POSITION OVERVIEW

Department: Office of the Provost, University College

University Classification: Educational Support Services Specialist

UI Job Code: PCE2

Job Function: Academic Support (PC)

Job Family: Educational Support Services

Working Title (if applicable): Academic Coach, First Gen Hawks Program

Position #: 00263486

Percent of Time: 50-100%

Type: Ongoing, Regular P&S

Org/Dept/Sub-Dept #: 35-0195-00000

Administrative Supervisor: ☒ Yes ☐ No

This Position Reports to (Name and Position #:): Director, Student Retention (#00163132); Danielle Martinez

Position Summary: The Academic Coach in Academic Support and Retention, has a key role in facilitating departmental and institutional efforts to promote undergraduate student success. The Academic coach directly works with the First Gen Hawks team to provide student support through a variety of evidence-based practices and campus-wide partnerships. The First Gen Hawks program focuses on first-generation college students through holistic support and engagement opportunities through experiential learning in courses, cocurricular activities, and connections to campus resources. Responsibilities include academic coaching for program participants, course seminar support, peer mentor collaboration, and programmatic support.

The department is looking to fill this position at 50-100% FTE depending on candidate availability and program needs.

Compensation: $44,000-$47,000

WHAT YOU DO

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.

- Provide academic support and outreach to special undergraduate populations, focusing on first-generation students, through individual or group-based sessions. Foster the success of students through innovative, holistic approaches that provide students with the assistance, guidance, and resources necessary for personal and academic success.
- Plan, organize, and coordinate assigned departmental projects and involve relevant campus and community partners.
- Maintain relationships and regular communication with student success campus partners to advise students on appropriate campus resource referrals.
- Facilitate partnerships with other academic support staff to provide expertise in designing, implementing, and assessing a robust academic support model that can be replicated and integrated into existing and new organizational structures.
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.
- Support and communicate messages rooted in positive learning mindset approaches associated with the program that inform and educate first-generation students, as well as the greater campus community, on the role of a First Gen Hawks Academic Coach in Academic Support and Retention and the services provided.
- Participate in relevant campus-wide groups or committees that focus on academic support, student outreach and interventions, and overall, student success efforts.

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.
- Participate in collaborative efforts to design and facilitate effective trainings for mentoring and coaching approaches that support student success.
- May provide direction, assignments, feedback, coaching and counseling to student leaders and student staff to assure outcomes are achieved.

HOW YOU DO YOUR JOB (see more about competencies and proficiency levels here)

Collaboration/Positive Impact – (Working Proficiency)
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.

What this looks like:
- 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 – (Working Proficiency)
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.

What this looks like:
- 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 – (Working Proficiency)
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.

What this looks like:
- 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.

**Academic Support System Administration** – (Working Proficiency)

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

*What this looks like:*
- Administers 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.

**Data Gathering and Reporting** – (Working Proficiency)

Knowledge of and ability to utilize tools, techniques and processes for gathering and reporting data in a particular department or division of a company.

*What this looks like:*
- Participates in projects to gather data for needs analysis.
- Customizes data fields to meet clients’ needs.
- Interprets and explains results of a data-gathering initiative.
- Assesses common problems and obstacles surrounding data-gathering.
- Detects and summarizes patterns in data and findings by producing simple reports

**Effective Communications** – (Extensive Proficiency)

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.

*What this looks like:*
- 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 Development, Success, and Outcomes** – (Working Proficiency)

Ability to work developmentally with students; ability to promote student learning, development, and success by applying advising approaches to diverse individual student situations.

*What this looks like:*
- Plans, organizes and manages student conferences to enhance development and learning outcomes.
- Reviews students' academic performance and the developmental or learning issues that impact performance.
- Provides feedback to students and recommends specific activities and resources that aid/guide development.
- Applies appropriate skills to students’ interactions based upon stage of development, situation, etc.
- Records the results of student consultations and corresponding follow-up measures.

**Facilitating Student Trainings** – (Working Proficiency)

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.

*What this looks like:*
- 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 – (Working Proficiency)

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.

What this looks like:
• 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 Referral – (Working Proficiency)

Knowledge of the techniques and the ability to work with a variety of individuals and groups in a constructive and collaborative manner.

What this looks like:
• Identifies resources best suited for the individual being referred.
• Monitors all releases of release of information for compliance with privacy laws.
• Assists individuals in accessing specialized services using referrals.
• Prepares individual for the referral.
• Solicits feedback and preferences of individual before making referrals.

Knowledge of Organization – (Working Proficiency)

Awareness and knowledge 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.

What this looks like:
• Can explain mission, vision, and objectives of own department or unit.
• Discusses the roles and responsibilities of own business unit.
• Applies organization's operating principles and practices within own business unit.
• Identifies and discusses key players, key issues, and key strategies in own unit.
• Cites local and industry examples of acceptable and unacceptable business practices.

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 QUALIFICATIONS

Required
• A bachelor’s degree or an equivalent combination of education and experience is required.
• Previous work with college students (typically 6 months – 1 year minimum) Working level of proficiency and understanding of SQL
• Demonstrates a working knowledge and proficiency of the following:
  o 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. (Facilitating Student Transitions)
  o ability to work developmentally with students; ability to promote student learning, development, and success by applying academic coaching approaches to diverse individual student situations. (Facilitating Student Development, Success, and Outcomes)
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. (Collaboration and Embracing Diversity)

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. (Communicating for Effective Relationships)

of the services provided by other departments, and the ability to integrate these multidisciplinary resources for optimal student development. (Resource Referral)

- Demonstrates extensive knowledge of effective listening issues and techniques; ability to gather, clarify, and apply information transmitted verbally, while exhibiting a genuine interest toward the speaker. (Listening)

Desired

- 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 engagement.
- 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. (Knowledge of Organization)