Duke University
Division of Student Affairs
Exempt Position Description

Official Job Title: Assistant Director, Student Affairs / Career Center
Working Title: Assistant Director, Career Center – Graduate Services
Job Code/Level/Family: 2545 / 11 / 33
Department: University Career Center
Supervisor: Associate Director for Graduate Services
Position Status: Regular, Full-time, Exempt position
Staff Supervision: No direct reports
Schedule Note: Ability to work occasional evenings and weekends (career fairs, workshops, events) and travel for conferences, events, and relationship development.

Scope of Responsibilities:

The Assistant Director for Graduate Services will deliver counseling, educational and training programs, and administrative services in support of individual students, alumni, academic departments and student organizations. This position is responsible for outreach and relationship development to Master’s and Ph.D. programs at Duke University.

The Assistant Director for Graduate Services will provide one-on-one consultations and group presentations; will plan and host events; will create original media content related to career development for graduate students and alumni regarding a variety of career and professional development and job search concerns; and, will advise students in all discipline areas and will be responsible for developing expertise in a number of industry areas.

Assistant Directors in the Career Center are responsible for the development of training, content, resources and events with an emphasis on their industry portfolio. They also contribute to the Center’s development of experiential learning initiatives for students. All Assistant Directors act as a liaison to the appropriate academic and co-curricular communities at Duke University, as well as employers and educational partners locally, nationally and globally.

Duties:

1. **Counseling, Advising & Coaching**
   - Provide career counseling, advising, coaching sessions in person or virtually (Skype, phone, email) on career assessment, career decision-making, CV / resume critiques, and job search strategies (both academic and non-academic).
   - Administer career assessment instruments when required.

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<th>1. Counseling, Advising &amp; Coaching</th>
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2. **Program Management**
   - Create and present career specific events and workshops that cover all aspects of the career development process in order to teach career goals.
   - Provide curriculum content for professional development workshops including academic and non-academic job searches, networking, CV and resume writing, and interviewing.
   - Plan and organize programs that incorporate employers and alumni in Center initiatives.
   - Maintain content and resources that provide employment information e.g., job posting sites, web resources.
   - Develop relationships and collaborate with the advising community including faculty, deans, and colleagues across campus and beyond.
   - Serve as liaison to a segment of the academic community, providing information about the pursuits of graduates in their disciplines; workplace trends and market changes; and planned initiatives of the Graduate Team and Career Center.

3. **Research & Evaluation**
   - Develop procedures to effectively evaluate programs and student services for graduate students.
   - Analyze data and prepare statistical reports as needed.
   - Survey program trends and challenges at similar institutions and make informed recommendations for programming.

4. **Teaching & Training**
   - Create events and workshops that facilitate career exploration and skill development.
   - Present and deliver training through a variety of in-person and digital methods using contemporary best practices.
   - Produce written and video contributions for online and print media including the Career Center blog, online guides, published handouts and social media outlets.
   - Curate current and high quality content from the web and other sources to produce credible resources useful to staff, students, and alumni.

5. **Employer / Alumni Relations**
   - Identify potential employers and build and facilitate connections for graduate students / alumni.
   - Help develop appropriate internship and experiential opportunities for graduate students.
   - Maintain and enhance connections with alumni willing to provide career advice, through visits and phone / email contact.
   - Contribute to the development and maintenance of graduate student newsletter.

6. **Network & Collaboration**
   - Help build constituent relationships across campus with a focus on: colleagues in the professional schools; graduate faculty and departmental staff; Graduate School; Graduate School Student Affairs Team; graduate student groups; Post
Doctoral Programs; Fuqua Regional Centers; Institutes and Centers on campus.
• Participate in committees and task forces designed to improve the quality of
  service to Graduate Students.

General Qualifications:

Education & Experience:

Work requires communications, analytical and organizational skills generally acquired
through completion of a bachelor’s degree program. Competitive candidates will have a
Master’s degree and one year of relevant experience in a university or graduate /
professional school career services office.

Additional Job-Specific Skills and Competencies:

• Verbal and written communication skills including student and business correspondence
  as well as the ability to use modern communication tools such as blogs, video and social
  media.
• Strength developing and sustaining professional relationships with alumni, employers,
  colleagues, faculty, staff and representing the Career Center and Duke University to
  internal and external contacts.
• Strong advising and teaching abilities effective across a diverse and global population
  particularly in the realms of professional development; career exploration and decision
  making; and job/internship searches.
• Capacity to balance multiple and varied tasks, meet deadlines, and use well-developed
  time management and organizational skills.
• Discretion when accessing and handling confidential information.
• Proficiency in Microsoft Word, Excel, PowerPoint and Outlook and ability to learn new
  technologies.
• Experience with database maintenance and/or familiarity with campus recruiting
  software, i.e. CSO Research / GradLeaders; NACELink / Symplicity.
• Ability to work occasional evenings and weekends (career fairs, workshops, events) and
  travel for conferences, events and relationship development.

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 = **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 = **Intermediate**

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 = **Intermediate**

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 = **Intermediate**

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 = Intermediate**

**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 = Intermediate**

**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 = Intermediate**