

**CROWDER COLLEGE  
POSITION DESCRIPTION**

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| <b>Status:</b> FT, 12 months, grant-funded | <b>Title</b>      | UPWARD BOUND MATH/SCIENCE ACADEMIC COORDINATOR |
| <b>Revised:</b> 1/3/2017                   | <b>Department</b> | TRIO / UPWARD BOUND                            |
| <b>Level:</b> Professional                 | <b>IPEDS</b>      | OTHER PROFESSIONAL                             |
| <b>FLSA:</b> Exempt                        | <b>Reports to</b> | UB PROGRAMS ASSISTANT DIRECTOR                 |

**POSITION SUMMARY**

The Academic Coordinator (AC) recruits and selects participants and develops and implements quarterly participant Educational Action Plans (EAPs). The AC also assists in administering and interpreting assessments. The AC maintains participant files, monitors quarterly grades and progress reports, and calculates monthly stipends. The AC ensures that each participant is provided with sufficient academic support and chaperones various educational and cultural activities. The AC must maintain strong, positive relationships with tutors and contact personnel at the target schools; the AC is the project's primary point of communication with the participants and high school counselors. This position is grant-funded and continuation is contingent upon grant funds being continued.

**MAJOR FUNCTIONS**

1. Identify, recruit and select participants;
2. Administer all diagnostic and achievement instruments to project participants and interpret test results;
3. Prescribe and monitor quarterly EAPs for all participants;
4. Review grades and diagnostic and achievement instruments to provide individualized programs of academic and personal support to enable each participant to successfully complete high school and enroll in a post-secondary educational institution;
5. Monitor quarterly grades and progress reports for all participants;
6. Monitor Summer Component and Bridge Component grades and progress;
7. Work closely with the Academic Liaison to identify and address the needs of participants;
8. Work closely with the Academic Liaison to identify potential Saturday School and Summer teachers;
9. Work closely with the Academic Liaison to identify participant's academic deficiencies;
10. Work closely with the Academic Liaison to organize, and implement job shadowing and mentoring opportunities;
11. Assist with Saturday School, Bridge Component, and the Summer Component;
12. Teach at Saturday School, the Bridge Component, and the Summer Component;
13. Assist with the Bridge Component;
14. Provide academic monitoring through meeting with participants, high school teachers and counselors;
15. Document bi-weekly participant contacts;
16. Follow-up and document progress with all project graduates and other former project participants at least once each year;
17. Assist students with academic resumes, college searches, applications, scholarship searches, and financial aid applications;
18. Track and calculate monthly stipends during the Academic Year and weekly stipends during the Summer Component.
19. Maintain participant files;
20. Chaperone various cultural and educational outings, including college visits;

21. Develop portfolio of each participant at the conclusion of the Summer Component and Bridge Component to share with parents/counselors/teachers; and
22. Fulfill any other duties requested by the Director and Assistant Director which job-related circumstances may demand.

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| <b>KNOWLEDGE AND CRITICAL SKILLS/EXPERTISE</b> |
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1. Bachelor's degree required in education, counseling or related field. Master's preferred.
2. Experience working with high school students and disadvantaged populations.
3. Excellent communication and interpersonal skills.
4. Ability to plan, organize, and implement responsibilities effectively.
5. Ability to establish and maintain positive working relationships with students, other professionals, staff, and the public.
6. Information Technology Abilities required:
  - Ability to operate a personal computer using the Windows environment.
  - Ability to understand operating a personal computer within the Crowder College Network environment.
  - Ability to use E-mail.
  - Ability to perform basic word processing using MS Word.
  - Ability to perform basic spreadsheet functions using MS Excel.
  - Ability to perform basic database functions using MS Access.

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| <b>EQUIPMENT/SOFTWARE</b> |
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1. Operate standard office computers and software as noted above.

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| <b>POSITIONS SUPERVISED</b> |
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None

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| <b>WORKING CONDITIONS</b> |
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1. Indoors in a normal office environment with minimal exposure to temperature changes, noise, dust or chemicals part of the time; but also outdoors part of the time (even in inclement weather) engaging in physical activities such as walking (sometimes long distances), hiking, etc., when helping with student activities.
2. Working hours involve evening and/or weekend work, particularly during summer program.
3. Must be able to travel several days a week as well as an occasional overnight trip.
4. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
5. A neat appearance and appropriate businesslike apparel are required.

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| <b>PHYSICAL DEMANDS</b> |
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1. Office administration work part of the time involving sitting much of the time but will involve mobility within the campus and various sites.
2. Other activities require lifting up to 50 pounds, moving materials from one place to another, participating in physical activities/sports/games, etc., with students.
3. Input, access and distribute information using computers.

4. While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, handle or feel; reach with hands and arms' stoop, kneel, or crouch; and talk or hear. Specific vision abilities required by this job include close vision.

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| <b>CREATIVE AND ANALYTICAL SKILLS</b> |
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1. Ability to define problems, collect data, establish facts, and draw valid conclusions.
2. Ability to devise or modify methods or processes to solve specific problems.

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| <b>LANGUAGE/COMMUNICATIONS SKILLS</b> |
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1. Ability to communicate effectively with a variety of people, including staff, students and the general public, in both written and oral mediums.