

### University Information

<b>Org/College:</b>	<a href="#">Office of the Provost</a>	<b>Department:</b>	<a href="#">Center for Diversity &amp; Enrichment</a>
<b>UI Job Code:</b>	PCE2	<b>Pay Level:</b>	<a href="#">4A</a>
<b>Job Function:</b>	Academic Support	<b>Job Family:</b>	<a href="#">Educational Support Services</a>
<b>University Classification:</b>	Educational Support Services Specialist		

### Department Information

**Org/Dept/Sub-dept #:** 02-0166-00000 –Office of the Provost/Center for Diversity & Enrichment

**Position #:**

**Working Title (if applicable):** Academic Coach

**This Position Reports to (Title/Position #):** Associate Director, Center for Diversity and Enrichment

**Position Has Administrative Supervision?** No

**Position Overview:** The Academic Coaches within the Center for Diversity and Enrichment (CDE) are responsible for coaching and programming to Advantage Iowa and CDE-eligible students. The primary responsibility of this position is to provide 1-on-1 and small group holistic support coaching to recipients of the Advantage Iowa scholarship. Additionally, this position will do programming to CDE-eligible students and will coordinate Iowa First Nations, a summer program for high school students who identify as Native American.

CDE provides precollege student development, assists with facilitating the enrollment process, and provides programs and activities to support eligible student populations. CDE serves students of color, first-generation students, LGBTQ students, students with disabilities, and students from low socioeconomic backgrounds.

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.

Spanish fluency is desirable, both written and spoken.

Occasional evenings and weekends are required.

### Position Information

#### 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.*

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- the educational experience and retention of current or prospective students.
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- 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) (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.

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- Coordinate communication with partners.
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**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.

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## Universal Competencies

### Diversity, Equity and Inclusion

**Proficiency Level:** Working

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.

- Maintains productive work relationships while considering multiple perspectives.
- Demonstrates awareness of one's own and others' social identities (e.g. race, gender, disability status, religion, etc.) and their relevance in the workplace.
- Resolves cross-cultural conflicts effectively.
- Articulates the unit's commitment to diversity, equity and inclusion and the reasons for its importance.
- Engages in personal and professional development on issues related to diversity, equity and inclusion.

### Collaboration/Positive Impact

**Proficiency Level:** Working

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.

- Shares appropriate information/feedback openly, professionally and respectfully.
- Models open, respectful, accepting, and supportive behaviors with team members.
- Maintains productive work relationships while considering multiple perspectives and using effective conflict resolution practices.
- Aligns expectations for self and team to achieve work objectives and overcome obstacles.

### 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 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.

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.

**Specific Function**

Proficiency Level: Working

*Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.*

- Describes the mission, vision and objectives of the function.
- Discusses major programs, initiatives and issues.
- Identifies the major units or sub-functions.
- Identifies relevant internal and external procedures and regulatory agencies.
- Discusses the steps and requirements of the business process(es).

**Student Counseling**

Proficiency Level: Working

*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.*

- 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.

**Academic Assessment**

Proficiency Level: Working

*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.*

- Assists in implementing assessment programs to review students' learning outcomes.
- Selects appropriate assessment forms and indicators for a specific academic assessment program.
- 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.

**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.

## **Position Qualifications** (for recruiting only)

### **Education or Equivalency Required**

- A bachelor's degree from an accredited college or university; or an equivalent combination of education and experience

### **Experience Required**

- 1 year experience facilitating college student programs; Demonstrates a working proficiency in the ability to work developmentally with students; ability to promote student learning development, and success by applying coaching approaches to diverse individual student situations.

### **Competencies Required**

- Knowledge of topics and/or for college students from traditionally marginalized communities (e.g. underrepresented minorities, LGBTQ, veterans, and individuals with disabilities)
- Educational program development and delivery
- Use of technology for preparing presentations, recording student contact notes, managing a case list of students;
- Clearly demonstrates a working proficiency in each of the following:
  - working effectively with students, staff, faculty, and other constituents 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);
  - effective communication techniques with students regarding their college experience objectives and providing feedback to improve performance;

### **Desirable Qualifications**

- A master's degree in higher education, student affairs, or related field.  
Fluent in Spanish (written and spoken)
- Experience with higher education assessment and evaluation methods;
- Knowledge of practices, policies, procedures, regulations, and programming pertaining to college/university academics, advising, admissions, scholarships, financial aid, student services.