**POSITION OVERVIEW**

**Department:** Office of the Provost, Office of Community Engagement  
**University Classification:** Program Coordinator  
**UI Job Code:** PAD1  
**Pay Level:** 4A  
**Job Function:** Administration (PA)  
**Job Family:** Program Administration  
**Working Title (if applicable):** Community Engagement Coordinator OR Community Engagement Manager  
**Title Guide:** Coordinator: generally, 1-3yrs experience; Manager: generally, 3+yrs experience and extensive proficiency in required qualifications  
**Position #:** 00262807  
**Percent of Time:** 100%  
**Type:** Ongoing, Regular P&S  
**Org/Dept/Sub-Dept #:** 02-0185-00000  
**Administrative Supervisor:** ☐ Yes ☒ No  

**This Position Reports to** (Name and Position #): Executive Director of Engagement, 00143419

**Compensation:** $45,000–$50,000 for Coordinator; $50,000-$54,000 for Manager. Commensurate with experience and education.

**POSITION SUMMARY**

The Community Engagement Coordinator in the Office of Community Engagement develops programming, policies and tools to enhance community engagement activities on campus and build community partnerships with organizations locally and across Iowa. The Coordinator will develop trainings, seminars and best practices for faculty and students to improve community-engaged learning and community-engaged research at the university while working directly with community partners to ensure development of mutually beneficial partnerships between the university and community organizations. In conjunction with the Executive Director of the Office of Community Engagement, the Community Engagement Coordinator will also help advance strategic initiatives that bolster community engagement at Iowa, including the Community Engaged Course (CEC) designation, the Graduate Engagement Corps (GEC) program, and the Engaged Faculty Institute (EFI), among others. The Coordinator will also collaborate with the Director of Arts Share and the Director of the Grant Wood Art Colony to advance arts and engagement at the University of Iowa. As the result of these efforts, the quality and quantity of community engaged teaching, learning and research will increase at the University of Iowa, and communities across the state will have stronger partnerships with the university.

**WHAT YOU DO**

**Operational and Financial Management (PAD1)**  
*Coordinate and/or administer the operational and/or financial activities associated with a program or service. Monitor status of projects. Analyze program data, develop reports, oversee activities. Monitor accounts/expenditures; reconcile statements. Advise management on budgetary needs or discrepancies. May generate income.*

- Develop workshops and seminars that provide training to faculty, staff and students concerning important topics and best practices in community engagement. Workshop topics may include:
  1. Teaching community-engaged learning courses
  2. Research and broader impacts: utilizing community engagement to meet broader impacts requirements for federal grants
  3. Community engagement and diversity
  4. Building community partnerships
- Coordinate and oversee, in partnership with the Executive Director, key office community engagement programs, including the Community Engaged Course (CEC) designation, the Engaged Faculty Institute (EFI) and the Graduate Engagement Corps (GEC).
- Create new community engagement programming to serve the strategic priorities of the University of Iowa and to meet the needs of campus and community partners.

**Strategic Planning (PAD1)**  
*Assist in the coordination/preparation of strategic plans in support of the program or service.*

- Contribute to the implementation of community engagement goals and strategies outlined in the University of Iowa’s new Strategic Plan through the execution of tactics focused on enhancing community-engaged teaching, learning and research.
• Develop programmatic goals and strategies for the Office of Community Engagement programs and collaborate with the Executive Director and other office staff on strategic goal setting for the Office of Community Engagement overall. Align these goals with the broader goals of the University of Iowa’s Strategic Plan.

Communication and Outreach (PAD1)
Counsel and provide liaison with appropriate individuals/agencies regarding program or service.
- Assist the Marketing and Communications Manager and Executive Director with communicating community engagement news, stories and information both internally and externally with audiences across campus and in the community.
- Conduct outreach to university colleges, departments and units about Office of Community Engagement programs and activities, and establish relationships with faculty, staff and students across campus
- Develop relationships with community partners, both locally and across Iowa, and work with the Executive Director to establish a campus-community advisory committee for engagement at Iowa.

Quality Improvement (PAD1)
Evaluate program/services. Analyze data for quality improvement initiatives.
- Prepare an assessment plan that establishes benchmarks for evaluating community-engaged teaching and learning and community-based research activities at the University of Iowa.
- Create assessment instruments to evaluate the impact of OCE workshops, trainings and programs on faculty, staff students and community partners.
- Assess and evaluate regularly OCE and University of Iowa engagement activities and help report this information to internal and external audiences, such as the Board of Regents.
- Develop resource guides for students regarding best practices for engagement and project management to support their community-based project work.
- Create additional standardized resources for faculty and staff involved in community-engaged teaching and community-engaged research that are available online and through in-person trainings and workshops.

HOW YOU DO YOUR JOB (see more about competencies and proficiency levels here)

Operational Functions - (Working Proficiency)
Knowledge of major functional processes and associated operating requirements; ability to apply this knowledge appropriately to diverse situations.

What this looks like:
- Carries out assigned responsibilities that contribute to dept's function within the organization.
- Seeks guidance when assigned goals seem in conflict with other departments or overall strategy.
- Works with awareness of own department key operating issues and its key players.
- Is open to guidance regarding impact of own department work on other units in organization.
- Seeks advice regarding relevant regulatory and reporting environments.

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

What this looks like:
- Contributes to short-term operational plans.
- Monitors progress of work against plan as required to meet objectives.
- Reports variances and makes agreed-upon corrections.
- Under guidance, develops tactical plan for own direct responsibility.
- Anticipates and adapts to plan changes.

Process Management - (Basic Proficiency)
Knowledge of business process improvement tools and techniques and ability to understand, monitor, update, or enhance existing business or work processes.

What this looks like:
- Explains differences between a process and a project.
- Describes key business processes in own area.
- Identifies process management initiatives in own area.
- Interprets process flow diagrams.

Promotion - (Working Proficiency)
Knowledge of organizational strategies and operations for promoting and publicizing products and services in the marketplace; ability to develop and implement these strategies and operations.

**What this looks like:**
- Collaborates with other departments (e.g., sales) when promoting a product or service.
- Participates in the development of promotional materials.
- Summarizes plans for the promotion of a specific product or service.
- Assists in researching local community events which create promotional opportunities.
- Coordinates day-to-day activities with a public relations agency.

**UNIVERSITY EXPECTATIONS** *(see definitions [here](#))*

**Collaboration/Positive Impact** - *(Working Proficiency)*

**What this looks like:**
- 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.

**Diversity, Equity and Inclusion** – *(Extensive Proficiency)*

**What this looks like:**
- 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.

**Service Excellence/Customer Service** – *(Working Proficiency)*

**What this looks like:**
- 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.

**POSITION QUALIFICATIONS**

**Required**
- Bachelor’s Degree or higher in relevant fields, including higher education administration, public policy, public affairs, nonprofit management, urban and regional planning,
- 1-3 years of experience in community engagement in a higher education institution, which may include teaching community-engaged courses, conducting community-based research, and/or working with college and university administration to advance community engagement.
- Effective communication skills, both written and oral.
- Detail oriented and ability to manage several ongoing projects.
- Ability to work independently.
- Proficiency in computer applications, including word processing, spreadsheet, database, and presentation/information sharing.

**Desired**
- Master’s Degree or higher in higher education administration, public policy, public affairs, nonprofit management, urban and regional planning.
- Experience working in communities to affect change.