



University Information

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

Department: [Student Disability Services](#)

UI Job Code: PCE1

Pay Level: [3A](#)

Job Function: Academic Support

Job Family: [Educational Support Services](#)

University Classification: Educational Support Services Associate

Department Information

Org/Dept/Sub-dept #: 02-0171

Position #: 00111424

Working Title (if applicable): **Access Consultant, Student Disability Services**

This Position Reports to (Title/Position #): Michael Venzon

Position Has Administrative Supervision? ☒ No ☐ Yes

Position Information

Position Overview: To provide one-on-one developmental assistance to college students by facilitating academic accommodations for UI college students with a range of disabilities. Represent the office as needed at both on-campus and off-campus events, including for recruitment at college fairs. Communicate with faculty, administrators, and university staff about eligibility for services and reasonable accommodations for students with disabilities.

Salary: \$46,000 to commensurate

Campus Location: UCC

Work Modality: Hybrid

Percent Time: 100%

What You Do: (Key Areas of Responsibility)

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students (PCE1): Participate, assist with and/or facilitate a broad-range of programs and services focused on specific student populations that support the educational experience and retention of current or prospective students. Assist with monitoring the academic, career and personal goals/needs of a student and provide individual guidance and assistance. Collect data regarding student participation and satisfaction. Maintain student records/activities database. Track

- Facilitate the implementation of academic accommodations.
- Facilitate the solution of accommodation-related problems.
- Orient students to the academic accommodation process.
- Be able to describe academic accommodations and suggest specific accommodations based on an individual's disability and the impact that has on their ability to complete academic tasks.
- Be able to discuss how academic accommodations work at the University of Iowa with prospective students and their families.
- Provide outreach regarding a variety of disability related topics on campus and in the community.
- Be able to support students in their broader academic activities
- Be able to assist students in problem solving in a variety of areas of concerns.
- Maintain information on students registered with SDS on various databases in a timely manner, including case notes, intake notes, accommodation meeting notes, phone calls, email contacts, etc.
- Communicate with faculty, administrators, and university staff about eligibility for services and reasonable accommodations for students with disabilities.

specific data and maintain reports on outcomes of programs and services. Facilitate the implementation of accommodation requests.	<ul style="list-style-type: none"> Assist in orienting students to the university and SDS through participation in prospective student/parent interviews, new student orientation, intake interviews, and other activities with new students registering with SDS. Assist with other SDS Services as requested. Knowledge of university and community referral resources. Awareness of the developmental process that students go through during college. Assists with Exam Services, Deaf and Hard of Hearing Services, and Media Services.
Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include on-campus Units and External Agencies (Local, State, National and International) (PCE1): <i>Participate and assist in the coordination of projects and events to build relationships with partners. Gain understanding of relationships between and among partners. Develop and deliver presentations describing initiatives and services.</i>	<ul style="list-style-type: none"> Develop and maintain positive working relationships with instructional faculty. Develop and maintain positive working relationships with SDS professional staff and student workers. Represent SDS through campus committee/organization involvement, workshops, and presentations to the university community and beyond. Maintain liaison relationships with multiple constituents.

Universal Competencies

Universal Competencies are those that apply to all university jobs, support our mission, and are consistent with our core values. For detailed descriptions and proficiency levels, visit the [Universal Competencies page](#).

Once hired, competencies are a part of the performance review process. To access the competencies for your job classification, visit the [Reviewing Competencies page](#).

How You Do Your Job: (learn about competencies and proficiency levels [here](#))

Decision Making and Critical Thinking: <i>Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions.</i>	Proficiency Level: BASIC <ul style="list-style-type: none"> 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.
Relationship Management: <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: BASIC <ul style="list-style-type: none"> Describes the nature of a productive working relationship. Explains some of the benefits of building collaborative partnerships. Identifies key working relationships in own area. Provides examples of the characteristics of effective collaborative work relationships.

Resource Management: <i>Plans, mobilizes and distributes resources to fulfill business objectives and plans.</i>	Proficiency Level: BASIC <ul style="list-style-type: none"> Identifies the key resources at hand to fulfill own responsibilities. Demonstrates the ability to apportion resources to different components of a task. Applies the concept of sustainability to conserve and reuse resources where possible. Seeks help to obtain additional resources when necessary.
Specific Function: <i>Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.</i>	Proficiency Level: BASIC <ul style="list-style-type: none"> Explains the role and contribution of the specific function in general terms. Identifies major tasks and responsibilities of functional staff. Identifies basic tools used by professionals in that function. Explains the role of technology in the function.
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 Policy Manual	
Position Qualifications: <i>(for recruiting purposes only, fill when replacing position)</i>	
Education (or equivalency) Required	<ul style="list-style-type: none"> Bachelor's degree or combination of education and related experience.
Experience Required	<ul style="list-style-type: none"> Experience (typically 6mo-1yr) working one-on-one with college students in a developmental role; advising, counseling or mentoring.
Competencies Required	<ul style="list-style-type: none"> Demonstrates a BASIC proficiency level in: <ul style="list-style-type: none"> Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately, and reach productive decisions Establishing and building healthy working relationships. Work experience with standard office computer applications. Ability to work with a variety of individuals and groups in a constructive and civil manner while appreciating the unique contribution of individuals.
Desirable Qualifications	<ul style="list-style-type: none"> Master's degree in Higher Education, Rehabilitation Counseling, Psychology or related field. Basic knowledge and ability to develop and facilitate presentations. Experience working in higher education with college students of all levels regarding academic, social, behavioral and personal issues in order to promote their academic, behavioral, personal and social growth and development. Familiarity and interest in understanding assistive technology (Assistive Listening Devices/etc.).