

## Student Technology Equity Program (STEP) Program Analyst

August 2025 - May 2026

\$19.18/hr

This position provides an excellent learning opportunity for students who may be new to working within an IT setting. We provide extensive training for all new staff around technical concepts, troubleshooting strategies, and customer service skills they will need in the position. We encourage applicants who may have limited IT experience, but who are eager to grow, to apply.

Apply at [tinyurl.com/hire-me-sts](https://tinyurl.com/hire-me-sts)

**Applications Closed**

Please be advised that we place great emphasis on the cover letter you submit in our decision of who to advance to the interview stage of our selection process. Please closely consider [these guidelines](#) before submitting your cover letter.

### TEAM OVERVIEW

The Student Technology Equity Program (STEP) provides students who have demonstrated financial or instructional need with the educational hardware required to engage in learning, instruction and research equitably. Since its inception in 2020, STEP has provided over 6,000 students with nearly 10,000 pieces of hardware, including laptops, hotspots, drawing tablets, external microphones, headphones and more. STEP also provides distribution support for the SAIT and EOP iClicker lending programs.

### TERMS OF EMPLOYMENT

1. Must be a currently enrolled UC Berkeley student with a minimum GPA of 2.0
2. Period of employment begins in August 2025 and runs through at least May 2026
3. **Position requires frequent in-person/on-campus work.**
4. Offer is contingent upon successful clearance of:
  - a. Criminal background check
  - b. Misconduct disclosure
5. Must be available to work:
  - a. Academic Year: 10-15 hours/week
  - b. Summer (preferred): 10-15 hours/week, with up to 2 weeks off with advance supervisor approval
  - c. Shifts must be a minimum of 2 hours long and fall within Monday-Friday 8am-5pm
  - d. Periodic evening and weekend work may be required
  - e. Returning to campus 3-7 days prior to the start of each semester may be required
6. Must attend the following:
  - a. New Student Employee Orientation on August 8, 2024, 3pm-5pm (in-person preferred, remote if requested, mandatory)
  - b. All-STS Staff Orientation on August 26, 2025 from 9am-3pm (in-person, mandatory)
7. Continued employment is contingent upon satisfactory job performance evaluation by supervisor(s).

### JOB DUTIES

#### Operations and Logistics (65%)

- Serve as the first line of response by managing the [ucbstep@berkeley.edu](mailto:ucbstep@berkeley.edu) email account, and escalate issues to the Program Coordinator's attention in bi-weekly staff meetings, as needed.
- Check and respond to emails regularly during scheduled shifts.

- Host individual office hour appointments for students requiring additional support and to answer program and service questions.
- Assist in managing STEP inventory to ensure smooth program operations and supply for student check out and access to technology hardware. Provide values-aligned service in a direct student-facing role that emphasizes humanizing student-staff interactions.
- Perform checks for defective or damaged hardware.
- Pack and label hardware appropriately for shipping, tracking serial numbers for asset management.
- Organize, inventory, and keep detailed records of packing materials, tracking numbers, and shipments, alerting the Program Coordinator of shortages of technology equipment and other materials.
- Maintain STEP database by entering new and updated student, shipping, and device information.
- Assist with processing applications by following documented program procedures reviewing and manipulating data to determine program eligibility.
- Participate in the training, shadowing and mentoring of new student team members.

#### **Data and Reporting (25%)**

- Help maintain data integrity by reviewing, filtering, cleaning, correcting, reentering, and spotting data deficiencies.
- Maintains student confidence and protects operations by keeping information confidential.
- Using statistical techniques, interpret data and analyze results for STEP reporting and transparency to campus
- Work with Program Coordinator to identify, analyze, and interpret trends or patterns in complex data sets with a lens of equity and access.

#### **Communications (10%)**

- Strategic development and execution of communications to STEP service populations for transparency, policy, and process changes as the program evolves.
- Support in development of surveys and GoogleForms by tracking students' technology needs and determining service provision.
- Compose email communications to notify students for eligibility, shipping, returns and other program operations.
- Provide support for presentations and advertising events as needed.

### **QUALIFICATIONS**

#### ***Required:***

- Commitment to provide service to historically marginalized groups including but not limited to: students with dependents, Black and Indigenous students of color, disabled students, first generation students, undocumented students, etc.
- Transferrable organizational, administrative, and project management skills
- Ability to work and communicate effectively with a diverse group of stakeholders, co-workers and campus staff/faculty
- Experience managing projects with Google Drive, Word, Excel, bApps (bMail, bDrive, bCal)

#### ***Preferred:***

- Data and analytical skills (ex: experience with research, survey design, working with datasets, producing graphs using data)
- Qualitative or quantitative research experience

### **INTERVIEW PROCESS**

If your application is advanced to the interview phase, we will conduct a 40-50 minute interview to learn more about your personal and professional experiences. Most interviews consist of 8-10 questions that explore your transferable experience, your approach to handling challenging situations, and your thinking process when resolving technical issues. For some positions, you may be asked to complete a technical exercise, either in advance of or during your interview.

### **MISCONDUCT DISCLOSURE REQUIREMENT**

As a condition of employment, the final candidate who accepts a conditional offer of employment will be required to disclose if they have been subject to any final administrative or judicial decisions within the last seven years determining that they committed any misconduct; received notice of any allegations or are currently the subject of any administrative or disciplinary proceedings involving misconduct; have left a position after receiving notice of allegations or while under investigation in an administrative or disciplinary proceeding involving misconduct; or have filed an appeal of a finding of misconduct with a previous employer.

“Misconduct” means any violation of the policies or laws governing conduct at the applicant’s previous place of employment, including, but not limited to, violations of policies or laws prohibiting sexual harassment, sexual assault, or other forms of

harassment, discrimination, dishonesty, or unethical conduct, as defined by the employer. For reference, below are UC's policies addressing some forms of misconduct:

- UC Sexual Violence and Sexual Harassment Policy
- UC Anti-Discrimination Policy
- Abusive Conduct in the Workplace

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NAME

SIGNATURE

DATE

# PHYSICAL / ENVIRONMENTAL / MENTAL DEMANDS FORMS (PEM)

This form is intended to assist departments in determining the demands of positions and in recognizing any accommodations which may be necessary per the provisions of the Americans with Disabilities Act (ADA) of 1990.

**Job Title:** STEP Program Analyst

**Department:** Student Affairs IT

| PHYSICAL DEMANDS<br>(WITHOUT ACCOMMODATIONS)           | HOURS AT ONE TIME |       |       |     |     |
|--------------------------------------------------------|-------------------|-------|-------|-----|-----|
|                                                        | 0                 | < 0.5 | 0.5-1 | 1-2 | 2-4 |
| Sitting                                                |                   |       |       | x   |     |
| Walking                                                |                   |       |       | x   |     |
| Standing                                               |                   |       |       | x   |     |
| Bending neck                                           |                   | x     |       |     |     |
| Twisting neck                                          |                   | x     |       |     |     |
| Bending waist (forward or sideways)                    |                   |       | x     |     |     |
| Twisting waist                                         |                   | x     |       |     |     |
| Squatting (crouch or sit on one's heels)               |                   |       | x     |     |     |
| Climbing                                               | x                 |       |       |     |     |
| Kneeling                                               | x                 |       |       |     |     |
| Crawling                                               | x                 |       |       |     |     |
| Repetitive* movement: <i>Hand</i>                      |                   |       |       | x   |     |
| ○ Simple grasping <u>  x  </u> 1 hand <u>  </u> both   |                   | x     |       |     |     |
| ○ Power grasping <u>  </u> 1 hand <u>  x  </u> both    |                   |       | x     |     |     |
| ○ Fine manipulation <u>  x  </u> 1 hand <u>  </u> both |                   | x     |       |     |     |
| ○ Pushing/pulling <u>  </u> 1 hand <u>  x  </u> both   |                   | x     |       |     |     |
| Reach above shoulder height                            |                   | x     |       |     |     |
| Reach below shoulder height                            |                   |       | x     |     |     |
| Move items weighing up to 10 lbs                       |                   |       | x     |     |     |
| Move items weighing 11-25 lbs                          |                   | x     |       |     |     |
| Move items weighing 26-50 lbs                          |                   | x     |       |     |     |
| Move items weighing 51-75 lbs                          | x                 |       |       |     |     |
| Move items weighing 76-100 lbs                         | x                 |       |       |     |     |
| Move items weighing over 100 lbs                       | x                 |       |       |     |     |
| Driving                                                |                   | x     |       |     |     |
| Repetitive* movement: Foot                             | x                 |       |       |     |     |

| TOTAL HOURS PER DAY |     |     |     |     |
|---------------------|-----|-----|-----|-----|
| < 1                 | 1-2 | 2-4 | 4-6 | 6-8 |
|                     |     | x   |     |     |
|                     | x   |     |     |     |
|                     | x   |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
|                     | x   |     |     |     |
| x                   |     |     |     |     |
|                     | x   |     |     |     |
| x                   |     |     |     |     |
|                     |     |     | x   |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
|                     | x   |     |     |     |
|                     | x   |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |
| x                   |     |     |     |     |

\*constant for at least 15 minutes

## ENVIRONMENTAL DEMANDS (CHECK ALL THAT APPLY)

- ☐ A. Extreme cold (below 32°) source: \_\_\_\_\_
- ☐ B. Extreme heat (above 100°) source: \_\_\_\_\_
- ☐ C. Noise (need to shout in order to be heard) source: \_\_\_\_\_
- ☐ D. Vibration (exposure to oscillating movements of the source: \_\_\_\_\_  
extremities or whole body)
- ☐ E. Exposure to dust/gas/fumes/steam/chemicals source: \_\_\_\_\_
- ☐ F. Work outdoors (no effective protection from weather)
- ☐ G. Walking on uneven ground (gravel, rocks, mounds)
- ☐ H. Work at heights (such as on scaffolding or ladders)
- ☐ I. Working around moving machinery (fork-lifts, tractors, mowers)
- ☐ J. Protective Equipment Required (respirator, mask, earplugs, gloves, eyewear, etc.):
- ☐ K. Potential exposure to infectious diseases
- ☐ L. Other \_\_\_\_\_
- ☒ M. NONE (not substantially exposed to adverse environmental conditions)

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**MENTAL DEMANDS**

In each category below are examples of possible demands for a job's essential functions. The scale is by degree of complexity, not the frequency of the task:

|                                                                                                | LEAST<br>COMPLEX |   |   |   | MOST<br>COMPLEX |                                                                                                                                        |
|------------------------------------------------------------------------------------------------|------------------|---|---|---|-----------------|----------------------------------------------------------------------------------------------------------------------------------------|
| A. Comprehend and follow instructions                                                          |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Must understand and follow a set of clear oral and/or written procedures without deviation | 1                | 2 | 3 | 4 | 5               | Ex: Works with little need for guidance or reliance on oral or written instructions                                                    |
| B. Perform assigned tasks                                                                      |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Performs repetitive routine tasks                                                          | 1                | 2 | 3 | 4 | 5               | Ex: Performs a wide range of tasks as dictated by variable demands and changing conditions                                             |
| C. Maintain an appropriate work pace                                                           |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Must adhere to a provided work schedule to meet a set of qualitative production standards  | 1                | 2 | 3 | 4 | 5               | Ex: Is free to plan work assignments and schedule to meet long-term goals and objectives                                               |
| D. Perform complex or varied tasks                                                             |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Performs simple tasks that vary little from day to day                                     | 1                | 2 | 3 | 4 | 5               | Ex: Performs a wide range of complex tasks with little predictability as to their occurrence                                           |
| E. Relate to others                                                                            |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Has little interaction with co-workers                                                     | 1                | 2 | 3 | 4 | 5               | Ex: Relates sensitive information to diverse groups                                                                                    |
| F. Influence people                                                                            |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Does not need to obtain cooperation from co-workers to accomplish assigned tasks           | 1                | 2 | 3 | 4 | 5               | Ex: Must work with diverse groups to obtain consensus on complex issues                                                                |
| G. Make decisions                                                                              |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Implements others' decisions / procedures with little judgment required                    | 1                | 2 | 3 | 4 | 5               | Ex: Must independently apply abstract principles to solve complex conceptual issues                                                    |
| H. Direct, control and plan                                                                    |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Does not manage or supervise projects or staff                                             | 1                | 2 | 3 | 4 | 5               | Ex: Must independently manage a large group performing varied tasks                                                                    |
| I. Interact with public / co-workers in written form                                           |                  |   |   |   |                 |                                                                                                                                        |
| Ex: May write simple memos to coworkers                                                        | 1                | 2 | 3 | 4 | 5               | Ex: Must write letters to explain complex issues or persuade campus administrators, faculty, staff, students and/or the general public |
| J. In-Person Communication                                                                     |                  |   |   |   |                 |                                                                                                                                        |
| Ex: Must relay simple information in person                                                    | 1                | 2 | 3 | 4 | 5               | Ex: Persuade or explain complex issues in person or by phone                                                                           |

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**NAME**

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**SIGNATURE**

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**DATE**