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Student Employment Career Services	Student Job Description	REVISED 5/24

SUBJECT	RANK	GROUP
Student Computer Specialist II	x315	III

DEFINITION:

Under limited supervision of a staff or faculty employee, a student usually performs all or part of the following duties.

(a)   Answer inquiries from faculty, staff, and students regarding software, hardware, networks, computer policies, and operating systems through various channels.

(b)   Open and close computer lab sites.

(c)   Ensure proper functioning of the equipment in the labs (PCs, Macs, printers, alarm system, communication equipment).

(d)   Perform maintenance on lab equipment.

(e)   Enforce computer usage policy in the labs.

(f)   Install and troubleshoot software for faculty and staff.

(g)   Install, troubleshoot, and repair personal computer hardware. Make recommendations for spare parts.

(h)   Monitor alarm systems in public areas.

(i)   Supervise users in public labs.

(j)   Teach introductory seminars and training sessions.

BASIC QUALIFICATIONS:

One (1) year as a Student Computer Technician Aide or two (2) years' equivalent work experience. Demonstrated working knowledge in two of the following areas: DOS, Windows, MacIntosh, Unix, and VM, and competency in others. Ability to convey complex and technical information in simple terms. Excellent oral and written communication skills and problem solving skills.

BASIC QUALIFICATIONS FOR STARTING AT STEP B:

Two (2) years as a Student Computer Technician Aide or three (3) years of equivalent work experience.

LEARNING OUTCOMES*:

- Professionally advocate for oneself and others
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.

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- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.
- Employ active listening, persuasion, and influencing skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Promptly inform relevant others when needing guidance with assigned tasks.
- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- Proactively anticipate needs and prioritize action steps.
- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of others.
- Multi-task well in a fast-paced environment.
- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute and advocate for inclusive and equitable practices that influence individual and systemic change.
- Serve as a role model to others by approaching tasks with confidence and a positive attitude.
- Motivate and inspire others by encouraging them and by building mutual trust.
- Demonstrate dependability.
- Consistently meet or exceed goals and expectations.
- Have an attention to detail, resulting in few if any errors in their work.
- Show a high level of dedication toward doing a good job.
- Collaborate with others to achieve common goals.
- Manage technology.
- Navigate change and be open to learning new technologies.

*Learning outcome descriptions from the National Association of Colleges and Employers (NACE).