

MANUAL Student Employment Career Services	SECTION Student Job Description	PAGE 1 / 3 REVISIED 5/24
SUBJECT <b>Student Computer Specialist IV/Assistant</b>	RANK x515	GROUP V

DEFINITION:

Assists staff or faculty employee with the supervision of other student employees in a computer classification. The student usually performs all or part of the following duties in a supervisory mode:

- (a) Answer inquiries from faculty, staff, and students regarding software, hardware, networks, computer policies, and operating systems through various channels.
- (b) Install and troubleshoot software for faculty and staff.
- (c) Install, troubleshoot, and repair personal computer hardware. Make recommendations for spare parts.
- (d) Train and instruct student employees in computer classification.
- (e) Recognize needs for and initiates improvements in internal training tools and external training and services.
- (f) Develop training seminar curricula and teach such seminars.
- (g) Open and close computer lab sites.
- (h) Ensure proper functioning of the equipment in the labs, including PCs, Macs, printers, alarm systems, and communication equipment.
- (i) Perform maintenance of the lab equipment.
- (j) Enforce computer usage policies in the labs.
- (k) Monitor alarm systems in public areas.
- (l) Supervise users in public labs.

BASIC QUALIFICATIONS:

At least one (1) year as a Student Computer Technician Assistant, Group IV, or four (4) years of equivalent work experience. Demonstrated advanced working knowledge in two of the following areas: DOS, Windows, Macintosh, Unix, and VM, and thorough working knowledge of the others. Excellent ability to convey complex and technical information in

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simple terms. Excellent oral and written communication skills and problem-solving skills.  
Must be a graduate student.

BASIC QUALIFICATIONS FOR STARTING AT STEP B:

An additional year of 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.
- 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 the 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.
- Motivate and inspire others by encouraging them and by building mutual trust.
- Demonstrate dependability.
- Consistently meet or exceed goals and expectations.
- Have attention to detail, resulting in few, if any, errors in their work.
- Show a high level of dedication toward doing a good job.

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- 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 \(NACE\)](#).