Position Information

Key Areas of Responsibility

Recruit Students: Promote the University to the Public (PCD1): - Recruit, provide information and guidance to prospective students and their families regarding university programs, student life, and admission policies and procedures. Assist with and/or plan, coordinate, implement and manage recruitment programs. Represent the University at recruitment and public service programs. Consult with and explain admission policies and procedures to secondary schools, community colleges, and other educational institutions and external organizations.

- In coordination with senior admission leaders. Set goals, plan, coordinate, travel, and manage designated (in state or out-of-state) recruitment territories. This includes high school visits, college fairs, or other recruitment activities.
- Build/develop relationships with high school counselors, community college advisors, educational agencies, and other individuals involved in the college selection process. This will include meetings, phone, print, and email.
- Utilize data tools to achieve positive results more efficiently and effectively.
- Present University of Iowa information sessions to large and small groups of prospective undergraduate students and their families.
- Meet individually with prospective freshman and transfer students/families who visit the University of Iowa.
- Represent the University of Iowa at receptions and other public service programs and outreach events.
- Assist in planning and implementing on- and off-campus pre-enrollment programs for prospective students and parents from diverse backgrounds.

Iowa City is the required home office location.
• Advise prospective students about transfer options from a two-year or four-year institution in addition to the 2 Plus 2 options at Iowa community colleges.
• Communicate University policies, procedures, and credit evaluations.
• Counsel and advise prospective first year and transfer students in the selection of courses that will be applicable to graduation requirements; this includes general education requirements, major requirements, and electives.
• Prepare and maintain appropriate periodic and special program reports and surveys.
• Represent the interests of the University and of unit leadership in the use of resources to meet service and productivity demands within unit goals and budgets; strive to promote continual process and quality improvement.
• Seek opportunities to enhance professional knowledge, skills, and abilities.
• Serve on university committees as assigned.
• Other duties/projects as assigned, including assist in the development and implementation of special projects.

**Student Transition Services (PCD1):** Provide information and advice to new students and parents about University life to ease their transition to the University. Assist with planning and implementing the orientation program.
• Assist in the planning and execution of student transition programs as needed.
• Provide information and advice to new students and parents about University life to ease their transition to the University (advising, orientation, registration, housing, placement tests).

**Universal Competencies**

| Diversity, Equity and Inclusion | Proficiency Level: Basic
| --- | ---
| 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. |  |
| • Articulates the University’s commitment to diversity, equity and inclusion as it relates to their role at the university. |  |
| • 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. |  |
| • Demonstrates a willingness to examine one’s own biases, assumptions, and attitudes. |  |
| • Knows where to find diversity-related organizational policies, procedures, and resources. |  |

| Collaboration/Positive Impact | Proficiency Level: Basic
| --- | ---
| 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. |  |
| • Grasps the inevitability and challenges of change and adapts accordingly; utilizes learning opportunities to prepare for changing work, methods and work environment. |  |
| • Demonstrates civil and respectful behaviors valued within the organization. |  |
| • Provides and accepts ideas and suggestions in a constructive and helpful manner. |  |
| • Exhibits good teamwork is approachable, cooperative, and contributes to an overall positive and productive work/team environment. |  |

| Service Excellence/Customer Focus | Proficiency Level: Basic
| --- | ---
| 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. |  |
| • 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**

| Advising Knowledge | Proficiency Level: Basic
| --- | ---
| Knowledge of the major responsibilities, accountabilities, and organization of academic advising services. |  |
• Explains the role and contribution of advising to University mission.
• Identifies policies, laws, and procedures governing students and the tools and technology used in advising.
• Identifies the profile of the student body including ACT/SAT scores, class rank, geographic communities, gender, race, etc.
• Identifies the three major components of advising: informational, conceptual, and relational.

**Communicating for Effective Relationships**  
Proficiency Level: Working  
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.  
• Demonstrates an understanding of alternative points of view.  
• Explains issues in alternative ways to accommodate different listeners.  
• Demonstrates both empathy and assertiveness when communicating a need or defending a position  
• Employs appropriate methods of facilitating collaborative communication.  
• Works with others to address critical issues, resolves problems, and persuade or influence toward appropriate resolutions.

**Confidentiality**  
Proficiency Level: Working  
Knowledge of practices and policies governing disclosure of information about the organization, its business activities, and employees; ability to apply this knowledge appropriately to diverse situations.  
• Under guidance, deals with situations or information requiring confidentiality.  
• Identifies information within own function that cannot be disclosed.  
• Identifies locally relevant tools or instruments for managing confidential information.  
• Utilizes authorized disclosure levels and authorized personnel in own area.  
• Makes sure to know organization-wide policy, procedures, and internal experts on confidentiality.

**Data Analysis Tools**  
Proficiency Level: Basic  
Knowledge of and ability to utilize data analysis tools to sort through and analyze enterprise data in order to identify factors influencing business performance and to gain greater insight into trends within a business, industry and customer base.  
• Identifies the scope and features of data analysis tools.  
• Lists commonly used data analysis tools (e.g., WebFocus and Excel).  
• Documents the key uses and benefits of diverse data analysis tools.  
• Collects updated data analysis tools from industry publications.

**Decision Making and Critical Thinking**  
Proficiency Level: Basic  
Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions.  
• Identifies issues and communicates with others when a decision needs to be made.  
• Identifies decision makers in own environment.  
• Explains steps in an effective decision-making process.  
• Describes types of decisions for incumbent in own job or function.

**Effective Presentations**  
Proficiency Level: Working  
Knowledge of effective presentation tools and techniques; ability to present information to groups with the appropriate degree of formality.  
• Prepares and delivers formal presentations to small and friendly audiences.  
• Organizes key points and supporting information for a topic as appropriate for the audience.  
• Provides a suitable level of detail using appropriate terminology.  
• Anticipates and prepares for audience questions.  
• Uses feedback on own presentations to improve.

**Event Management**  
Proficiency Level: Working  
Knowledge of event management processes and activities; ability to plan, organize and execute events and to coordinate resources before, during and after an event.  
• Provides clients with event plans detailing themes, agendas, venues, etc.  
• Coordinates and arranges event resources including labor, equipment, sponsors, etc.  
• Provides a specific scope of service for a given event, including technical and logistics factors.  
• Schedules activities before and during events and communicates any changes in timelines.  
• Meets with sponsors and facility providers to communicate event plans and budgets.

**Effective Presentations**  
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- Organizes key points and supporting information for a topic as appropriate for the audience.
- Provides a suitable level of detail using appropriate terminology.
- Anticipates and prepares for audience questions.
- Uses feedback on own presentations to improve.

Facilitating Student Transition
Proficiency Level: Basic

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.

- Identifies the content and importance of activities designed to facilitate the transition of students from diverse backgrounds (e.g., social, economic, cultural, educational, etc.).
- Cites processes and procedures for the delivery of student transition services and programs.
- Defines resources and materials needed for a student transition services and programs.
- Describes various methods for delivering university programs and services that orient and prepare students for college level work and independent living.

Planning and Organizing
Proficiency Level: Working

Mobilizes both time and resources to get things done.

- Creates action plans that ensure the accomplishment of responsibilities.
- Breaks tasks into manageable steps that can be incorporated into a personal work plan.
- Surfaces potential bottlenecks or disruptions that could potentially get in the way of keeping a schedule.
- Monitors progress continuously and adjusts tactics for handling situations on a case-by-case basis.
- Escalates concerns over competing or conflicting priorities.

Student Admissions
Proficiency Level: Basic

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

- Identifies the roles and responsibilities of student admissions in the education system.
- Discusses major activities and processes involved in a student admissions system.
- Gathers criteria for selecting qualified students through a student admissions system.
- Defines resources and other input needed for student admissions operations.

Student Recruiting
Proficiency Level: Working

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

- Researches the prospective student market for a specific geographical or student profile.
- Initiates relationships with prospective students, high school guidance counselors and other appropriate constituency groups.
- Plans and organizes various campus recruiting events.
- Maintains systems for tracking and recording prospective student information.
- Assesses students' academic qualifications.

Position Qualifications

Education, Experience or Equivalency Required

- A bachelor’s degree or an equivalent combination of education and experience is required.

Competencies Required
Demonstrates a **basic proficiency** in:

- The ability to establish and build healthy working relationships and partnerships with people from diverse backgrounds within and external to own unit.
- The ability to manage multiple concurrent objectives, projects, groups, or activities, making effective judgments as to prioritizing and time allocation. Knowledge of and the ability to analyze data fully and accurately and reach productive decisions.
- Sound business ethics and consistently adheres to and promotes the values and principles in all business and personal transactions.
- The ability to work 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.
- Preparing and delivering presentations, both informal and formal, using organization, detail, question anticipation and utilizing feedback for improvement.

Demonstrates a **working proficiency** level in:

- Oral and written communications skills, including the ability to present information to large groups. Effectively and efficiently transmits, receives, interprets ideas, information, and needs through appropriate communication methods and behaviors.
- The knowledge and proficiency of commonly used office support software including Microsoft Outlook, Excel, and Word.

Also Required:

- Must be available to travel extensively. Overnight travel, evening, and weekend work.
- The ability to move boxes and materials up to 40 lbs.
- A valid driver’s license and the ability to meet the **University Driving Policy** requirements.

**Desired Qualifications**

- Master’s degree
- Experience (typically 6 months-1 year) in an administrative or program role.
- Experience within the past 5 years in admissions work, educational agency serving college bound populations, or student service programs (financial aid, student life, residence hall services, student organizations) is highly desired.
- Knowledge of the nature, goals and objectives, and operational aspects of a college or university.

*Advertising:* This position is anticipated to have a starting salary range of $39,732-$43,000. This position primarily works on location and work arrangement options will be discussed during interviews and hiring discussions.