#### Trent University LogoEXEMPT JOB DESCRIPTION

**Job Title:** Manager, Collegiate Academic Supports

**Job Number:** X-462 | VIP: 1966

**Band:** EXEMPT-7

**Department:** Colleges

**Supervisor Title:** College Principal

**Last Reviewed:**  February 21, 2024

#### **Job Purpose:**

Reporting to a College Principal, the Manager of Collegiate Academic Supports is primarily responsible for providing oversight and coordination of academic advising and academic skills, including services, program development, and assessment. The Manager of Collegiate Academic Supports works collaboratively with the College Principals providing leadership around strategic planning, hiring, onboarding, data collection and assessment and supporting the supervision of the academic advisors and academic skills instructors.

The Manager liaises with multiple offices on campus, in particular key campus partners including the Registrar’s Office, Student Affairs, Trent Durham, Trent International CareerSpace, Information Technology, Communications, Recruitment and Admissions as well as Academic Departments to facilitate the development of a campus-wide strategy for academic student support that contributes to student success and retention.

#### Key Activities:

##### Management and Administration

* Provides leadership, coordination and project management for Academic Skills and Academic Advising across the colleges and with campus partners.
* Provides planning and coordination of academic advising and academic skills team meetings, professional development, budget requests and involvement university committees and working groups.
* Supports new and emerging functions, projects, and initiatives as needed, including planning, implementation, and evaluation.
* Coordinates purchases, budget requests, and spending from the non-staff component of the Advising and Skills budgets.
* Meets regularly with Academic Skills and Academic Advising as teams and individually to manage and track progress and data on projects and initiatives.

##### Strategic Planning and Assessment

* Leads strategic planning based on data analysis and results from other survey tools with the Principals, Academic Advisors and Academic Skills Instructors to meet collegiate and institutional priorities for the academic support of undergraduate, postgraduate, and graduate students.
* Oversees results tracking and data analysis in collaboration with institutional research identifies trends and service gaps and monitors progress towards strategic goals.
* Provides regular reports including insights on student satisfaction and effectiveness of plans and initiatives to the Principals for use in broader strategic planning and senior level reporting.
* Keeps abreast of and leverages best practices and emerging opportunities.

##### Communications

* Overseas social media, promotions, university announcements or updates, print resources for distribution across campus, and other print/media requests.
* Coordinates the development, maintenance, and revision of digital content, including the advising website, online resources, and video tutorials.
* Overseas and coordinates appointment booking, including scheduling, methods of booking, confirmations, rescheduling of appointments, and any changes or revisions to type, frequency, or format.
* Serves as primary contact for all issues, requests, or projects related to scheduling system (Orbis/Student Experience Portal.

##### Program and Training Coordination

* Coordinates the onboarding and training of new Academic Skills Instructors and new Academic Advisors.
* Coordinates and supports the delivery of onboarding and in-service training for Colleges student staff, specific to their roles supporting reception, triage, and appointment booking (in its various forms).
* Coordinates the delivery of workshops (proactive and/or upon request) including workshops for campus partners, departments, and in classrooms.
* Oversees and assesses student retention and success initiatives such as the Fresh Start Program, Mid-Year Review, the Academic Integrity Module, and the Academic Skills Toolkit.

##### Relationship Building and Campus Partnerships

* This role provides a point of contact for campus partners to create greater opportunity for coordination around shared programs and initiatives.
* Coordinates academic supports across the Colleges, providing support, consultation, and troubleshooting as needed, and working closely with other College office staff as appropriate, including Principals, College Assistants, Academic Skills Instructors, Academic Advisors, and student staff.
* Supports interdepartmental collaboration through resource sharing, networking and workshops and provides leadership and coordination for collaborative initiatives involving administrative, student support and academic departments across the university.

#### Education Required:

* Master’s Degree

#### Experience/Qualifications Required:

* Demonstrated professional experience (5 years minimum) working in a lead or coordination role within the post-secondary environment with an understanding of university structures, administration, and policies, preferably with experience as an academic advisor or academic skills instructor. Experience supervising the work of others would be an asset.
* Experience with program planning, implementation, and evaluation.
* Demonstrated ability to work collaboratively in an interdisciplinary team-based model.
* Excellent verbal, written and cross-cultural communication skills.
* Demonstrated ability to exercise good judgement, creativity, initiative, and sound decision-making in applying and interpreting a variety of policies and procedures.
* Demonstrated experience in planning, scheduling, logistics, and/or project management.
* High level of attention to detail, accuracy, and proven discretion in dealing with confidential and sensitive matters, required.
* Strong presentation and public speaking skills and demonstrated ability to effectively develop and deliver presentations.
* Experience using scheduling software, Colleague, Orbis/Student Experience Portal or similar platforms would be an asset.
* Position requires a high degree of collaboration, organization, and flexibility.
* Position requires willingness and ability to work flexible hours.

#### Supervision:

* Direct Supervision of Academic Transitions Advisor
* Dotted line oversight of Academic Skills Instructors and Academic Advisors in the Colleges.

**Job Evaluation Factors:**

##### Analytical Reasoning

* Work requires complex analysis and highly developed reasoning skills to solve a broad range of diverse and complex problems.
* Situations are broad in scope and lack standard practice to resolve, thus requiring the recognition, analysis and creative definition of practical solutions.
* Logical and critical thinking is often required to define problems, determine meaningful methodologies, develop alternatives, propose, plan and implement solutions.

Example:

One of the key roles will be leading strategic planning based on data analysis and results from other survey tools with the Principals, Academic Advisors and Academic Skills Instructors to meet collegiate and institutional priorities for the academic support of undergraduate, postgraduate and graduate students. This will require bring together stakeholders from a variety of campuses, supports services and departments to work collaboratively to develop a plan for academic skills and academic advising/departmental advising at Trent. This will require a complex analysis of the issues and gaps, the institutional priorities, the unique structures at play as well as the ability to synthesis research, best practises, and institutional data and balance competing demands on time and resources.

##### Decision Making

The Manager Collegiate Academic supports will work independently to resolve problems, build innovative programs and manage day to day decisions, consulting with Principals as needed around their direct reports. Recommendations for changes to service delivery, service standards and strategic goals for academic support in the colleges will be made with the Principals in consultation with the VP.

Example:
The Manager, Collegiate Academic Supports will coordinates the delivery of workshops (proactive and/or upon request) including workshops for campus partners, departments, and in classrooms, making decisions based on operational capacity and expertise and existing goals around academic support and bring forth proposals for changes as needed during the strategic planning process.

##### Impact

Changes to access to academic advising and academic skills for students can impact their success and retention as well as the reputation of the Colleges and Trent University.

Example:
Students are particularly impacted by wait times and access to academic support services in the college. This can impact student success and retention as well as the reputation of the Colleges and Trent University and thus impact rankings, and ultimately enrolment.

##### Responsibility for the Work of Others

* Direct responsibility for the hiring and supervision of staff in the role of Academic Transitions Advisor.
* Indirect/dotted line responsibility for the overall delivery of academic support by academic advisors and academic skills instructors (with College Principals as direct supervisors for individuals in these roles.
* Direct responsibility for the hiring and supervision of student worker to support projects and initiatives as needed

##### Communication

Requires the ability to synthesize and summarize complex information for clear communication to of diverse audiences. Necessary to apply good judgement and tact to distil and present sensitive information depending on the audience. Requires frequent consultation with various stakeholders and departments across the institution, explaining analysis and rationale, and making recommendations. Strong writing skills, for a variety of audiences required.

Internal:

* Vice President, Enrollment and Communications
* VP, E & C Portfolio
* Principals
* Colleges professional and student staff
* Managers of student support across the institution
* Deans and Department Chairs
* Office of the Registrar
* Faculty - Consultation on various student issues, supports, workshops or training as-requested
* Departmental advisors and academic coordinators.
* Various departments and individual staff across campus: provide support regarding procedures and information published/made available;

External:

* Prospective students and parents - acts as a resource in recruitment efforts (e.g., Ontario University Fair, Open House, other recruitment events).
* Faculty

##### Motor/ Sensory Skills

* Keyboarding - Working at workstation throughout day, responding to telephone calls, large volume of e-mails
* Verbal - Engaged in extensive verbal communication on phone and in person
* Visual - Attention to fine detail and overall presentation of professional reports and analysis
* Active listening- High level of listening, comprehension, and two-way communication skills. Ability to articulate messages clearly, both verbally and in writing

##### Effort

Mental:

* Sustained concentration - ability to maintain concentration on projects to ensure their completion in an accurate and timely manner.
* Multitasking/competing demands - ability to manage multiple and diverse projects with competing timelines; ability to adapt schedule for new priorities
* Diplomacy - Required in meetings, interactions with all internal/external audiences including media
* Long periods of visual attention and sustained concentration - Input and verify accuracy and completeness of various academic data, compiling information from various media into database with frequent interruptions.

##### Working Conditions

Physical:

* Sitting/standing - prolonged sitting/standing at desk
* Computer use - repeated movements with mouse and keyboard

Psychological:

* Students, who are experiencing frustration or anxiety my email, phone or drop in, interrupting planned schedule and contributing to compassion fatigue.
* Engaging with faculty or staff members who may express frustration when facilitating discussion with respect to student concerns and/or who may experience frustration with academic petitions or appeals processes.
* Confidentiality: working with sensitive academic information, which may involve personal or health issues requiring sensitivity and tact.