Position Specific Summary
Assist the Executive Director in leading the development, implementation, administration, and activities of the Center for Diversity & Enrichment (CDE). CDE provides precollege student development, assists with facilitating the enrollment process, and provides programs and activities that support the ability of underserved students to increase their skills to thrive and succeed at the University of Iowa. This position is responsible for providing input and assisting the Executive Director in ensuring data retention and submission of annual reports; overseeing CDE programs; participating and/or chairing assigned committees; communicating with and doing presentations for program sponsors; developing and maintaining program budgets; supervising professional staff, as well as temporary and student employees; maintaining professional relationships with administration, faculty, community, and students; building and maintaining professional relationships, as well as collaborating, with key areas on campus in order to promote and advance the student experience at the University of Iowa; promote healthy relations to enhance the team environment with Center for Diversity & Enrichment, and other departments on campus.

There is an expectation that the person in this position will maintain effective, civil, and respectful working relationships with the University of Iowa campus community and uphold a high standard of cultural competency and respect for difference that represents the Center for Diversity & Enrichment's commitment to diversity, equity, and inclusion.

Occasional evening and weekend activities during the academic and summer components are required.

Key Areas of Responsibilities and Specific Job Tasks

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students – Oversee the successful implementation of programs or services that support the educational experience and retention of current or prospective students. Manage the administrative and operational functions of the programs and services offered. Ensure appropriate assessment and evaluation of programs and services. Develop and/or design new programs and services, including curriculum development, delivery and assessment, as need arises. Provide reports and recommendations to assist in assessing alignment with strategic goals. Oversee student one-on-one meetings and meet individually with students as assigned.

Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include on-campus Units and External Agencies (Local, State, National and International) - Provide leadership in design and marketing of programs and events. Develop and maintain networks of professional colleagues and external partners. Articulate initiatives and services to address strategic goals.
Administrative (HR, Budget), Supervision and Training - Develop budgets; review and recommend budget allocations, review and approve operational expenditures. May be responsible for writing grant applications to secure funding for program, project or service. Develop, implement, evaluate and recommend new training programs and services. Will provide administrative supervision for professional staff and student employees. Responsible for hiring, onboarding, and developing, and managing the performance of staff, following the guidance of UI policies and procedures.

Universal Competencies and proficiency level:

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<th>Collaboration and Embracing Diversity (Extensive)</th>
<th>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.</th>
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| • Establishes and maintains positive and productive working relationships within and outside of own area and background. | • Identifies and resolves disagreements/conflicts in early stages.  
| • Promotes a safe, equitable, respectful environment in which concerns can be addressed effectively. | • Recommends changes to work practices and policies to promote transparency and approachability. |

Positive Impact/Achieving Results (Extensive)
Ability to utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs. Able to demonstrate ethical behavior in diverse situations while producing results.

| • Ensures time, resources, energy, learning opportunities, and actions are focused on priorities that matter to the changing workplace. | • Creates a team environment of accountability and commitment for reaching goals and desired results; ensures team is developed to address future needs.  
| • Ensures compliance with codes of ethics that benefit the overall good of all constituents. | • Demonstrates and communicates a big picture understanding of the organization, its interrelationships, and priorities. |

Service Excellence/Customer Focus (Extensive)
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. |

Job Family Technical Competencies and proficiency level:

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<th>Academic Assessment (Extensive)</th>
<th>Knowledge of academic assessment methods and activities; Ability to assess research and instructional programs and review students’ learning outcomes to ensure achievement of academic objectives and strategies.</th>
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| • Develops and implements a comprehensive assessment program to achieve desired academic results. | • Trains others on designing appropriate assessment indicators for a specific academic program.  
| • Prioritizes various academic assessment activities according to the progress of an academic assessment project. |
### The University of Iowa

- Compares and contrasts the effectiveness of a variety of academic assessment methods and approaches.
- Incorporates external academic institutions' assessment standards into internal assessment practices.
- Evaluates the results of academic assessments and recommends solutions for improving student learning outcomes.

#### Budgeting (Extensive)

Knowledge of, and ability to apply, policies and practices for planning and administering a budget.
- Develops and manages large and important budgets.
- Uses organization's preferred budgeting software tools.
- Compares planned budgets vs. actual expenditures, identifies, reports, and explains variances.
- Works with business managers to create appropriate budget amounts.
- Participates in developing budget adjustment procedures and practices.
- Evaluates past business decisions and associated budgetary considerations and impact.

#### Educational/Instructional Program Management (Extensive)

Knowledge of national and state codes for educational professional ethics; ability to demonstrate ethical behavior in diverse situations and comply with regulations.
- Monitors the educational/instructional program management process and ensures correct standards and policies are appropriately implemented.
- Manages available resources for educational/instructional programs including faculty, staff, etc.
- Assigns educational/instructional programs and evaluates program content, objectives and operating strategies.
- Develops institutional partnerships with schools and other organizations to augment the development of education programs.
- Reviews the academic achievements of different educational programs and determines the most valuable programs for the institution.
- Advises on the benefits and drawbacks of inter-institutional agreements for the educational program.

#### Performance Management (Extensive)

Ability to apply organization's performance management system, practices, and tools to developing and improving individual, team, and organizational performance.
- Gives continuing feedback, recognizes achievement, and recommends improvement.
- Adjusts and communicates performance objectives as necessary for team objectives.
- Defines and agrees upon performance goals and objectives with associates.
- Identifies performance problem areas early on and defines specific improvement activities.
- Participates in the salary planning and administration process.
- Publicly shares accolades and recognizes and rewards top performers.

#### Planning: Tactical, Strategic (Extensive)

Ability to contribute to operational (short term), tactical (1-2 years) and strategic (3-5 years) planning in support of the overall business plan.
- Develops, refines, and communicates tactical plans for own responsibilities.
- Plans for allocation of resources in line with unit goals, technical and business objectives.
- Provides the right level of detail as input for strategic plan development.
- Demonstrates the value and necessity of linking tactical plans to overall strategic plan.
- Ensures the planning process is integrated with the overall business plan.
- Ensures attention to the detail and dependencies of existing departmental-level plans.

#### Student Counseling (Extensive)

Knowledge of and ability to counsel students of all levels regarding academic, social, behavioral and personal issues in order to promote their academic, behavioral, personal and social growth and development.
- Develops and implements a series of individual or group counseling programs in various areas.
- Coaches others on complex counseling interventions or treatment methods in different settings.
• Evaluates the effectiveness of student counseling programs through professional group discussions and working sessions.
• Coordinates with other student counselors to develop standard counseling processes and programs.
• Establishes personal and developmental goals for students who attend counseling.
• Recommends therapeutic programs and treatment plans for psychological services and crisis interventions.

### Position Qualifications

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<th>Education or Equivalency Required</th>
<th>Master’s degree or equivalent combination of education and experience.</th>
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| Required Qualifications           | • Typically 1-3 years of experience effectively serving students with disabilities, U.S. ethnic minority, first generation, LGBTQ, military/veteran, and/or low-income students in a higher education student support setting, or experience in counseling or advising, college/university students from these same populations;  
• Experience directly supervising and developing professional staff;  
• Excellent presentation and communication skills;  
• Experience developing and managing programs aimed at ensuring success of college/university students.  
• Demonstrated understanding of the application of policies and practices for planning and administering a budget.  
• Demonstrated experience maintaining confidentiality and applying ethical behavior in diverse situations.  
• Demonstrated knowledge of effective contribution to operational (short term), tactical (1-2 years) and strategic (3-5 years) planning in support of the overall business plan.  
• Demonstrated knowledge of effectively counseling students of all levels regarding academic, social, behavioral and personal issues in order to promote their academic, behavioral, personal and social growth and development. |
| Desirable Qualifications          | • Experience with both verbal and written communications with Spanish speaking constituents  
• Knowledge of assessment and evaluation methods;  
• Knowledge of policies, procedures, regulations, and programming pertaining to college/university admissions, scholarships, financial aid, student services, alumni affairs, university relations and media, campus facilities, university community, advising and academic/collegiate degree programs. |