

Job Description/Employment Requisition Form

In addition to completing this form, please provide a copy of the most current departmental organization chart as it relates to this position, or reclassification. For reclassifications, please note the name and current title of the incumbent.

Name:		Quick Req #	
Employee ID:		Department:	Division of Career Pathways
Career Tracks Job Family:	Student Services	Career Tracks Job Function:	Career Services
Career Tracks Category:	Professional	Career Tracks Job Level:	Experienced
Career Tracks Payroll Title:	CAREER SVC SPEC 3	Career Tracks Job Code:	004516
Career Tracks Grade:	20	FLSA Status (Exempt vs. Non-exempt):	Exempt
Career Tracks Per. Prog.:	PSS	Working Title:	Career Educator
Supervisor's Name:	Allison Keller	Supervisor's Phone:	(949) 824-2296
Supervisor's Payroll Title:	CAREER SVC SUPV 1	Supervisor's Email:	Allison.keller@uci.edu
Supervisor's Job Code:	20	Type of Supervision Received:	GENERAL

Job Function Summary

Involves planning, developing, and implementing programs, activities, counseling, and advising focused on students' career development. Works with students, alumni, and / or potential employers.

Generic Scope

Experienced professional who knows how to apply theory and put it into practice with in-depth understanding of the professional field; independently performs the full range of responsibilities within the function; possesses broad job knowledge; analyzes problems / issues of diverse scope and determines solutions.

Custom Scope

Utilizing a theoretical understanding of career development, provides directs student services to UCI students and alumni on a full range of career processes including career planning, setting career goals, decision making, and improving job search competencies.

Provide in-person (on-campus) and virtual (via Zoom and phone) career advisement to students//alumni through individual appointments, group advising, and drop-in sessions. Help UCI students in understanding their interests, values, skills, and personalities and understand how these factors relate to career satisfaction and choices. Use standard quantitative and qualitative assessments to help UCI students assess career goals.

Support UCI students with decision making, goal setting, action planning and identifying internal/external obstacles to obtaining goals.

Through liaison work, builds relationships and provides guidance to UCI departments, schools and campus units on providing resources to meet students' career needs.

Research, evaluate and update written and electronic career and educational resources.

Plan, coordinate, deliver, and assess workshops and other small-and large-scale programming in ways that are engaging, culturally conscious, and effective. Serve as the lead for career advising workshops, seminars, career groups, panels, and other specialized career education programs. Engage the employer and UCI alumni community to participate in career related programming.

Participate in weekly training, supervision, and team meetings.

Department Overview

The Division of Career Pathways is an environment that celebrates diversity of background and experience and one that leverages the unique talents and strengths of staff to achieve greater employee satisfaction, higher productivity, and innovation. We strive to be a place where staff feel that they are equitably treated, respected, heard, valued, and enabled to do their best work while contributing to organization's mission and vision.

Key Responsibilities

List key functions and the estimated percentage of time spent performing each of the responsibilities. Indicate which responsibilities are considered "Essential" to the successful performance of the job as defined by the EEOC: "Essential functions are the basic job duties that an employee must be able to perform. You should carefully examine each job to determine which functions or tasks are essential to performance."

Example:

25% Essential Performs basic design, development, modification and debugging of software. Evaluates basic software for functional areas. Analyzes existing software or works to formulate logic for basic systems, prepares basic specifications and performs coding.

% of time	Essential Function (Yes/No)	Key Responsibilities (To be completed by Supervisor)
35	Yes	<p>Career Counseling and Drop-In Advising</p> <p>Conduct group and individual career advising sessions with students regarding career readiness decision-making, goal setting, career research, and the job search process.</p> <p>Conduct relevant career field research and gather career related resources to inform advising conversations.</p> <p>Perform weekly drop-in advising at DCP (or other campus locations) for both undergraduate and graduate students.</p>

		<p>Provide expertise in resume writing, interviewing skills, job search strategies, and networking.</p> <p>Intentionally integrate the use of online tools into advising, such as Handshake, online resume critiques, online interview practice, online counseling appointments, webinars, and other tools as they emerge.</p> <p>Interpret assessments, identify values and interest patterns, identify tentative goals and objectives and formulate action plan to meet individual student needs.</p>
30	Yes	<p>Workshop, Program, and Resource Planning and Delivery</p> <p>Design and use needs assessments to construct, plan and deliver creative and innovative programming and resources to meet the changing needs of UCI students, employers, and other stakeholders. Track participants and learning outcomes.</p> <p>Develop and implement, individually and as a team member, programs and events appropriate to target audiences. Present effective career -related workshops and seminars including resume/CV writing, interviewing techniques, job search strategies, etc. Organize career -related panel presentations, programs, and networking opportunities. Engage employers in events and programming when appropriate.</p> <p>Create and develop new career development activities with input from DCP colleagues, students, academic units, organizations and clubs, and employers.</p> <p>As appropriate, conduct pre and post learning assessments and career group evaluations.</p> <p>Research and write instructional materials/develop handouts/videos/podcasts/web content pertinent to targeted students and their most popular employment sectors.</p> <p>Aid in the promotion and implementation of DCP online technologies.</p> <p>As appropriate, facilitate career groups and labs in the undergraduate and graduate student career development process. Encourage discussion and support peer learning.</p>
20	Yes	<p>Partner Relationships: Development, Enhancement, and Maintenance</p> <p>Actively develop and strengthen relevant campus relationships and partnerships through outreach and special programming.</p> <p>In alignment with DCP strategies and goals, establish operating procedures for collaboration with academic units and/or targeted populations.</p> <p>Work collaboratively with academic staff and student groups to determine best service needs for the students. Involve student groups in program design and publicity.</p> <p>Write and update specific sections of the DCP website and social media outlets, and contribute to DCP publications.</p>

		<p>As appropriate, participate in committees and task forces designed to improve the quality of services to targeted students.</p> <p>Advise, inform, and update the DCP team regarding the career development needs of assigned student populations.</p> <p>Career Educator campus liaison responsibilities will be determined by DCP leadership and needs assessments. Liaison roles and partners are subject to change as student and DCP needs evolve.</p>
15	Yes	<p>Administration and Coordination of Special Projects</p> <p>Participate on DCP committees, projects, and programs. Participate in DCP staff meetings and retreats. Attend DCP Career Education Team meetings.</p> <p>Work proactively with DCP employer relations staff to refer employers to handshake and other DCP services.</p> <p>Work collaboratively and proactively with DCE marketing to promote services and resources.</p> <p>Contribute usage and impact statistics to aid overall DCP planning.</p> <p>As appropriate, recommend and help implement vendor tools.</p> <p>Perform other duties as assigned.</p>
100%		<p><i>(To update total %, enter the amount of time in whole numbers (without the % symbol - e.g., 15, 20) then highlight the total sum (e.g., 1%) at the bottom of the column and press F9. The total sum should add up to 100%.)</i></p>

Knowledge Skills and Abilities (KSAs)

Required qualifications must be possessed by any candidate to be considered for the position. These qualifications will be included in the job posting/advertisement and will be used to screen applicants. Note: Only objective, specific and quantifiable (KSAs) will be used when screening (i.e. 6 months of event planning experience vs. prior event planning experience). Preferred qualifications are those skills or abilities that an ideal candidate possesses, but are not required in order for a candidate to be considered for the position.

Please list:

Knowledge, Skills and Abilities	Req / Pref
Ability to collaborate effectively with a variety of stakeholders, such as campus staff, faculty, student groups, and employers.	Required
Ability to implement individual and group career advising skills applicable to undergraduate and graduate students.	Required
Understanding of the career needs and employment trends of undergraduate and graduate students in different disciplines as well as the ability to help students heading to both academic and non-academic careers.	Required

Ability to critique resumes, cover letters, (occasionally curriculum vitae and teaching philosophies) and other application materials.	Required
Knowledge of employment information and career planning resources for client use, including job search.	Required
Knowledge of principles of employment techniques such as the teaching of creative job search strategies, interviewing skills and resume preparation.	Required
Possess ability to work as a lead person in developing and implementing career development programs involving collaborative arrangements with professional colleagues and stakeholders. Demonstrated program development and event coordination experience.	Required
Excellent verbal and written communication skills. Must be able to appropriately represent the University and its students to the employment community. Must be able to effectively present workshops and updates to an audience. Must be able to create web and email content for a mass audience. Must be able to employ political acumen to craft sensitive correspondence and reports for stakeholders.	Required
Able to relate to a broad variety of individuals' backgrounds and should be familiar with affirmative action principles and goals. Must possess knowledge of methods and techniques to facilitate student outreach activities.	Required
Ability to manage multiple projects; strong planning and organization skills.	Required
Skill in working independently and creatively to follow through on assignments in a timely manner and with minimal direction.	Required

Experience required for this Job

-

Education required for this Job

- Master's degree in counseling or related field OR the equivalent combination of bachelor's degree and relevant experience.

Licenses required for this Job

-

Certifications required for this Job

-

Special Conditions required for this Job

- Occasional evening work and weekend work required. Ability to travel and valid California driver's license required.

General Working Environment: Campus, medical center or other university setting and various external venues.

Potential Career Paths

- Career Services Spec 4

Supervision

Complete this section ONLY if the incumbent has direct or indirect supervision.

Indicate job titles of employees supervised by this position, the number of positions and total headcount/number of positions, and total Full Time Equivalent (FTE). For indirect reports, put "Indirect Reports" in the payroll title field and indicate the remainder of the information.

<u>Payroll Title (i.e. Blank Asst. 3)</u>	<u>Direct/Indirect</u>	<u>Total Headcount</u>	<u>Total FTE (i.e. 2.5)</u>

Are there other positions that perform the same work? (Optional) If so, please provide position the Position IDs

Insert the Position IDs

Physical, Environmental and Mental Requirements

Occ Up to 3 hrs
Cont 6 to 8+ hrs

Freq 3 to 6 hrs
N/A Never

Physical Requirements	Occ	Freq	Cont	N/A
Body Positions				
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squatting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bending	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waist Twisting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Crawling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climbing				
Climbing stairs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing Ladders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other climbing <small>Click or tap here to enter text.</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reaching:				
Reaching overhead	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching shoulder height	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching below should height	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting				
Lifting 0 - 20 lbs. below waist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 21 – 30 lbs. below waist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 31 – 60 lbs. below waist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting over 60 lbs. below waist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lifting 0 - 20 lbs. above waist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 21 – 30 lbs. above waist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 31 – 60 lbs. above waist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting over 60 lbs. above waist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lifting up to 0 - 20 lbs. overhead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting up to 20 - 30 lbs. overhead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting up over 30 lbs. overhead	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying				
Carrying 0 - 20 lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying 21 – 30 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying 31 – 60 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying over 60 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pushing				
Pushing 0 - 20 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing 21 – 30 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing 31 – 60 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing over 60 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pulling				
Pulling 0 - 10 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling 11 – 25 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling 26 – 50 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling 51 – 75 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pulling over 75 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hand / Arm				
Fine finger manipulation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gross manipulation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Simple grasp	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Power grasp	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Repetitive hand/arm use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental Requirements				
Read/Comprehend	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform Calculations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate Orally	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reason and Analyze	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other mental demands	Click or tap here to enter text.			<input type="checkbox"/>
Environmental Requirements				
Exposures				
Loud noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Moving machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Background noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dim or bright lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dust, fumes or gases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marked changes in temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marked changes in humidity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chemical or toxic substances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Radiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Microwave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Combative patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Works in confined quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Environmental				
Ability to differentiate color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operating motor vehicles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of protective equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other environmental	Click or tap here to enter text.			<input checked="" type="checkbox"/>

Please follow your department's procedures for management review and then submit to Human Resources

Supervisor Name: _____
Employee Signature: _____
Date: _____

Supervisor Title _____
Supervisor Signature: _____
Date: _____