Vacant
Learning Specialist

University Classification & Job Code: Educational Support Services Specialist – PCE2 – 4A
Job Function: Academic Support
Job Family: Educational Support Services
Position #: 00229102
Administrative Supervisor: John Bruno, Assistant Athletics Director for Academics Services
Percent Time: 100%
Salary: $46,000 to $57,000

Job Family Purpose Statement
Provide programs and services to a defined group of prospective, current and/or former students to enhance and support the students’ educational experience and assure their success. Foster a sense of community and engagement by providing programs, services and individual student contact. Strengthen the student experience to enhance recruitment, academic excellence and post-graduation careers. Most programs and services this job family is intended for include Career Services, Center for Diversity and Enrichment, International Students and Scholars, Honors Program, Student Disability Services, Writing Center.

POSITION SPECIFIC SUMMARY
Under the supervision of Student-Athlete Academic Services Assistant Athletics Director for Academics, the Learning Specialist is responsible for providing intensive individualized academic support services that enhances the academic success of University of Iowa student-athletes; work one-on-one and in small groups to teach skill development within various subject areas and/or to students with disabilities; utilizes knowledge and skills to assess student-athletes academic ability in order to design and implement a personalized academic support system that is based on the various needs of each student; provides initial and ongoing trainings to support staff about learning strategies and study skills development techniques; supervises part-time learning assistants. The Learning Specialist must have the ability to work a flexible schedule, including occasional nights and weekends.

ATHLETICS JOB EXPECTATIONS INCLUDE:

- Embraces the Win. Graduate. Do It Right. philosophy of the Department of Intercollegiate Athletics, as stated in the departmental mission and its accompanying values and commitments.

- Commitment to team goals and shared accomplishments. Excellent interpersonal skills and ability to understand group dynamics and drive results.

- Adheres to the rules and regulations of the University, the Big Ten Conference and the NCAA; commits to reporting any Big Ten or NCAA violations involving the University of Iowa to departmental compliance personnel.

- Contributes to the development of an environment for student-athletes that is healthy, safe, equitable, and culturally diverse. Establishes a positive relationship with student-athletes, founded on fairness, openness, honesty, and leadership opportunity.
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- Manages resources and petitions for change in a way that minimizes gender bias and maximizes compliance with federal and state laws regarding gender equity. Acts as an advocate for any student-athlete, employee, or program that experiences unjustified inequity.

- Contributes to the recruitment of a diverse population of student-athletes and employees. Promotes a welcoming climate that enhances the overall experience for all members of the Athletics Department.

**KEY AREAS OF RESPONSIBILITIES AND SPECIFIC JOB DUTIES AND TASKS**

**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. May manage a case load. Compile and prepare reports based on unit goals and make recommendations to the unit. | • Manage a program(s) or service(s) that supports the educational experience and retention of current or prospective students.

• Manage the administrative and operational functions. Monitor assessment.

• Develop and/or design specific programs and services, including curriculum development, delivery and assessment.

• Provide reports and recommendations to assist in assessing alignment with strategic goals.

• Oversee the caseloads of others.

• Assess and evaluate student-athletes’ academic needs using research and knowledge gained in the field to create a sustained and individualized academic support system.

• Provide academic support services to student-athletes diagnosed with learning disabilities/learning deficiencies or who have been identified as needing individualized academic support.

• Monitor the progress of at-risk student-athletes.

• Work with students to organize their weekly assignments.

• Facilitate communication between learning assistants and tutors.

• Oversee skill building seminars for students including writing, reading, and speaking.

• Assist the Asst. AD for Academics with implementation of the summer bridge program for incoming freshmen.

• Ensure that weekly academic plans for students are being followed.

• Serve as a liaison between learning assistant, tutors, and academic coordinators. |
**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. | • Provide leadership in design and marketing of programs and events.  
• Develop and maintain networks of professional colleagues and external partners.  
• Articulate initiatives and services to address strategic goals.  
• Coordinate initial diagnostic testing of student-athletes with the University of Iowa Counseling Services Sports Psychology Department and/or gather necessary special education documentation from high school/previous institution for evaluation.  
• Serve as a liaison between Student-Athlete Academic Services and the Student Disability Service office in order to assist in the coordination and monitoring of academic accommodations so that student-athletes can maximize their potential.  
• Collaborate with various campus constituents to enhance the support services offered to student-athletes. |
| 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. | • Develop budgets; review and recommend budget allocations, review and approve operational expenditures.  
• May be responsible for writing grant applications to secure funding for program, project or service.  
• Develop, implement, evaluate and recommend new training programs and services.  
• May provide functional and/or administrative supervision.  
• May hire, develop and manage the performance of staff, assure staff is compliant with UI policies and procedures.  
• Train and supervise staff learning assistants.  
• Prepare reports regarding academic services received by student-athletes.  
• Ensure that all staff are upholding the integrity of the office with regard to educational support and tutorial assistance. |

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• Monitor part-time staff to ensure compliance with departmental and NCAA rules.
• Continually meet with and assess student needs and develop strategies that lead to their retention.
• Manage and allocate resources effectively.
• Compile and monitor student-athlete grade information.
• Performs other duties and responsibilities as assigned.
• Assist Assistant AD for Academics with special reports and projects.

**UNIVERSAL COMPETENCIES**

**Collaboration/Positive Impact (Proficiency Level: Working)**

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.

- 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.

**Service Excellence/Customer Focus (Proficiency Level: Working)**

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.

- 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.

**Welcoming and Respectful Environment (Proficiency Level: Working)**

Ability to foster a welcoming and respectful workplace environment while recognizing personal differences.

Ability to work with a variety of individuals and groups in a

- Maintains productive work relationships while considering multiple perspectives.
- Resolves cross-cultural conflicts effectively.
- Understands and describes the unit’s commitment to creating a workplace environment where people of all backgrounds and perspectives feel welcomed and appreciated, and the reasons for its importance.
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constructive and respectful manner while appreciating the importance of a workforce that benefits from the talents of all people across multiple characteristics, including: race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences.

- Contributes to a welcoming and respectful workplace environment as described above.

TECHNICAL COMPETENCIES

Decision Making and Critical Thinking (Proficiency Level: Working)

Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately, and reach productive decisions.

- 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 Level: Working)

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.

- 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 Level: Working)

| Plans, mobilizes and distributes resources to fulfill business objectives and plans. | - 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 Level: Working)

| Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization. | - 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). |

### Academic Assessment (Optional) (Proficiency Level: Working)

| 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. | - 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 Counseling (Optional) (Proficiency Level: Working)

| 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. | - 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. |
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PROFICIENCY LEVELS ARE DEFINED AS:

**Basic Knowledge:** Uses basic understanding of the field to perform job duties; may need some guidance on job duties; applies learning to recommend options to address unusual situations.

**Working Experience:** Successfully completes diverse tasks of the job; applies and enhances knowledge and skill in both usual and unusual issues; needs minimal guidance in addressing unusual situations.

**Extensive Experience:** Performs without assistance; recognized as a resource to others; able to translate complex nuances to others; able to improve processes; focus on broad issues.

**Expert/Leader:** Seen as an expert and/or leader; guides, troubleshoots; has strategic focus; applies knowledge and skill across or in leading multiple projects/orgs; demonstrates knowledge of trends in field; leads in developing new processes.

POLICY EXPECTATIONS

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 and UI Work Rules.

**Required Qualifications:**

- Bachelor’s degree in a related field (e.g. education, special education, psychology, social work or counseling) or equivalent combination of education and experience;
- One to three years experience teaching in a formal educational setting (secondary or above) or academic support experience in a collegiate environment.
- Excellent oral and written communication skills
- Demonstrated knowledge and experience utilizing a wide range of learning strategies and remedial study skill development techniques.
- Professional experience working effectively with individuals from a variety of backgrounds and perspectives, demonstrating strong interpersonal skills and ability to build trusting relationships;
  - Working knowledge and ability to work effectively in a highly regulated team environment

**Desired Qualifications:**

- Master’s degree in a related field (e.g. education, special education, psychology, social work or counseling).
- Three to five years of experience in a learning support role, serving student-athletes with academic difficulties in an intercollegiate athletics program.
- Working knowledge of and ability to effectively supervise and manage part-time/student staff to achieve goals and objectives.