### University Information

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<th>Org/College:</th>
<th>Office of the Provost</th>
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<tr>
<td>Department:</td>
<td>University College</td>
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<tr>
<td>UI Job Code:</td>
<td>PCE2</td>
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<tr>
<td>Pay Level:</td>
<td>4A</td>
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<tr>
<td>Job Function:</td>
<td>Academic Support</td>
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<tr>
<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>
<td>Position #:</td>
<td>00235503</td>
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<tr>
<td>Position Type:</td>
<td>P&amp;S 100%</td>
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<tr>
<td>Working Title:</td>
<td>Coordinator, Academic Support and Retention</td>
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<td>This Position Reports to:</td>
<td>Assistant Director, Academic Support &amp; Retention / 00173734</td>
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<td>Position Has Administrative Supervision?: No</td>
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**Position Overview:** The Coordinator within Academic Support & Retention has a key role in strengthening and facilitating departmental and institutional efforts to promote undergraduate student learning through the Supplemental Instruction (SI) program and Peer Led Undergraduate Study (PLUS) course. In addition, the coordinator assists with Academic Support and Retention outreach and retention initiatives, represents the unit and facilitates presentations at applicable campus events, and collaborates with campus partners on academic services and programs.

### 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.

- Assist in the coordination, implementation, and evaluation of the Supplemental Instruction (SI) program and Peer Led Undergraduate Study (PLUS) program, including hiring, supervising, and evaluating student leaders (e.g., SI leaders, PLUS leaders).
- Provide coordination and expertise in designing, implementing, and interpreting assessment, evaluation, and research projects including, but not limited to student retention, success measures, and program evaluation.
- Research, plan, and execute effective strategies and programs that will lead to enhanced retention, student success, and institutional effectiveness for all students, especially students from at-risk populations (e.g. academic success workshops).

**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.

- Collaborate with campus partners, faculty, and AS&R colleagues to coordinate the SI program, PLUS course, and other student learning efforts.
- Participate on campus-wide groups or committees that focus on academic support, and overall, student success efforts.
- Coordinate and develop marketing and outreach materials for the Academic Resource Center.
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.

- Coordinate and implement effective supervision strategies for undergraduate student leaders (e.g. SI leaders, PLUS Leaders) and student employees.
- Design and facilitate effective training for student employees.

**Universal Competencies**

**Collaboration/Positive Impact**

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.

**Diversity, Equity and Inclusion**

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.

**Service Excellence/Customer Focus**

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**

**Academic Support System Administration**

Knowledge of the operation and application of computer-based academic support systems; ability to coordinate and support academic activities through an academic support system.

- Administrates an academic support system to coordinate and support academic activities.
- Applies appropriate computer-based technologies to address, advise on and resolve students’ academic problems.
- Monitors the operational conditions of an academic support system to ensure the implementation of academic support activities.
- Analyzes factors that influence the success or failure of computer-assisted academic support.
- Assesses the usability and acceptability of an academic support system according to the institution's academic requirements.

**Decision Making and Critical Thinking**

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.

**Effective Communications**

**Proficiency Level:** Extensive

*Understanding of effective communication concepts, tools and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors.*

• Establishes and maintains productive working relationships within and outside of own area.
• Contributes as a member on a variety of teams.
• Establishes and maintains credibility with clients and teammates.
• Seeks out what's common in conflicting points of view.
• Resolves potentially harmful differences between individuals and groups of people.
• Influences key individuals inside and outside own group and earns their respect.

**Facilitating Student Transitions**

**Proficiency Level:** Working

*Knowledge of and the ability to provide new incoming students with a welcoming environment and to help familiarize them with school facilities, policies, services, and expectations for college success and retention.*

• Introduces university facilities, services, policies, and resources to transitioning students.
• Provides students with detailed information on course enrollment and registration.
• Provides guidance and assists students in developing skills to address their concerns about school life and studies.
• Explains university policies and standards to students, e.g., completion of degree requirements.
• Helps students acclimate to life at university through various methods.

**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).

**Position Qualifications**

**Education or Equivalency Required**

• A bachelor's degree or an equivalent combination of education and experience is required.

**Experience Required**
Reasonable (1 – 3 years) experience working in higher education within a student success, retention, or support capacity. Familiarity with collegiate academic and administrative procedures (e.g., admissions, registration, financial aid, academic advising, orientation, etc.).

Competencies Required

- Demonstrates a working proficiency in each of the following areas:
  - Knowledge and the ability to provide new incoming students with a welcoming environment and to help familiarize them with school facilities, policies, services, and expectations for college success and retention.
  - Ability to work developmentally with students; ability to promote student learning, development, and success by applying academic coaching approaches to diverse individual student situations.
  - 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.
  - Knowledge of the operation and application of computer-based academic support systems; ability to coordinate and support academic activities through an academic support system.
  - Techniques and tools that promote effective analysis and the ability to determine the root cause of organizational problems and create alternative solutions that resolve the problems in the best interest of the business.

- Demonstrates an extensive proficiency in the following:
  - Knowledge and application of the communication techniques and relationship building skills that develop the ability to work with a variety of individuals and groups in a constructive and collaborative manner, including effective listening.

Desirable Qualifications

- A Master’s degree in higher education, student development, student affairs, counseling, or a related field is highly desired.
- Reasonable (1-3 years) experience with student retention approaches, principles, and theories that strengthen student learning.
- Reasonable (1-3 years) experience with student supervision.
- Experience teaching or supporting undergraduate students in their learning.
- Demonstrates working knowledge of and ability to utilize tools, techniques, and processes for gathering and reporting data (project assessment) (specifically for analyzing college student retention trends, preferred).
- Demonstrates a working knowledge and awareness of and insight into the organization's vision, structure, culture, philosophy, operating principles, values, and code of ethics; ability to apply this understanding appropriately to diverse situations.
- Demonstrates working knowledge of and ability to use electronic retention/student success tools and student information systems.