Academic Support & Retention (AS&R) Opportunity at the University of Iowa

POSITION OVERVIEW

**Department:** Academic Support & Retention - University College

**University Classification:** Educational Support Services Specialist

**UI Job Code:** PCE2  
**Pay Level:** 4A

**Working Title:** Academic Coach, First Gen Hawks

**Percent Time:** 80 - 100% (35 - 40hrs/wk.)  
**Position Type:** Regular P&S, Ongoing

**Administrative Supervisor:** ☐ Yes ☒ No  
**Reports to:** Director, Student Retention

**Compensation:** $44,000 - $47,000 FTE

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, programmatic support, and departmental support.

The department is looking to fill this position at 80-100% FTE depending on candidate availability and program needs.

WHAT YOU DO

*Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students:*

- 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):*

- 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:**

- 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 (learn more about competencies and proficiency levels [here](#))**

**Academic Support System Administration:** – Proficiency: Working

**What this looks like:**

- 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.

**Data Gathering and Reporting:** – Proficiency: Working

**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:** – Proficiency: Extensive

**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 Transitions:** – Proficiency: Working

**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:** – 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 Referral:** – Proficiency: Working

*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:** – Proficiency: Working

*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.

**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 or an equivalent combination of education and experience is required.
- Previous work with college students (typically 6 months – 1 year minimum)
- Demonstrates an working proficiency in each of the following areas:
  - 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)
  - 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 contribute as a member of multiple teams while respecting the unique contributions of individuals from varied identities and backgrounds. (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)
  - knowledge of the services provided by other departments, and the ability to integrate these multidisciplinary resources for optimal student development. (Resource Referral)
- Demonstrates a extensive proficiency in each of the following areas:
  - 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 learning.
- 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)

ABOUT ACADEMIC SUPPORT AND RETENTION

Through campus partnerships, Academic Support & Retention provides leadership and support of campus-wide retention and academic success efforts through initiatives and programs. Through the implementation of academic success initiatives, course-based supports, student success initiatives, and consultations and trainings, our goal is to facilitate learning and development of undergraduate students.