**POSITION OVERVIEW**

<table>
<thead>
<tr>
<th>Department:</th>
<th>Division of Diversity, Equity, &amp; Inclusion, Center for Inclusive Academic Excellence</th>
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</thead>
<tbody>
<tr>
<td>University Classification:</td>
<td>Educational Support Services Specialist</td>
</tr>
<tr>
<td>UI Job Code:</td>
<td>PCE2</td>
</tr>
<tr>
<td>Job Function:</td>
<td>Academic Support (PC)</td>
</tr>
<tr>
<td>Job Family:</td>
<td>Educational Support Services</td>
</tr>
<tr>
<td>Working Title (if applicable):</td>
<td>Success Coach, TRIO SSS</td>
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<tr>
<td>Position #:</td>
<td>TBD</td>
</tr>
<tr>
<td>Percent of Time:</td>
<td>100%</td>
</tr>
<tr>
<td>Type:</td>
<td>Ongoing, Regular P&amp;S</td>
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<tr>
<td>Org/Dept/Sub-Dept #:</td>
<td>02-0166-00000</td>
</tr>
<tr>
<td>Administrative Supervisor:</td>
<td>☒ Yes ☐ No</td>
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</table>

This Position Reports to (Name and Position #): Director, TRIO SSS (#00016897); Stephanie Yazell

**Position Summary:** This position will be responsible for the coordination of student support services to promote the educational development, success, and retention of the students served by the CIAE, with a focus on the 350 students served specifically by the TRIO SSS program; coordinate programs within CIAE 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 CIAE; teach multiple sections of the Steps to Success for TRIO courses designed as a series of holistic college transition and student success seminars 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.

There is an expectation that all staff will maintain effective, civil, and respectful working relationship with the University of Iowa campus community and uphold a high standard of cultural competency that represents the Center for Inclusive Academic Excellence’s commitment to diversity and inclusion. This position will require occasional evening and weekend travel and events.

This position reports to the Project Director, TRIO Student Support Services

**Compensation:** 4A: $44,500-46,000

**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.*

- Coordinate CIAE and TRIO SSS programs and events as assigned (e.g. Tutoring, Peer Mentoring, Welcome Week, Orientation, Cultural Enrichment programming)
- 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 CIAE and SSS project
• Serve as an Instructor for Steps to Success for TRIO courses
• Coordinate outreach to TRIO SSS students with information regarding registration, important deadlines, etc.
• 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 (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
• Collaborate with partners to maximize resources and connections

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.
• Maintain timely and accurate records of student meetings
• Participate in training that meets the objectives and goals of the department and enhance the quality of services
• May develop and manage a budget for assigned programs within specified guidelines
• May provide direction, assignments, feedback, coaching and counseling to student employees 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.

Student Counseling – (Working Proficiency)
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.

What this looks like:
- 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 Proficiency)
Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately, and reach productive decisions.

What this looks like:
- 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 – (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 Management – (Working Proficiency)
Plans, mobilizes and distributes resources to fulfill business objectives and plans.

What this looks like:
- 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 Proficiency)

Knowledge of student performance management methods and principles; ability to apply school performance management systems, practices and tools to improve students' academic performance.

What this looks like:

- 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.

POSITION QUALIFICATIONS

Required

- A master's degree is required in Higher Education, Student Affairs, Counseling, Psychology, Curriculum & Teaching, or related.
- Typically requires 1 – 3 years' experience in at least two of the following:
  - serving students with disabilities, U.S. ethnic minority, first generation, LGBTQ, military/veteran, and/or low-income students in a student support setting
  - 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
  - developing and implementing programs for underrepresented students in an education setting.
- Demonstrated commitment to promoting a diverse and inclusive workforce and educational environment and demonstrated experience working effectively with diverse faculty, staff, and students.
- Clearly demonstrates a working proficiency in each of the following areas:
  - 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;
  - developing, coordinating, and implementing educational and/or instructional programs;
  - counseling students to help their emotional, physical, occupational, and social development;
  - communicating with students regarding their academic performance objectives and providing feedback to improve performance;
  - understanding issues related to the decision-making process in order to analyze situations fully and accurately and reach productive decisions;
  - maintaining confidential records and information.

Desired

- Experience in curriculum design;
- Experience in assessment and evaluation methods to improve educational goals;
- 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, or advising and academic/collegiate degree programs.
- Experience with both verbal and written communications with Spanish speaking constituents.