Duke University • Division of Student Affairs
Position Description

Job Title: Student Development Coordinator
Job Code/Level/Family: 1225/10/28
Department: International House
Supervisor: Associate Director, International House
Position Status: 1.00 FTE, Exempt
Schedule: Monday-Friday 8 am-5 pm, occasional evening and weekend

Nature of the work and responsibilities:
The Student Development Coordinator at International House plans, coordinates, and administers activities that help international students, scholars, and their families adjust to Duke University and Medical Center as well as the surrounding communities. The Student Development Coordinator also collaborates with various university administrative offices and academic departments and community organizations to develop programs that promote cross-cultural awareness and understanding. S/he also counsels international students, scholars and spouses with issues they present.

Duties

1. Plans, organizes, and coordinates assigned orientation programs such as Graduate/Professional Student Orientation, Undergraduate Student Orientation, Parent/Family Orientation, Global Engagement Program, and extended orientation (CLG Series). Creates publicity and marketing materials for the assigned program; updates relevant information online. Recruits, trains, and supervises orientation volunteers, including IHOPs (International House Orientation Peers) 25%

2. Recruits and trains participants for education and social programs such as International Friends Program, Duke Language Partners, English Conversation Club, and Spanish Conversation Club; organizes related activities. Create publicity and marketing materials for the assigned programs, both in print and online. Plans and organizes the following activities: Parent’s Weekend Dinner, Children’s Holiday Party, Winter Break Housing, and Farewell Party. Conducts Scholar Orientations, and trips to off-campus locations (e.g., Social Security Office, Department of Motor Vehicles, etc.) Maintains Intlhouse and Intlflash list-serves on a regular basis 25%

3. Advises student culture organizations (i.e., International Association). Provides counseling on an individual basis and on-going advocacy on pertinent issues. 15%

4. Delivers and supports educational activities pertaining to community engagement, intercultural/international education, and leadership development. Participates in institutional, state, regional, and national professional training opportunities, including Student Affairs Program Coordinator group. Keeps abreast of latest knowledge and research in intercultural education. 15%

5. Cultivates and maintains relationships with Student Affairs units, academic departments, and other university offices as well as community and alumni organizations that support the mission of the International House. 10%

5. Trains and supervises undergraduate student staff. 10%
Minimum Requirements
• Master’s Degree
• Experience in program administration, academic/instructional or counseling activities.
• Cross-cultural knowledge and sensitivity.
• Experience living abroad.
• Computer literacy including Microsoft Office and skills in social media and video production, Photoshop, and Adobe InDesign.
• Skills in social media and fluency in a second language preferred.

Additional Job Specific Skills and Competencies
• Knowledge of and experience working with international and transcultural populations.
• Excellent writing, verbal and interpersonal skills, with a proven ability to work in a team environment. Outstanding organizational skills with ability to handle multiple projects/priorities and meet deadlines.

Divisional Professional Competencies
Personal and Ethical Foundations (PEF)
Knowledge, skills, and dispositions to develop and maintain integrity in life and work including thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one’s own wellness and growth.
   Foundational outcomes emphasize awareness and understanding of one’s values and beliefs, especially as related to professional codes of ethics and principles for personal wellness. Advanced level proficiency involves higher order critique and self-awareness, applications to healthy living and professional practice, and modeling, mentoring and facilitating the same among others.
Expected Competency Level = Foundational

Values, Philosophy, and History (VPH)
Knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow.
   Progression from foundational to advanced level proficiency involves movement from basic understanding of VPH to a more critical understanding of VPH as applied to practice and then to the use and critical application of VPH in practice.
Expected Competency Level = Foundational

Assessment, Evaluation, and Research (AER)
Ability to design, conduct, critique, and use various AER methodologies and results, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.
   Professional growth is broadly marked by shifts from understanding to application, and then from smaller scale applications focused on singular programs or studies to larger scale applications that cut across departments or divisions. Many advanced level outcomes involve the leadership of AER.
Expected Competency Level = Foundational
Law, Policy and Governance (LPG)
Knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one’s professional practice.

Progression from foundational to advanced level proficiency reflects shifts from understanding to critical applications enacted primarily at the departmental level to institutional level applications that are mindful of regional, national, and international contexts.
Expected Competency Level = Foundational

Organizational and Human Resources (OHR)
Knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources including selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.
In addition to the shift from understanding to application, professional development within this competency reflects shifts in the scale, scope, and interactivity of the human and organizational resources with which one works.
Expected Competency Level = Not Applicable

Leadership (LEAD)
Knowledge, skills, and dispositions required of a leader, with or without positional authority and involving both the individual role of a leader and the leadership process of individuals working together to envision, plan, and effect change in organizations as well as respond to broad-based constituencies and issues in concert with students, colleagues, faculty and community members.

Professional growth reflects shifts from knowledge to critical application and then to fostering the development of leadership within and among others.
Expected Competency Level = Foundational

Social Justice and Inclusion (SJI)
Knowledge, skills and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context and whose professional practice seeks to meet the needs of all groups by equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Professional development assumes the need to understand oppression, privilege, and power before understanding social justice. Intermediate and advanced level outcomes reflect social justice oriented applications in practice and then interconnections between leadership and advocacy.
Expected Competency Level = Intermediate

Student Learning and Development (SLD)
Concepts and principles of student development and learning theory including the ability to apply theory to improve and inform student affairs and teaching practice.

At the foundational level, SLD involves a critical understanding of learning and development theories and their use in constructing learning outcomes. Intermediate and advanced proficiency involves greater application in utilizing various forms of programs and applications with increasingly large and complex venues.
Expected Competency Level = Foundational
Technology (TECH)
Use of digital tools, resources and technologies for the advancement of student learning, development, and success as well as improved performance of employees. Knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, employees, faculty and colleges and universities as a whole.

Professional growth in this competency area is marked by shifts from understanding to application as well as from application to facilitation and leadership. Intermediate and advanced level outcomes also involve a higher degree of innovativeness in the use of technology to engage students and others in learning processes.

Expected Competency Level = Foundational

Advising and Supporting (A/S)
Knowledge, skills and dispositions related to providing advising support to individuals and groups through direction, feedback, critique, referral, and guidance. Development of advising and supporting strategies that take into account self-knowledge and the needs of others to advance the holistic wellness of ourselves, students, and colleagues.

Progression from foundational to advanced level proficiency involves the development of higher order capacities for listening, addressing group dynamics, managing conflict and crisis situations, and partnering with colleagues, departments and agencies.

Expected Competency Level = Foundational

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