Educational Support Services Specialist
Working Title: Student Success Coach

UI Job Code: PCE2

Department: Center for Diversity & Enrichment

This Position Reports to: Project Director, TRIO Student Support Services

Position Specific Summary:
The position of Educational Support Services Specialist (working title Student Success Coach) will be responsible for the coordination of student support services to promote the educational development, success, and retention of the students served by the CDE, with a focus on the 350 students served specifically by the TRIO SSS program; coordinate programs within CDE and SSS; counsel, advise, and advocate for students; design, coordinate, and present informational and educational outreach programs and workshops for TRIO SSS students and other students and community members served by CDE; teach an introductory college transition course designed specifically for TRIO SSS students; educate campus and community on the needs of students; serve on appropriate University, community, and state committees and task force groups representing the interests and needs of students as assigned; act as the liaison for students to other university offices and community resources; and maintain an effective working relationship with all colleagues within the University of Iowa campus community.

Key Areas of Responsibilities and Specific Job Tasks

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<tr>
<th>Classification</th>
<th>Specific Job Duties and Tasks</th>
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| Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students | • Coordinate CDE and TRIO SSS programs and events as assigned (e.g. Tutoring, Peer Mentoring, Welcome Week)  
• Design, implement, and evaluate a broad-range of programs and services that support the educational experience and retention of current or prospective students and meet the objectives and goals of the CDE and SSS project;  
• Deliver workshops in English and Spanish, to ensure inclusion of those students and parents for whom English is a second language  
• Monitor the academic, career and personal goals/needs of assigned students and provide individual guidance, assistance, and individual success plans;  
• Discern students’ needs and arrange for accommodations and services as appropriate;  
• Manage a student 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 | • 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. |
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<th>(Local, State, National and International)</th>
<th>Administrative (HR, Budget), Supervision and Training</th>
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<td>• Maintain timely and accurate records of student meetings;</td>
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<td>• Participate in training that meets the objectives and goals of the department and enhance the quality of services;</td>
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<td>• May develop and manage a budget for assigned programs within specified guidelines;</td>
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<td>• May provide direction, assignments, feedback, coaching and counseling to student employees to assure outcomes are achieved.</td>
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### Universal Competencies

**Collaboration and Embracing Diversity** *(Working)*

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.

**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.

**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.

### Technical Competencies

**Student Counseling** *(Working)*

- Counsels students to help their emotional, physical, occupational and social development.
- Selects basic methods and techniques for student counseling.
- Adheres to established processes and procedures when conducting individual or group counseling.
- Diagnoses common problems encountered by students in education, e.g. academic and career concerns.
- Applies appropriate counseling skills in different counseling stages or to different students.

**Decision Making and Critical Thinking** *(Working)*

- 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)*

- 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.

| Effective Communications (Working) | Makes oral presentations and writes reports needed for own work.  
|-----------------------------------|---------------------------------------------------------------|
|                                  | Avoids technical jargon when inappropriate.  
|                                  | Looks for and considers non-verbal cues from individuals and groups.  
|                                  | Listens to feedback without defensiveness and uses it for own communication effectiveness.  
|                                  | Delivers helpful feedback that focuses on behaviors without offending the recipient.  

| Relationship Management (Working) | 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) | 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) | 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.  

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.

Proficiency levels are defined as:
Basic Application - Uses basic understanding of the field to perform job duties; may need some guidance on job duties; applies learning to recommend options to address unusual situations.

Working Experience - Successfully completes diverse tasks of the job; applies and enhances knowledge and skill in both usual and unusual issues; needs minimal guidance in addressing unusual situations.

Extensive Experience - Performs without assistance; recognized as a resource to others; able to translate complex nuances to others; able to improve processes; focus on broad issues.

Expert/Leader - Seen as an expert and/or leader; guides, troubleshoots; has strategic focus; applies knowledge and skill across or in leading multiple projects/orgs; demonstrates knowledge of trends in field; leads in developing new processes.
## Position Qualifications

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<th>Education or Equivalency Required</th>
<th>A master’s degree is required.</th>
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<td><strong>Required Qualification</strong></td>
<td>Typically requires 1 – 3 years’ experience in at least two of the following:</td>
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<td>• serving students with disabilities, U.S. ethnic minority, first generation, LGBTQ, military/veteran, and/or low-income students in a student support setting;</td>
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<tr>
<td>• counseling or advising, college/university students with disabilities, U.S. ethnic minority, first generation, LGBTQ, military/veteran, and/or low-income students in a higher education student support setting;</td>
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<td>• developing and implementing programs for underrepresented students in an education setting.</td>
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<td><strong>Required Qualifications</strong></td>
<td>• Demonstrated commitment to promoting a diverse and inclusive workplace and educational environment and demonstrated experience working effectively with diverse faculty, staff, and students.</td>
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<td>• Experience with both verbal and written communications with Spanish speaking constituents.</td>
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<td>• Clearly demonstrates a working proficiency in each of the following areas:</td>
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<td>— communication (verbal and written) techniques 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, civil, respectful, and collaborative manner;</td>
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<td>— developing, coordinating, and implementing educational and/or instructional programs;</td>
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<td>— counseling students to help their emotional, physical, occupational, and social development;</td>
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<td>— communicating with students regarding their academic performance objectives and providing feedback to improve performance;</td>
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<td>— understanding issues related to the decision making process in order to analyze situations fully and accurately and reach productive decisions;</td>
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<td>— maintaining confidential records and information.</td>
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<td><strong>Desirable Qualification</strong></td>
<td>• Experience in assessment and evaluation methods to improve educational goals;</td>
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<td>• Knowledge of 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.</td>
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