



REGIONAL STEM CENTER DIRECTOR

JOB DESCRIPTION

Department: Staff
FLSA Status: Full-time, Exempt

POSITION SUMMARY:

This is an unclassified position reporting directly to the Executive Director. The Regional STEM Center Director advocates for STEM Council activities, Regional Advisory Committee initiatives, and activities throughout the assigned region and beyond when applicable.

DESIRED QUALIFICATIONS:

- Bachelor's degree with emphasis or comparable experience in a STEM field, marketing, management or related area.
- Demonstrated ability to engage, inspire and advocate for STEM interests and activities.
- Knowledge of STEM education, workforce, and community partnerships within the identified region.
- Understanding and ability to effectively navigate the local and state political landscape.
- Strong verbal and written communication skills.
- Ability to plan, organize, and manage complex activities.
- Demonstrated ability to establish and maintain a professional working relationship with a wide variety of individuals from diverse backgrounds.
- Proficient with current software and web-based applications.
- Effective time management and organizational skills while working with minimal oversight, if necessary.
- Experience with fiscal management and projections, personnel management, project management, and the ability to work collaboratively with a diverse team on complex projects.

PREFERRED QUALIFICATIONS:

- Master's degree in a STEM field, management or related area.
- Program development and experience with underserved and underrepresented populations.

DIRECTOR EXPECTATIONS:

- a. Implement STEM programs throughout the region to meet the regional demands of the workforce.
 - i. Identify, collaborate, and provide support for new STEM programs and scale-ups/optimizations of existing STEM programs within the region.
 - ii. Ensure accurate data gathering, analysis, action plans, and achieving identified benchmarks set by the council and regional advisory committee.
- b. Maintain updated financial records and prepare financial reports for the Regional STEM Advisory Committee and the LaSTEM Program Administrator.
 - i. Detailed financial status reports of actual expenditures with justifications submitted to the State using the template provided.
 - ii. Quarterly performance reports delivered by due date in the prescribed format.
 - iii. Meets contractual deadlines and, when unable to do so, communicates in a timely fashion any intervening circumstances.
- c. Communicate Regional STEM Council activities and updates regularly to the region, using various resources such as social media, periodic newsletters, Regional STEM website, media engagements (radio, television, social media, print), speaking engagements and others.
- d. Convene the Regional STEM Advisory Committee at least six times per year and post agendas to the Regional STEM website along with meeting summaries and members in attendance for the purposes (of):
 - i. leveraging the group to communicate throughout the region,
 - ii. to promote discussion and prompt relevant feedback to issues and opportunities,
 - iii. to oversee budget and program decisions,
 - iv. to otherwise inform progress and
 - v. to engage as volunteers in regional and statewide LaSTEM Council events and programs.
- e. Provide leadership to the LaSTEM Advisory Council by serving the broader state mission beyond the Regional STEM Director's region.

- f. Establish working relationships with STEM-related business and industry, workforce, economic development, school-to-career, trade/professional, early childhood, preK-12 schools, community colleges, out-of-school time organizations, intermediaries, public and private colleges and universities, and cultural and community organizations in the region, cataloguing their contributions to STEM education and their STEM workforce needs.
 - i. provide a database of new and recurrent contacts and their contributions to STEM.
 - ii. describe these entities, institutions, and individuals targeted for relational development in the current year and what progress has been made.
 - iii. identify key institutions with whom the Regional STEM Director works to establish close ties within the coming year.

- g. Lead planning, partnering, and publicity to organize family/community STEM events.
 - i. provide impact evidence (including location, attendance, partners, programs, budget, effects on knowledge or attitudes) of family/community STEM events.

- h. Pursue external funding sources to augment and support STEM efforts of the Regional STEM Center and throughout the region. Report any activity conducted.

WORK SITUATIONS:

- *Communication* - The ability to relate to people in situations involving more than giving and receiving instructions.
- *Direction, Control and Planning* - Adaptable to accepting responsibility for the direction, control, or planning of an activity. The employee may be in a position to negotiate, organize, direct, formulate practices, or make final decisions.
- *Feelings or Ideas* - Adaptable to situations involving the interpretation of feelings or ideas in terms of personal viewpoint. The employee may be called upon to use creativity, self-expression, or imagination.
- *Influencing* - Adaptable to influencing people in their opinions, attitudes, or judgments. The employee may be in a position to motivate, convince, or negotiate.
- *Measurable or Verifiable Criteria* - Adaptable to making generalizations, judgments, or decisions based on measurable or verifiable criteria. The employee may make evaluations on the basis of data.
- *Performing Under Stress* - Adaptable to situations requiring the precise attainment of set limits, tolerances, or standards. The employee may need to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- *Repetitive, Continuous* - Adaptable to performing repetitive work, or to continuously performing the same work, according to set procedures, sequence, or pace. The employee may perform work that is inherently of a repetitive nature.

- *Sensory or Judgmental Criteria* - Adaptable to making generalizations, judgments, or decisions based on sensory or judgmental criteria. The employee may rely on one or more of the five physical senses or rely on knowledge gained by experience to make evaluations.
- *Set Limits, Tolerances, or Standards* - Adaptable to performing under stress when confronted with emergency, critical, unusual, and/or dangerous situations; or in situations in which working speed and sustained attention are make or break aspects of the job.
- *Variety and Change* – Adaptable to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Several duties in a job that require significant differences in technologies, techniques, procedures, working conditions, physical demands, and/or situations constitute this factor.

Physical Demands:

- *Medium Work* - Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.
- *Balancing* - Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery, or moving surfaces.
- *Carrying* - Supporting the weight of an object with hands and arms and moving from one place to another.
- *Crouching* - Bending the body downward and forward by bending legs and spine.
- *Fingering* - Picking, pinching, or otherwise working with fingers.
- *Eye-Hand-Foot Coordination* - The ability to coordinate hand and/or foot motions with visual stimuli in order to engage in or perform physical activities, such as typing, operating vehicles or mechanical equipment, etc.
- *Handling* - Seizing, holding, grasping, turning, or otherwise working with fingers and/or hands.
- *Hearing* - Perceiving the nature, intent or meaning of sounds.
- *Kneeling* - Bending legs at the knee to come to a rest on knee or knees.
- *Lifting* - Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
- *Pulling* - Exerting a force so as to move an object toward the individual.
- *Pushing* - Using upper extremities to press against something with steady force in order to move forward, downward, or outward.
- *Reaching* - Extending hand(s) and arm(s) in any direction, especially upward in placing or retrieving objects.
- *Sitting* - To rest the body upright supported by the buttocks and thighs.
- *Standing* - To be upright supported by the buttocks and thighs.
- *Talking* - Expressing or exchanging ideas by means of the spoken word.
- *Walking* - Moving about on foot to accomplish tasks. This includes pushing a cart with supplies to transport program materials

- *Seeing* - The ability to perceive the nature of objects by the eye. The important aspects of vision are:
 - (a) Clarity of vision at 20 inches or less.
 - (b) Clarity of vision at 20 feet or more.
 - (c) The ability to judge distance and space relationships.
 - (d) The ability to identify and distinguish colors.

Other Requirements:

- *Travel*
- Valid State Driver's License
- Successfully complete background check
- Successfully complete pre-employment drug screen

Supervision/Contacts:

- Receives direct supervision from the Sponsored Programs Manager and indirect supervision from the Executive Director
- Works closely and directly with other Department Managers
- Daily contact with Center employees and management
- Frequent contact with visitors and outside vendors

Environment:

- Employee is subject to inside and occasional outside environmental conditions. Protection from weather conditions but not necessarily from temperature changes when inside.

Tools and Equipment Used:

- Computer, webcam, video projector, speakers, headphones, two-way radio, fax machine, telephone, printers, scanner, calculator, copier, pens, pencils, dry-erase markers and reference books

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