

## Senior Academic Coach, Bounce Back

### Position Description

#### **Background:**

The Student Experience Office invites first-year students who are at risk academically to participate in the Bounce Back program. The program matches first-year students with upper-year student Academic Coaches who provide academic coaching, learning support, and referrals to key resources during regularly scheduled meetings. With this support, first-year students have the opportunity to develop attitudes and skills that will improve their learning and academic success at Queen's.

#### **Job Summary:**

Reporting directly to the Coordinator, Peer Programs, Senior Academic Coaches will engage in one-on-one academic coaching with up to 3 eligible first-year students who opt-in to the program. Senior Academic Coaches will meet weekly with their participant for a maximum of one hour throughout the fall and winter terms (Fall: Commerce, Engineering Nursing; Winter: All faculties and schools). They will assist program participants to identify the sources of previous academic difficulties; set goals; facilitate access to campus resources, services and programs; and build confidence in their strengths and abilities to achieve success at university.

As a Senior Academic Coach, you will provide program support, leadership to a small team of Academic Coaches and you will also have the opportunity to coach first-year students to get back on track towards academic success!

Bounce Back operates based on a team structure and, as such, Senior Academic Coaches will have the opportunity to provide leadership to a team of incoming and returning Academic Coaches, to exchange feedback about the coaching process, successes and challenges of their respective coaching roles. Senior Academic Coaches are responsible for meeting weekly with their support team and with program staff. They will also provide program support (training and administration) throughout the academic year.

#### **Key Duties:**

Conduct one-on-one meetings with first-year participants who opt-in to the program

- Meet with students at appropriate times and locations that are mutually comfortable
- Build a positive rapport
- Explore stressors and coping over the course of the first semester
- Assess study skills that require improvement
- Identify strategies for change
- Engage participants in a planning process for attending workshops and services that are available on campus and that help to build skills and new understandings
- Proactively check in at least once per week
- Create and review progress towards goals in learning plan
- Engage in problem-solving if/when difficulties arise
- Encourage positive progress towards academic success

Maintain strong helping/coaching relationship with participants

- Listen and support participant experiences in a non-judgmental way
- Support participants in building their self-confidence
- Recognize and help participants to identify potential signs of personal distress

- Encourage self-reflection and open-mindedness
- Assist participants in forming community connections
- Appropriately offer resources and referrals

#### Administrative Tasks

- Complete on-going documentation of job-related activities (e.g., weekly coaching logs) as well as end of program assessment survey
- Proactively ensure that the Coordinator, Peer Programs is kept apprised of any potential problems, on-going concerns and activities by submitting weekly updates.
- Work collaboratively with other members of the Bounce Back team
- Attend bi-weekly Senior team meetings
- Attend at least one 1:1 meeting with the Program Coordinator per term
- Facilitate weekly Academic Coaches team meetings (1-hour in length)
- Proactively ensure that the Coordinator, Peer Programs, is kept apprised of any potential problems/on-going concerns that arise in team meetings by submitting weekly meeting reports
- Compile program binders and disseminate to Academic Coaches at training
- Assist with program promotion
- Provide training support by welcoming session facilitator, setting up training space, taking attendance, reporting issues, troubleshooting using provided resources, and assisting in role plays (as required)
- Provide support and facilitate makeup training sessions as needed
- Uphold the mission of the Bounce Back program, the Student Experience Office and the Division of Student Affairs
- Operate within the limits of training and expertise using a peer-to-peer helping model
- Attend pre-service and on-going training opportunities, and continuously seek to improve skills and knowledge pertaining to the position
- Support the on-going development of and improvements to the Bounce Back program
- Other duties as assigned

#### **Skills Required:**

The Senior Bounce Back Academic Coach must:

- Have experience working in a leadership role among peers
- Have an interest, passion and enthusiasm for helping peers and can display a good understanding of challenges facing first-year students
- Have experience providing personal support and forming helping relationships (e.g., mentoring, tutoring, or coaching)
- Demonstrated initiative and self-motivation
- Be able to set priorities to meet deadlines and possess excellent organizational skills
- Possess excellent interpersonal skills and be an active listener
- Be able to exercise good judgment and sound reasoning. Be self-reflective, patient and empathetic
- Demonstrate good decision-making and creative conflict management/problem-solving skills
- Have good oral and written communication skills
- Be knowledgeable about the University, its administrative processes, and the various programs and support services/resources that are available to students

- Participation in varsity or club athletics, or engagement in competitive sport is considered an asset
- Ensure that interactions with students are positive, inclusive, and meet the unique transition needs of a diverse student body
- Be available for, attend, and actively participate in all Bounce Back trainings, meetings, and sessions.
- Act in accordance to a signed Queen's University confidentiality agreement

### Eligibility

The Senior Bounce Back Academic Coach must:

- Have previously been a mentor in the Bounce Back program
- Be full-time equivalent undergraduate or graduate (with at least one year's experience at Queen's) students in good academic standing
- Submit a satisfactory Canadian Police Information Check (CPIC) and Vulnerable Sector Check within 2 weeks of beginning the work term. They will be responsible to maintain a clean CPIC and Vulnerable Sector Check for the duration of their employment in this role.

### Time Commitment

- Up to 10 hours per week
- The work term will be from September 1<sup>st</sup>, 2018 to April 10<sup>th</sup>, 2019
- Academic Coaches must be available for:
  - Spring Training: Saturday, March 24<sup>th</sup>, 2018
  - All other training dates will primarily be on Tuesday evenings and will be confirmed by August 1<sup>st</sup>, 2018. These trainings are mandatory and you must be available for all of them.

**Remuneration:** This is a volunteer position.

### Application Instructions

If you are interested in applying for this position only, please submit a resume, cover letter and a copy of your unofficial transcript (available on SOLUS) as **ONE** document saved using your last name followed by your first name (e.g., SmithJane) by email to: Sara Ali ([student.experience@queensu.ca](mailto:student.experience@queensu.ca)). Applications are due at 11:59pm on February 19<sup>th</sup>, 2018. Only candidates who have been chosen for an interview will be contacted.

All candidates who are interested in working as **both** a Q Success Mentor and a Bounce Back Academic Coach are asked to submit **one** application only. Read both job descriptions carefully, noting the mandatory training dates for each program, and follow the application submission guidelines below. Please indicate in your email that you are interested in both positions.

Your application must include:

- Resume
- Cover letter detailing why you are interested and qualified for these positions, and your experience with successfully managing personal and/or academic challenges while at Queen's and what skills/resources you used to overcome to challenges
- Unofficial Queen's transcript (available on SOLUS).

*We thank you for your application. Only those individuals who are selected for an interview will be contacted.*

*We are committed to employment equity and diversity in the workplace and welcome applications from individuals from equity seeking groups such as women, racialized/visible minorities, Indigenous/Aboriginal peoples, persons with a disability, persons who identify in the LGBTQ2S+ community and others who reflect the diversity of Canadian society.*