



University Information

Org/College: [University College](#)

Department: [Distance and Online Education](#)

UI Job Code: PCC2

Pay Level: [4A](#)

Job Function: Academic Support

Job Family: [Academic or Clinical Program Management & Services](#)

University Classification: Academic or Clinical Program Management & Services Specialist

Department Information

Org/Dept/Sub-dept #: 35-0900-00000

Position #: 00154796

Working Title (if applicable): Academic Advisor and Support Services Specialist

This Position Reports to (Title/Position #): Director, Student Services & Advising, DOE // #00008090

Position Has Administrative Supervision? ☒ No ☐ Yes

Position Information

Position Overview: This position provides comprehensive academic advising and program support to students admitted to University College programs, including the Bachelor of Applied Studies (BAS) and Bachelor of Liberal Studies (BLS) online degree programs. These programs serve various student populations, with a high volume of transfer and non-traditional students. This role offers proactive, student-centered guidance from recruitment through graduation, helping students navigate program selection, evaluate transfer credit, complete orientation, register in courses, and progress toward degree completion.

This role involves developing communication strategies that connect students with campus resources to support their academic and personal development. Additionally, this position will be responsible for collaborating across units to enhance academic support services, contribute to program materials and online resources, and support new initiatives within University College and Distance and Online Education.

Salary: \$47,000 - \$54,000

Campus Location: CALH

Work Modality: Hybrid (1 remote day/week)

Percent Time: 100%

What You Do: (Key Areas of Responsibility)

Recruit, Admit and Retain Prospective and Current Students for Programs, Major Departments or Colleges (PCC2): Plan and implement student recruitment activities (e.g., Recruitment fairs, Visiting Student Days, Orientation). Coordinate/manage the recruitment activities for respective program or department. Consult with and explain admission policies and procedures to

- Advise students admitted to University College and the BAS and BLS online degree program regarding course selection, degree progression, academic policies and procedures.
- Support the needs of transfer students by evaluating transfer credit, understanding how to identify transfer course equivalencies, and providing a seamless transition to the University of Iowa.
- Coordinate student outreach to facilitate enrollment in online orientation, monitor student progress, and meet with new students to understand their educational goals and build course schedules.
- Review degree audits, degree progression plans, and guide students from admission to graduation.

<p>secondary schools, community colleges, and other educational institutions and external organizations. Advise prospective students regarding admission; evaluate transcripts; make admission decisions regarding routine exceptions and petitions. Assist with determining degree progression, career planning and retention. May serve as the Designated School Official (DSO) for department or college. Analyze admissions data; develop; maintain and monitor reports to support program goals.</p>	<ul style="list-style-type: none"> • Teach students how to manage the college experience, navigate the University, make informed decisions, and assume responsibility for their academic success. • Assist students in identifying their interests, abilities, and career aspirations and help develop an academic path to meet these goals. • Engage in student development by sharing opportunities to utilize university resources (Student Disability Services, Career Planning, Academic Support and Retention, Tutoring, etc.) • Monitor shared email accounts and Response Group phone lines to provide proactive response and outreach to prospective students and applicants. • Coordinate strategic follow up with students to promote matriculation, degree progression, graduation. • Support daily caseload advising communication plan by communicating detailed and complex messages via email, phone, and virtual meeting exchanges. • Facilitate interventions for struggling or at-risk students and make appropriate referrals
<p>Academic Standards and Curricular Policies (PCC2): Recommend revisions to policies and procedures. Develop or maintain accurate program materials. Update and incorporate changes into internal and external documents. Assist in identifying recurring problems that may require further study.</p>	<ul style="list-style-type: none"> • Evaluate internal policies and procedures and provide feedback to the Program Director and/or the University College Academic Standards Committee. • Collaborate with other offices to improve services for online and UC students to increase academic success; expand online academic supports, conduct academic support workshops.
<p>Academic Program Management (Planning, Designing, Integrating, and Evaluating Curriculum) (PCC2): Assist with the development of academic program materials to meet departmental goals. Assist in identifying benchmarks and anticipating barriers. May provide administrative oversight and coordination of educational programs.</p>	<ul style="list-style-type: none"> • Assess student understanding of graduation requirements and degree audits. Determine appropriate educational strategies to facilitate comprehension of accurate degree progression. Aid in the development and evaluation of tools to engage students in degree planning. • Edit and revise program material (email, program handouts or other communications) provide feedback on Online Orientation and webpage content • Provide Academic Support and Advising Services for new UC and DOE programs and initiatives. • Coordinate with other collegiate units to develop support services for students admitted to UC; expand online academic supports, conduct academic support workshops

Universal Competencies

Universal Competencies are those that apply to all university jobs, support our mission, and are consistent with our core values. For detailed descriptions and proficiency levels, visit the Universal Competencies <https://hr.uiowa.edu/careers/competencies/universal-competencies> page.

Collaboration/Positive Impact
Proficiency Level: *WORKING*

Service Excellence/Customer Focus
Proficiency Level: *WORKING*

Welcoming and Respectful Environment
Proficiency Level: *EXTENSIVE*

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 Policy Manual](#)

How You Do Your Job: (learn about competencies and proficiency levels [here](#))

Academic Counseling:

Knowledge of course arrangement and academic planning; ability to provide counseling to assist students in course selection, study skills and career development plans for academic and personal success.

Proficiency Level: WORKING

- Advises students on course selection and academic skill development.
- Assesses a student's prior education and skill capacity within a selected academic area.
- Arranges counseling sessions based on a student's requests or requirements.
- Utilizes appropriate technologies (e.g. email/phone) to communicate with students on their academic progress.
- Offers suggestions for selecting appropriate post-college plans, connecting students to their educational and career goals.

Academic/Clinical Program Administration:

Knowledge of the operation and application of academic standards and curricular policies; ability to coordinate and support academic activities to enhance the operation and function of the academic or clinical program.

Proficiency Level: WORKING

- Coordinates support activities that enhance the functioning of the academic or clinical program.
- Applies standards and policies to address, advise on and resolve students' academic problems.
- Develops program materials that accurately reflect standards and policies and support recruitment goals.
- Analyzes factors that influence the success or failure of support activities in recruiting, retaining and graduating students.
- Assesses the usability and acceptability of support activities according to the institution's academic/clinical program requirements.

Academic Assessment:

Knowledge of academic assessment methods and activities; ability to assess research and instructional programs and review students' learning outcomes to ensure achievement of academic objectives and strategies.

Proficiency Level: WORKING

- 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.

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

Proficiency Level: WORKING

- 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.

Educational/Instructional Program Management: <i>Knowledge of and ability to manage educational/instructional programs, including research projects, extra-curricular activities, and/or academic planning.</i>	<p>Proficiency Level: WORKING</p> <ul style="list-style-type: none"> • Coordinates educational/instructional programs including research programs and extra-curricular activities. • Explains relative standards and policies for educational/instructional program management and applies them in practice. • Arranges research funding and sponsorships for educational research programs or projects. • Carries out academic plans for educational program operations and provides relevant certificates such as degrees or diplomas. • Follows standard measurement criteria during the assessment of educational/instructional programs.
Facilitating Student Transitions: <i>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.</i>	<p>Proficiency Level: WORKING</p> <ul style="list-style-type: none"> • 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.
Specific Function: <i>Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.</i>	<p>Proficiency Level: WORKING</p> <ul style="list-style-type: none"> • 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: <i>(for recruiting purposes only, fill when replacing position)</i>	
Education (or equivalency) Required	Bachelor's degree, preferably in an education-related field, or an equivalent combination of education and experience.
Experience Required	1 year experience in academic advising or other similar experience working in a higher-education setting.
Competencies Required	<p>Demonstrates a working proficiency level in:</p> <ul style="list-style-type: none"> • Ability to work in a team-based environment that supports a variety of individuals and groups in a constructive and respectful manner. • Ability to manage and prioritize multiple tasks and projects simultaneously, demonstrating strong organizational skills and attention to detail. • Ability to process information with high levels of accuracy and attention to detail. • Ability to work developmentally with students; ability to promote student learning, development, and success by applying advising approaches to a variety of individual student situations.

Special Qualifications Required	<ul style="list-style-type: none">Occasional local travel may be required for student recruitment and departmental outreach, typically within standard working hours.
Desirable Qualifications	<ul style="list-style-type: none">Master's degree, preferably in an education-related field.3 years' experience working in an academic advising roleDirect experience and familiarity with FERPA and university regulations