CENTER FOR INCLUSIVE ACADEMIC EXCELLENCE OPPORTUNITY at the University of Iowa

POSITION OVERVIEW

Department: Center for Inclusive Academic Excellence
University Classification: Educational Support Svs Specialist  UI Job Code: PCE2  Pay Level: 4A
Working Title: Academic Coach
Percent Time: 100% (40hrs/wk.)  Position Type: Regular P&S, Ongoing
Administrative Supervisor: ☒ Yes ☐ No  Reports to: Associate Director, Center for Inclusive Academic Excellence
Compensation: $43,558-$45,000

POSITION SUMMARY

The Academic Coaches within the Center for Inclusive Academic Excellence (CIAE) are responsible for coaching and programming to Advantage Iowa and CIAE-eligible students. The primarily responsibility of this position is to provide 1-on-1 and small group holistic support coaching to recipients of the Advantage Iowa scholarship. This position will also liaise with the Office of Admissions and Orientation Services to coordinate the unit’s role with recruitment initiatives. Additionally, this position will do programming to CIAE-eligible students, such as CIAE Graduation, Week of Welcome, Community of Color, and plan other student engagement opportunities.

Occasional evenings and weekends are required.

WHAT YOU DO

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students:
- 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.
- Will manage a case load of 250-300 Advantage Iowa scholarship recipients.
- 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):
- 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.

Administrative (HR, Budget), Supervision and Training:
- May develop and manage a budget within specified guidelines.
- May provide direction, assignments, feedback, coaching and counseling to assure outcomes are achieved.
Decision Making and Critical Thinking: – Proficiency: Working

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: – Proficiency: Working

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: – Proficiency: Working

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.

Specific Function: – Proficiency: Working

What this looks like:
- 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: Working

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.

Academic Assessment: – Proficiency: Working

What this looks like:
- 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: Working

*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.

**UNIVERSITY EXPECTATIONS** *(see definitions and proficiency levels [here]*)

**Collaboration/Positive Impact** – Proficiency: Working

*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** – Proficiency: Working

*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** – Proficiency: Working

*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.

**QUALIFICATIONS YOU BRING**

**Required**

- A bachelor's degree from an accredited college or university; or an equivalent combination of education and experience
• 1 year experience facilitating college student programs;
• Demonstrates a working proficiency level in:
  o the ability to work developmentally with students; ability to promote student learning development, and success by applying coaching approaches to diverse individual student situations.
  o the knowledge of topics and/or for college students from traditionally marginalized communities (e.g. underrepresented minorities, LGBTQ, first generation, and individuals with disabilities).
  o 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);
  o effective communication techniques with students regarding their college experience objectives and providing feedback to improve performance;
• Educational program development and delivery
• Use of technology for preparing presentations, recording student contact notes, managing a case list of students

Desired
• M.A. degree in higher education, student affairs, or related field.
• Experience with higher education assessment and evaluation methods;
• Knowledge of best practices pertaining to Undergraduate retention and student success.

ABOUT THE CENTER FOR INCLUSIVE ACADEMIC EXCELLENCE
The Center for Inclusive Academic Excellence provides an identity-affirming space and opportunities that foster student success, eliminate equity gaps, and create a sense of belonging for underrepresented students, including student of color, LGBTQ+ students, first generation college students, low-income college students, and students with disabilities.

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 Inclusive Academic Excellence commitment to diversity, equity, and inclusion.