**Position Specific Summary:**
The State Hygienic Laboratory (SHL) at the University of Iowa seeks a Fellowship Program Specialist. This position is responsible for the educational coordination and facilitation of fellows and interns working at the State Hygienic Laboratory. The position will coordinate outreach and training opportunities to support the academic hub at SHL. The position supports establishment and maintenance of partnerships with and among the public health laboratory (PHL) community, as well as academic, federal, state and local public health laboratory partners, associated vendors and professional laboratory organizations.

**Position Status:** 2 Year Specified Term

**Work Schedule:** M-F, 8 a.m.-5 p.m.

**Work Location:** Coralville, Iowa

**Work Modality:** On-site

### Key Areas of Responsibilities and Specific Job Tasks

<table>
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<tr>
<th>Classification</th>
<th>Specific Job Duties and Tasks</th>
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<tbody>
<tr>
<td><strong>Recruit, Admit and Retain Prospective and Current Students for Programs, Major Departments or Colleges</strong></td>
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</table>
- Participate in local and regional career fairs to promote career pathways in public health laboratory fellowship and internship programs in the community.  
- Recruit faculty and staff to become mentors.  
- Engage the involvement of fellows in the promotion of career pathways in public health laboratory science through their participation in outreach events.  
- Participate in outreach activities to medical laboratory science (MLS)/medical laboratory technology (MLT) academic programs and other degree programs.  
- Cultivate relationships with STEM (Science, Technology, Education, Mathematics) educators in colleges and universities at Iowa.  
- Ensure community outreach includes promotion of Public Health Laboratory careers, fellowship and internship programs to underrepresented individuals.  
- Assist with determining degree progression, career planning and retention. |
| **Enrollment Management** |  
- Support the delivery of the fellowship and internship programs by participating in the recruitment process, application cycle, selection and placement of fellows and interns, facilitate mentor relationships for fellows and interns, support regular reporting on the activities.  
- Facilitate mentor relationships for fellows and interns, support regular reporting on activities.  
- Participate in the management of course enrollments; collect admissions data from multiple sources, assist in the development and maintenance of reports.  
- Assist in identifying recurring problems that may require further study. |
| **Academic Standards and Curricular Policies** |  
- Recommends revisions to policies and procedures.  
- Facilitate development of agreements with academic institutions including maintenance and tracking of agreements. |
| **Academic Program Management (Planning, Designing, Integrating, and Evaluating Curriculum)** | • Collaborate with APHL Career Pathways staff to generate content about experiential learning activities for communication to academic partners and stakeholders.  
• Collaborate with APHL Training and Workforce Development staff to support fellow and intern curriculum.  
• Assist with the development of academic program materials to meet departmental goals.  
• Assist in identifying benchmarks and anticipating barriers.  
• Support training and curriculum for fellows and interns placed at the public health laboratory.  
• Support interim and long-term project plans to maintain an ongoing pool of qualified fellows and interns at the public health laboratory.  
• Contribute to presentations about public health fellowship and internship programs to deliver at schools to learners across all educational levels. |
| **Budget Oversight and Management** | • Maintain pertinent records and overall management of programming. |

### Universal Competencies

#### Collaboration/Positive Impact (Working)

- 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.

#### Service Excellence/Customer Focus (Working)

- 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.

#### Welcoming and Respectful Environment (Extensive)

- Promotes a workplace environment where people of all backgrounds and perspectives feel welcomed and appreciated, where every individual is empowered to make a positive impact, and in which workplace concerns are addressed effectively.  
- Identifies unit policies and practices that could have a disparate impact based on protected classifications as defined by federal and/or state law.  
- Recommends policies and practices to advance a welcoming and respectful workplace environment as described above.  
- Forms respectful relationships with individuals and organizations representing various constituencies, and seeks regular input to better understand potential issues and to enhance recruitment and retention efforts.  
- Supports implementation of unit strategic plans related to a welcoming and respectful workplace environment.  
- Engages in on-going self-reflection and continues to advance one’s own knowledge and skills related to fostering a welcoming and respectful workplace environment.  
- Recognizes and addresses disrespectful or non-welcoming behavior in one’s unit/department.

### Technical Competencies

#### Academic Counseling

- Advises students on course selection and academic skill development.
**Academic/Clinical Program Administration**
(Working)

- Coordinates support activities that enhance the functioning of the academic or clinical program.
- Applies standards and policies to address, advise on and resolve students' academic problems.
- Develops program materials that accurately reflect standards and policies and support recruitment goals.
- Analyzes factors that influence the success or failure of support activities in recruiting, retaining and graduating students.
- Assesses the usability and acceptability of support activities according to the institution's academic/clinical program requirements.

**Educational/Instructional Program Management**
(Working)

- Coordinates educational/instructional programs including research programs and extra-curricular activities.
- Explains relative standards and policies for educational/instructional program management and applies them in practice.
- Arranges research funding and sponsorships for educational research programs or projects.
- Carries out academic plans for educational program operations and provides relevant certificates such as degrees or diplomas.
- Follows standard measurement criteria during the assessment of educational/instructional programs.

**Facilitating Student Transitions**
(Basic)

- Introduces university facilities, services, policies and resources to transitioning students.
- Provides students with detailed information on course enrollment and registration.
- Provides guidance and assists students in developing skills to address their concerns about school life and studies.
- Explains university policies and standards to students, e.g. completion of degree requirements.
- Helps students acclimate to life at university through various methods.

**Specific Function**
(Basic)

- Describes the mission, vision and objectives of the function.
- Discusses major programs, initiatives and issues.
- Identifies the major units or sub-functions.
- Identifies relevant internal and external procedures and regulatory agencies.
- Discusses the steps and requirements of the business process(es).

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under his or her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

As part of performing the key areas of responsibility and competencies described above, 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.

Proficiency levels are defined as:
**Basic Application** - Uses basic understanding of the field to perform job duties; may need some guidance on job duties; applies learning to recommend options to address unusual situations.

**Working Experience** - Successfully completes diverse tasks of the job; applies and enhances knowledge and skill in both usual and unusual issues; needs minimal guidance in addressing unusual situations.

**Extensive Experience** - Performs without assistance; recognized as a resource to others; able to translate complex nuances to others; able to improve processes; focus on broad issues.

**Expert/Leader** - Seen as an expert and/or leader; guides, troubleshoots; has strategic focus; applies knowledge and skill across or in leading multiple projects/orgs; demonstrates knowledge of trends in field; leads in developing new processes.

### Position Qualifications

<table>
<thead>
<tr>
<th>Education or Equivalency Required</th>
<th>A Bachelor’s degree in education, project management, business admin, or related field or an equivalent combination of education and experience is required.</th>
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</table>
| **Required Qualification**         | • Typically 6 months to 1 year of related professional experience coordinating educational or instructional programs, including research programs or extra-curricular activities like an academic or fellowship program.  
• The ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner.  
• Excellent time management skills to balance workload.  
• Demonstrate evidence of the ability to process information with high levels of accuracy and attention to detail.  
• The ability to work with a variety of individuals, groups, and stakeholders in a constructive and respectful manner, building and fostering productive working relationships.  
• Professional job-related experience fostering or promoting a welcoming and respectful work/academic environment where people of all backgrounds and perspectives feel welcomed and appreciated; or demonstrated the ability to do so. |
| **Highly Desirable Qualification** | • Experience with outreach and training for academic or fellowship programming.  
• Project or program management experience. |
| **Desirable Qualification**        | • Experience within a regulated environment like a public health lab. |

See requisition #24002692 at [https://jobs.uiowa.edu](https://jobs.uiowa.edu)
Applicable background checks will be conducted.

The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences.