

CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION

10/2021

The university job title classification will be determined in accordance with the [Position Classification Process](#).
Please refer to the [Guidelines for Preparing the Staff Position Description](#) prior to completing this document.

Current Incumbent, if any: _____	Position #:	00336870
University Job Title: <u>Coord Program III</u>	Pay Band:	G
Working Title (if different): <u>Associate DOS for Student Empowerment, Director of First-Generation and Low-Income Student Support</u>	Exempt: X	Nonexempt:
Department Name: <u>Dean of Students, Diversity & Inclusion</u>	Dept Code:	DOS – D&I
Immediate Supervisor's Name and University Job Title: <u>Senior Associate DOS, Diversity & Inclusion</u>		

POSITION SUMMARY and PREFERRED QUALIFICATIONS are combined for any associated posting.

POSITION SUMMARY: Explain the purpose for the position and summarize the responsibilities.

Divisional Statement

Student and Campus Life (SCL) inspires transformation in all Cornell students on their journey of individual, academic and personal evolution. Our division is comprised of leading student affairs experts who support our campus on pressing student life matters including public service, health, wellness, social justice, residential living, food services, sports, recreation, career services, and student activities and organizations including sorority and fraternity life. We provide support and services to roughly 25,000 undergraduate, graduate, and professional students on multiple campuses in the U.S. and abroad.

Unit Statement

The resource centers, advising units, and affinity groups that comprise the Office of the Dean of Students, Diversity & Inclusion Team focus on identity development, student support, and advocacy through the creation of opportunities for students to explore the intersectionality of identity development. As a unit in Student and Campus Life, we work to promote a cohesive campus community that brings people together across lines of difference and allows all students to benefit from the educational and cultural value of various identities.

Department Statement

The Diversity and Inclusion Team works to develop and implement an equity-minded and intersectional programming model that engages our students in new and innovative ways. As a unit within the Office of Dean of Students, we share a dedication to transformational learning in the co-curricular guiding students towards greater resiliency and engagement across the campus. We are a growing portfolio recently adding staff members to support, First-Generation and Low-Income Student Support (FGLI) and Undocumented/DACA Student Support, deepening our holistic commitment to underserved student communities and the multiple identities they hold.

Position Impact *In this section, please provide 3-4 sentences that describes the impact this position has on the department*

In efforts to better serve its increasingly diverse student populations, the Division of Student and Campus Life (SCL) and the Office of the Dean of Students (DOS) is seeking an Associate Dean of Students for Student Empowerment, Director of First-Generation and Low-Income Student support. The Associate Dean and Director leads initiatives to support First-Generation and or Low-Income identified students, advises several student organizations, oversees the Kessler Presidential Scholars program, the Access Fund and food

insecurity initiatives, and serves as a leadership team member for the Diversity & Inclusion portfolio. This position is vital to tie together the identity-specific support within Student and Campus Life and enhance our efforts in support of student empowerment, belonging and inclusion. This position also serves as an On-Call Crisis Manager.

If you are a team oriented, student-centered, highly collaborative professional looking to empower and positively impact the college experience of FGLI students and other minoritized student populations, we would love to have you join our team. We need an intentional, caring, innovative, equity-minded and passionate professional to help students achieve their personal, professional and academic goals. This position should anticipate supporting student groups during non-traditional business hours including evenings and weekends.

Success Factors *In this section, please provide 3-4 that articulates what success looks like in this role*

- Drive to obtain and continuously learn knowledge of student trends, specifically related to supporting FGLI student success and student development.
- The ability to foster a supportive and student-centered environment to empower and equip students from historically marginalized backgrounds with skills and strategies to engage in self-advocacy and student empowerment.
- Strong program planning and event management skills to support various programs and workshops to engage and foster a strong sense of belonging among students from diverse backgrounds.
- Desire and experience to create and implement a comprehensive empowerment program to provide FGLI students with resources, support, referral and advocacy. This includes advising and collaborating with student organizations and other campus partners to advance shared goals. One should be collaborative and responsive to managing multiple relationships and projects, adapting to new priorities, and being nimble and responsive as initiatives and needs change.
- An ability to work part of a dynamic and flexible team in a fast-paced professional office and to interact collaboratively with diverse audiences.
- Willing and able to effectively affect change from within systems: ability to build relationships and maintain trust, to assess and balance the needs of various stakeholders, and to identify and advocate for achievable solutions.

REQUIRED QUALIFICATIONS: Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

- Master's degree in College Student Development, Student Affairs Administration, Higher Education, Diversity Education, Social Justice Education, Social Work, Counseling or a related field
- 3-5 years' experience advising students, supervising professional staff and/or functional areas and managing and evaluating multiple programs and evaluating programs, or equivalent combination of education and experience
- Ability to take initiative, follow directives, work independently, respond to crisis and contribute to a diverse team environment
- Multicultural competency and experience working with and/or advising diverse student organizations
- Strong professional judgment about when to make referrals, set boundaries, and equip students with skills and strategies to engage in self-advocacy
- Strong understanding of FGLI student success including issues, trends, language, and ability to proactively respond to a wide array of issues or emerging student needs

PREFERRED QUALIFICATIONS: Specify preferred specialized education, field and/or certifications.

- 5-7 years of experience in higher education, or related fields
- Experience supervising professional staff, graduate interns, and student leaders.
- Experience managing multiple budgets, including stewarding gift funds.

Staff Skills for Success

(The following skills are essential for individual and organizational success)

SKILLS

EXAMPLES OF DEMONSTRATED BEHAVIOR

Inclusiveness

- Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs in reference to areas such as ethnicity, race, gender, creed, and sexual orientation
- Promotes cooperation and a welcoming environment for all
- Works to understand the perspectives brought by all individuals
- Pursues knowledge of diversity and inclusiveness

Adaptability

- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations and demands
- Handles multiple tasks and priorities
- Modifies one's preferred way of doing things

Self Development

- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunities for continuous learning
- Seeks and acts upon performance feedback

Communication

- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

Teamwork

- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

Service-Minded

- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one's external and/or internal customers
- Is diplomatic, courteous, and welcoming

Stewardship

- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting on behalf of the university
- Exercises appropriate confidentiality in all aspects of work
- Shows commitment to work and to consequences of own actions

Motivation

- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve individual, unit, and university goals

RESPONSIBILITIES/ESSENTIAL FUNCTIONS: List the position's assigned responsibilities and estimate percentage of annual time spent on each responsibility. Include only the essential functions that are fundamental and necessary to the position.

	Approximate % of time, Annualized
<p>Student Empowerment Leadership:</p> <ul style="list-style-type: none"> • Direct the Kessler Presidential Scholars program including peer mentoring, student advisory board, co-curricular initiatives, budget, community service and participate monthly meetings for the Kessler Scholars Collaborative. • Direct all administrative, budgetary, and programming activities for the student empowerment team and FGLI student support. • Supervise the staff within the Multicultural Student Leadership & Empowerment and Undocumented/DACA Student Support areas in the delivery of strategic and multi-faceted approaches to empowerment programming that provides support to students. • Supervise staff; conduct performance management, performance dialogues, ongoing coaching and counseling, and growth and professional development opportunities. • Work with campus partners to increase the general awareness and understanding of the issues and needs of the various identity groups within the empowerment portfolio. • Develop collaborations with internal partners to coordinate campus resources, influence and establish policies to support the navigation, success and engagement of Cornell FGLI students. • Support staff in the development and implementation of workshops, forums, educational and cultural experiences for historically marginalized populations. 	35%
<p>Programming and Collaboration:</p> <ul style="list-style-type: none"> • Administer the Access Fund and the Swipe Out Hunger program, with support from other staff members in the unit • Design, coordinate, manage, and assess educational programs supporting FGLI students • Foster relationships between FGLI students and alumni and/or campus partners. • Develop and maintain support mechanisms and programming for FGLI students that support community building. • Collaborate with others to help resolve program issues and concerns, interpret policies, and mediate complex and sensitive issues. • Lead, create and contribute to development of business practices and organizational change to improve processes and workflow. • Work closely with the Senior Associate Dean of Students to help facilitate relationships with internal and external units that promote diversity, equity and inclusion efforts. 	30%
<p>Student/Student Group Advising:</p> <ul style="list-style-type: none"> • Advise student on highly personal matters and refer them to appropriate resources. • Connect with student organizations at the undergraduate, graduate, and professional level to facilitate leadership and provide guidance and informal advising with regard to student development and identity development 	15%

<ul style="list-style-type: none"> Resolve multi-dimensional matters in response to students in crisis, at risk, or who have other program issues, counsel students and parents on sensitive and confidential issues. Advise and collaborate with the First-Generation Student Union, a peer-led organization to support and empower students who identify with the first-generation and or low-income student experience. 	
<p>Education and Outreach:</p> <ul style="list-style-type: none"> Plan, prepare, implement, and/or coordinate and deliver outreach efforts (e.g., FGLI issues and awareness workshops, Orientation, Welcome Weekend events, and student leader trainings and workshops, outreach programs as requested). Represent the Dean of Students Diversity and Inclusion portfolio, Office of the Dean of Students, and the Division of Student and Campus Life on university committees and at university meetings and events as appropriate. Work with Director of Diversity Alumni Affairs and Student and Campus Life Alumni Affairs & Development to develop alumni/ae support for FGLI student Support. 	10%
<p>Marketing & Promotion:</p> <ul style="list-style-type: none"> Coordinate and prepare marketing and media publications; marketing and media design and management with social media, print, web/email, and distribution. Oversee programming promotion and outreach through in-person presentations and attendance at campus events and activities as appropriate. Create and contribute to the development of program reports for internal and external audiences. Contribute to development of funding proposals for internal and external audiences. 	5%
<p>Other Duties as Assigned:</p> <ul style="list-style-type: none"> This description incorporates the most typical duties performed. It is recognized that other related duties not specifically mentioned may also be performed. The inclusion of these duties would not alter the overall evaluation of this position. Attend divisional or departmental meetings, retreats, events, and other duties as assigned. Serve as an on-call crisis manager. 	5%

TOTAL 100%

ADDITIONAL COMMENTS: USE EXTRA PAGES IF NECESSARY.

**FOR EACH FACTOR BELOW, CHECK THE PHRASE THAT BEST FITS THE CHARACTERISTICS OF THIS POSITION
Please double-click the appropriate box and then choose the option "Checked".**

MINIMUM EDUCATION EQUIVALENCY:

- High School Diploma
- Training 6 months to 1 year, technical trade-no degree
- Associate's Degree
- Bachelor's Degree
- Training beyond Bachelor's, less than Master's Degree
- Master's Degree
- PhD/EdD/JD/ or LLB
- MD/DVM

MINIMUM JOB-RELATED EXPERIENCE:

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- 3 to 4 years
- 4 to 5 years
- 5 to 7 years
- 7 but less than 10 years
- More than 10 years

ACCOUNTABILITY THROUGH SCOPE OF IMPACT:

- Limited; immediate group/department
- Moderate; beyond the department
- Substantial; beyond college/admin unit
- Significant; beyond university

INTERACTION WITHIN UNIVERSITY:

- Receive/provide information
- Assist others; provide/obtain cooperation
- Provide guidance/coordinate activities/contribute to work groups
- Coordinate major activities/sensitive situations
- High level interaction; considerable diversity, highly sensitive and/or confidential

INTERACTION WITH STUDENTS:

- None to limited
- Occasional; provide information
- Frequent; provide advice on complex issues or provide instruction on more complex equipment

INTERACTION OUTSIDE UNIVERSITY:

- Limited
- Conduct straightforward business; provide information
- Conduct complex business; provide/receive/analyze/develop guidance and advice
- Develop/make presentations and negotiate

DIRECTING OTHERS:

- No responsibility for others
- Occasional guidance to co-workers
- Supervises others who perform similar work
- Supervises, assigns and reviews work of others
- Manages supervisors
- Broadly directs managers

COMPLEXITY OF WORK / DECISION-MAKING:

- Predominantly follows established procedures, practice, policy; makes routine decisions within prescribed limits
- Occasionally adapts procedures to resolve unusual cases; make some decisions requiring consideration of criteria
- Frequently adapts procedures to resolve questionable cases; often makes decisions requiring consideration of criteria
- Occasionally develops practice, suggests policy changes to resolve difficult cases
- Often develops practice, assists/influences decisions, recommends policy changes to resolve difficult cases and address emerging organizational change
- Regularly develops policy to address organizational change; regularly makes policy-setting decisions

SCOPE OF DECISION-MAKING ACTIVITY:

- Functional area within department or minimal student/employee effect
- Multiple functional areas with limited student/employee effect
- Entire department or moderate student/employee effect
- Several departments or significant student/employee effect

DIRECTION RECEIVED:

- Detailed instructions or guided by standard policy/procedure
- General Supervision
- Very general direction
- Little guidance; considerable latitude for exercising judgment and self-direction

SUPPORT SKILLS-WRITING

- Limited writing required
- Usually issues standard responses
- Frequently writes non-standard responses
- Frequently writes extensive, non-standard responses based on specialized knowledge, interpretation of data and/or research

SUPPORT SKILLS-COMPUTER

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology and data infrastructures.

WORKING CONDITIONS

ESSENTIAL PHYSICAL REQUIREMENTS*

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs

VISUAL

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

HAZARDS

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals

* Check applicable level after considering reasonable accommodations.

Revised 7/03