

Utah Valley University Job Summary	
Position #: A99211	Title: CTE Outreach Coordinator
Pay Grade: 17	
Position Summary: Describe below the primary purpose and function of this position.	
<p>Under the direction of the CTE Director, the CTE Outreach Coordinator position will develop outreach efforts to assist in increasing access, retention and completion rates in CTE programs for special population students and students in non-traditional CTE fields. This position will partner with University DEI (Diversity, Equity, and Inclusion) initiatives. This position is assigned to help develop programs, events and services that facilitate the personal, social, academic and cultural well-being and success of students from underrepresented groups.</p> <p>Data and Reporting: Analyzes and uses relevant data related to reaching special populations, and students entering non-traditional careers. This position will create evaluation reports on goals, expected outcomes and measurement of CTE enrollments and completions, as well as, DEI and non-traditional student efforts.</p> <p>Special Population and Non-Traditional Programming and Planning Uses data on special populations to collaborate with CTE Director and other key stakeholders to develop outreach strategies, including programs and activities that lower barriers and provide equal access for special population students so they can meet or exceed state levels of performance in retention and completion, and prepare them for high-skill, high-wage, or high-demand occupations. Partners with relevant stakeholders, including UVU departments and staff/faculty across campus to support diversity and inclusion initiatives and related interventions. Supports the CTE team to develop, plan, and execute conferences, presentations, and events related to supporting and encouraging enrollment in CTE programs and having students choose non-traditional careers. Provides data on participation and outcomes to evaluate success of interventions.</p> <p>CTE Communication Strategy Partners closely with the COED marketing team and CTE Director to develop marketing strategy to support outreach for CTE and Special Populations, which includes social media campaigns and printed materials. This position will write and edit CTE informational copy, including brochures, newsletters, flyers, web site content and other materials as relevant and needed. In addition, they will communicate with multiple constituencies including faculty, staff, and students, affinity groups, advisory boards and community members to coordinate outreach efforts and establish meaningful connections within the DEI community and influencing students to choose non-traditional careers.</p> <p>Workforce Grant Initiative and Meeting Support Supports all grant initiatives, in compliance with federal rules and regulations as required. Attends meetings, retreats, committees, conferences and activities to provide outreach, recommendations, support and other job-related duties as assigned.</p>	
Key Roles & Responsibilities: List up to 6 key roles and responsibilities of this position. Include the percent of time for each. <i>Must total 100%, nothing smaller than 10%, or greater than 40%</i>	% Time

<p>Data and Reporting: Analyzes and uses relevant data related to reaching special populations, and students entering non-traditional careers. This position will create evaluation reports on goals, expected outcomes and measurement of CTE enrollments and completions, as well as, DEI and non-traditional student efforts.</p>	20%
<p>Special Population and Non-Traditional Programming and Planning Uses data on special populations to collaborate with CTE Director and other key stakeholders to develop outreach strategies, including programs and activities that lower barriers and provide equal access for special population students so they can meet or exceed state levels of performance in retention and completion, and prepare them for high-skill, high-wage, or high-demand occupations. Partners with relevant stakeholders, including UVU departments and staff/faculty across campus to support diversity and inclusion initiatives and related interventions. Supports the CTE team to develop, plan, and execute conferences, presentations, and events related to supporting and encouraging enrollment in CTE programs and having students choose non-traditional careers. Provides data on participation and outcomes to evaluate success of interventions.</p>	50%
<p>CTE Communication Strategy Partners closely with the COED marketing team and CTE Director to develop marketing strategy to support outreach for CTE and Special Populations, which includes social media campaigns and printed materials. This position will write and edit CTE informational copy, including brochures, newsletters, flyers, web site content and other materials as relevant and needed. In addition, they will communicate with multiple constituencies including faculty, staff, and students, affinity groups, advisory boards and community members to coordinate outreach efforts and establish meaningful connections within the DEI community and influencing students to choose non-traditional careers.</p>	20%
<p>Workforce Grant Initiative and Meeting Support Supports all grant initiatives, in compliance with federal rules and regulations as required. Attends meetings, retreats, committees, conferences and activities to provide outreach, recommendations, support and other job-related duties as assigned.</p>	10%
<p>Total</p>	100%
<p>Knowledge, Skills, & Abilities: Describe the knowledge, Skills, and the Abilities this position needs to possess to fulfill the requirements of the job successfully.</p>	
<ul style="list-style-type: none"> • Experience working with underrepresented populations and non-traditional students. • Strong written and verbal communication skills, including presentation skills. • Strong editing skills. • Ability to gather data, analyze information, and prepare reports. • Ability to manage several diverse projects simultaneously while meeting deadlines. • Ability to use electronic content-management tools. • Ability to work collaboratively with supervisor and colleagues to implement the division's strategic plan, goals, and innovations. 	

<ul style="list-style-type: none"> • Ability to work with students, faculty, staff and the public to achieve goals. • Ability to work with minimum supervision. • Knowledge of grant management. • Knowledge and experience regarding student success initiatives. • Knowledge and experience working with multimedia, specifically electronic media. 	
<p>Discretion and Independent Judgment on Matter of Significance: The term “matters of significance” refers to the level of importance or consequence of the work performed. An employee does not exercise discretion and independent judgment with respect to matters of significance merely because the employer will experience financial losses if the employee fails to perform the job properly. Similarly, an employee who operates very expensive equipment does not exercise discretion and independent judgment with respect to matters of significance merely because improper performance of the employee’s duties may cause serious financial loss to the employer.</p> <ul style="list-style-type: none"> • Discretion and independent judgment does not mean following prescribed procedures, determining which of several procedures to follow, or determining whether specified standards have been satisfied, even if there is some leeway in reaching a conclusion. 	
<p>Does the employee have authority to formulate, affect, interpret, or implement management policies or operating practices? <i>No</i></p> <p>Does the employee have the authority to hire and terminate an employee? <i>No</i></p> <p>Does the employee perform work that affects operations to a substantial degree, even if the employee’s assignments are related to operation of a particular segment of the University? <i>No</i></p> <p>Does the employee have authority to commit the employer in matters that have significant financial impact?<i>No</i></p> <p>Does the employee have authority to waive or deviate from established policies and procedures without prior approval? <i>No</i></p> <p>Does the employee have authority to negotiate and bind the company on significant matters? <i>No</i></p> <p>Does the employee provide professional/consultation advice to management? <i>No</i></p> <p>Does the employee participate in planning long or short term business objectives? <i>No</i></p> <p>Does the employee investigate and resolve matters of significance on behalf of management? <i>No</i></p> <ul style="list-style-type: none"> • Does the employee represent the company in handling complaints, arbitrating disputes, or resolving grievances? <i>No</i> 	
<ul style="list-style-type: none"> • Financial Accountability: Indicate if the position oversees or participates in the creation of a budget using the “Yes” or “No” boxes. If “Yes” indicate whether the position Monitors, Analyzes, or Administers the budget. If “No” proceed to “Qualifications”. 	
<p>Yes <input type="checkbox"/> (If Yes-enter budget size) No <input checked="" type="checkbox"/> Size of Budget:</p> <p><input type="checkbox"/> Monitors. To monitor a budget means to watch and check the budget for a specific purpose, such as to prepare necessary documentation for supervisory review/approval, tabulate budgetary data, calculate figures, and check for accuracy.</p> <p><input type="checkbox"/> Analyzes. To analyze a budget means to separate the budget into elements and critically examine it to arrive at a conclusion or recommendation; critically review budgetary data, verify figures, and develop budget proposals; recommend allocation of dollars to programs services or departments; and study all the factors in order to determine a financial solution or outcome.</p> <p><input type="checkbox"/> Administers. To administer a budget means to have “total control” of the budget such as formulating, requesting, securing, monitoring, verifying, analyzing (or delegating any of these responsibilities), ensuring full compliance with all institutional budget rules and regulations via your signature authority.</p>	
<p>Competencies: Competencies are identified behaviors, knowledge, skills, and abilities that directly and positively impact the success of employee and organizations. Select all that applies to the position. To view definition click on link: .. Competency Chart Competencies and Descriptions.docx</p>	

<input checked="" type="checkbox"/> Ability to Conceptualize <input checked="" type="checkbox"/> Accountability <input checked="" type="checkbox"/> Adaptability <input checked="" type="checkbox"/> Balance Decision-making <input checked="" type="checkbox"/> Builds Partnerships <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Effective Communication <input checked="" type="checkbox"/> Facilitates Change <input checked="" type="checkbox"/> Gains Commitment <input checked="" type="checkbox"/> Impact <input checked="" type="checkbox"/> Individual Versatility	<input checked="" type="checkbox"/> Integrity <input checked="" type="checkbox"/> Job Knowledge <input checked="" type="checkbox"/> Manages Conflict <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Productive Work Habits <input checked="" type="checkbox"/> Quality Focus <input checked="" type="checkbox"/> Service Oriented <input checked="" type="checkbox"/> Teamwork/Cooperation <input checked="" type="checkbox"/> Technical/Professional Knowledge <input checked="" type="checkbox"/> Works with Passion	
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Qualifications: Provide the minimum qualifications needed to perform the key roles and responsibilities. Qualifications include education, experience and any licenses and certifications required. Select one of the following below:

Graduation from an accredited institution with a BS degree in Communications or Public Relations or a related field and 2 yrs. experience OR any combination of education and experience totaling 6 years.

Does this position require a professional license or certificate? Yes No

List the required licensure or certification:

Physical Demands: Indicate how much on-the-job time is spent on the following C= Continuously, 2/3 of the time, F= Frequently, 1/3 -2/3 of the time; O= Occasionally up to 1/3 of the time; R= Rarely, less than one hour a week.

Field	Description
Occasionally	Climbing, ascending or descending from a ladder, stairs scaffolding, etc.
Frequently	Bending or stooping; bending downward and forward by bending spine at waist or by bending leg/spine.
Frequently	Twisting; turning the upper body while maintaining a stationary at lower body position.
Occasionally	Kneeling; bending at the knee to come to a rest on knee or knees
Occasionally	Crawling; moving about on hands and knees or hand and feet.
Continuously	Reaching; extending hand(s) and arm(s) overhead, lower or horizontally of the body.
Continuously	Standing; particularly for extending periods of time.
Continuously	Sitting; particularly for extending periods of time.
Frequently	Walking; moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. Excludes walking to/from work area or cafeteria, etc.
Frequently	Lifting; raising objects from a lower to a higher position or moving objects horizontally from position-to-position. Identify amount of weight regularly lifted: <input type="checkbox"/> up to 10 pounds <input type="checkbox"/> 10 – 25 pounds <input type="checkbox"/> greater than 25 pounds
Continuously	Fine Hand Manipulation; fingering, picking pinching, typing or otherwise working primarily with fingers rather than the whole hand in a handle.

Frequently	Pushing/Pulling; using upper extremities to press against something with a steady force in order to thrust forward, downward or outward or to exert force in order to draw, haul, or tug objects in a sustained motion.
Continuously	Grasping; applying pressure to an object with the finger or palm
Continuously	Talking; expressing or exchanging ideas by means of the spoken word. Those activities in which they must be convey detailed or important spoken instructions to other workers accurately, loudly or quickly.
Continuously	Hearing; perceiving the nature of sounds at normal speaking level with or without correction. Ability to receive detailed information through oral communication and to make the discriminations in sound.
Continuously	Seeing; required to have close visual acuity to perform an activity such as: preparing and analyzing data and reports; transcribing; viewing a computer terminal; extensive inspection involving small defects, small parts, operations of machines (including inspection) or to make general observations facilities or structure (i.e. security guard, inspectors, etc.); using measurement devices; and/or assembly or fabrication parts at distance close to eye.
Continuously	Vision ability; close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
Working Conditions:	
Occasionally	Exposure to unusual elements, such as extreme temperature, dirt, fumes, smoke, unpleasant odors, and/or loud noises.
Occasionally	Work in confined and crowded areas
Rarely	Exposure to gases/chemicals or other hazardous materials.
Rarely	Exposure to live circuits and/or operating machinery.
Occasionally	Travel; requires a current Driver's Licenses.
Frequently	Physical activity

For Human Resource Use Only:	
Title:	Class Code:
Pay Grade:	Benchmark Code:
FLSA:	Job Family:
Date:	