work performed. Depending upon the size of the department or unit and its functional activities, incumbents who fall into this category may perform all of the duties listed below or, in the case of large departments or units, may be assigned to designated specialized functions.*

JD #:	<b>JD00067</b>	Pay Grade:	<b>9</b>
JD Title:	<b>Learning Strategist</b>	JD FTE Hours:	<b>35</b>
Job Family:	<b>Student Services</b>		

### General Description

Responsible for the provision and coordination of various forms of professional support services including, but not limited to learning strategies, study skills, and research and assessment approaches. Provides assistance to students in maximizing their academic performance and educational outcomes.

### Representative Duties & Responsibilities

- Provide learning strategies, study skills, research, information, support, and assessment and analysis techniques.
- Facilitate and deliver group workshops, seminars, classes, courses, and preparation sessions in areas including, but not limited to, academic skills, effective studying and learning, and writing skills.
- Work with students with a broad range of disabilities, clinical diagnoses, mental health, cognitive and intellectual disabilities in support of their learning needs and academic outcomes.
- Design, deliver, and evaluate individualized psycho-educational interventions to counselling clients based on assessment interviews and nature of the student's needs.
- Develop instructional material for presentations and publications.
- Write client notes according to established policies, procedures and guidelines.
- Write promotional text and plan marketing and advertising initiatives for programs and services offered.
- Contribute to departmental policy documents and make recommendations for revisions.
- Write and develop online training materials.
- Write and develop online teaching materials for the campus community and for external organizations.
- Evaluate empirical and theoretical research as it relates to psychological testing and measurement.
- Design survey instruments to measure program outcomes and their effectiveness.
- Perform basic analyses using statistical software and interpret results and report findings.
- Interview clients and assess the nature of academic and learning skills issues.
- Provide information to students with disabilities on various research sources.
- Provide referencing assistance to students with disabilities to ensure academic integrity.
- Conduct regular scans of the literature related to academic skills development, attend conferences on student development, and perform occasional site visits to other postsecondary institutions.
- Conduct informal scans of the University and post-secondary environment for program ideas, unaddressed student needs, and opportunities to support the academic mission of the University.
- Conduct periodic scans of post-secondary educational institutions worldwide to ensure services reflect current best practices and meet or exceed industry benchmarks.
- Interpret and apply the results of psycho-educational assessments on individuals and groups.
- Determine appropriate course of action.
- Create, deliver, and evaluate group psycho-educational workshops and presentations based on research and an understanding of student experiences and concerns.
- Design novel and innovative programs and services that meet the changing needs of students and the demands of the post-secondary environment including the growing use of the internet as a learning tool.
- Design training programs for peer helpers.
- Act as a resource to the University on student learning, techniques and approaches to adult cognition and learning methods.

---

## Supervision

---

- Ensure adherence to quality standards and procedures for short-term staff and volunteers.

---

## Qualifications

---

- Master's degree in Education, Adult Learning, or related field
- Requires 3 years of relevant experience

---

## Effort

---

### Physical Effort:

- A typical work day consists of greater than 3.5 hours of low physical effort for activities such as:
  - Intermittent periods of keyboarding to word process documents, enter data into database and enter financial information into spreadsheets.
- Elements of moderate physical effort are not a regular feature of this job.
- Elements of high physical effort are not a regular feature of this job.

### Mental Effort:

- A typical work day occasionally requires routine mental effort for activities such as:
  - Word processes routine documents such as correspondence and forms.
- A typical work day consists of up to 2 hours of moderate mental effort for activities such as:
  - Developing and delivering instructional material for presentation and publication.
  - Writing client notes according to established policies, procedures and guidelines.
  - Interviewing clients and assessing the nature of academic and learning skills issues.
  - Providing information to students with disabilities on various research sources.
  - Providing referencing assistance to students with disabilities to ensure academic integrity.
- A typical work day consists of greater than 3.5 hours of high mental effort for activities such as:
  - Providing learning strategies, study skills, research, information, support, and assessment and analysis techniques.
  - Facilitating and delivering group workshops, seminars, classes, courses, and preparation session in areas including, but not limited to, academic skills, effective studying and learning, and writing skills.
  - Designing, delivering, and evaluating individualized psycho-educational interventions to counselling clients based on assessment interview and nature of the problem.

---

## Working Conditions

---

### Physical Environment:

- No adverse physical elements are inherent to this position.

### Psychological Environment:

- Occasionally deals with students, who experience moderate distress including anxiety over marks, fear of failure, and reaction to failure.
- Occasionally deals with students who may be rude or upset.
- Frequently deals with competing priorities for service and regular interruptions from students.

### Health & Safety:

- Risk to the incumbent is no higher than for the general population.

# Job Description Rating Sheet

(For Positions in CAW Local 555, Unit 1)

JD #:	<b>JD00067</b>	Pay Grade:	<b>9</b>
JD Title:	<b>Learning Strategist</b>	Total Points:	<b>585</b>
Job Family:	<b>Student Services</b>		

Factor	Subfactor	Level Rating	Points
<b>Skill</b>	1. Applied Reasoning and Analytical Skills	<b>5.0</b>	105
	2. Breadth of Knowledge	<b>2.0</b>	13
	3. Adaptation to Change/Updating of Learning	<b>2.0</b>	12
	4. Interpersonal Skill	<b>4.0</b>	54
	5. Education and Experience	<b>F3</b>	123
	6. Dexterity and Coordination	<b>2.0</b>	12
<b>Effort</b>	7. Physical Effort	<b>1.0</b>	3
	8. Mental Effort	<b>5.0</b>	100
<b>Responsibility</b>	9. Planning and Coordination	<b>3.0</b>	46
	10. Responsibility for Others	<b>2.0</b>	33
	11. Accountability for Decisions Actions Affecting People, Assets, and Information	<b>3.0</b>	66
<b>Working Conditions</b>	12. Physical Environment	<b>1.0</b>	3
	13. Psychological Environment	<b>2.0</b>	10
	14. Health and Safety	<b>1.0</b>	5