University Information

<table>
<thead>
<tr>
<th>Org/College:</th>
<th>University College</th>
<th>Department:</th>
<th>University College - Iowa Debate</th>
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<tbody>
<tr>
<td>UI Job Code:</td>
<td>PCE2</td>
<td>Pay Level:</td>
<td>4A</td>
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<tr>
<td>Job Function:</td>
<td>Academic Support</td>
<td>Job Family:</td>
<td>Educational Support Services</td>
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<tr>
<td>University Classification:</td>
<td>Educational Support Services Specialist</td>
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Department Information

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<tr>
<th>Org/Dept/Sub-dept #:</th>
<th>35-0195-00000</th>
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<tr>
<td>Position #:</td>
<td>00164707</td>
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<tr>
<td>Position Type:</td>
<td>Professional and Scientific (P&amp;S), Regular</td>
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<tr>
<td>Working Title:</td>
<td>Debate Coach</td>
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<tr>
<td>This Position Reports to</td>
<td>Coordinator of Forensics / #00014825</td>
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<tr>
<td>Position Has Administrative Supervision?</td>
<td>No</td>
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Position Overview: The Debate Coach collaborates with the Coordinator of Forensics on all departmental activities, including the administration of the intercollegiate debate team, planning and execution of outreach programs, coordination of alumni events, and maintenance of fiscal operations of the A. Craig Baird Debate Forum. Takes lead on all recruitment efforts coordinating scholarship offers with the Coordinator of Forensics. Directs pre-tournament preparation through assignment of duties to undergraduate team members and coaches, chairs strategy sessions, arranges team meetings and practices, and coordinates team travel. Models behavior to drive student experiential learning, impart the skills of effective argument practices, and development of a global outlook.

Key Areas of Responsibility

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students (PCE2): Provide a broad range of programs and services focused on specific student populations that support the educational experience and retention of current or prospective students. Monitor the academic, career and personal goals/needs of a student and provide individual guidance and assistance. Discern students' needs and arrange for accommodations and services as appropriate. May manage a case load. Compile and prepare reports based on unit goals and make recommendations to the unit.

- Assist the Coordinator of Forensics and the Director of Debate with departmental activities, including the administration of the intercollegiate debate team, planning of high school outreach programs, and coordination of public events.
- Design specific outreach programs targeting diverse demographics, which drive student experiential learning and develop leadership skill sets.
- Coordinate all recruitment efforts of undergraduate and graduate students implementing programmatic support highlighting benefits of participating in debate activities and earning a degree at the University of Iowa.
- Contribute to scholarship funding decisions providing justification for distribution of resources.
- Collaborate in promulgation and implementation of team policies governing all aspects of performance standards and behavior, including disciplinary decisions and actions.
- Direct pre-tournament preparation of intercollegiate debate team through the assignment of duties to students and coaches, chair strategy sessions, and coordinate team meetings.
- Arrange team travel adhering to strict budget restrictions while balancing educational and talent development of students promoting longevity of academic and competitive success.
- Design effective lessons and productive practice techniques advancing student understanding of debate topic and adoption of best argumentative practices.
- Supervise coaches and students at tournament locations, coordinating pre-round strategy discussions, argument production, intelligence gathering, overseeing adherence to university and team policies, secure
emergency action as required, represent university in all tournament discussions and administration, manage
team meals, onsite transportation, hotel communications, and coordinate onsite coaching with off-site
cooking.

- Assign distribution of coaching, student, and judging talent at tournaments.
- Collaborate in designing speaker’s series events, moderating events and coordinating assignment of student
volunteers’ duties.
- Establish mentoring program assisting students to achieve academic success by monitoring progress,
bringing resources to situations, and providing tutoring.
- Assist the Coordinator of Forensics and the Director of Debate efforts maintaining communication with alumni
and driving alumni participation in programmatic support through financial contributions.

Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include
on-campus Units and External Agencies (Local, State, National, and International) (PCE2): Plan, organize and
coordinate projects and events with partners to meet program goals. Coordinate communication with partners.
Collaborate with partners to maximize resources and connections.

- Designate and publish content to website expanding brand recognition of program, facilitating recruitment, and
providing contact point for alumni.
- Design and implement marketing plan for social media platforms connecting program to diverse populations.
- Maintain effective working relationships with faculty, staff, students, and the public enhancing outputs of
outreach programs.
- Promote and negotiate academic and economic partnership with local, state, national and international forensic
leagues growing the footprint of the program and university.
- Demonstrate leadership in debate promoting debate activities in state, national, and/or international
organizations.
- Develop alumni gift giving, relations, and strategic communication.

Administrative (HR, Budget), Supervision and Training (PCE2): May develop and manage a budget within specified
guidelines. May provide direction, assignments, feedback, coaching and counseling to assure outcomes are achieved.

- Supervise assistant coaches and team members during tournaments, overseeing adherence to UI and team
policies, coordinating pre-round strategy discussions, represent the UI in all tournament discussions, secure
emergency action as required, and coordinate onsite work with off-site work.
- Establish mentoring program assisting students to achieve academic success by monitoring progress and
bringing resources to situations.
- Assist in departmental budget planning, maintenance, and cost control.
- Responsible for providing University Shared Services (USS) with necessary documentation and information
pertaining to travel and reimbursements, credit card reconciliation, cash handling, and financial transactions.
- Coordinate recruiting efforts of undergraduate team members and graduate students.
- Collaborate in departmental budget planning, maintenance, and cost control.
- Promote diversity, equity, and inclusion on the team and in programmatic offerings.

Universal Competencies

<table>
<thead>
<tr>
<th>Collaboration/Positive Impact</th>
<th>Proficiency Level: Working</th>
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<tbody>
<tr>
<td>Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.</td>
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<td>Shares appropriate information/feedback openly, professionally and respectfully.</td>
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<td>Models open, respectful, accepting, and supportive behaviors with team members.</td>
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<td>Maintains productive work relationships while considering multiple perspectives and using effective conflict resolution practices.</td>
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<td>Aligns expectations for self and team to achieve work objectives and overcome obstacles.</td>
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<th>Diversity, Equity and Inclusion</th>
<th>Proficiency Level: Working</th>
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<tr>
<td>Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities, including: race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences.</td>
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<tr>
<td>Maintains productive work relationships while considering multiple perspectives.</td>
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<tr>
<td>Demonstrates awareness of one’s own and others’ social identities (e.g. race, gender, disability status, religion, etc.) and their relevance in the workplace.</td>
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<tr>
<td>Resolves cross-cultural conflicts effectively.</td>
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<tr>
<td>Articulates the unit’s commitment to diversity, equity and inclusion and the reasons for its importance.</td>
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• Engages in personal and professional development on issues related to diversity, equity and inclusion.

**Service Excellence/Customer Focus**  |  **Proficiency Level:** Working
---|---
*Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.*

- Enhances service by seeking ways to add value to customer interactions/services.
- Demonstrates sincere concern and takes responsibility when a customer complaints, even if the cause of the problem lies elsewhere.
- Listens to feedback without defensiveness and uses it to enhance communication effectiveness.
- Communicates in alternative ways to accommodate different listeners.

As part of performing the key areas of responsibility and competencies described above, staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the [University Operations Manual](#).

**Position Technical Competencies and Proficiency Levels**

### Decision Making and Critical Thinking  |  **Proficiency Level:** Working
---|---
*Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions.*

- Assists in assessing risks, benefits and consideration of alternatives.
- Participates in documenting data, ideas, players, stakeholders, and processes.
- Applies an assigned technique for critical thinking in a decision-making process.
- Recognizes, clarifies, and prioritizes concerns.
- Identifies, obtains, and organizes relevant data and ideas.

### Relationship Management  |  **Proficiency Level:** Working
---|---
*Ability to establish and build healthy working relationships and partnerships with colleagues within and external to own unit, those to whom services are provided, vendors, the public, regulatory/governmental agencies, etc., all of whom may be seen as "customers" or receivers of services provided by the University.*

- Describes the roles and responsibilities in a collaborative working relationship.
- Monitors satisfaction levels on a regular basis.
- Alerts own team to problems in satisfaction.
- Ensures prompt and effective response to requests and interactions from "customers".
- Works with "customers" to address critical issues and resolve major problems.

### Resource Management  |  **Proficiency Level:** Working
---|---
*Plans, mobilizes and distributes resources to fulfill business objectives and plans.*

- Specifies the critical resources required to accomplish the team's objectives.
- Initiates requests for required resources.
- Allocates team resources responsibly and equitably.
- Calculates resource usage to set a baseline for comparison.
- Surfaces opportunities to improve resource utilization.

### Budgeting  |  **Proficiency Level:** Working
---|---
*Knowledge of, and ability to apply, policies and practices for planning and administering a budget.*

- Applies established organizational practices in budgeting.
- Uses budgeting and charge-back practices within own area.
- Supplies supporting information and justification for major line items.
- Under guidance, produces budget reports of planned vs. actual expenses with variances explained.
- Documents capital appropriations and project authorizations.

### Coaching Others  |  **Proficiency Level:** Extensive
---|---
*Knowledge of coaching concepts and methods; ability to encourage, motivate, and guide individuals or teams in learning and improving effectiveness.*

- Analyzes patterns and identifies key areas for improvement of processes or results.
- Coaches one or several individuals or teams on a specific competency or subject area.
- Successfully coaches both superstars and problem performers.
- Monitors individual or team progress through feedback sessions.
• Contributes to the establishment of good coaching practices.
• Discusses alternative techniques for diagnosing and coaching individuals and teams.

**Educational/Instructional Program Management**  
**Proficiency Level:** Working  
Knowledge of and ability to manage educational/instructional programs, including research projects, extra-curricular activities, and/or academic planning.
• Coordinates educational/instructional programs including research programs and extra-curricular activities.
• Explains relative standards and policies for educational/instructional program management and applies them in practice.
• Arranges research funding and sponsorships for educational research programs or projects.
• Carries out academic plans for educational program operations and provides relevant certificates such as degrees or diplomas.

Follows standard measurement criteria during the assessment of educational/instructional programs.

**Student Performance Management**  
**Proficiency Level:** Working  
Knowledge of student performance management methods and principles; ability to apply school performance management systems, practices and tools to improve students' academic performance.
• Communicates academic performance objectives to students.
• Reviews students' academic performance and identifies problem areas.
• Provides feedback to students and recommends specific performance improvement activities.
• Applies various methods to enhance students' performance, e.g. practice assignments, training, etc.
• Records the results of student academic performance reviews and corresponding follow-up measures.

**Team Management and Team Building**  
**Proficiency Level:** Working  
Ability to form and manage effective teams.
• Leads a team of people assembled to complete a specific project or task.
• Facilitates discussion of team goals, roles, needs, and responsibilities.
• Leads team meetings to review progress and performance, ensuring follow-up on previous decisions.
• Recognizes the contribution of each and every team member publicly.
• Participates in defining the ground rules for individual and team responsibilities.

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**Position Qualifications**

**Education or Equivalency Required**
• Bachelor's degree is required

**Experience Required**
• Significant experience (3+ years) with demonstrated competitive success as a college debater on the NDT or CEDA circuit.
• Evidence of familiarity with diverse argument styles.

**Competencies Required**
Working proficiency level in/with:
• Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions.
• Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce

**Other Qualifications Required:**
• Must be available to travel. This may include overnight, evening, and weekend work for tournaments and/or other related events.
• A valid driver’s license and the ability to meet the [University’s Fleet & Driving Safety Program](#) requirements.

**Desirable Qualifications**
• Master’s degree in Business, Communications, Political Science, or related field is desirable.
• Experience with demonstrated competitive success, typically six months to one year, as a Debate Coach on the NDT or CEDA circuit.