

**Graduate Student Coordinator for the Gender and Sexuality Center
Division of Student Life - Student Engagement Unit
The Cultural Centers Department**

The Gender and Sexuality Center (GSC) is the University of San Francisco's gender justice and LGBTQ+ resource center that provides students with development opportunities and support. The GSC works closely with the Intercultural Center (IC), the university's center for students of color and students who are working in solidarity towards social justice at the intersections of race, ethnicity, class, and culture. Both centers belong to the Cultural Centers department within the Division of Student Life's Student Engagement unit.

Under the supervision of an Assistant Director of the Cultural Centers and with support from the Cultural Centers staff (including the IC's Graduate Student Coordinator), the coordinator will be responsible for developing and promoting the educational and programmatic initiatives of the GSC. The coordinator will build skills in the operation of the Cultural Centers and deepen their understanding of the LGBTQ Student Services and Women's Centers functional areas. The coordinator will also have opportunities to work collaboratively with others in the Division of Student Life as well as academic affairs, including cross-campus committee participation and leadership.

Goals for the GSC Graduate Student Coordinator include but are not limited to:

- Gain an understanding of the theoretical frameworks, and more generally skills and knowledge that inform the practice of diversity education in student affairs.
- Gain and/or enhance skills and knowledge of how cultural centers operate and collaborate with various university departments and student organizations to fulfill its mission.
- Develop and strengthen programming, evaluation, training, management, advising, and supervisory skills.
- Gain an understanding of the needs of historically underserved students (specifically, women, people of color, queer, transgender students, etc.) and efforts that are known to increase retention and persistence.

GENERAL SCOPE OF RESPONSIBILITIES

During the work experience, the intern will participate in all the center's operations to gain a comprehensive understanding of the administrative, programmatic, developmental, and strategic aspects of the centers. The major components of this internship include:

- Supervise a small team of undergraduate GSC interns. This includes mentorship, content advising, providing feedback, conducting regular check-in meetings, and supporting program development and implementation, with support from the GSC assistant director.
- Supervise and support the oversight of programming created by GSC interns, including pre-program preparation, program attendance, and wrap up.
- Implement accountability structures and processes with GSC interns when necessary.
- Manage the GSC Lounge, including management of supplies, scheduling staffing hours, and maintaining facilities.

- Conduct staff evaluations every semester, including providing feedback sessions with undergraduate interns.
- Collaborate and conduct intern training, including staff meetings and professional development.
- Develop the Cultural Centers weekly newsletter in collaboration with the Career Staff of the Cultural Centers.
- Facilitate operations, process and procedures of the Centers including staff meeting coordination, learning budget policies and procedures, becoming familiar with logistics pertinent to on campus program implementation, support web presence through social media resources such as Instagram, Adobe, etc.

Programming development, support and implementation

- Assist in developing and implementing the programmatic themes, initiatives and other related programs for the year.
- Facilitate one of the End of the Year Ceremonies (cultural commencement ceremonies).
- Provide support as needed for the implementation of Cultural Centers programs including but not limited to Fall and Spring Orientation Programs, Admissions presentations and panels.
- Co-facilitate diversity and social justice educational workshops and training programs as needed for various student constituents, and potentially student life staff.
- Support with management of the Gender Affirming Clothing Closet.
- Serve as an assistant to the Women of Color Leadership Conference and conference committee.

Professional growth and development (research, facilitation skills, networking).

- Participate in selected training and meetings for the Division of Student Life and professional development (e.g., CaCCCHE, ACPA/NASPA, etc.).
- Facilitate social justice discussions with Cultural Centers interns to gain teaching experience.

Other duties as assigned and desired by the Graduate Coordinator for professional development.

PROFESSIONAL COMPETENCIES

Personal and Ethical Foundations:

Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth.

Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

Organizational and Human Resources

Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the 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.

Social Justice and Inclusion

While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the 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 student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Student Learning and Development

Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

QUALIFICATIONS:

Please note that each of the internships will focus heavily on supervising the undergraduate interns, in addition to supporting the general programs and initiatives of both Centers. Therefore the ideal candidate should have some substantive knowledge base and experience that will enable them to provide appropriate leadership.

- Educational focus on student affairs, higher education, inter/cross/multicultural education, ethnic studies, women's/gender and sexualities studies, or related fields.
- Experience in program (e.g., workshops, trainings, events, etc.) development and implementation preferred.
- Experience working with historically underrepresented and under-served students (specifically students of color, women, queer, and/or transgender students) in a higher education environment is preferred.
- Ability to handle multiple projects simultaneously with accuracy and thoroughness.
- Advanced analysis, computer, organization and time management skills.
- Ability to handle confidential issues appropriately.
- Ability to be in office three days per week.

- Excellent communication skills with an emphasis on interpersonal communication.
- Must be available to fulfill occasional evening and weekend duties.

Time Commitment and Compensation: A full year commitment is required. Must reapply at the end of the 1st year for a 2nd year term. Coordinator will work up to 370 hours at a rate of \$25.00 per hour for 20 hours per week during each academic semester (320 hours for fall and 320 hours for spring) per semester. In addition, up to 25 hours per week for 4 weeks prior to the start of fall semester and up to 25 hours per week for 2 weeks prior to the start of spring semester is required for training and planning purposes. Some evenings and/or weekends required, with advanced notice to be given. Funding support for professional development in the amount of \$300 may be provided by the department. Please note all compensation is taxable.

The Graduate Coordinator for the Gender & Sexuality can expect to work four weekdays during the week, including three in-person days at the USF Hilltop Campus, and one day remote. Scheduling is dependent on graduate student availability.

Hiring Manager:

Dan Perez-Sornia

Assistant Director of the Cultural Centers

djperezsornia@usfca.edu

ABOUT THE CULTURAL CENTERS

Cultural Centers' Values

The Cultural Centers bring students together to increase their understanding, and embrace their roles, as members of a diverse community on the local and global levels.

The Gender & Sexuality Center and the Intercultural Center engage in this work through our shared values of Community. Empowerment. Intersectionality. Growth. Solidarity:

Community

- The Cultural Centers unify individuals across identities, backgrounds and experiences. Our positive, caring and discerning community creates a sense of belonging for students.

Empowerment

- The Cultural Centers inspire students to find their agency and authentic voice to express their needs. Students feel empowered to explore their passions and act.

Intersectionality

- The Cultural Centers understand the complexity and beauty of the multiple intersecting identities students bring into the world. Our programs encourage students to embrace their whole self.

Growth

- The Cultural Centers believe that all students have the capacity to deepen their consciousness by building upon their unique lived experiences. Programs encourage students to bravely engage in challenging dialogues within a supportive space.

Solidarity

- The centers cultivate support and advocacy for, and with, marginalized identities and communities. Programs provide opportunities for students to gain a deeper understanding of injustices and work towards social change in community.

Cultural Centers Mission Statement

The Cultural Centers build community by honoring the multiple embodiments of gender identity, gender expression, sexual orientation, race, ethnicity, class, ability, religion, sex and the many other identities that shape the lives of our students. We cultivate the personal growth of all students; advocate for students from marginalized identities and communities; and empower students to engage in dialogue towards healthy relationships to create a more inclusive learning environment. Grounded in our Jesuit mission to serve students, the Cultural Centers foster the awareness, knowledge, and skills necessary for students to be self-reflective and create positive social change.

Cultural Center Vision Statement:

To engage all USF students in transformative introspection, leading to self-advocacy and solidarity that then transforms the campus and the world.