Duke University  
Division of Student Affairs  
Housing, Dining, and Residence Life

**Official Job Title:** Student Development Coordinator  
**Working Title:** Housing Assignments Coordinator  
**Job Code/Level/Family:** Job Code=1225; Job Level=10; Job Family=33  
**Department:** Housing, Dining, and Residence Life  
**Supervisor:** Director of Housing Assignments and Communication  
**Position Status:** Regular, Full-time, Exempt  
**Staff Supervision:** Student Staff Assistant (3-6)  
**Schedule Note:** Position has an expectation of evening and weekend work during peak housing assignments processes.

**Scope of Responsibilities**
Plan and coordinate select housing assignment processes and off-campus resources. Responsibilities include managing the early arrival, housing reassignment and selective living group processes, off campus initiatives and liaison, database management and reporting, and back-up DukeCard administrator for residence hall access.

**Duties**

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<td><strong>1.</strong> Plan, coordinate and administer special housing processes, including but not limited to: early arrival, housing reassignment, and selective living group housing. Establish process timelines, applications, and procedures unique to each housing process.</td>
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<td><strong>2.</strong> Coordinate communications with students and group liaisons for select housing processes. Develop communications for website and social media. Conduct information sessions with students and staff at the beginning of critical processes.</td>
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<td><strong>3.</strong> Perform housing assignment administrative functions including but not limited to: database management, coordination of reports and data used for administration reporting and process workflow. Also daily administrative tasks such as responding to email, telephone calls, and visitors to the office.</td>
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<td><strong>4.</strong> Assist with liaison responsibilities for off campus housing. Provide resources to students, landlords, and vendors related to the off campus market. Work with students to explore housing options and provide resources regarding leases, landlords, and off campus living. Act as a representative on the Graduate and Professional Student Council. Manage annual off campus housing fair.</td>
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<td><strong>5.</strong> Hire, train, and supervise student staff. Coordinate student schedules for optimal office coverage. Assign work tasks to students and evaluate work performance. Manage payroll functions for student employees.</td>
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<td><strong>6.</strong> Serve as back-up administrator for DukeCard and residence hall access.</td>
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<td><strong>7.</strong> Perform related duties as assigned or required to meet department, division and university goals and objectives.</td>
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**General Qualifications**
Work requires analytical, communications and organizational skills generally acquired through completion of a master's degree program. One year of experience in a related setting Preferred. Position may require additional expertise and experience relevant to working with specific student populations.

**Additional Job-Specific Skills and Competencies**
- Strong customer service skills, including the ability to work with students, parents, and manage conflict.
- Strong organizational skills including planning, coordination of people and resources, and ability to manage multiple tasks.
- Ability to make decisions based on policies and procedures, as well as individual needs.
• Experience with database management and report writing.
• Experience with card access systems.
• Student supervisory experience.
• Significant experience with housing and residence life programs.

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.

Foundation 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 = Intermediate

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 = Intermediate

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 = Foundational
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 = Intermediate

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 = Advanced

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 = Advanced

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 = Advanced