

### University Information

<b>Org/College:</b>	<a href="#">University College</a>	<b>Department:</b>	<a href="#">Honors Program</a>
<b>UI Job Code:</b>	PCE2	<b>Pay Level:</b>	<a href="#">4A</a>
<b>Job Function:</b>	Academic Support	<b>Job Family:</b>	<a href="#">Educational Support Services</a>
<b>University Classification:</b>	Educational Support Services Specialist		

### Department Information

**Org/Dept/Sub-dept #:** 35-1620-00000  
**Position #:** 00111738  
**Working Title (if applicable):** Experiential Learning Specialist  
**This Position Reports to (Title/Position #):** Associate Director / 00003089  
**Position Has Administrative Supervision?** No

**Position Overview:** This position advises UI honors students on their experiential learning curriculum requirement and creates educational programming to assist and guide students to discovering which experiential opportunities best fit their academic and career goals. The Experiential Learning Specialist will take an active role in bringing a student's attention to the existence and value of experiential learning, conducting work in such a context, reflecting on the work experienced, adding the meaning-making insight gained from such reflection to the student's reservoir of knowledge, confidence, and self-discovery.

### Position Information

#### Key Areas of Responsibility

**Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students (PCE2)**

*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.*

- Meet and advise honors students to help them initiate, establish, and conduct experiential learning projects and activities.
- Create educational programming for honors students to learn more about personalizing their experiential learning experience and how to successfully complete the curriculum requirement.
- Guide students through a process of self-discovery to enrich and enlarge what they gain from their experiential learning activities. This may include reading and commenting on student experiential learning pre-questionnaires, post-questionnaires, and narratives; as well as determining and issuing credit on student University Honors degree audits.
- Review and evaluate experiential learning credit using student degree audits to determine whether university honors requirements have been fulfilled.
- Assist in the planning and leadership of Honors Program activities (example: assisting with summer orientation and Honors Primetime for new first-year students).
- Participate in efforts to recruit top high school scholars to the University, such as daily recruitment visits, Hawkeye Visit Days, Top Scholar Visit Days, etc.

**Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include on- campus Units and External Agencies (Local, State, National and International) (PCE2)**

*Plan, organize and coordinate projects and events with partners to meet program goals. Coordinate communication with partners. Collaborate with partners to maximize resources and connections.*

- Participate in campus outreach activities with faculty and staff (such as Housing, ICRU, International Programs, departmental honors, etc.) to identify, develop, and/or improve experiential learning opportunities.
- Participate with external partners in outreach activities to identify and develop experiential learning opportunities.

## **Administrative (HR, Budget), Supervision and Training (PCE2)**

*May develop and manage a budget within specified guidelines. May provide direction, assignments, feedback, coaching and counseling to assure outcomes are achieved.*

- In consultation with the director and associate director, develop and supervise the new Peer Experiential Learning Assistants program; activities may include teaching a learning assistant seminar on experiential learning meaning-making and giving constructive feedback to peers, developing an ICON site that allows for student reflection and learning assistant feedback, assessing the effectiveness of the new initiative each semester.

## **Universal Competencies**

### **Diversity, Equity and Inclusion**

**Proficiency Level:** WORKING

*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.*

- Maintains productive work relationships while considering multiple perspectives.
- Demonstrates awareness of one's own and others' social identities (e.g. race, gender, disability status, religion, etc.) and their relevance in the workplace.
- Resolves cross-cultural conflicts effectively.
- Articulates the unit's commitment to diversity, equity and inclusion and the reasons for its importance.
- Engages in personal and professional development on issues related to diversity, equity and inclusion.

### **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.

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**

### **Academic Assessment**

**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**

**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 advising 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.

**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.

**Data Gathering and Reporting**

Proficiency Level: WORKING

*Knowledge of and ability to utilize tools, techniques and processes for gathering and reporting data in a particular department or division of a company.*

- Participates in projects to gather data for program analysis.
- Customizes data fields to match the goal of the inquiry
- Interprets and explains results of a data-gathering initiative
- Assesses common problems and obstacles surrounding data-gathering
- Detects and summarizes patterns in data and findings by producing reports

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**Leadership**

Proficiency Level: WORKING

*Knowledge of, and ability to use strategies and skills to enlist others in setting, embracing and achieving objectives.*

- Utilizes an appropriate style of leadership: autocratic, democratic, laissez-faire/free rein, etc.
- Demonstrates leadership qualities: intelligence, persistence, integrity, confidence.
- Manages own behaviors during interactions, such as feedback giving, to shape workplace events.
- Utilizes positive reinforcement to motivate & attain desired behaviors; increases productivity.
- Employs leadership theories, such as contingency and transactional, and associated techniques.

**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.

**Position Qualifications**

**Education or Equivalency Required**

- A Bachelor's degree in Higher Education, Counseling, or other related fields.

**Experience Required**

- Career relevant experience (1-3 years) including jobs, internships, practicum, capstone, etc. Plans, organizes and manages student consultations that enhance development.

**Competencies Required**

Demonstrates a [Working proficiency level](#) in the:

- Commitment to and participation in diversity, equity, and inclusion practices and initiatives.
- Collaboration and positive impact with coworkers, partners, and/or students including working with a variety of individuals and groups in a constructive and civil manner and open sharing of information.
- Organization skills to include the ability to plan, organize, monitor, and control projects, ensuring efficient utilization of resources, to achieve objectives.
- Ability to work independently and remotely, at times. Ability to gauge one's strengths, limitations and interests, and use of this knowledge for purposes of performance effectiveness.
- Understanding of effective communication concepts, tools and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors, preferably to student audience and addressing program requirements.
- Ability to use and quickly learn common technological equipment, software and programs that support efficient performance and remote/virtual work. (Such as desktop or laptop, MS Office Suite applications, web platforms such as Zoom, camera and microphone familiarity etc.)
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**Desirable Qualifications**

- A Master's degree in Higher Education, Counseling, or other related fields.
- Experience working with college students, including honors students.
- Experience with learning management systems such as ICON, Blackboard etc.