



## University Information

**Org/College:** [Office of the Provost](#)

**Department:** [Pentacrest Museums](#)

**UI Job Code:** PEI1

**Pay Level:** [2A](#)

**Job Function:** Arts, Culture, & Entertainment

**Job Family:** [Education, Outreach and Public Programming](#)

**University Classification:** Programming and Outreach Educator

## Department Information

**Org/Dept/Sub-dept #:** 02-0152

**Position #:** 00224387

**Working Title** (if applicable): Visitor Services Coordinator

**This Position Reports to** (Title/Position #): Coordinator of Education and Engagement

**Position Has Administrative Supervision?** ☐ No ☒ Yes – Student Supervision

## Position Information

**Position Overview:** This position will hire, train, manage, and supervise student workers and volunteers in museum processes and procedures, determine availability, and schedule usage of those student workers and volunteers. This individual will monitor gallery spaces and schedule support staff for necessary maintenance. They will direct and schedule activities of docents as well as schedule programming, and event staff. Conducts tours and meets with classes. Implement and improve existing programs by helping to writing content for exhibitions, educational programs, and tours. May develop and implement new creative and educational programs. Support research and choose speakers, performers, and other programming options. Collect and analyze supporting information. Analyzes feedback, resolve and make recommendations. Participate in strategic planning for program. Responds to information requests and responds to and schedules requests for tours and/or anticipate issues for patrons with special needs. Resolve patron issues. Research and respond to public inquiries. Determine customer needs and make informed recommendations to them.

Working days are Tuesday-Saturday with occasional evenings and weekends are required. This position is 50% time.

**Salary:** \$19,000- \$20,400

**Campus Location:** Pentacrest Museum

**Work Modality:** On Campus

**Percent Time:** 50%

## What You Do: (Key Areas of Responsibility)

### Visitor Relations (PEI1):

*Implement policies. Maintain positive visitor relationships.*

### Visitor Service Operations

- Respond to public inquiries. Respond to special requests and issues from patrons with special needs.
- Schedule tours and programs.
- Follows security and management guidelines and practices.
- Ensure policies for public areas are followed.
- Follows defined procedures to document routine information. Creates, stores, retrieves, and archives electronic documents. Identifies relevant established standards, policies and practices.

	<ul style="list-style-type: none"> <li>• Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.</li> <li>• May serve on relevant committees, attends meeting (internal and external), attends career building training and conferences, to build relationships with partner organizations.</li> </ul> <p><u>Visitor Relations</u></p> <ul style="list-style-type: none"> <li>• Provides excellent service.</li> <li>• Manages customer expectations and takes responsibility for customer service excellence. Resolves minor patron issues. Listens to feedback without defensiveness and uses it to enhance communication effectiveness.</li> <li>• Communicates understandably; uses appropriate words, grammar and mannerisms in all mediums.</li> <li>• Seeks feedback on communication style and effectiveness.</li> </ul> <p><u>Visitor Services Staffing</u></p> <ul style="list-style-type: none"> <li>• Hire, train, manage, and supervise student workers and volunteers.</li> <li>• Direct and schedule activities of docent, programming, and event staff.</li> <li>• Coordinates and manages staff and resource allocation to improve service and cost effectiveness.</li> <li>• Supervise and schedule docents for Events at both MNH &amp; OC.</li> <li>• Monitor gallery spaces and schedule support staff.</li> </ul> <p><u>Performance Management</u></p> <ul style="list-style-type: none"> <li>• Makes sure performance goals, checkpoints, and feedback focus on behaviors.</li> <li>• Uses formal and informal rewards and recognition programs for employees.</li> <li>• Identifies opportunities to enhance performance, e.g., practice assignments, training, shadowing.</li> <li>• Provides documentation of formal performance review conducted by manager.</li> <li>• Observes individual performance and provides fair and objective feedback.</li> </ul> <p><u>Document Management</u></p> <ul style="list-style-type: none"> <li>• Describes the basic concepts of document management.</li> <li>• Identifies major document management categories and functions.</li> <li>• Describes key benefits of locally installed document management systems.</li> <li>• Describes existing and planned applications for electronic document management.</li> </ul>
<p><b>Program Development (PE1):</b>  <i>Disseminate program information. Schedule tours and programs. Receive program feedback, disseminate, and assist with analysis. May gather information for reports and grant proposals. Support daily operations of projects. Collaborate with partners to produce effective programs.</i></p>	<ul style="list-style-type: none"> <li>• Disseminate program information.</li> <li>• Receive program feedback, disseminate and assist with analysis.</li> <li>• May gather information for reports and grant proposals. Support daily operations of projects.</li> <li>• Collaborate with partners to produce effective programs.</li> </ul>

<b>Communication and External Relations (PEI1):</b> <i>Communicate and assist with donor and patron relations as directed.</i>	<ul style="list-style-type: none"> <li>• Describes the roles and responsibilities in a collaborative working relationship.</li> <li>• Monitors satisfaction levels on a regular basis.</li> <li>• Alerts own team to problems in satisfaction.</li> <li>• Ensures prompt and effective response to requests and interactions from "customers".</li> <li>• Works with "customers" to address critical issues and resolve major problems.</li> </ul>
<b>Education, Outreach, and Exhibition (PEI1):</b> <i>Implement ongoing programming and activities. Give tours and outreach presentations as assigned. Research and respond to public inquiries. May research program options and make suggestions.</i>	<p><u>Education and Outreach</u></p> <ul style="list-style-type: none"> <li>• Identifies principles and systems for educational/instructional program management.</li> <li>• Describes factors for consideration in educational/instructional program management.</li> <li>• Lists key issues, concerns and operational risks of educational/instructional program management.</li> <li>• Highlights the processes and main activities associated with educational/instructional program management.</li> </ul> <p><u>Academic Classes and Academic Research</u></p> <ul style="list-style-type: none"> <li>• Basic knowledge and identification of key activities and functions of academic research.</li> <li>• Ability to describe different approaches and methodologies used in academic research.</li> <li>• Indicates the rationale for applying academic research in a given academic discipline.</li> <li>• Identifies key sources of information for basic academic research.</li> </ul>
<b>Administration, Finance and HR (PEI1):</b> <i>Responsible for administrative management of public programs.</i>	<p><u>Administration</u></p> <ul style="list-style-type: none"> <li>• Contributes to short-term operational plans.</li> <li>• Monitors progress of work against plan as required meeting objectives.</li> <li>• Reports variances and makes agreed-upon corrections. Under guidance, develops tactical plan for own direct responsibility.</li> <li>• Adapts to plan changes.</li> <li>• Collects information on the basic concepts and activities of managing existing contracts.</li> <li>• Describes the responsibilities of the contracts administration function.</li> <li>• Identifies and interprets regular contracts administration reports.</li> <li>• Documents organizational protocols, standards, and procedures for contracts management and administration.</li> </ul> <p><u>Finance</u></p> <ul style="list-style-type: none"> <li>• Explains the various purposes and uses of budgets.</li> <li>• Summarizes the budgeting process cycle, necessary inputs and reporting requirements.</li> <li>• Lists essential elements of a budget.</li> <li>• Describes major budget items in own organization in general terms.</li> </ul>

## Universal Competencies

<b>Collaboration/Positive Impact:</b> <i>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.</i>	<p>Proficiency Level: BASIC</p> <ul style="list-style-type: none"> <li>• Grasps the inevitability and challenges of change and adapts; accordingly, utilizes learning opportunities to prepare for changing work, methods and work environment.</li> <li>• Demonstrates civil and respectful behaviors valued within the organization.</li> <li>• Provides and accepts ideas and suggestions in a constructive and helpful manner.</li> </ul>
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	<ul style="list-style-type: none"> <li>Exhibits good teamwork is approachable, cooperative, and contributes to an overall positive and productive work/team environment.</li> </ul>
<b>Service Excellence/Customer Focus:</b> <i>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.</i>	Proficiency Level: WORKING <ul style="list-style-type: none"> <li>Consistently provides excellent service.</li> <li>Manages customer expectations and takes responsibility to enhance service excellence.</li> <li>Communicates understandably; uses appropriate words, grammar, and mannerisms in all mediums.</li> <li>Seeks feedback on communication style and effectiveness.</li> </ul>
<b>Welcoming and Respectful Environment:</b> <i>Ability to foster a welcoming and respectful workplace environment while recognizing personal differences. Ability to work with a variety of individuals and groups in a constructive and respectful manner.</i>	Proficiency Level: BASIC <ul style="list-style-type: none"> <li>Understands the University's commitment to creating a workplace environment where people of all backgrounds and perspectives feel welcomed and appreciated, and how that commitment relates to one's role at the university.</li> <li>Knows where to find organizational policies, procedures, and resources related to respectful behavior and free expression.</li> </ul>
<p>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 <a href="#">University Operations Manual</a></p>	
<b>How You Do Your Job:</b> (learn about competencies and proficiency levels <a href="#">here</a> )	
<b>Collections Content and Inventory Management:</b> <i>Knowledge of processes and procedures for maintaining and preserving relevant and up-to-date collections for the intended educational, research and/or donor, etc., services.</i>	Proficiency Level: BASIC <ul style="list-style-type: none"> <li>Lists major categories and types of resources maintained.</li> <li>Cites examples of patrons or clients and their needs.</li> <li>Collects objects and information on their provenance.</li> <li>Identifies process and tools for evaluating and selecting new objects.</li> </ul>
<b>Educational/Instructional Program Management:</b> <i>Knowledge of and ability to manage educational/instructional programs, including research projects, extra-curricular activities, and/or academic planning.</i>	Proficiency Level: BASIC <ul style="list-style-type: none"> <li>Identifies principles and systems for educational/instructional program management.</li> <li>Describes factors for consideration in educational/instructional program management.</li> <li>Lists key issues, concerns, and operational risks of educational/instructional program management.</li> <li>Highlights the processes and main activities associated with educational/instructional program management.</li> </ul>

<b>Performance Management:</b> <i>Ability to apply organization's performance management system, practices, and tools to developing and improving individual, team, and organizational performance.</i>	Proficiency Level: WORKING <ul style="list-style-type: none"> <li>• Makes sure performance goals, checkpoints, and feedback focus on behaviors.</li> <li>• Uses formal and informal rewards and recognition programs for employees.</li> <li>• Identifies opportunities to enhance performance, e.g., practice assignments, training, shadowing.</li> <li>• Provides documented input to formal performance review conducted by manager.</li> <li>• Observes individual performance and provides fair and objective feedback.</li> </ul>
<b>Planning: Tactical, Strategic:</b> <i>Ability to contribute to operational (short term), tactical (1-2 years) and strategic (3-5 years) planning in support of the overall business plan.</i>	Proficiency Level: WORKING <ul style="list-style-type: none"> <li>• Contributes to short-term operational plans.</li> <li>• Monitors progress of work against plan as required to meet objectives.</li> <li>• Reports variances and makes agreed-upon corrections.</li> <li>• Under guidance, develops tactical plan for own direct responsibility.</li> <li>• Anticipates and adapts to plan changes.</li> </ul>
<b>Relationship Management:</b> <i>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.</i>	Proficiency Level: WORKING <ul style="list-style-type: none"> <li>• Describes the roles and responsibilities in a collaborative working relationship.</li> <li>• Monitors satisfaction levels on a regular basis.</li> <li>• Alerts own team to problems in satisfaction.</li> <li>• Ensures prompt and effective response to requests and interactions from "customers".</li> <li>• Works with "customers" to address critical issues and resolve major problems.</li> </ul>
<b>Position Qualifications:</b> <i>(for recruiting purposes only, fill when replacing position)</i>	
<b>Education (or equivalency) Required</b>	<ul style="list-style-type: none"> <li>• Bachelor's degree in History, Anthropology, Art/Art History, Biology, Education, Museum Studies or equivalent combination of education and experience.</li> </ul>
<b>Experience Required</b>	<ul style="list-style-type: none"> <li>• Demonstrated ability to manage scheduling, training, and supervision of professional and student staff</li> <li>• Professional experience working directly with the public.</li> <li>• Professional experience supervising personnel.</li> <li>• Must have a valid U.S. driving license and be able to meet the University of <a href="#">Iowa's Fleet Safety requirements</a></li> </ul>
<b>Competencies Required</b>	Demonstrates a <a href="#">working</a> proficiency level in: <ul style="list-style-type: none"> <li>• Proficiency with computer software applications.</li> <li>• Excellent written and oral communication skills.</li> <li>• Demonstrated ability to work collaboratively as part of a team.</li> </ul>
<b>Desirable Qualifications</b>	<ul style="list-style-type: none"> <li>• Museum Studies course work or certificate.</li> <li>• 2 or more years working directly with the public.</li> <li>• Experience with museum visitor services operations.</li> <li>• Experience managing museum docent staff.</li> <li>• Some knowledge of developing museum public programming.</li> <li>• Some knowledge of University policies, procedures, and regulations.</li> </ul>

