**MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**Rochester Community and Technical College**

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| **Employee Name:** Vacant | **Position Control Number:**  |
| **Department/Division:** Student Affairs | **Classification Title:** Academic Professional 2 |
| **Prepared By:** Teresa Brown | **Working Title:** Inclusion and Engagement Coordinator |
| [ ] Non-Exempt [x] Exempt: [ ] Executive [x]  Professional [ ]  Administrative | *If Exempt, attach required documentation* |
| [x] Unlimited [ ]  Seasonal [ ] Temporary [ ] Limited  | If seasonal, list months during the season worked  |
| [x] Full-time [ ] Part-time [ ] Intermittent Percent if not full-time \_\_\_\_\_% | **Date Prepared:** 6/27/2022 |

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| --- | --- |
| This position description accurately reflects my current job. | This position description reflects the employee's current job. |
|  |  |  |  |
| **Employee Signature** | **Date** | **Supervisor Signature** | **Date** |

**POSITION PURPOSE** *(why position exists; how it helps accomplish mission of the department/division)*

The Inclusion and Engagement Coordinator serves as the lead in coordinating efforts to support the BIPOC student population, with responsibility for implementing innovative approaches and solutions to help students navigate through enrollment, retention, and completion obstacles and advancing equity and inclusion by understanding the students’ experiences and supporting their needs along the journey. This position fosters a sense of belonging for the BIPOC students by coordinating support services through collaboration with faculty and staff, and engaging BIPOC students in retention activities by serving as a mentor to that student population. The position facilitates relationships and outreach efforts for the BIPOC students by connecting them with appropriate on- and off-campus resources; assists in transitioning and onboarding BIPOC students into the College; and coordinating professional development training for faculty and staff to better understand the needs of the BIPOC students.

The Inclusion and Engagement Coordinator is also responsible for monitoring the early alert system and the new student survey results at the College to identify high-risk students and provide them with resources and referrals necessary to ensure they have appropriate tools to be successful. This includes the administration of the Student Emergency Fund application process to connect students with financial and other struggles with resources on- and off-campus to meet their basic needs so they can focus on their academic progress. The Inclusion and Engagement Coordinator will work closely with the Multicultural Advisor, Student Life staff, and faculty to ensure students’ needs are being met in- and outside of the classroom.

The Inclusion and Engagement Coordinator reports to the Dean of Student Success.

**PRINCIPLE RESPONSIBILITIES AND RESULTS**

1. **STUDENT RETENTION**: Develops, grows, and coordinates a sustainable BIPOC Program that supports the BIPOC student population through the implementation of innovative approaches and solutions to help them navigate through enrollment, retention, and completion obstacles with a focus on advancing equity and inclusion by understanding the students’ experiences and supporting them through their pathway.
* Serve as the point of contact for the BIPOC students and collaborate with faculty and staff to address equity and diversity issues (i.e., refer students to campus and community services.)
* Produce routine reports on the students’ progress and obstacles to identify trends and best practices in improving retention and completion.
* Collaborate with enrollment staff to develop, implement, and coordinate recruitment efforts to onboard BIPOC students and facilitate their transition to college.
* Collaborate with the RCTC Foundation and other foundations to promote scholarships specific for students identified as BIPOC.
* Monitor and manage the early alert submissions and the new student questionnaire to provide timely interventions, working collaboratively with faculty and other staff to provide support to students who have self-identified as “at risk” or who are identified through the early alert system with a need for extra support; working collaboratively with others to provide immediate and short-term assistance for student success.
* Develop and maintain a thorough understanding of RCTC's academic pathway programs and stay current on the available support services and required processes.
* Maintain a caseload of students and provide support with the goal of co-creating a plan for success.
* Conduct other outreach as needed (i.e., special events both on and off-campus).
* Assess effectiveness of transition efforts and recommend improvements to the Dean of Student Success.
* Participate in Student Affairs and Support Services assessment of student learning to inform improvements.

**Priority: Essential Percent of Time: 50%**

**Key Performance Indicators:**

* Maintains flexibility in time and tasks to accomplish goals, including working occasional weekends and evenings as deemed necessary to support students.
* Monitors early alert system daily, taking proactive steps to address concerns.
* Shares accurate information with students on degrees, certificates, and programs available.
* Makes referrals timely for students in need of support and services.
* Conducts follow-up assessments to confirm students referred to the appropriate resources.
* Makes contacts with non-returning students in a caring and professional manner.
* Participates actively in all recruitment and onboarding efforts for the BIPOC student population.
* Interacts with students in a professional and inclusive manner.
* Communicates accurate and timely information to prospective and new students.
* Develop, coordinate, and conduct educational programs and initiatives designed to educate faculty, staff, and students on the needs of the BIPOC student population.
* Identify systemic problems and determine whether campus-wide resources should be adopted in response, (i.e., review and propose revisions to College policies).
* Prepares accurate reports and submits according to established deadlines.
1. **STUDENT EMERGENCY FUND/STUDENT BASIC NEEDS COORDINATION**: Facilitate the distribution of the College’s Student Emergency Funds and serve as a resource for referrals for basic needs support.
* Promote the Student Emergency Funds to students in need of financial support.
* Facilitate the application process from submission to distribution of Funds.
* Track the distribution of Funds, providing reports and other data as requested by Administration, including submitting requests for additional College financial support to replenish the funds.
* Serve as a resource for referrals to campus and community resources.
* Provide case management for students for needing basic needs support.

**Priority: Essential Percent of Time: 25%**

**Key Performance Indicators:**

* Maintains detailed records of students served and the intervention/support provided.
* Processes Student Emergency Fund applications within two days of receipt.
* Tracks success data (course completion, persistence, and retention) of students served.
* Promotes College and community resource to students.
1. **MENTORSHIP PROGRAMMING**: Collaborate with the Multicultural Advisor and Student Life in a mentorship program, leading individual and group meetings and workshops for BIPOC students and related student clubs.
* Provide direct support to clubs created for BIPOC populations and support their leadership and community development endeavors.
* Design and implement a culturally informed and inclusive mentoring program that includes skill building workshops and training on topics related to holistic wellness for BIPOC students.
* Develop and nurture peer-to-peer mentoring and support by highlighting and connecting students to campus and community multicultural organizational resources.
* Assesses the effectiveness of mentoring programs to ensure they continue to meet the needs of students and share feedback with Administration to improve processes.
* Prepare annual reports on the programs and activities.
* Provide the Dean of Student Success with information/data that identifies trends and best practices in improving student retention and completion; and assist with other special projects.

**Priority: Essential Percent of Time: 20%**

**Key Performance Indicators:**

* Maintain flexibility in time and tasks to accomplish goals, including working occasional weekends and evenings as deemed necessary to support students.
* Coordinate a peer-to-peer mentoring program to ensure a welcoming and inclusive environment.
* Assess the effectiveness of the mentorship programs to ensure they continue to meet the needs of students and share feedback with Administration and Student Life to improve service processes.
1. **OTHER DUTIES AS ASSIGNED**: Perform other duties as assigned, including support RCTC’s vision, mission, values, and goals and adherence to RCTC’s Standards of Excellence.

**Priority: Secondary Percent of Time: 5%**

***Priority****: Essential=if responsibility is reason job exists, is a highly specialized task or one that requires special education or training licensure, requires a great % of time, has a high level of accountability (consequences are considerable to others or the institution if failure to perform), the responsibility is essential; Secondary=if not essential, then responsibility is secondary;* ***Discretion (optional)****: A-Employee investigates situations, makes decisions, takes appropriate action reports by exception and through normal review processes; B=…reports to supervisor immediately after action is taken; C=…makes decisions with supervisor….reports to supervisor immediately after action is taken; D=Employee discusses situations with supervisor before investigation, makes decisions with supervisor, takes appropriate action, and reports to supervisor immediately after action is taken.*

**KNOWLEDGES, SKILLS, AND ABILITIES**

**Minimum Qualifications** *(required to start job)*

* Bachelor’s degree or higher
* Experience and ability to work closely with and develop relationships with diverse populations.
* Strong written communication skills sufficient to write communications, policies, and reports.
* Strong verbal communication skills sufficient to participate communicate ideas and present information in one-on-one and groups settings.
* Ability and willingness to work some evening and weekend hours.
* Physical demands sufficient to occasionally lift up to 40 lbs., standing for extended periods of time, and the ability to sit for long periods of time and manual dexterity for frequent keying.

**Preferred Qualifications** *(desired but not required to start job)*

* Two years of Student Services experience or related experience working with students in a higher education setting with an emphasis on intervention and relationship building.
* Knowledge of the Minnesota State system and program offerings.
* Experience working with first generation college students and the BIPOC population.
* Knowledge and appropriate use of software systems (i.e., Microsoft office suite).
* Experience with managing a budget.
* Knowledge of community organizations and leaders serving underrepresented populations.

**RELATIONSHIPS**

**This Position Reports to** *(provide* ***class title****, not person’s name)***:** Dean of Student Success (Administrator)

**Supervises** (c*lassification title; FTE; # in position; note if providing work direction only)*: None. This position may serve as a lead worker for student workers.

**Internal and External Clientele and Purpose of Contact** *(the most significant job-related contacts)*

This position works with other departments (i.e., Records and Registration, Financial Aid, Advising/Counseling, Student Life) to ensure students have the support services to be successful. The position also interacts with others within the system and community to support the needs of the BIPOC student population.

**PROBLEM SOLVING** *(most difficult types of problems to resolve and consequence of error/non-resolution)*

The person must have the ability to work with a high level of autonomy. The position requires an ability to utilize effective interpersonal communication and conflict resolutions skills to resolve issues and refer students to appropriate resources. Because of the wide range of academic, logistical, and interpersonal situations, the Inclusion and Engagement Coordinator must be able to consider multiple factors and synthesize unique situations into appropriate solutions. It is important that the specialist be able to handle stress created by time constraints and scarcity of resources. The specialist must be able to research and interpret multiple procedures and standards to consider student needs objectively and to remain cognizant of any bias or prejudice. The incumbent must maintain a high-level of integrity and follow established steps to ensure students receive equitable resolutions.

**FREEDOM TO ACT**

While this position is under the supervision of an administrator, there is considerable time to act and to render independent judgments. This person must be able to handle decisions on a day-to-day basis. Communications with staff, students, and coordinators may be formal or informal, as needed, to carry out the responsibilities of the position.

**Budget** *($ authority and/or type of impact on budget, i.e., signatory, manage, monitor, recommend)*:

Responsibility to oversee budgets/cost centers assigned and set by the President’s Cabinet, with the responsibility and authority to encumber and monitor the budget(s). This includes oversight of the Student Emergency Fund. The position recommends to the Dean of Student Success fiscal and budgetary proposals for annual operating needs.

**Decision(s) Position Makes and Decision(s) Referred to Higher Authority**

This employee is free to perform the position responsibilities within the work rules, policies and procedures established by MAPE, MnSCU, and Rochester Community and Technical College. The employee will independently investigate, consult, decide, and act in matters pertaining to providing information, advising, meeting with students, programming, community outreach, monitoring progress, collaborating with others, and resource referrals. The incumbent is delegated authority to independently coordinate efforts, including the development and monitoring of appropriate policies, procedures and practices designed to implement equitable resolutions. This position serves as an advisor to the President and President’s Cabinet in identifying and addressing patterns or systemic problems to ensure access to facilities, opportunities, and resources are racially equitable throughout the campus.

All employees must comply with department and institution procedures and policies, Minnesota State Colleges and Universities policies and procedures, as well as local, state, and federal laws, regulations, guidelines and business and industry standards.

*This description is intended to indicate the kinds of tasks and level of work difficulty required of the position. It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar level of difficulty.*

*Minnesota State Colleges and Universities is an Equal Opportunity employer/educator committed to the principles of diversity.*