Duke University • Division of Student Affairs
Position Description

Job Title: Student Development Coordinator
Job Code/Level/Family: 2721/10/28
Department: Center for Multicultural Affairs
Supervisor: Associate Director, Center for Multicultural Affairs
Position Status: 1.00 FTE, Exempt
Schedule Note: Monday-Friday 8 am-5 pm, occasional evening and weekend

Scope of Responsibilities
The Student Development Coordinator in the Center for Multicultural Affairs provides programs and services in the areas of community engagement, multicultural education and leadership development. The person is knowledgeable of the histories as well as cultural and developmental issues of Black, Asian American, Latinx, Native American/Indigenous, and multi-racial/multi-ethnic communities. In addition, the person advises student organizations as well as designs and supports experiential trainings with a social justice framework to prepare students to participate in a complex global community. The Student Development Coordinator collaborates with Student Affairs units, academic departments, and other university units as well as community and alumni organizations when appropriate.

Duties

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<th>1. Plans, develops, and coordinates programs that support Asian American students. Evaluates and assesses programmatic effectiveness through regular qualitative and quantitative data collection and analysis.</th>
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<td>2. Serves as an advisor to Asian American student organizations. Provides counseling on an individual basis and on-going advocacy on pertinent issues.</td>
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<td>3. Delivers and supports educational activities pertaining to community engagement, multicultural education, and leadership development. Participates in institutional, state, regional, and national professional training opportunities, including Student Affairs Student Development Coordinators' group. Keeps abreast of latest knowledge and research.</td>
<td>15%</td>
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<td>4. 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 Center.</td>
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<td>5. Trains and supervises undergraduate student staff.</td>
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General Qualifications
- Master’s Degree
- Computer literacy including MicroSoft Office and skills in social media and video production
- Preferred one year’s experience in multicultural education in a higher education setting

Additional Job Specific Skills and Competencies
- Knowledge of and experience working with Black, Asian American (East, Southeast, and South), Pacific Islanders, Latinx, and Native American/Indigenous communities
- 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

  - 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