



RHODE ISLAND COLLEGE JOB DESCRIPTION

Position classification: PSA
Date created or revised: 9/12/2022
Exempt/Non-Exempt Status: Exempt
Responsible individual: Yes
Campus Security Authority: No

Title: Assistant Director of OASIS/Academic Development
Status: Full-time, calendar year appointment
Grade: 12
Union Affiliation: PSA@RIC (Professional Staff Association)
Reports to: Director of OASIS

PRIMARY PURPOSE:

The Assistant Director is responsible for providing vision for and leadership of academic development services at Rhode Island College in support of student persistence and retention. Conduct ongoing needs assessment resulting in the development, implementation and evaluation of services in accordance with best practices in the field. Recommend and formulate appropriate policies and procedures for academic development services. Collaborate with professional staff and graduate assistants in the delivery of services to enhance academic success and retention of students through mentoring and sharing of expertise. S/he has significant leadership responsibilities for academic development services in OASIS.

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

Essential Job Functions:

- Supervise the Coordinator of Academic Development.
- Hire, train and supervise graduate assistants providing academic development services to undergraduates.
- Provide leadership and oversight for tutorial services offered to undergraduate students across academic programs in consultation with program faculty, including recruitment, selection and training of peer tutors.
- Design and teach tutor development (credit bearing) course in collaboration with Coordinator of Academic Development to support undergraduate peer tutors.
- Coordinate all academic development workshops, presentations, and one-on-one tutorials in collaboration with Coordinator of Academic Development.
- Conduct ongoing evaluation of services and assess needs for revision of or addition to services.
- Oversee on-line tutorial service contract and educate faculty, staff and students about availability of subject tutoring.
- Provide ongoing support to students accepted through the Performance Based Admissions (PBA) Program.
- Serve as consultant to Admissions for PBA admissions interviews, evaluation of academic potential, and assessment of progress toward completion of requirements.
- Collaborate with the Director of OASIS in the selection and training of instructors for all sections of College Course 125 supporting PBA students.
- Serve as academic advisor to incoming veteran students.

Occasional Job Functions:

- Advise undergraduate students in Exploring Majors if needed.
- Provide next line of leadership for the OASIS in the absence of the Director.
- Perform other duties and responsibilities as assigned by the Director of OASIS.

REQUIRED QUALIFICATION STANDARDS:

Education:

Master's Degree in Education

Experience:

Minimum of 5 years of experience leading an office providing tutorial services

Skills, Knowledge and Abilities:

- Demonstrated leadership experience in academic support work setting.
- Demonstrated knowledge of learning skills strategies, test taking strategies, and time management techniques.
- Demonstrated ability to work well with college students, evidence of problem-solving ability and management skills.
- Demonstrated ability to communicate effectively with others, both orally and in writing.
- Evidence of commitment to professional growth and development in academic development field.

PREFERRED:

Bilingual in English / Spanish (fluent in speaking and writing).

ENVIRONMENTAL CONDITIONS:

The employee is not exposed to known adverse environmental conditions.

The college requires that all applicants and employees be able to perform the essential functions of the job and will explore reasonable accommodations for individuals with disabilities.

As an Affirmative Action/Equal Opportunity institution which values and is committed to expanding the diversity of its faculty and staff, the College invites members of protected classes, including minorities and persons with disabilities, to identify themselves as such at the time of application.