



Arts Peer Academic Coach (APAC) Position Description

Role overview

The [Arts Peer Academic Coaches](#) are a group of enthusiastic, compassionate, and committed, upper-year Arts students who provide individualized support to their fellow peers in the form of one-on-one, strengths-based coaching conversations.

Coaches are trained to facilitate conversations that utilize open-ended questions and active listening to ensure that the student's concerns, problems, or challenges are fully heard and understood. Coaches have the opportunity to make a positive impact on other students, develop professional skills, and gain leadership experience.

Organizational Relationship

The APAC team is comprised of 16-18 upper-year Arts students who are interested in supporting, enhancing, and developing the academic experiences of their peers and building a sense of community within the Faculty of Arts. APAC is a student-driven team that works directly with the Arts Student Engagement Officer and in collaboration with the Arts Academic Advising office and the Compass Student Engagement Hub. Coaches will attend weekly team meetings for continued training, to share experiences, and to support one another.

Primary Functions

Provide insightful and compassionate support to Arts students by leading one-on-one coaching conversations with students who have been connected to APAC through referrals from Arts Academic Advising, via the Aspire Coaching Program, via bookable appointments, or during drop-in coaching hours. This may involve referring students to a variety of different services/resources across campus and in the community.

Coaches will utilize self-regulated learning principles as the basis for their coaching discussions. Self-regulated learning involves the coach and participant co-constructing strategies resulting from a detailed task analysis. Discussions aim to promote positive self-perceptions of competence and, considering the environment and emotional state of the student, any motivational challenges or unmet basic needs which might be impacting the student's ability to complete the task. Coaching will cover the following topics:

- Developing study skills
- Building time management plans
- Talking through how to approach academic tasks such as writing a paper
- Offering advice for getting involved on campus

Role model outstanding student leadership on campus by

- Providing a warm, welcoming, and safe environment for any student to discuss their academics and overall UBC experience
- Referring students to a variety of different services/resources across campus as required



- Embracing the role as an ambassador for student leadership and representative of the APAC team
- Drawing on your own student experience to provide compassionate and relevant coaching conversations
- Conducting yourself in a way that is consistent with APAC's values in coaching sessions
- Actively looking for major needs of the Arts student population and brainstorm ways to address them

Engage in personal and professional skills development by

- Developing high-level competencies in areas including; self-regulated learning strategies, oral and written communication, active listening, task analysis, problem solving, adaptability, initiative, and motivation
- Actively participating in experiences that are integrated into the training and leadership development curriculum for APAC
- Actively engaging in a year-long project/initiative with other APAC coaches such as:
 - o Promotions
 - o Team Building
 - o Inbox Management
 - o Workshop development and delivery
- Actively engaging in opportunities that are considered to be a part of the curriculum of leadership development for UBC Peer Programs, including key training sessions described below
- Meeting individually at the end of each term with the Student Engagement Officer to check-in on goals and to collaboratively review performance

Time commitments

Important Dates

You must be available for:

- **Wednesday, April 2, 2025 from 5:30-7:00pm:** APAC Team Meet and Greet. Have the opportunity to meet the APAC Advisor, the returning coaches, and the new coaches that make up the 2025W team!
- Asynchronous training that will take place during the summer and associated synchronous debrief meetings (to be scheduled with the team)
- **Imagine UBC (Tuesday, September 2, 2025, all day)** – to assist in marketing APAC and our services to incoming new-to-UBC students. Please note that you're still eligible to be an Orientation Leader; we can discuss how these two roles impact each other later in the summer.
- **Weekly Wednesday team meetings** beginning Wednesday, September 10, 2025, from 5:00 – 6:15 PM. More info below:

Regular Meetings

Weekly on Wednesdays from 5:00 PM – 6:15 PM (September – April, excluding the exam period and winter break).



Note: these meetings are mandatory and if you are a successful applicant, you will be required to clear your schedule of classes, work, and other commitments during this time. Inability to attend these meetings may result in dismissal from the role.

Weekly Commitment

Successful candidates will be expected to prioritize their involvement in the APAC team and must commit to a minimum of ~4 hours per week (including the meeting time mentioned above).

Some weeks you may volunteer between 3-5 hours depending on the needs of the team. You will not be expected to participate in any APAC commitments during the final exam season.

Your responsibilities include (but are not limited to):

- Attending weekly meetings on Wednesday evenings throughout the term
- Participating in at least two, 1-hour drop-in coaching shifts per week
- Facilitating appointment-based coaching conversations that may take place outside of drop-in coaching shifts
- Participating in a year-long project/initiative with other APAC coaches
- Meeting with your assigned student coachee(s)
- Other hours as required based on team needs

Desired skills and experience

- A current standing of 65% or greater in your most recent 30 credits (Students who have experienced academic struggle prior to the past year are encouraged to apply)
- Demonstrated openness to learn about yourself and others, while developing as a young professional and compassionate student leader
- Openness to reflecting on your own successes and challenges with the ability to apply these to future experiences and potentially to inspire and motivate others
- Excellent communication skills, demonstrated leadership and interpersonal skills
- Demonstrated ability to take initiative, identify needs, work independently and within a team to generate creative solutions (thus utilizing self-regulated learning principles on your own participation in the role)
- Ability to meet all responsibilities; attend and engage in all mandatory training dates and commitments, inclusive of the weekly meeting; and fulfill all other expectations outlined above

Benefits of participating in this role

Involvement in the University community

- Increased opportunities for partnerships with programs and peers across campus and a chance to learn from individuals with varied expertise
- Close interaction and collaboration with Arts Academic Advising, Centre for Student Involvement and Careers, and students from multiple peer programs across campus

Develop a specific set of professional competencies

- Skills in communication, active listening, team-building, problem solving, personal and professional growth, and diversity
- Skills in leadership developed within the contexts of the APAC team and Arts student body



Learning opportunities to further your personal and professional development

- Receive training on how to effectively use the UBC Peer Programs Coach Approach in your 1-on-1 coaching interactions with students. This includes understanding how to apply the 80/20 Conversation model (Gallup Inc., 2012)
- Develop a reflective approach to your own coaching practice to identify strengths and determine areas of improvement
- Receive training in self-regulated learning strategies, and apply these principles to your conversations with peers

Commitment to Equity and Inclusion

- Equity and diversity are essential to the academic community at UBC. A diverse leader community can help contribute to effective community building and to the empowerment of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit or Indigenous person.
- We expect **all applicants** to be committed to equity and inclusion, and leaders will be provided with ongoing training related to these topics. We expect all applicants to show respect for all people and their differences, demonstrate fairness and equity, work to understand the perspectives of others, promote cooperation and collaboration, bring out the best in others, demonstrate empathy and use respectful language.
- The Peer Programs Program Advisors would like to recognize that being able to participate in student leadership opportunities are a privilege. The weekly commitment for each Peer Program varies in length but may not be feasible for some students who need accommodations based on chronic health conditions, disabilities, mental health, and/or other lived experiences. If you have specific accommodations with regards to your ability to participate and contribute to the program, please connect with the Program Advisor for the particular program you are interested in to discuss what accommodations can be made for your particular circumstance/situation.

Contact for enquiries

For more information on the APAC program, visit our website:

<https://www.arts.ubc.ca/student-support/academic-support/peer-academic-support/#artsPeerAcademicCoaches>

For more information on the application process, visit this website:

<https://students.ubc.ca/campus-life/involved/peer-programs/arts-peer-academic-coaches-apac>

Please direct any questions to:

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