About the Unit

The Office of Civic Engagement and External Affairs is responsible for a diverse portfolio of programs and initiatives related to community relations, civic and City/State/Federal government relations, economic development, corporate relations, business diversity, and educational outreach programs, while supporting faculty and local community-based research projects and initiatives. The office works closely with internal and external stakeholders on a range of quality of life initiatives, including public education, community development, workforce development, arts and culture, public safety, employer-assisted housing, and civic partnerships.

UChicago Promise is the University of Chicago’s multipronged initiative designed to help students and families throughout the City of Chicago gain admission to, pay for, and thrive in college. With UChicago Promise, the University of Chicago offers resources and special scholarships to help guide students in the City of Chicago to selective four-year institutions. The Office of Civic Engagement’s existing college readiness programs serve as an integral part of UChicago Promise, and reinforce the institution’s commitment to broadens access to the University’s transformative education and outreach programs.

Unit Job Summary

The Office of Special Programs-College Prep (OSP-CP) is one of three college readiness programs operating under the Office of Civic Engagement at the University of Chicago and a key program under UChicago Promise. Since its inception more than 50 years ago as a federally funded TRIO Upward Bound program, the mission is to help change patterns of academic inequity and raise achievement for all students, with specific emphasis on youth from under-resourced families and those who will be the first in their family to earn a four-year college degree. The overarching goal is to help ensure that students graduate from high school prepared to succeed at a post-secondary institution and for the career opportunities and demands of the world outside the classroom. To accomplish this goal, OSP-CP works alongside middle and high school educators, advocates, and college leaders, to identify effective ways to provide all students with access to a high-quality, rigorous content.

The current program serves 118, ninth through twelfth grade students from Walter H. Dyett High School for The Arts, Hirsch Metro, Hyde Park, and Wendell Phillips Academy; as well as
students who live in one of four target communities: Douglas, Greater Grand Crossing, Washington Park, or Woodlawn.

Program activities give participants access to: academic support in the form of tutorials and assistance in homework completion; skills enrichment; academic guidance and advising, college/university and career exploration, research and planning; college entrance exam preparation; college entrance and financial aid and scholarship application completion; and cultural diversity experiences.

Programming occurs year-round beginning with a 6-week summer program designed to provide early exposure to core subjects students will take in an upcoming academic year. Program activities continue throughout the year from September to May with tutorials Monday through Thursday and Saturday academic enrichments. Core academic content includes, but is not limited to English Language Arts, Science, Mathematics, languages, financial literacy, and College/Career exploration and planning.

**Position Overview**

Reporting to the Director of the Office of Special Programs – College Prep (OSP-CP), the Associate Director of Curriculum and Program Evaluation (AD) will support the mission of OSP-CP serving as an active member of the OSP-CP leadership team, whose role is to drive organizational development and decision making in service of the Office of Civic Engagement’s emerging plan for college readiness and access. The AD will be a highly-effective, flexible innovator, who will leverage his/her experience and expertise to support the effective and efficient identification, implementation, evaluation, and coordination of the OSP-CP curricular options. Furthermore, the implementation effort for the position has been organized as a portfolio of projects and programmatic oversight across the following primary categories:

1. Program Management: Serve as an active member of the OSP-CP Leadership Team and manage student workers, part-time, full-time and seasonal instructional staff.
3. Assessment and Evaluation: Content and Instructional Methodologies, Infrastructure for Analytics and Reporting.

**Responsibilities:**

A strategic initiative will involve outreach and partnership development to identify University of Chicago and external content experts in English Language Arts, science, mathematics, languages, financial literacy, and College/Career exploration and planning.

Provide guidance and direction to multiple programs, developing and recommending curricula

Supervise the coordination/integration and evaluation of academic content, implementation and evaluation of curriculum content and changes

Plan and advise on the technological and textual materials
Identify and cultivate internal and external academic/college and career exploration and planning content resources and partners

Ensure quality organizational operations including program planning, seasonal program hiring, problem-solving and long-term strategic planning.

Support the Director of OSP-CP to provide core metrics for program evaluation, and establish and oversee operational policies.

Teach, guide, and mentor; provide instructor training and evaluation, based in part on observing instructional staff in the classroom and reviewing and approving course syllabi, handouts, course goals and objectives

Schedule instructional planning meetings and training, curriculum development and integration

Address instructional staff queries regarding pedagogy and integration of content across subject areas; provide general support to instructional staff including teachers, teaching assistants, tutors and workshop presenters

Supervise the tracking and retention of all instructional lesson plans and syllabi

Monitor instructional coverage and scheduling to ensure appropriate student-teacher ratios

Collect, analyze, evaluate and present academic program assessments and student achievement results

Collaborate with the Director of OSP-CP to review and evaluate programs to assess efficacy and design and implement improvements as needed.

Supervise program assistants in the maintenance of educational supplies and materials and monitoring of instructional use of Canvas

Provide input in the planning of academic enrichments, college visits, and special events such as the annual Career Conference for High School Students

Network and maintain relationships with key University of Chicago departments and divisions.

Create and sustain relationships that could support each students’ success outside of the classroom i.e. (tutoring services, mental health services, multicultural student supports, etc.) both on and off the University of Chicago campus.

Engage in professional development to maintain and/or develop skills assuring knowledge of research and best practices around college access issues.

Lead and support staff in the successful fulfillment of all project deliverables; work well with groups, teach, guide, and mentor other teachers and administrators.

Facilitate senior leadership involvement and provide periodic updates
Direct on-time, within budget, high-quality delivery of work across all projects and related initiatives

Ensure strategic and tactical direction of all projects are consistent with OSP-CP and College Readiness and Access Strategic Plans

Identify and leverage the tools and technology required to effectively track project/program progress

In collaboration with assigned project assistants review and analyze multiple sources of information to determine portfolio and individual project status

Identify and propose improvements to processes and controls to create efficiencies, elevate accuracy and accelerate project delivery schedule

Facilitate group processes in consensus building, conflict resolution, planning and decision-making

Serve as escalation point to ensure issues/barriers are addressed and potential for reoccurrence are diminished/eliminated and foster an environment wherein risk/control issues are escalated and trends/barriers are understood/anticipated

**Education Requirements:** Graduate of an accredited college or university with a minimum of a bachelor’s degree in curriculum and instruction or a closely related subject, such as instructional design or another type of pedagogical degree in a specialty field; Master’s degree preferred.

**Experience/Number of Years:** Minimum five to seven years of relevant educational experience as an instructor or administrator for K-12 Education or undergraduate students required. Experience must include managing the design, implementation and evaluation of teaching and learning processes, practices and research. Experience in a large urban setting preferred.

**Knowledge and Competencies:**

**Language:** Excellent verbal and written communication skills with advanced communication and organization skills; must be able to read, write, and speak in English. Bilingual Spanish is desirable but not required.

**Computer Literacy & Knowledge:** Completely computer literate and be able to use Microsoft applications; experience with web-based, automated management information systems such as Canvas

**Mathematical:** Must be able to add, subtract, multiply, divide; figure ratios and percentages; read statistical reports

**Decision Making Authority:** Ability to handle administrative details independently, including classroom composition, student content transition planning, staffing coverage, identifying
resources and support materials, and guiding the planning, implementation and integration of academic curricula across content areas

People Management: Maintain confidentiality and exert the highest level of judgment and ethics; Ability to work effectively under pressure, establish and maintain harmonious working relationships with others and the public, implement reflective practice with individuals and groups, lead and inspire collaboration

Administrative: Identify and implement solutions to operational challenges to heighten alignment of work streams, diminish administrative burdens and accelerate progress toward project goals; build, manage, and leverage internal and external relationships to increase awareness and garner support for projects; support cost efficiencies and quality improvement activities through improved utilization of new/existing technologies, demonstrate flexibility with an ability to meet deadlines, prioritize tasks, problem solve, and synthesize and vet emerging opportunities

Inspired worker. Candidate should show evidence of creativity, positive attitude, sense of humor and extremely motivated. The candidate is organized, detail oriented and exhibits excellent follow through.

Ability to work effectively across the University – including students, faculty, and staff – and with the broader community, including community and civic organizations to creating meaningful and sustainable partnerships required.

Explores alternatives to existing products and services; identifies opportunities to improve procedures and practices; shows imagination.

Exhibits energy and desire to achieve; sets ambitious goals and acts decisively; takes action that no one has requested to improve or enhance job results and avoid problems.

Being receptive to feedback, willing to learn, embracing continuous improvement.

Is open to change and responds by adapting work methods and behaviors; pays attention to changing circumstances and adapts to them.

Communicates effectively one-to-one, in small groups and in public speaking contexts; writes precise, well-organized emails, letters and proposals while using appropriate vocabulary and grammar.

Ability to work under pressure and take on new assignments as needed required.

Excellent verbal and written community skills; organizational skills; ability to work independently with a high degree of initiative; ability to meet deadlines; maintain confidentiality, and problem solve required.

Ability to maintain calm and courteous demeanor and to work productively despite heavy workload, competing priorities, complex problems, and tight deadlines required.
Energy, creativity, and enthusiasm required.
Occasional evenings and weekends required.

**Other Considerations:**

Experience working in a culturally and economically diverse environment

Familiar with current Common Core state standards and Chicago Public School academic guidelines, policies, and regulations as they pertain to helping students to be college ready and aware of career options

Independent self-starter with the ability to handle multiple priorities and produce successful results in a fast-paced environment

Strong analytical, problem solving, critical thinking and decision making skills; can understand all the information available, tie it all together and speak to it clearly and concisely

Ability to present information in differing degrees of detail and form - depending on the audience

Proven work experience influencing others to initiate a recommended course of action to solve a problem or increase efficiency and an ability to lead cross functional teams and interact with all levels of an organization

Excellent collaboration, negotiation, facilitation and conflict management skills; an ability to facilitate group processes in consensus building, conflict resolution, planning and decision-making

Able to structure problems, analyze and synthesize significant amounts of data, and outline valid conclusions and action steps

**Additional Experiences Desired:**

- Proposal development and grant writing
- Budget development and management
- Partnership development and sustaining relationship
- Experience in teacher leadership, assessment/evaluation, research methodology
- The integration of technology, internal/external resources and other creative approaches to teaching and supporting students at all levels of academic preparedness, including 1st generation, under-resourced and under-represented students,

Must be able to pass a University of Chicago background check.

The University of Chicago, Office of Civic Engagement, Office of Special Programs-College Prep is an EEO/AA Employer. All qualified individuals, including minorities, females, veterans, and individuals with disabilities, are encouraged to apply.