GENERAL INFORMATION:

Position: Academic Support, Graduate Assistant – Supplemental Instruction

About the Academic Support program: SI supports historically difficult classes with free, weekly, active-review sessions facilitated by students who previously excelled in the course

Type: Graduate Assistantship; students must be enrolled in a graduate program at Auburn University

Hours: 20 hours/week assistantship; weekly schedule to be mutually agreed upon

Pay: Eligible for tuition waiver; additional hourly rate paid at $15.50/hour

Dates of Employment: Annual position based on performance evaluation (Summer start desired)

Supervisor: Ashley Carr, Ph.D. - Coordinator, Supplemental Instruction

POSITION RESPONSIBILITIES:

Primary:
- Support student learning by contributing to the effectiveness and efficiency of the SI program
- Provide leadership to the Peer Mentor component of SI – scheduling, observing, training, providing feedback, to undergraduate Peer Mentors, etc.
- Organize and communicate regarding program scheduling and reservations
- Contribute to program development (i.e. informing policy and procedure, strengthening instruments for assessment and evaluation, engaging in and/or leading staff trainings, etc.)
- Participate in program recruiting, training, evaluations, and reports

Secondary:
- Model professional and educational ideals of Academic Support
- Cross train and advocate for all its programs; represent Academic Support in outreach and special programs
- Maintain accurate management of employment records including time keeping, evaluations and reporting
- Participate in professional learning opportunities at the program, office, and institutional level.
- Use of and familiarity with a variety of technological platforms (Box, Advise Assist/EAB, Zoom, Qualtrics, Microsoft, Excel, Banner, Salesforce)
- Other duties as assigned

QUALITIES/SKILLS:

Required: Bachelor's degree; enrollment in an AU graduate program of study aligned with the work of Academic Support; demonstrated strengths in communication (oral and written); a commitment to inclusion and diversity in education; ability to work both independently and collaboratively, manage multiple tasks and take initiative

Desired: Background knowledge in education theory and research; experience in teaching (formal or informal), tutoring, and/or supervision

LEARNING OUTCOMES:

Student employees of Academic Support will:
- Understand and apply strategies and tools to promote self-directed learning that contributes to a positive graduate education experience at AU
- Develop and demonstrate affective Intelligence that includes verbal and non-verbal communication, listening and responsiveness, self-regulation, diversity and inclusion, and collaboration