Position Information

Key Areas of Responsibility

Investigation, Remediation and Reporting of Complaints and Reviews (PNB1): Perform preliminary investigation and analysis, including basic comparison of practice to regulations. Identify and recommend remediation procedures for basic issues. Implement recommendations as directed. Review and validate data/content of reports for accuracy.

- Investigate and resolve formal and informal complaints of discrimination, and violence filed by students, faculty, and staff.
- Assist as a member of the Title IX Grievance Pool to investigate, adjudicate or serve as a hearing facilitator as appointed by the Title IX Coordinator.
- As a member of the Title IX Grievance Pool, commence thorough, reliable, and impartial investigations by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation time frame, and order of interviews for all witnesses and the parties.
- Prepare formal written findings as to the conclusion of the investigation, or when required by the Title IX Regulation, gather, assess, and synthesize evidence, but make no conclusions, engage in no policy analysis, and render no recommendations as part of the final investigation report.
- Identify and recommend remediation procedures for both basic and complex issues.
- Prepare response to complaints filed against the university with state/federal civil rights agencies.
- Review and validate data/content of reports for accuracy.
- Maintain current knowledge of employment and civil rights law and corresponding regulations covering areas such as Title VII, Title IX, ADA, and other civil rights laws/regulations.

Consultation, Risk Assessment and Interpretation/Research of Regulations (PNB1): Respond to basic inquiries where interpretation may be required. Identify risk areas and gaps between practice and policy/regulations. Identify and recommend education, best practices, and issues to be audited. Monitor developments in regulations and work with affected units to develop response during comment period. Conduct basic research into policies and practices.
• Respond to basic and complex inquiries from university administrators where interpretation of policies, advice and consultation on appropriate informal resolution of complaints of discrimination, sexual harassment, and violence may be required.
• Identify risk areas and gaps between practice and policy/regulations.
• Identify and recommend education, best practices, and issues to be audited.
• Conduct basic research into policies and practices.
• Counsel, collaborate, and provide liaison with appropriate individuals/agencies, on and off campus, regarding programs or services.
• Identify and bring forward areas of concern from campus groups in the areas of compliance.

• Coordinate specific aspects of external review and internal processes.
• Analyze and prepare data/reports.
• Support other compliance staff as directed.
• Complete training that meets the Title IX Regulation requirements, including the definition of sexual harassment in § 106.30, the scope of the University of Iowa’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Training must also include how to determine issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in the Title IX Regulation.

Policy Development (PNB1): Provide information about policies to inquiries. Recommend policy development.
• Serve on appropriate university committees to develop and/or revise university policy and complaint procedures relating to discrimination, sexual harassment, and violence.

Training and Educational Programs (PNB1): Prepare and deliver basic content that enhances knowledge of and adherence to internal and external standards and regulations.
• Assist in the design, development, and implementation of educational programs relating to discrimination, sexual harassment prevention, and violence for university students, faculty, and staff.
• Assist in the design of brochures and course materials for educational programs.

Universal Competencies

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<th>Diversity, Equity and Inclusion</th>
<th>Proficiency Level: Working</th>
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<tr>
<td>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.</td>
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<td>Articulates the University’s commitment to diversity, equity and inclusion as it relates to their role at the university.</td>
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<td>Demonstrates civil and respectful behaviors in support of the UI Human Rights policy that prohibits any differences in treatment that deprives the person of consideration as an individual.</td>
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<td>Demonstrates a willingness to examine one’s own biases, assumptions, and attitudes.</td>
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<td>Knows where to find diversity-related organizational policies, procedures, and resources.</td>
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<th>Collaboration/Positive Impact</th>
<th>Proficiency Level: Working</th>
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<td>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.</td>
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<td>Grasps the inevitability and challenges of change and adapts accordingly; utilizes learning opportunities to prepare for changing work, methods and work environment.</td>
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<td>Demonstrates civil and respectful behaviors valued within the organization.</td>
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<td>Provides and accepts ideas and suggestions in a constructive and helpful manner.</td>
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<td>Exhibits good teamwork: is approachable, cooperative, and contributes to an overall positive and productive work/team environment.</td>
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<th>Service Excellence/Customer Focus</th>
<th>Proficiency Level: Working</th>
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<td>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.</td>
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- Consistently provides excellent service.
- Manages customer expectations and takes responsibility to enhance service excellence.
- Communicates understandably; uses appropriate words, grammar and mannerisms in all mediums.
- Seeks feedback on communication style and effectiveness.

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

#### Analytical Thinking

Proficiency Level: Working

Knowledge of techniques and tools that promote effective analysis and the ability to determine the root cause of organizational problems and create alternative solutions that resolve the problems in the best interest of the business.

- Approaches a situation or problem by defining the problem or issue and determining its significance.
- Identifies the major forces, events and people impacting and impacted by the situation at hand.
- Uses flow charts, Pareto charts, fish diagrams, etc. to disclose meaningful data patterns.
- Uses logic and intuition to make inferences about the meaning of the data and arrive at conclusions.
- Makes a systematic comparison of two or more alternative solutions.

#### Auditing

Proficiency Level: Basic

Knowledge of an organization’s internal audit processes, practices and methods; ability to perform audits to ensure organizational compliance.

- Describes the basic concepts of auditing.
- Clarifies the major responsibilities of the auditors and audit function.
- Explains the financial audit process and major components.
- Identifies the basic tools used for maintaining audit information.

#### Compliance Investigations

Proficiency Level: Basic

Knowledge of and ability to implement investigation procedures and resolution processes concerning compliance issues.

- Explains the relevance of internal and external regulations to the organization and the industry.
- Summarizes problem reporting, use of proper escalation and other basics of investigation.
- Locates standard investigative process guidelines.
- Applies appropriate confidentiality and the sense of urgency in investigations.

#### Operational Risk Management

Proficiency Level: Basic

Knowledge of tools, techniques, and strategies applied in risk management; the ability to quantify, qualify, and manage operational risk.

- Describes basic concepts of risk management.
- Identifies key factors to consider in risk management.
- Recognizes types of risk relevant to the organization.
- Describes types of rewards relevant to the organization.

#### Training Delivery

Proficiency Level: Basic

Knowledge of and ability to utilize various methods to deliver learning solutions for desired training outcomes.

- Compiles a list of key issues and considerations with regards to training delivery.
- Classifies key activities associated with training delivery.
- Gathers information on major methods and vehicles to deliver training programs.
- Supports the compliance to quality requirements and industry standards for delivering a specific training program.

### Position Qualifications (for recruiting only)

#### Education and Experience or Equivalency Required

- A Juris Doctorate from an accredited U.S. university or an equivalent combination of education and experience.
- Six months working experience in the area of civil rights law.

#### Competencies Required
• Demonstrated experience working with a variety of individuals and groups in a constructive and civil manner while appreciating the unique contribution of individuals from varied cultures, race, creed, color, national origin, age, sex, disability, sexual orientation, and gender identity
• Demonstrated understanding of the necessity and value of accuracy and attention to detail; ability to process information with high levels of accuracy
• Extensive clear and concise written and oral communication skills demonstrating excellent analysis and reasoning. A professional writing sample also will be required later in the hiring process
• Demonstrated knowledge of federal, state and local laws and ability to advise on laws and regulations affecting HR practices (such as employment and civil rights law and corresponding regulations covering Title VII, Title IX, ADA, Sections 503 and 504 of the Rehabilitation Act, ADEA, and other civil rights laws/regulations)
• Demonstrated experience managing multiple concurrent objectives, projects, groups, or activities, making effective judgments as to prioritizing and time allocation
• Demonstrated ability to maintain confidentiality
• Proficiency in use of desktop tools for word processing (i.e., Microsoft Word)

Desirable Qualifications
• Professional work experience at an institution of higher education.
• Recent certification or training in Title IX and/or civil rights investigations (e.g., ATIXA, NACUA).
• Experience and facility with oral and visual presentations to small and large groups, in which there may be varying knowledge levels of the subject matter.
• Proficiency in the use of desktop tools for presentation, and email/calendar (i.e. Power Point, Outlook).
• Experience in one or more of the following areas: litigation, mediation and/or conflict resolution.

Required continuing education on a periodic basis

- FERPA
- Clery Act (for Campus Security Authorities)
- UI Harassment Prevention Education
- Title VI/VII, Title IX, ADA, Section 503/504
- Trauma-informed interview techniques
- Neurobiology of trauma

A professional writing sample is required during the hiring process.

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