

### JOB DESCRIPTION

<b>Job Title</b> (30-character limit)	Associate Director of Student Experience Affinity Programs	<b>Job Code</b>	3117
<b>Division/Function</b>	Advancement	<b>Career Level/ Grade Level</b>	56
<b>Reports To</b>	Director of Student and Young Alumni Engagement	<b>FLSA</b>	

### GENERAL PURPOSE

*The General Purpose provides a concise, high-level overview of the role, level, and scope of responsibility consisting of 3-4 sentences. It provides a basic understanding of the job and a concise summary of why the job exists and how it makes an impact.*

The Associate Director of Student Experience Affinity Programs has primary and ultimate responsibility for the strategy, design, and implementation of successful programs and volunteer activities that meaningfully engage the University's School of Arts, Sciences, and Engineering undergraduate alumni and students around their campus experience, including (but not limited to) student organization milestone anniversary celebrations and advisory boards, fraternity and sorority programs, and our NROTC and veterans programs. They will work collaboratively with Advancement and campus partners to coordinate and communicate all program activity. They will work closely with the Director to develop a strategy and vision for a comprehensive program, including baseline metrics, desired outcomes, and goals for engagement, and will track, analyze, and report on program progress to enhance our pipeline of engaged alumni and donors.

### JOB DUTIES AND RESPONSIBILITIES

*This section contains a description of the 4-7 separate duties and responsibilities that make up the position. Assign each responsibility a percentage of time (increments of 5% and no one responsibility greater than 25%) to total 100%. Select an indicator (Y/N) for essential function and remote work. Job Duties should be listed in order of percentage of time, with highest percentage first. When estimating percentage of time, it can be considered that 10% of a week is 5 hours or 5 weeks in a year.*

Responsibility	% of Time Spent (Must total 100%)	Essential* Function (Y/N)	Can Be Performed Remotely (Y/N)
<b>Strategic Planning</b> <ul style="list-style-type: none"> <li>With the Director, develop a comprehensive strategy for building, managing, and supporting a robust student experience affinity program to complement our class reunion program and further increase engagement among undergraduate alumni and students.</li> <li>Create and maintain strategic plans including goals and desired outcomes. Track, analyze, and report program progress and key results.</li> <li>Build and maintain strong relationships with key campus partners and Advancement colleagues and work to ensure positive interactions and outcomes across all stakeholders.</li> </ul>	30%		
<b>Volunteer Management</b> <ul style="list-style-type: none"> <li>Work closely with Advancement and campus partners to identify, recruit, manage, and steward dedicated committees of alumni and student members of student organizations, fraternities or sororities, or other campus groups celebrating milestone anniversaries.</li> <li>Manage each planning committee's activities including program development, peer-to-peer outreach, and event staffing.</li> <li>Coordinate committee communications and meetings, set goals and monitor activity, and develop outreach templates and staffing plans for events.</li> <li>Work in partnership with Annual Giving to establish fundraising campaigns tied to anniversary celebrations and encourage participation and peer-to-peer soliciting among committee members.</li> </ul>	25%	Y	Y

Responsibility	% of Time Spent (Must total 100%)	Essential* Function (Y/N)	Can Be Performed Remotely (Y/N)
<ul style="list-style-type: none"> <li>Serve as Alumni Relations liaison to WRUR and Fraternity and Sorority Affairs alumni advisory groups and others as they are formed.</li> </ul>			
<b>Event and Program Management</b> <ul style="list-style-type: none"> <li>Design, manage, and execute volunteer-led and Advancement-led milestone anniversary and student experience affinity-based events outside of and during Meliora Weekend.</li> <li>Collaborate with campus partners on opportunities to involve or invite alumni to existing student organization or other campus group programming and events.</li> <li>Represent the University and Office of Alumni Relations and Constituent Engagement at regional, local, and on-campus events and meetings as needed.</li> </ul>	25%	Y	Y
<b>Marketing and Communications</b> <ul style="list-style-type: none"> <li>Contribute to and execute a strategic communication plan to better engage alumni and students around their shared student organization, fraternity/sorority, or other campus program experience.</li> <li>Work with Director to review and modify all marketing and educational materials to ensure web pages, printed communications and collateral, e-mail messages, and other promotional vehicles are relevant and effective.</li> <li>Develop and oversee a social media strategy to promote student organization milestone anniversary celebrations or other programs and events among undergraduate alumni and students.</li> </ul>	10%	Y	Y
<b>Personal Outreach</b> <ul style="list-style-type: none"> <li>National travel and a consistent campus presence is required for meeting with alumni and current undergraduates for the purposes of volunteer recruitment and cultivation and sharing our alumni engagement and philanthropy message.</li> <li>A minimum of 50 purposeful in-person or virtual meetings in a fiscal year is required.</li> </ul>	5%	Y	Y
<b>Goal Setting and Analysis</b> <ul style="list-style-type: none"> <li>Responsible for developing operating plans, engagement statistics reports, and analysis of program performance on a regular basis.</li> <li>Manage a budget for overall program.</li> <li>Continued training, professional development and gaining of overall University knowledge through regular meetings with unit-based colleagues, faculty, and staff; training on UR Advancement protocols and procedures; technical training on Advancement's prospect management system; and honing of professional skills through seminars, conferences, trainings, and individual mentoring.</li> <li>Other tasks and duties as assigned by the Director.</li> </ul>	5%	Y	Y

*\*Essential functions are those functions that the individual who holds or desires the position must be able to perform with or without a reasonable accommodation. A job function may be deemed essential based upon several factors such as whether: 1. the position exists for performance of the function; 2. the number of employees available who can perform the function and limitations on the ability to reassign it; or 3. the degree of skill or expertise required to perform the function.*

## QUALIFICATIONS

This section lists the level of job knowledge (such as education, experience, knowledge, skills, and abilities) necessary to do this job and whether it is required or preferred. Required qualifications are the minimum level of qualifications needed to perform this job. Preferred qualifications are "nice to have" but are not essential to the day-to-day functions of the job.

	Description	Required/Preferred
<b>Minimum Education</b>	Bachelor's degree. Master's degree.	Required Preferred
<b>Experience</b>	5-7 years of related work experience, preferably in advancement or higher education, or equivalent combination of education and experience	Required
<b>Knowledge, Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Outstanding communication skills, including direct interpersonal skills.</li> <li>Demonstrated ability to work with, motivate, and lead volunteers.</li> <li>Demonstrated experience in event planning and program development.</li> <li>Demonstrated ability to think creatively and develop innovative programs and solutions to problems.</li> <li>Ability to work as a member of a team to accomplish objectives.</li> <li>Ability to analyze, condense, and synthesize information.</li> <li>Excellent organization and project management skills, with an ability to manage and prioritize multiple projects with keen attention to detail.</li> <li>Experience with computer technologies and sophisticated software applications.</li> <li>A personal belief in mission, goals and objectives of private higher education and a desire to change the world.</li> <li>A general knowledge of institutional fundraising and willingness to promote philanthropy for the University.</li> <li>Some travel along with evening and weekend work.</li> </ul>	Required
<b>Certification</b>		

## JOB SCOPE

Place an "X" next to the **ONE** statement that applies the majority of the time in each category.

Critical Thinking	
	Basic level of problem-solving ability. Follows policies and procedures where facts are readily available.
	Moderate level of problem-solving ability. Gathers and interprets data to solve routine problems that require verification. Some independent judgement required.
X	Independent level of problem-solving ability. Resolves semi-complex problems that require independent judgement.
	High level of problem-solving ability. Integrates and interprets data from diverse sources to find solutions to very complex problems.
Freedom to Act	
	Work is closely managed and reviewed for accuracy and adequacy. Follows specific, outlined, and detailed instructions.
	Work is accomplished with moderate supervision. Follows established and detailed directions. Work is reviewed for accuracy and overall adequacy.
X	Work is accomplished with limited direction. Determines and develops approach to solutions. Work is evaluated upon completion to ensure objectives have been met.
	Work is accomplished without considerable direction. Exercises judgement in selecting methods, techniques, and evaluation criteria in obtaining results. Exerts significant latitude in determining objective of assignment. Takes calculated risks with consultation from an expert.

	Works with minimal direction toward predetermined long-range goals. Acts independently to determine methods and procedures on new or special assignments. Determines and pursues courses of action essential in obtaining desired results. Takes calculated risks.
<b>Supervision of others (including hire/fire)</b>	
X	No supervisory responsibility
	Non-supervisory leader (Example: team leader, coordinator, or mentor)
	Supervisory (two or more fulltime direct reports or equivalent)
<b>Planning</b>	
	Executes goals and objectives established by supervisor or manager.
X	Develops individual goals and sets individual daily priorities and tasks. Goals and objectives are monitored by supervisor or manager.
	Develops and executes goals and objectives for a department or functional group. Recommends and gives input to strategic initiatives.
	Creates business strategies for long-term strategic objectives. Monitors results of initiatives.
<b>Consequence of Error</b>	
	Failure to accomplish results can normally be overcome without significant effect on the organization.
	Failure to achieve results or erroneous judgements may require allocation of additional resources to correct and/or achieve goals.
X	Failure to obtain results or erroneous judgements or recommendations would normally have serious results and may require substantial expenditure of resources to correct and/or achieve goals.
	Erroneous decisions or recommendations would normally result in the inability to reach crucial organizational objectives and may have prolonged effect, as well as the expenditure of substantial resources.
	Erroneous decisions or recommendations would normally result in failure to reach goals crucial to significant organizational objectives and would profoundly affect the image of the organization.
<b>Financial Responsibility (Please check all that apply)</b>	
	Signing responsibility
X	Manage pre-determined budget
	Independent judgement and responsibility to develop employer or departmental budget
	Responsible for revenue generating processes less than or equal to \$1M
	Responsible for revenue generating processes \$1M to \$5M
	Responsible for revenue generating processes greater than \$5M
	Independent judgement and authority to commit the employer in matters of significant financial impact

<b>PHYSICAL/SENSORY REQUIREMENTS AND WORKING ENVIRONMENT</b>		
<i>Indicate the physical/sensory requirement for each activity. Also indicate weight requirements where applicable</i>		
<b>Activity</b>	<b>Rarely, Occasionally, Frequently, Continuously or N/A**</b>	<b>Weight***</b>
<b>Stationary Standing</b>	Occasionally	
<b>Sitting</b>	Frequently	
<b>Walking</b>	Occasionally	
<b>Crawling</b>	N/A	
<b>Balancing</b>	N/A	
<b>Lifting/Carrying</b>	Occasionally	15
<b>Pushing/Pulling</b>	Occasionally	
<b>Bending</b>	Occasionally	
<b>Squatting</b>	Occasionally	
<b>Kneeling</b>	Occasionally	
<b>Twisting/Turning</b>	Occasionally	

<b>Climb</b>	N/A	
<b>Stoop</b>	N/A	
<b>Overhead Reaching</b>	Occasionally	
<b>Typing/Keyboarding</b>	Frequently	
<b>Driving (car/equipment)</b>	Occasionally	
<b>Critical Thinking/Organization</b>	Frequently	
<b>Talking on Phone</b>	Frequently	
<b>Talking in Person</b>	Frequently	
<b>Hearing in Person</b>	Frequently	

**\*\*Key to frequency codes:**

R = Rarely (less than 0.5 hours per day)

O = Occasionally (0.6 - 2.5 hours per day)

F = Frequently (2.6 - 5.5 hours per day)

C = Continually (5.6 - 8.0 hours per day)

N/A = Not Applicable

\*\*\*Weight: Up to 10lbs; Up to 20lbs; Up to 35lbs; Up to 50lbs; Greater than 50lbs

### Hazard Assessment

Please enter a "Y" next to any hazard that this job is subjected to in a **normal** workday

<b>Hazard Present (Y/N)</b>	<b>Hazard Type</b>	<b>Hazard Description</b>
N	<b>Chemical</b>	<p><b>Toxic:</b> A chemical that exposes a person by absorption through the skin, inhalation, or through the blood stream that causes illness, disease, or death. The amount of chemical exposure is critical in determining hazardous effects. 1910.1000 for chemical hazard information.</p> <p><b>Flammable:</b> A chemical that, when exposed to a heat ignition source, results in combustion. Typically, the lower a chemical's flash point and boiling point, the more flammable the chemical. Check MSDS for flammability information</p> <p><b>Corrosive:</b> A chemical that, when it comes into contact with skin, metal, or other materials, damages the materials. Acids and bases are examples of corrosives.</p>
N	<b>Explosion</b>	<p><b>Chemical Reaction:</b> Self-explanatory</p> <p><b>Over Pressurization:</b> Sudden and violent release of a large amount of gas/energy due to a significant pressure difference such as rupture in a boiler or compressed gas cylinder.</p>
N	<b>Electrical</b>	<p><b>Shock/Short Circuit:</b> Contact with exposed conductors or a device that is incorrectly or inadvertently grounded, such as when a metal ladder comes into contact with power lines. 60Hz alternating current (common house current) is very dangerous because it can stop the heart.</p> <p><b>Fire:</b> Use of electrical power that results in electrical overheating or arcing to the point of combustion or ignition of flammables, or electrical component damage.</p> <p><b>Static/ESD:</b> The moving or rubbing of wool, nylon, other synthetic fibers, and even flowing liquids can generate static electricity. This creates an excess or deficiency of electrons on the surface of material that discharges (spark) to the ground resulting in the ignition of flammables or damage to electronics or the body's nervous system.</p> <p><b>Loss of Power:</b> Critical equipment failure as a result of loss of power.</p>
N	<b>Ergonomics</b>	<p><b>Strain:</b> Damage of tissue due to overexertion (sprains and strains) or repetitive motion.</p> <p><b>Human Error:</b> A system design, procedure, or equipment that is error provocative. (A switch goes up to turn something off).</p>
N	<b>Excavation (Collapse)</b>	Soil collapse in a trench or excavation as a result of improper or inadequate shoring. Soil type is critical in determining the hazard likelihood.
N	<b>Fall (Slip, Trip)</b>	Conditions that result in falls (impacts) from height or traditional walking surfaces (such as slippery floors, poor housekeeping, uneven walking surfaces, exposed ledges, etc.)
N	<b>Fire/Heat</b>	Temperatures that can cause burns to the skin or damage to other organs. Fires require heat source, fuel, and oxygen

N	<b>Mechanical/ Vibration</b> (Chaffing/ Fatigue)	Vibration that can cause damage to nerve endings or material fatigue that results in a safety-critical failure. (Examples are abraded slings and ropes, weakened hoses and belts.)
N	<b>Mechanical Failure</b>	Self-explanatory; typically occurs when devices exceed designed capacity or are inadequately maintained.
N	<b>Mechanical</b>	Skin, muscle, or body part exposed to crushing, caught-between, cutting, tearing, shearing items or equipment.
N	<b>Noise</b>	Noise levels (>85 dBA 8 hr TWA) that result in hearing damage or inability to communicate safety-critical information
N	<b>Radiation</b>	<b>Ionizing:</b> Alpha, Beta, Gamma, neutral particles, and X-rays that cause injury (tissue damage) by ionization of cellular components. <b>Non-ionizing:</b> Ultraviolet, visible light, infrared, and microwaves that cause injury to tissue by thermal or photochemical means.
N	<b>Struck by</b> (Mass Acceleration)	Accelerated mass that strikes the body causing injury or death. (Examples are falling objects and projectiles.)
N	<b>Struck Against</b>	Injury to a body part as a result of coming into contact of a surface in which action was initiated by the person. (An example is when a screwdriver slips.)
N	<b>Temperature Extreme</b> (Heat/Cold)	Temperatures that result in heat stress, exhaustion, or metabolic slow down such as hypothermia.
N	<b>Visibility</b>	Lack of lighting or obstructed vision that results in an error or other hazard.
N	<b>Weather</b>	Phenomena (Snow/Rain/ Wind/Ice) Self-explanatory.

#### Approvals

HR Business Partner:

Compensation Analyst:

Approver:

#### Signature

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#### Date

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