### University Information

<table>
<thead>
<tr>
<th>Org/College:</th>
<th>Office of the Provost</th>
<th>Department:</th>
<th>Admissions</th>
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<tbody>
<tr>
<td>UI Job Code:</td>
<td>PCD3</td>
<td>Pay Level:</td>
<td>5A</td>
</tr>
<tr>
<td>Job Function:</td>
<td>Academic Support</td>
<td>Job Family:</td>
<td>Admissions and Enrollment Services</td>
</tr>
<tr>
<td>University Classification:</td>
<td>Admissions and Enrollment Services Manager</td>
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### Department Information

<table>
<thead>
<tr>
<th>Org/Dept/Sub-dept #:</th>
<th>02-4620-00000</th>
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<tbody>
<tr>
<td>Position #:</td>
<td>00000251</td>
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<tr>
<td>Working Title (if applicable):</td>
<td>Assistant or Associate Director, Undergraduate Evaluation</td>
</tr>
<tr>
<td>This Position Reports to (Title/Position #):</td>
<td>Director of Operations // #00000241</td>
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<tr>
<td>Position Has Administrative Supervision?</td>
<td>No</td>
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**Position Overview:** The Assistant or Associate Director of Undergraduate Evaluation will be responsible for managing a full-time staff of five evaluators and numerous student staff. This position will review, analyze, and evaluate admission information including self-reported high school data, high school transcripts, college transcripts, and test scores to make routine admission decisions based on established criteria. They will review daily decision lists to ensure the accuracy of staffs’ evaluations and ensure correct communication output to applicants. They will also be responsible for advising students and parents on application procedures and requirements.

The working job title (Assistant Director vs. Associate Director) is dependent on the final incumbent’s years of experience and proficiency level in the position qualifications.

### Key Areas of Responsibility

#### Recruit Students: Promote the University to the Public (PCD3)

*Develop, plan, coordinate, and assess programs and services to reach comprehensive enrollment goals. May oversee international admission recruitment activities. Develop, coordinate, implement and assess recruitment plans for targeted programs and student populations in collaboration with campus and external partners. Develop and maintain relationships with campus and external partners to assure accurate and up-to-date communication of current admissions information.*

- Serve as one of the main liaisons with other colleges and departments across campus
- Manage Student Information System to confirm accurate prospective student data and student awarding information.
- Consult with Business Analyst to audit Student Information System and data for loading accuracy.
- Collaborate with Director of Communications and Marketing to guarantee accurate recruitment information. This includes verifying operational letters, updating websites, and confirming admissions profiles on the MyUI site.
- Successfully maintain student recruitment goals by promoting the University to prospective students through various means of communication (telephone, email, chat etc.)

#### Application Processing and Evaluation/Credit Evaluation (PCD3)

*Develop and implement policies and procedures for the review and evaluation of academic credit, transfer credit and application for admissions. Lead and manage application evaluation process. May include interview process planning and coordination and training for admissions interviews. Review admission decision appeals and may make final admission decisions.*

- Adhere to established admission criteria, accurately using the criteria to make admission decisions on all undergraduate applications
- May initiate and lead a Holistic Committee Review in cases where applicant falls below admission criteria
- Serve as the Admissions Representative on the Iowa Link Program committee
- Ensure application data from outside sources (Common application, Coalition application, PharmCas, etc) is entering our Student Information System accurately.
- Review, advise and recommend transfer credit policies and procedures
- Coordinate with faculty, programs and various campus departments on course transfer articulation
- Program and test degree audit changes within the uAchieve computer system. Communicate updates and changes with constituents accordingly.
- Coordinates with various colleges to advise and implements changes for CLEP and AP policies to be built into the degree audit.
- Recommend changes to the student information system, to allow for greater efficiency and flexibility
- Report on application, admit, acceptance data and other metrics on an ad-hoc basis

**Student Transition Services (PCD3):** Design, develop, and implement programs and activities to facilitate the successful transition of entering students.
- Manage new admit program to provide a positive and successful student transition.
- Collaborate with various campus departments such as Orientation Services, Housing & Dining, Academic Advising, Student Financial Aid and the Registrar’s office to ensure students receive associated programs, resources and activities.
- Serve as main point of contact for program improvements and recommendations

**Budget Oversight and Management (PCD3):** Develop and monitor financial reports to assess alignment with program goals. Approve routine expenditures.
- Monitor financial reports and recommend program budgets to assure alignment with program goals.
- May approve routine expenditures.

**Leadership and Supervision (PCD3):** Provide functional and/or administrative supervision. Develop and implement policies and practices that support staff engagement in the workplace. Ensure compliance with UI policies and procedures as well as federal and professional agency regulations.
- Provide functional and administrative supervisor to 5 full-time staff members. This includes developing and implementing policies and practices that support staff engagement in the workplace and managing performance review process.
- Ensure compliance with UI policies and procedures as well as federal and professional agency regulations.
- Serve as main point of contact for program improvements and recommendations

**Universal Competencies**

<table>
<thead>
<tr>
<th>Diversity, Equity and Inclusion</th>
<th>Proficiency Level: EXTENSIVE</th>
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<tbody>
<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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<tr>
<td>Promotes a respectful, diverse, equitable and inclusive work environment in which concerns are addressed effectively.</td>
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<tr>
<td>Can identify unit policies and practices that have a disparate impact on specific populations.</td>
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<tr>
<td>Recommends policies and practices to advance an equitable, inclusive work environment and counter racism, sexism, and other forms of institutional bias.</td>
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<tr>
<td>Forms respectful relationships with those representing diverse constituencies, and seeks regular input to better understand diversity, equity &amp; inclusion issues and enhance recruitment efforts.</td>
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<tr>
<td>Engages in on-going self-reflection and continues to advance their knowledge and skills related to diversity, equity and inclusion.</td>
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<tr>
<th>Collaboration/Positive Impact</th>
<th>Proficiency Level: EXTENSIVE</th>
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<tr>
<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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<tr>
<td>Ensures time, resources, energy, learning opportunities, and actions are focused on priorities important to the changing workplace.</td>
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<tr>
<td>Identifies and resolves disagreements/conflicts in early stages.</td>
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<tr>
<td>Promotes a safe, fair, respectful environment in which concerns can be addressed effectively.</td>
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<tr>
<td>Recommends changes to work practices and policies to achieve desired outcomes.</td>
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<tr>
<th>Service Excellence/Customer Focus</th>
<th>Proficiency Level: EXTENSIVE</th>
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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

#### Communicating for Effective Relationships
**Proficiency Level:** EXTENSIVE

Knowledge and application of the communication techniques and relationship building skills that develop the ability to work with a variety of individuals and groups in a constructive and collaborative manner.

- Communicates effectively with diverse audiences, using appropriate media and language; ensures important messages are clearly understood.
- Coaches others on methods to improve their own communication.
- Establishes and maintains productive working relationships within and outside of own area.
- Seeks out what's common in conflicting points of view to address and resolve issues.
- Resolves potentially harmful differences between individuals and groups of people.
- Establishes and maintains credibility and is able to influence individuals inside and outside own group and earns their respect.

#### Facilitating Student Transitions
**Proficiency Level:** EXTENSIVE

Knowledge of and the ability to provide new incoming students with a welcoming environment and to help familiarize them with school facilities, policies, services, and expectations for college success and retention.

- Coordinates the implementation of university student transition services and programs.
- Modifies transition materials and other resources to meet students' needs.
- Coaches others on effective consultation skills and services to achieve goals for successful transition and student retention.
- Evaluates the quality of existing transition services and programs based on students' feedback, organizational goals, retention statistics, etc.
- Foresees obstacles, barriers or gaps that would impact the effectiveness of transition activities.
- Recommends strategies and advances plans for student transition services and programs.

#### Student Admissions
**Proficiency Level:** EXTENSIVE

Knowledge of educational curriculum and student admissions systems; ability to determine and select potential candidates in a specific admissions qualification system.

- Manages the student admissions system and coordinates relevant resources.
- Evaluates the usefulness of student admissions criteria based upon accepted students' performance in the university.
- Foresees problems and barriers that could impact the efficiency of student admissions activities.
- Recommends improvement plans for the university's student admissions system.
- Coaches others on dealing with special cases in the student selection process.
- Reviews admissions statistics and evaluates the accuracy of student admissions processes.

#### Student Recruiting
**Proficiency Level:** EXTENSIVE

Knowledge of and ability to recruit students and promote the University to the public.

- Advises others on methods and resources for recruiting students.
- Develops strategic relationships with high school, junior college coaches and academic offices in those schools.
- Oversees the efficiency of campus recruiting events.
- Adjusts systems for tracking and recording student information.
- Develops student assessment activities or programs.
- Formulates strategies in line with the University's Admissions Office's mission, vision, goals.

#### 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.

**Leadership**

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

- Uses emotional contagion to affect the mood of group members, tone of group and group processes.
- Initiates structure: role clarification, setting standards, holding subordinates accountable, etc.
- Translates vision into specific functional or departmental initiatives.
- Uses a normative decision model (with leadership styles and situational variables) to select style.
- Employs various group decision-making methods depending on the situation.
- Promotes efficacy through monitoring, coaching & motivating subordinates, intervention, etc.

**Strategic Thinking**

Applies organizational acumen to identify and maintain focus on key success factors for the organization.

- Implements the group's go-to-market strategy.
- Makes sound recommendations when faced with complex and contradictory alternatives.
- Surfaces potential strategic alliances and partnerships.
- Explains elements of the strategy to others and encourages questions.
- Monitors marketplace trends, opportunities, and vulnerabilities.

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**Position Qualifications** (for recruiting only)

**Education or Equivalency Required**

- Master’s degree in Higher Education Administration (or related field), or an equivalent combination of education and experience

**Experience Required**

- Considerable program and administrative experience (typically 2-4 years) in a post-secondary academic setting that supports Admissions operations, or other similar related experience

**Competencies Required**

- Demonstrates an extensive proficiency level in:
  - Knowledge of educational curriculum and student admissions systems; ability to determine and select potential candidates in a specific admissions qualification system.
  - Knowledge of and ability to recruit students and promote the University to the public.
  - Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions.
  - Knowledge and application of the communication techniques and relationship building skills that develop the ability to work with a variety of individuals and groups in a constructive and collaborative manner.

**Desirable Qualifications**

- Supervisory experience (typically 1-2 years) of professional level and/or student staff.
- Extensive proficiency in written and verbal communication, including public speaking.
- Working knowledge of and the ability to provide new incoming students with a welcoming environment and to help familiarize them with school facilities, policies, services, and expectations for college success and retention.