

University Information

Org/College: University College	Department: Lakeside Laboratory
UI Job Code: PCE3	Pay Level: 5A
Job Function: Academic Support	Job Family: Educational Support Services
University Classification: Educational Support Services/Manager	

Department Information

Org/Dept/Sub-dept #: 35-0910-00000

Position #: 00115083

Working Title (if applicable): Education Coordinator

This Position Reports to (Title/Position #): Mary Skopec

Position Has Administrative Supervision? No

Position Overview: This position coordinates K-12 formal and informal education on behalf of Iowa Lakeside Laboratory Regents Resource Center. Formal education includes development of inquiry-based curriculum or programs in cooperation with school districts in Iowa to meet NGSS and Iowa Core Standards. Creates assessment of educational programs and develops metrics to report on performance against Lakeside goals. Informal education includes summer camps, outdoor experiences, field trips and citizen science programs. The position will also provide continuing education experiences for all ages including coordination of the Cooperative Lakes Area Monitoring Project (CLAMP) and designing new programs for all learners.

Position Information

Key Areas of Responsibility

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students (PCE3): *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.*

- Align Lakeside preK-12 education programs with the Lakeside Strategic Plan.
- Design Lakeside educational programs to deliver hand's on, inquiry-based science curriculum with preK-12 schools.
- Measure performance outcomes of Lakeside educational programs with respect to student achievement and sustainability of programs.
- Provide periodic reports on the status of Lakeside educational programs and identify areas for growth.

Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include on-campus Units and External Agencies (Local, State, National and International) (PCE3): *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 with K-12 school districts to implement the Lakeside educational strategic plan.
- Build partnerships with State and Local entities to integrate Lakeside into the Governor's STEM initiatives.
- Develop marketing materials to highlight Lakeside educational programs.

Administrative (HR, Budget), Supervision and Training (PCE3): *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.*

- Develop annual budget for delivery of Lakeside educational services and track expenditures against the budget.
- Assist with hiring seasonal, temporary or student staff to implement educational programs on the Lakeside campus.
- Supervise and manage the performance of seasonal, temporary or student staff to achieve Lakeside education goals.
- Develop grant applications to supplement educational programming on Lakeside's campus.

Universal Competencies

Diversity, Equity, and Inclusion

[Proficiency Level](#): EXTENSIVE

Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities, including: race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences.

- Promotes a respectful, diverse, equitable and inclusive work environment in which concerns are addressed effectively.
- Can identify unit policies and practices that have a disparate impact on specific populations.
- Recommends policies and practices to advance an equitable, inclusive work environment and counter racism, sexism, and other forms of institutional bias.
- Forms respectful relationships with those representing diverse constituencies, and seeks regular input to better understand diversity, equity & inclusion issues and enhance recruitment efforts.
- Engages in on-going self-reflection and continues to advance their knowledge and skills related to diversity, equity, and inclusion.

Collaboration/Positive Impact

[Proficiency Level](#): EXTENSIVE

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.

- Ensures time, resources, energy, learning opportunities, and actions are focused on priorities important to the changing workplace.
- Identifies and resolves disagreements/conflicts in early stages.
- Promotes a safe, fair, respectful environment in which concerns can be addressed effectively.
- Recommends changes to work practices and policies to achieve desired outcomes.

Service Excellence/Customer Focus

[Proficiency Level](#): EXTENSIVE

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.

- Participates in developing a variety of effective ways to deal with service challenges.
- Models service delivery and coaches' others to deliver excellent service in a variety of settings.
- Communicates well with direct reports, peers, leadership, and external constituents.
- Utilizes various methods for information sharing and information gathering. Modifies processes to enhance service.

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](#)

Position Technical Competencies and Proficiency Levels

Decision Making and Critical Thinking

[Proficiency Level](#): EXTENSIVE

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

- Uses effective decision-making approaches such as consultative, command, or consensus.
- Differentiates assumptions, perspectives, and historical frameworks.
- Leverages experience in analyzing relevant data and assessing implications of alternatives.
- Identifies decision options and points and predicts their potential impact.
- Evaluates past decisions for insights to improve decision-making process.
- Makes sure assumptions and data are objectively analyzed in decisions.

Relationship Management

[Proficiency Level](#): EXTENSIVE

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.

- Maintains productive, long-term relationships with "customers."
- Conducts periodic reviews of work effort, progress, issues, and successes.
- Creates opportunities to educate teams on "customer" priorities.
- Participates in defining the terms of the services provided in a collaborative relationship.
- Communicates to "customers" regarding expectations of all parties.
- Empowers others to establish collaborative, healthy relationships

Resource Management

Proficiency Level: EXTENSIVE

Plans, mobilizes and distributes resources to fulfill business objectives and plans.

- Specifies the critical resource needs required to accomplish organizational objectives.
- Mobilizes resources needed to get things done.
- Negotiates with key stakeholders to obtain required resources.
- Applies specific metrics to analyze and revise resource requirements.
- Develops methods for maximizing resource utilization (re-engineering, outsourcing, automation, etc.).
- Updates resource requirements by identifying and responding to changing needs.

Specific Function

Proficiency Level: EXTENSIVE

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

- Demonstrates acquired experience with managing a functional team or department.
- Contributes to the function's business planning process.
- Discusses issues and considerations for regulatory agencies and reporting requirements.
- Contributes to the establishment of best practices for the function.
- Describes the use of technology in strategic function management.
- Leads and implements major initiatives and programs.

Academic Assessment

Proficiency Level: EXTENSIVE

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.

- Develops and implements a comprehensive assessment program to achieve desired academic results.
- Trains others on designing appropriate assessment indicators for a specific academic program.
- Prioritizes various academic assessment activities according to the progress of an academic assessment project.
- Compares and contrasts the effectiveness of a variety of academic assessment methods and approaches.
- Incorporates external academic institutions' assessment standards into internal assessment practices.
- Evaluates the results of academic assessments and recommends solutions for improving student learning outcomes.

Planning: Tactical, Strategic

Proficiency Level: EXTENSIVE

Ability to contribute to operational (short term), tactical (1-2 years) and strategic (3-5 years) planning in support of the overall business plan.

- Develops, refines, and communicates tactical plans for own responsibilities.
- Plans for allocation of resources in line with unit goals, technical and business objectives.
- Provides the right level of detail as input for strategic plan development.
- Demonstrates the value and necessity of linking tactical plans to overall strategic plan.
- Ensures the planning process is integrated with the overall business plan.
- Ensures attention to the detail and dependencies of existing departmental-level plans.

Educational/Instruction Program Management

Proficiency Level: EXTENSIVE

Knowledge of and ability to manage educational/instructional programs, including research projects, extra-curricular activities, and/or academic planning.

- Monitors the educational/instructional program management process and ensures correct standards and policies are appropriately implemented.
- Manages available resources for educational/instructional programs including faculty, staff, etc.
- Assigns educational/instructional programs and evaluates program content, objectives and operating strategies.
- Develops institutional partnerships with schools and other organizations to augment the development of education programs.

- Reviews the academic achievements of different educational programs and determines the most valuable programs for the institution.
- Advises on the benefits and drawbacks of inter-institutional agreements for the educational program.

Position Qualifications (for recruiting only)

Education or Equivalency Required

- Bachelor's degree or equivalent experience

Experience Required

- Extensive professional experience creating and managing program(s) or service(s) that support the educational experience of students in K-12 learning environments (formal and informal) or educational experience and retention of current or prospective students in institutions of higher education, typically 1-3 years.

Competencies Required

Demonstrates an [extensive proficiency](#) level in:

- Knowledge of and ability to manage educational/instructional programs
- Understanding of the issues related to the decision-making process, ability to analyze situations fully and accurately and reach productive decisions
- Ability to establish and build healthy working relationships and partnerships with colleagues within and external to own unit
- Planning, mobilizing, and distributing resources to fulfill business objectives
- 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.

Demonstrates a [working proficiency](#) level in:

- Working with basic desktop tools and platforms, including Microsoft Suite applications such as Excel, PowerPoint, and Word as well as virtual meeting systems such as zoom, MS teams or Skype

Must have a valid drivers license and the ability to meet [UI Fleet Safety Driving Record Review Standards](#).

Desirable Qualifications

Demonstrates an [extensive proficiency](#) level in:

- Microsoft Suite applications such as PowerPoint, Excel and Word programs
- Professional use/management of Social Media platforms such as Facebook, Instagram and Twitter