Classification: Educational Support Services Specialist
UI Job Code: PCE2
Pay Level: 4A

Job Function: Academic Support
Job Family: Educational Support Services

Working Title: Academic Coach

Org/Dept/Sub-dept #: 01/0035 - Office of the President/Center for Diversity & Enrichment

This Position Reports to (Name/Position #): Lauren Garcia, Assistant Director of the Center for Diversity & Enrichment

Does this position have Administrative Supervision? No

Position Specific Summary
The Academic Coach position will focus on ensuring academic and personal support of the University’s diverse student populations by providing one-on-one academic coaching, counseling, and identity based and academic programming to students served by the Center for Diversity & Enrichment (CDE). It also will provide programming for K-12 students in local school districts. This position will support students of all backgrounds who are served by CDE, with a focus on the Native American and Asian American/Pacific Islander student populations. This position will assist with outreach and retention programs supported or sponsored by CDE, as well as work with CDE staff and other university staff and faculty to develop, promote, present, and assess new academic services and programs or propose modifications to increase student retention, graduation, and success of students served by CDE.

There is an expectation that the person in this position will maintain effective, civil, and respectful working relationships with the University of Iowa campus community and uphold a high standard of cultural competency and respect for difference that represents the Center for Diversity & Enrichment’s commitment to diversity, equity, and inclusion.

Occasional evenings and weekends are required.

Key Areas of Responsibilities and Specific Job Tasks

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students.
- 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.

Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include on-campus Units and External Agencies (Local, State, National and International)
- 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.

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

Universal Competencies and proficiency level:

<table>
<thead>
<tr>
<th>Collaboration and Embracing Diversity (Working)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work with a variety of individuals and groups in a constructive and civil manner while appreciating the unique contribution of individuals from varied cultures, race, creed, color, national origin, age, sex, disability, sexual orientation, and gender identity.</td>
</tr>
<tr>
<td>• Shares appropriate information/feedback openly, professionally and respectfully.</td>
</tr>
<tr>
<td>• Models open, respectful, accepting, and supportive behaviors with team members.</td>
</tr>
<tr>
<td>• Maintains productive work relationships while considering multiple perspectives and using effective conflict resolution practices.</td>
</tr>
<tr>
<td>• Uses sensitivity in communicating with individuals of diverse backgrounds.</td>
</tr>
</tbody>
</table>

Positive Impact/Achieving Results (Working)

Ability to utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs. Able to demonstrate ethical behavior in diverse situations while producing results.

| • Adjusts to and develops self to prepare for new or changing assignments, processes, people, and priorities as organizational needs dictate. |
| • Sets clear expectations for self and team to achieve work objectives and overcome obstacles. |
| • Strives for excellence in performance by upholding established ethical standards and upholding university values. |
| • Provides frequent updates on operations and financial performance to leadership. |

Service Excellence/Customer Focus (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 complains, 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. |

Job Family Technical Competencies and proficiency level:

<table>
<thead>
<tr>
<th>Student Counseling (Working)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of and ability to counsel students of all levels regarding academic, social, behavioral and personal issues in order to promote their academic, behavioral, personal and social growth and development.</td>
</tr>
<tr>
<td>• Counsels students to help their emotional, physical, occupational and social development.</td>
</tr>
<tr>
<td>• Selects basic methods and techniques for student counseling.</td>
</tr>
<tr>
<td>• Adheres to established processes and procedures when conducting individual or group counseling.</td>
</tr>
<tr>
<td>• Diagnoses common problems encountered by students in education, e.g. academic and career concerns.</td>
</tr>
<tr>
<td>• Applies appropriate counseling skills in different counseling stages or to different students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Assessment (Working)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of academic assessment methods and activities; Ability to assess research and instructional programs and review students' learning outcomes to ensure achievement of academic objectives and strategies.</td>
</tr>
<tr>
<td>• Assists in implementing assessment programs to review students' learning outcomes.</td>
</tr>
<tr>
<td>• Selects appropriate assessment forms and indicators for a specific academic assessment program.</td>
</tr>
</tbody>
</table>
- Follows established assessment procedures to examine the quality of instructional and research programs.
- Analyzes problems in teaching and learning based on existing assessment records.
- Delivers academic assessment reports detailing student learning outcomes.

### Decision Making and Critical Thinking (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.

### Educational/Instructional Program Management (Working)
Knowledge of and ability to manage educational/instructional programs, including developing and teaching curriculum, 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.
- Follows standard measurement criteria during the assessment of educational/instructional programs.

### Effective Communications (Working)
Demonstrates a working ability to effectively transmit (verbal and written), receive, and accurately interpret ideas, information, and needs to enhance working relationships.

- Communicates effectively with diverse audiences, using appropriate media and language.
- Communicates well downward, upward, and outward.
- Employs appropriate methods of persuasion when soliciting agreement.
- Maintains focus on the topic at hand.
- Adapts documents and presentations for the intended audience.
- Reviews others' writing or presentations and provides feedback and coaching.
- Demonstrates both empathy and assertiveness when communicating a need or defending a position.

### Relationship Management (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 (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.

### Student Performance Management (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.

### Position Qualifications

<table>
<thead>
<tr>
<th>Education or Equivalency Required</th>
<th>A bachelor's degree or an equivalent combination of education and experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Qualifications</td>
<td>• Experience (typically at least one year) in at least two of the following:</td>
</tr>
<tr>
<td></td>
<td>o working directly with Native American and/or Asian American/Pacific Islander identified students in an educational setting;</td>
</tr>
<tr>
<td></td>
<td>o developing and delivering programs for Native Americans and/or Asian American/Pacific Islander-identified students (regardless of age) in a higher education setting;</td>
</tr>
<tr>
<td></td>
<td>o providing student services to diverse college student populations including first generation students, members of racial and ethnic minority backgrounds, students who identify as LGBTQ, and students with disabilities;</td>
</tr>
<tr>
<td></td>
<td>o providing academic advising or academic coaching to college students with diverse or underrepresented identities;</td>
</tr>
<tr>
<td></td>
<td>o knowledge of topics and/or concerns in the higher education setting for college students with underrepresented identities with more developed knowledge of concerns and topics for those identifying as Native American, Asian American, or Pacific Islander.</td>
</tr>
</tbody>
</table>

• Clearly demonstrates a working proficiency in each of the following:
  o working effectively with a variety of individuals and groups in a constructive and civil manner while appreciating the unique contribution of individuals (i.e. individuals from varied cultures, race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, and veteran status);
  o communication techniques (verbal and written) and relationship building skills that enable one to establish and build healthy working relationships and partnerships with a variety of individuals and groups in a constructive and collaborative manner;
  o counseling students to help their emotional, physical, occupational, and social development;
  o communicating with students regarding their academic performance objectives and providing feedback to improve performance;
  o understanding of issues related to the decision making process; ability to analyze situations fully and accurately, and reach productive decisions;
| Desired Qualifications | - A master’s degree or an equivalent combination of education and experience;  
|                        | - Previous successful experience in working with, counseling, or advising, college/university students with disabilities, U.S. racial or ethnic minority, first generation, and/or low-income students in an educational setting;  
|                        | - Experience working in a student support setting;  
|                        | - Experience using technology for preparing presentations, recording student contact notes, managing a case list of students;  
|                        | - Experience with assessment and evaluation methods;  
|                        | - Knowledge of practices, policies, procedures, regulations, and programming pertaining to college/university admissions, scholarships, financial aid, student services, alumni affairs, university relations and media, campus facilities, university community, advising and academic/collegiate degree programs. |