Dear Columbia Student,

Thank you for your interest in ARC coaching! The ARC is dedicated to supporting the diverse nontraditional student body at GS in achieving academic excellence, and we could not do this without our talented staff of Columbia undergraduate, postbac, and graduate students.

At the ARC, our approach is 100 percent student-centered. We understand that every student comes into the University with unique educational and life experiences; our job is to provide the resources necessary to translate each unique resume into a successful Columbia experience. That's true for the students we support, and it's true for the student tutors, coaches, and administrative staff who join our team.

Our coaches and tutors are our front lines in supporting students in math, science, economics, and foreign languages. As a tutor, you would:

- Provide academic support to students in specific subject areas individually
- Assist students in developing good learning strategies and habits
- Help alert GS students to other resources available to them
- Gain valuable professional development through regular training and close contact with ARC leadership

Coaching is a challenging and rewarding experience. It requires dedication and a genuine interest in helping others through the learning process. It offers the chance to develop intellectually and professionally, and to make a real contribution to the Columbia community. If that is of interest, we sincerely hope you will apply!

More detailed information can be found in the below application packet. If you have any questions, please email: gs-arc@columbia.edu.

Warm regards,
The ARC Team

ARC Reading Coach Position Overview

The ARC is dedicated to addressing the needs of the diverse and unique nontraditional students at GS. Our goal is to help enable students to maximize their educational experiences at Columbia; we provide an extensive range of academic support services free of charge to help GS students become independent learners and foster accountability for their learning processes.

Job Description

Reading Coaches perform a variety of responsibilities, including but not limited to:

- Helping students develop strategies for approaching and conquering challenging readings
- Helping students understand the differing demands made by different types of reading assignments (i.e., how to approach a literary text versus a textbook versus a historical document versus a critical article)
- Helping students understand how to efficiently manage large volumes of reading
- Being present and on time for all tutoring appointments, required training, and team meetings
- Attend professional development workshops throughout the semester
- Maintaining accurate records and completing all required paperwork
- Communicating frequently with the assistant dean and administrative coordinator
- Helping strategize and develop new resources that can be offered by the ARC
- Participate in peer observation and feedback structure to facilitate ongoing development

Minimum Qualifications

The ideal Reading Coach will:

- Have an overall GPA of 3.0 or better
- Possess excellent interpersonal and communication skills
- Possess excellent critical reading skills
- Be comfortable working with a diverse student population
- Be comfortable approaching texts from diverse disciplines, especially those in the humanities and social sciences
- Be assertive, able to take control of the coaching session and provide appropriate constructive feedback to students
- Demonstrate excellent time management skills and be able to work well independently
- Be willing to commit to at least one semester of work with the ARC

Benefits and Compensation

ARC employees are paid an hourly wage according to their previous educational experience. Current undergraduate students are paid $20 per hour, and current graduate and postbac students are paid $25 per hour. There are no insurance benefits attached to this position.

Additional benefits include:

- The opportunity to help others be a positive role model
- Increased mastery of academic skills
- Development of interpersonal skills

ARC Reading Coach Application

Name   _____

UNI   _____

Phone Number   _____

Local Address   _____

                               _____

Email   _____ @columbia.edu

Applying for:
□ Fall 20 _____
□ Spring 20 _____
□ Summer 20 _____

School Affiliation   □ GS   □ CC   □ SEAS   □ BC   □ Postbac Premed Program

                             □ Graduate school: _____

Columbia University Academic Advisor (undergraduate & postbac only): _____

Anticipated Date of Graduation (semester/year): _____   Cumulative GPA: _____

Major(s): _____

Please attach the following supporting materials:

- A copy of your resume and/or CV
- A copy of your transcript (an unofficial printout from SSOL is acceptable)
- A typed personal statement answering the following questions:
    - Why are you interested in this position?
    - What makes you a good fit for the ARC, and in what ways are you excited to contribute?
- One recommendation from your advisor, using the included recommendation form

Email completed application materials to:
gs-arc@columbia.edu

ADVISOR RECOMMENDATION FORM

Student Name _____   Date _____

Reference Name _____   Phone _____

Relationship to Applicant _____   Email _____

The student above has applied to tutor in the following subject(s): _____

Please evaluate the student to the best of your knowledge in the following areas:

	Above Average	Average	Poor	Cannot Evaluate
1. Knowledge of Subject				
2. Ability to Apply Subject Knowledge				
3. Academic Interest and Motivation				
4. Interaction with Classmates				
5. Communication Skills: Verbal				
Written				
Interpersonal				
6. Responsibility and Professionalism				

Additional Comments:

Do you: ☐ Highly Recommend   ☐ Recommend   ☐ Not Recommend

Signature _____

Thank you for taking the time to complete this form. We greatly appreciate and value your insights.
If you have any questions, concerns, or additional comments, please contact gs-arc@columbia.edu.

To submit form, please scan and email gs-arc@columbia.edu.