

Supplemental Instruction (SI) Graduate Intern Position

The Learning Center, Division of Student Life

The mission of The Learning Center is to provide students and staff with opportunities to increase and enhance their academic skills and abilities through cultivating effective learning practices. We support investment in learning and studying and respect individual learning styles. We believe in creating an environment that is conducive to learning as well as serving as role models. With the goal of creating lifelong learners, we strive to support students' endeavors towards self-confidence and higher academic achievement and performance.

The Supplemental Instruction (SI) Program is built upon a national model that targets historically difficult courses and provides regularly-scheduled, peer-facilitated sessions to assist students in understanding course content and developing academic skills. The SI Graduate Intern reports to the Assistant Director of The Learning Center.

Primary Activities

Responsibilities within this position include but are not limited to:

1. Providing leadership in the implementation of an exemplary and comprehensive SI Program
2. Serving as an assistant SI Supervisor, which includes the hiring, training, and evaluation processes for 10 undergraduate student SI Leaders
3. Meeting regularly with SI Leaders to discuss observations and give feedback on SI Sessions, and facilitating bi-weekly staff meetings/trainings
4. Identifying weaknesses or areas of improvement in the program and making recommendations for future policies and practices
5. Encouraging and assisting SI Leaders in the creation of SI Session materials (i.e. session plans and worksheets that include a variety of key learning strategies)
6. Developing a semester-long marketing/outreach plan and leading all outreach efforts to increase student participation in SI Sessions
7. Reserving rooms on campus and overseeing the processes of staff scheduling and room placements
8. Assisting with the creation and management of assessment and evaluation instruments to gather all data associated with the SI Program, such as SI attendance, grades, participant surveys, etc.
9. Ensuring that mid-term, beginning-of-term, and end-of-term assessment data is analyzed and distributed
10. Assisting with the timesheet approval process and payroll procedures for SI Leaders

Additional Expectations

1. Maintaining positive working relationships with USF faculty and staff
2. Collaborating with other Learning Center programs on joint campus events (i.e. Tutorpalooza)
3. Participating in Learning Center events and professional development opportunities
4. Modeling appropriate professional attitudes and behaviors to staff, faculty, students, and others on and off campus

Professional Competencies

Outlined by *ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners (2015)*, the primary competency areas that the graduate intern will develop, include:

- **Leadership (LEAD):** Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.
- **Organizational and Human Resources (OHR):** Student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of the organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.
- **Student Learning and Development (SLD):** Addressing the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

Qualifications

Applicants who are graduate students enrolled in USF's School of Education are preferred. This position requires strong organizational and communication skills, a strong interest in education and adult learning theory, strong computer skills, and the ability to work effectively with others. The ability to maintain professionalism under stress is also required. Prior tutoring and/or supervisory experience is preferred.

Time Commitment and Compensation

A full year commitment is required. Must reapply at the end of the 1st year for a 2nd term. This position will work M-F (some evenings and/or weekends required) at a rate of \$20.00 per hour for up to 370 hours per semester (25 hours per week for 2 weeks prior to the start of the semester; 20 hours per week during the semester). Funding support for professional development, MUNI pass, or Dons Dollars in the amount of \$350 will be provided by the host department. Please note all compensation is taxable.

Supervisor

Assistant Director, The Learning Center

Application Procedure

Please contact lwc@office.usfca.edu or 415-422-6713 for details on how to apply.

USF is an Equal Opportunity/Affirmative Action Employer. We particularly encourage minority and women applicants to apply for all positions. The University provides reasonable accommodations to individuals with disabilities upon request.

Established as San Francisco's first Institution of higher learning in 1855, the University of San Francisco presently serves over 9,000 students in arts and sciences, management, education, nursing, and law. The University is a private Catholic and Jesuit Institution and particularly welcomes candidates who desire to work in such an environment.