University Honors Program
Assistant Director & Honors Advisor - Position Description

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The University of Cincinnati’s University Honors Program (UHP) is seeking assistant director/honors advisor(s) to join our team.

The vision of the University Honors Program (UHP) is to develop students into global citizen scholars who lead innovative efforts toward solving the world’s complex problems.

Honors advisors are key to the realization of this vision. They mentor and coach students through their UC and UHP experience, guiding students in identifying interests and opportunities, setting goals, reflecting on experiences, and telling their stories. To learn more and apply, visit jobs.uc.edu.

Overview of Primary Functions
Advisor/Mentor/Coach – 50%
Serve as an advisor/mentor/coach for University Honors students in specific disciplines (subject to change based on enrollment). Coach students through crafting individualized experiences by identifying their interests and passions and considering how to align their talents with their personal, academic, and professional goals. Encourage students to consider research, community engagement, creativity, global studies, and leadership opportunities. Provide feedback on progress toward goals and provide support to begin following internal decision-making formulas (self-authorship). Help students develop resiliency and reflective capacity to make sense of their growth and learning.

Mentor students through completing UHP requirements, including planning for honors experiences, development and completion of self-designed honors experience proposals, implementation of the experiences, reflections, and continuous development of an online learning portfolio. Provide written and verbal feedback on proposals, reflections, and learning portfolios throughout the year and conduct holistic review of each student’s portfolio annually.

Advise students individually as-needed. Facilitate mandatory advising. Conduct phone and Skype appointments with students who are unable to come into the office. Complete administrative tasks and maintain accurate advising notes in the UHP database and Catalyst. Keep detailed records of communication with students.

Develop relationships with stakeholders from colleges and units across campus to increase collaboration and efficiency. Focus on increasing honors opportunities and UHP retention and graduation rates for students in assigned colleges. Notify students of specific honors opportunities related to their colleges/majors. Facilitate connections for students across campus and in the community.

Integrate the Bearcat Promise by coaching students to articulate their goals and tell their story (written and verbally), including for competitive application processes (e.g., graduate school, nationally competitive awards, Teach For America). Write letters of recommendation for students.

Teaching – 20%
Teach Gateway to University Honors course. Teach two sections in fall semester; additional sections when needed in fall, spring and/or summer semesters. Each section enrolls approximately 30 students and meets for 55 minutes once-a-week for the entire fall semester (or the equivalent for sprint sections). Spring teaching may involve non-traditional work schedules to accommodate late-afternoon or evening classes.

Provide intensive, qualitative feedback on assignments. Coach students to develop reflective writing and integrative thinking skills.

Develop relationships with individual students to understand their interests, passions, and goals and modify information presented in class based on findings.

Participate in weekly instructor meetings to discuss lesson plans, brainstorm ideas, share best practices, and evaluate progress toward course objectives.
Oversee Individual Projects – 20%
Manage short-term and long-term projects, as assigned. The responsibility and time commitment of each project varies based on the nature of the project and the time of the year. Project work is subject to change and is assigned based on departmental needs and individual interests.

Each project advances the UHP vision and mission. Projects require independence, initiative, and creativity. The skill sets needed to execute projects include, but are not limited to: project management, attention to detail, event planning, program development, strategic thinking, and developing partnerships with stakeholders across campus and in the community.

Sample individual projects include: managing Biomedical Research and Mentoring Program, managing UHP Discover research program, overseeing UHP Ignite, managing the UHP Welcome Retreat, managing the LeaderShape Institute, and overseeing the Gateway to University Honors class.

Support UHP Initiatives; Participate in Service & Scholarship – 10%
Support UHP alignment with the university strategic direction, Next Lives Here. Support initiatives developed by the President and Provost. Participate in programmatic assessment and evaluation.

Participate in departmental staff, advising team, and Honors Council meetings. Serve on committees related to other UHP processes, as needed (e.g., UHP seminar proposal review committee). Serve on university-wide committees related to individual project work and/or interest. Represent the UHP perspective and honors student needs. Learn personally and professionally.

Support UHP programs and special events. Participate in experiences alongside students (LeaderShape, study tours and alternative break programs, as interested and able).

Assist with admissions and other recruitment events as needed. Review applications for students applying to join the University Honors Program as a transition student each spring semester. Meet with prospective students/families. Lead presentations for incoming first-year students and families during Bearcats Bound Orientation.

Engage in UC, local, regional and national conferences and professional organizations (presenting at conferences, serving on committees/commissions, writing, and publishing) as budget allows.

Minimum Qualifications
Bachelor’s degree required. Full-time experience working directly with students in a student learning capacity required (experiential learning, academic advising, teaching, academic support, or other student affairs or student learning capacity or similar).

Ideal Qualifications
The ideal candidate(s) will have a master’s degree and two or more years of full-time work experience in higher education or related field(s).

Candidates should exhibit strong communication (written and oral) and coaching skills. Candidates should also exhibit a strong collaborative and team orientation and ability to work productively with those who are different from themselves. Candidates should have highly developed organizational skills and ability to manage a significant workload while juggling multiple tasks and processes. Candidates should possess high-level critical thinking and decision making skills, be adaptive and flexible, handle ambiguity and change well, and possess attention to detail (while able to also see the big picture). Additional skills/characteristics include: teaching/training, conflict resolution, time management, and ability to use and learn a variety of software products (MS Office, web-based systems, etc.).