UNIVERSITY OF RHODE ISLAND
Position Description

TITLE: Assistant Director, Community, Equity & Diversity (CED)/Bystander Intervention Training & Education

DIVISION: President (Community, Equity & Diversity)

REPORTS TO: Associate Vice President, Community Equity & Diversity

GRADE: 12

SUPERVISES: Student workers

BASIC FUNCTION:

Reporting to the Chief Diversity Officer, manage program functions and logistics geared toward the development and implementation of student, faculty and staff programming initiatives designed to enhance awareness, challenge stereotypes, increase the community's understanding of the dynamics of a diverse campus, and reduce behaviors that lead to discrimination, harassment, violence and bias. On behalf of the Office of Community, Equity and Diversity (CED), develop, lead and implement an overall strategic bystander intervention program, focused primarily on student involvement in programming around areas of sexual violence prevention. Collaborate with others in CED, University College and Student Affairs to provide an integration of services for the entire University student body and community, specifically pertaining to issues of discrimination, harassment, and sexual violence prevention.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Provide training and education programs for students, staff and faculty on bystander intervention strategies to prevent discrimination, harassment, sexual assault, dating violence, domestic violence, sexual harassment and stalking.

Develop bystander intervention programs for students related to CED issues, including creating and implementing peer programs; defining parameters and goals of the programs; engaging key stakeholders; and, marketing and monitoring of programs.

Recruit, train, coach and/or supervise student peer mentors, organizational leaders and/or volunteers who will serve as role models for students around issues of violence prevention.

Collaborate with CED and Student Affairs staff to develop educational, outreach, and training materials that will serve to ensure compliance with relevant stated federal nondiscrimination laws. Including, but not limited to, Title IX, the Campus SaVe Act, Clery Reporting and other facets of the Not Alone Report, that are integral to the overall success of the University.
Educate the campus community regarding mandated reporting, Campus Security Authorities (CSA) and defining who is a confidential advocate for victims/survivors of power-based personal violence (PBPV).

Develop and coordinate a violence prevention program that promotes an environment for healthy student development by challenging belief systems and social constructs that contribute to hate crimes, bias, and violence, offering alternative options.

Responsible for researching and developing evidence-informed educational programs directed toward high-risk campus-based populations for primary and secondary prevention of PBPV, including sexual harassment, sexual assault, domestic violence, dating violence and stalking.

**OTHER DUTIES AND RESPONSIBILITIES:**

Support development of student organizations within CED.

Create and implement bias prevention initiatives.

Assist in the provision of emergency response efforts, as needed.

Perform other duties as required.

**LICENSES, TOOLS AND EQUIPMENT:**

Personal computers, printers; word processing, database management and spreadsheet software.

**ENVIRONMENTAL CONDITIONS:**

This position is not substantially exposed to adverse environmental conditions.

**QUALIFICATIONS:**

**REQUIRED:** Master’s degree in communications studies, college student personnel, social work, psychology, gender and women’s studies, public health, or other related field; Minimum of three years’ experience in higher education student programming; Demonstrated success developing and establishing student organizations; Demonstrated experience implementing sexual assault/intimate partner violence education, violence prevention strategies and/or counseling; Demonstrated experience developing and implementing violence prevention and education programs engaging students as bystanders and allies; Demonstrated knowledge about the risk and protective factors that contribute to hate crimes, bias and power-based personal violence; Demonstrated ability to handle sensitive and confidential matters with discretion; Demonstrated strong interpersonal and verbal communication skills; Demonstrated proficiency in written communication skills; Demonstrated experience using electronic applications and social media to reach target audiences; Demonstrated organizational skills; Demonstrated experience working within a team-based model; Demonstrated ability to work on multiple projects with tight deadlines; Demonstrated supervisory experience; and, Demonstrated ability to work effectively with diverse groups/populations.

**ALL REQUIREMENTS ARE SUBJECT TO POSSIBLE MODIFICATION TO REASONABLY ACCOMMODATE INDIVIDUALS WITH DISABILITIES.**