



RHODE ISLAND COLLEGE JOB DESCRIPTION

Position classification: PSA Date created or revised: 9/22/2022 Exempt/Non-Exempt Status: Exempt Responsible individual: Yes Campus Security Authority: Yes

Title: Director, Center for Scholar Development
Status: Full-Time (35 hours per week)
Grade: 15
Union: PSA@RIC (Professional Staff Association)
Reports to: Associate Vice President for Student Services

PRIMARY PURPOSE:

Support the Associate Vice President for Student Services in partnering with campus stakeholders to enrich and expand the educational and co-curricular experience of students. Establish the strategic direction and oversee the development, coordination, supervision, and evaluation of programs and initiatives to increase postsecondary access, transition, persistence, retention, and completion among at-risk students and underserved populations across RIC. This position oversees the Preparatory Enrollment Program, McNair, and Upward Bound program (academic, counseling, and activities). Direct, administer, and evaluate all phases of the Preparatory Enrollment Program and related programs within the Center (academic, counseling, and activities). Develop annual program goals, objectives, and budget information for the effective administration of comprehensive programs that support the success of first-generation students and/or low-income students at Rhode Island College. Identify and apply for funding that will enhance and/or expand services to support first generation and/or low-income college students.

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

- Overall administration of services for the TRIO Student Support Services Grant.
- Oversee all aspects of the Preparatory Enrollment Program, McNair, and Upward Bound program and all programs run out of the Center for Scholar Development that assist first-generation and/or low-income students, focusing on successful obtainment of program goals, strategic use of resources, supervision of staff, and attainment of TRIO McNair & Student Support Services (SSS) grants.
- Develop and maintain effective systems of student support and assistance for promoting academic success of student participants, including advisement, counseling, referrals, peer mentoring, and needs-based programming.
- Plan, coordinate, and supervise activity among multiple grant programs including financial oversight, reporting, evaluation, and assessment and multi-year planning.
- Administer an advising program for transitional (high school to college) and first year students, as well as offering support through Financial Aid renewal and understanding various components of federal, institutional, and other sources of financial aid.
- Design, plan, and coordinate a summer transition program, including appropriate curricular and co-curricular elements as necessary.
- Develop, maintain, and evaluate a proactive first-year early alert advising and support system to identify students who may be at-risk for not meeting Satisfactory Academic Progress (SAP) or the college retention requirements.

- Support the Admissions Office with outreach, recruitment, interviewing, and selection of students for the programs.
- Maintain accurate records on each student participant.
- Collaborate with the Office of Institutional Research to evaluate program success and prepare reports detailing retention and graduation rates of students served by programs in the Center for Scholar Development.
- Collaborate with the Office of Institutional Research, Institutional Advancement, and the Controller's Office and other college departments to develop grant proposals and fiscal plans, expend project funds, and ensure overall project compliance with all applicable federal and state reporting rules and regulations.
- Help identify and secure external funding for initiatives that support, expand, and strengthen the College's student retention and completion goals.
- Collect and analyze data from multiple sources to evaluate program quality and effectiveness, inform best practices, and promote ongoing excellence in service delivery to students and clients.
- Supervise McNair Project Director and Upward Bound Senior Project Director, monitor employee performance, and promote continued professional development for departmental personnel.
- Cultivate and maintain relationships with local, state, and federal public officials, business leaders, and service organizations to secure funding support for college access and completion initiatives.
- Report to the Associate Vice President for Student Services and others regarding departmental and individual program performance outcomes, emphasizing achievements and sharing best practices with the institutional community.
- Collaborate and consult with all College divisions to address ongoing issues of accessibility across college offerings and functions.
- Design and conduct workshops, trainings and other activities to help train and educate personnel about the social dynamics that exist within targeted populations in order to dispel negative racial, ethnic, social, and cultural stereotypes that impede the creation of effective learning environments.
- Represent the College on external board of directors, task forces, committees, and similar initiatives relevant college access and completion issues.
- Attend training and professional development sessions to stay current on Department of Education and Trio Grant policies and procedures. Out of state travel required in some cases.
- Review, revise, and evaluate the Center's advising tools and first year experience curriculum.
- Compile periodic evaluation reports of students in the program, and submit an annual report at the end of the year that includes activities, initiatives, aggregate retention rates, grade point averages, and credits earned, as well as any other indicators of student success.
- Recruit, interview, hire, train, evaluate, and supervise program staff.
- Recruit, interview, hire, and work in collaboration with college faculty in the delivery of appropriate academic support services for students.
- Serve as a resource person to local high schools regarding the program and its services to the community.
- Assist in writing material for publication and speaking to appropriate groups to explain the Preparatory Enrollment Program and all programs within the Center.

- Serve as a consultant to program faculty, staff, and student paraprofessionals regarding the needs and service of student served.
- Maintain professional and effective relationships with appropriate faculty and staff.
- Develop programs in response to the needs of students in the Preparatory Enrollment Program and programs under the Center.
- Establish and maintain a working relationship with sister institutions that have similar programs to meet the needs of the students.
- Seek funding from the U.S. Department of Education for Student Support Services, Upward Bound, and McNair TRIO grants.
- Serve on college committees as necessary.

Occasional Job Functions:

Perform other duties and responsibilities as assigned by the Associate Vice President for Student Services.

REQUIRED QUALIFICATION STANDARDS:

Education:

Master's degree in Education, Administration, Psychology, or related field.

Experience:

- Minimum of seven years' experience working with first-generation and/or low-income students in an academic setting.
- Minimum of two years' experience leading, developing, and directing similar programs.
- Two years' experience with administering TRIO programs or other higher educational programs which serve low-income, first-generation students.

Skills, Knowledge and Abilities:

- Administration and/or supervisory experience.
- Experience in evaluating program and student success using quantitative and qualitative data; similar populations in some combination of education, counseling, and diagnostic testing.
- Experience with grant writing and administration.
- Experience hiring, training, and supervising staff.
- Experience in program assessment and evaluation.
- Demonstrated commitment to continued personal and professional development.
- Ability to foster good working relationships with students, faculty, staff, and members of the community.
- Knowledge of effective programs and services for first generation college students and the transition period from high school to college.

PREFERRED:

- Bilingual in English / Spanish (fluent in speaking and writing).

ENVIRONMENTAL CONDITIONS:

The employee is not exposed to known adverse environmental conditions.

The College requires that all applicants and employees be able to perform the essential functions of the job and will explore reasonable accommodations for individuals with disabilities.

As an Affirmative Action/Equal Opportunity institution that values and is committed to inclusion and expanding the diversity of its faculty and staff, the College invites members of protected classes, including minorities and persons with disabilities, to identify themselves as such at the time of application.