

## **Oregon State University Pride Center Student Staff Position Descriptions**

Pride Center  
Diversity & Cultural Engagement  
Oregon State University  
<https://dce.oregonstate.edu/pc>  
Updated 2020.

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### **Join our team**

Diversity & Cultural Engagement provides on-campus paid employment opportunities promoting diversity and social justice. We offer numerous leadership opportunities through our Cultural Resource Centers and our initiatives. We engage student leaders through transformative learning experiences, positive social change, academic success and identity development. Student employment opportunities are available in our Cultural Resource Centers and under our programs & initiatives..

### **WHAT WE LOOK FOR**

- Enthusiasm
- Communication skills
- Leadership potential
- Organization
- Compassion
- Ability to be a positive role model
- Recognition and appreciation of diversity

### **OUR CORE VALUES**

- Academic Success
- Community & Sense of Belonging
- Identity Development
- Leadership
- Social Justice
- Well-being

**Title:** Communications Representative

**Position Summary**

The Communications Representative (CR) creates and manages communication to promote the Cultural Resource Centers (CRCs) and/or their initiatives and programs. Students in this position will focus communication and marketing efforts to address the needs of their community in the following areas: academic success, social justice, leadership, identity development, community & belonging, and well-being. This may be done through social media, listservs, newsletters, publications, video, photography, and other forms of communication.

**Position Responsibilities & Outcomes**

1. Manage and engage with applicable social media platforms such as YouTube, Facebook, Instagram, Snapchat, and Twitter
  - a. For example: event promotion, posts representing center or community topics, and sharing culturally-relevant news stories, etc.
2. Compose marketing materials for and manage digital communication platforms, such as university listservs, newsletters, and publications.
  - a. For example: regular promotional newsletters, annual zines, writing scripts for videos, etc.
3. Create and maintain a sense of community and belonging for on-campus, off-campus and E-Campus students.
  - a. For example: spotlighting and celebrating underrecognized community members, raising awareness of less visible identity groups, engaging with community members to see what is most relevant for them, etc.
4. Compile and share resources pertaining to the areas of academic success and well-being.
  - a. For example: collaborating with departments such as the Academic Success Center, Student Health Services, and Counseling & Psychological Services.
5. Coordinate promotional efforts for events related to their center or initiative
  - a. For example: coordinating photography and videography for pre- and post-event promotion.
6. Work with DCE's Marketing & Communications Coordinator for mentorship, skills development, and training on OSU branding guidelines.
  - a. May include: regular 1:1 training, working out of other DCE spaces, and attending skills-building workshops.
7. Gain consent to use individuals' voices and images in DCE communications and maintain records.

- a. For example: using lanyards to identify when people do not want their photo taken, informing people how their voice or image will be used, maintaining records of photo and video release forms, etc.
8. Engage oneself and others in mutual learning on identity development and social justice.
  - a. For example: learning about and sharing information on social justice topics pertinent to the community, promoting ways to be active on social issues, and understanding the impact of the use of the voices and images of members of marginalized groups at a predominantly white university.
9. Manage outreach efforts for the CRC and/or initiative and participate in efforts collaboratively with other DCE areas.
  - a. For example: assisting with tabling for the center at university-wide events, supporting outreach during Welcome Week, assist with center tours and presentations, etc.

### **Other responsibilities as assigned by professional staff**

1. Attend mandatory scheduled trainings
  - a. Such as Fall Training (tentatively early September), ongoing training sessions, weekly staff meetings, and other professional development
  - b. Equipment training workshops conducted by Orange Media Network
2. Obtain FERPA certification and complete necessary trainings in a timely manner
3. Complete daily center tasks & needs as identified by staff
  - a. May also involve focusing efforts on specialized projects based on needs of the center and/or initiative.
4. May occasionally require evening and weekend hours

### **Minimum Qualifications**

- Demonstrated ability to communicate effectively verbally and in writing
- Demonstrated interpersonal communication skills
- Demonstrated ability to effectively manage multiple projects, meet tight deadlines, and prioritize tasks
- Demonstrated knowledge of and sensitivity to historically underrepresented and/or marginalized groups on campus

### **Preferred Qualifications**

- Demonstrated ability in managing or moderating non-personal social media accounts.
  - For example: student organizations, business, community, promotional accounts / pages / channels etc.

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- Proficiency in Final Cut Pro and/or Adobe Creative Cloud suite (Adobe Premiere, Lightroom), or equivalent editing software.
- Demonstrated involvement with historically underrepresented and/or marginalized groups on campus
  - For example: attending/volunteering cultural events, membership in affiliated organizations (student or departmental), attending social justice retreats etc.
- Knowledge of community needs, experience of belonging & understanding of issues impacting community.
- Knowledge of who is visible and not visible in respective communities.
- Knowledge of written and visual communication styles and community stereotypes.

**Title:** Community Relations Representative

**Position Summary**

The Community Relations Representative (CRR) engages in community building, education, and support on behalf of the Cultural Resource Centers (CRCs) and/or their initiatives and programs. Students in this position will focus their support and address the needs of their community in one or more of the following areas: academic success, social justice, leadership, identity development, community & belonging, and well-being.

**Position Responsibilities & Outcomes**

1. Assist in daily operations of the Cultural Resource Centers and/or initiative.
  - a. For example: giving tours, staffing the front desk, keeping attendance records, maintaining cleanliness and organization of Diversity & Cultural Engagement (DCE) spaces, manage library materials, etc.
2. Engage oneself and others in mutual learning on identity development and social justice
  - a. For example: staying current on issues impacting communities; interrupting and educating about bias, microaggressions and other issues impacting communities; raise awareness for underserved parts of the community, etc.
3. Engage in community-specific and collaborative event planning and leadership with support of the DCE Assistant Directors and CRC student staff.
  - a. For example: history and heritage month celebrations; welcome week programs; Transgender Awareness Week; Sexual Assault Awareness Month programming, etc.
4. Assist in community specific or collaborative development of resources, projects, and initiatives.
  - a. For example: communication projects such as publications or videos, resource development, distributing promotional materials, educational campaigns, etc.
5. Assist in creating and maintaining a welcoming environment in Diversity & Cultural Engagement spaces.
  - a. For example: greeting guests, aiding the Assistant Director in addressing community conflicts, identify ways to make the space more inclusive, etc.
6. Support individuals' connections to community.
  - a. For example: outreach to students, helping guests build relationships with each other, providing supportive listening, assisting guests in finding relevant resources, etc.
7. Contribute to a culture of respect and accountability.

- a. For example: engaging in and modeling self-reflection, learning, and personal and professional growth, etc.
8. Promote involvement opportunities connected with DCE.
  - a. For example: promoting hiring and volunteer opportunities, involvement opportunities in affiliated student organizations, participation in programming, etc.
9. Engage with peers and connect them to relevant campus and community resources to support their student experience.
  - a. For example: Academic Success Center, Valley Library tutoring services, student Clubs & Organizations, etc.
10. Act as a representative of the CRC.
  - a. For example: building relationships with student / community organizations Tribal communities, and other CRCs; serving on planning committees for campus events such as Poverty Action Week; reaching out to academic departments; tabling at resource fairs, etc.

#### **Other responsibilities as assigned by professional staff**

1. Attend mandatory scheduled trainings
  - a. Such as Fall Training (tentatively early September), ongoing training sessions, weekly staff meetings, and other professional development
2. Obtain FERPA certification and complete necessary trainings in a timely manner
3. Complete daily center tasks & needs as identified by staff
  - a. May also involve focusing efforts on specialized projects based on needs of the center and/or initiative.
4. May occasionally require evening and weekend hours

#### **Minimum Qualifications**

- Demonstrated commitment to self and community development and advocacy
- Demonstrated interpersonal communication skills
- Demonstrated ability to work in a team environment
- Demonstrated knowledge of and sensitivity to historically underrepresented and/or marginalized groups

#### **Preferred Qualifications**

- Demonstrated involvement within underrepresented and/or marginalized groups on-campus.
  - For example: attending / volunteering at cultural events, affiliated organizations (student or departmental), or attending social justice retreats, membership in affiliated organizations (student or departmental) etc.
- Experience in planning or leading programs / events

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- Experience in having conversations about identity and social justice
- Experience with effective time-management
- Knowledge of community needs, experience of belonging & understanding of issues impacting community
- Demonstrated self-awareness and thoughtfulness about identity and their impact in community
- Demonstrated knowledge of campus and community resources

**Title:** Student Graphic Designer

**Position Summary**

The Student Graphic Designer (SGDs) creates graphical materials for communication and marketing purposes in order to promote the Cultural Resource Centers (CRCs) and/or their initiatives and programs. Students in this position will focus their design work to address the needs of their community in the following areas: academic success, social justice, leadership, identity development, community & belonging, and well-being.

**Position Responsibilities & Outcomes**

1. Create graphical materials for on-campus and online marketing needs that promote the respective CRC and/or their initiatives and programs.
  - a. For example: posters, tickets, flyers, social media graphics, stickers, video graphics, publications, digital signage, etc.
2. Produce media that inspires, uplifts, empowers, and speaks to the diversity of identities in the respective community.
  - a. For example: working on projects that promote a sense of belonging, encouraging community involvement in the CRCs, etc.
3. Conceptualize and produce graphical materials that speak to people at different stages of understanding of identity, community, and social justice.
  - a. For example: working on projects that educate community about suppressed community history and/or issues impacting community; promoting health, wellness, and student success specific to respective communities, etc.
4. Engage oneself and others in mutual learning on identity development and social justice.
  - a. For example: staying current on issues impacting communities; interrupting and educating about bias, microaggressions and other issues impacting communities; raise awareness underserved parts of the community, etc.
5. Work with professional and student staff as partners to get direction and ongoing feedback on design projects.
  - a. For example: working with other student staff to create marketing materials for programming and working collaboratively with SMDs from other CRCs.
6. Work with DCE's Marketing & Communications Coordinator for mentorship, skills development, and training with OSU branding guidelines.
  - a. May include: regular 1:1 trainings, working out of other DCE spaces, attending skills-building workshops, etc.
7. Work with Printing & Mailing on print requests, and ensure printed material projects are completed on-time.



- a. For example: submitting materials in time for events, history, tribute or heritage months, adjust formatting of content, adjust dimensions, etc.

### **Other responsibilities as assigned by professional staff**

1. Attend mandatory scheduled trainings
  - a. Such as Fall Training (tentatively early September), ongoing training sessions, weekly staff meetings, and other professional development
2. Obtain FERPA certification and complete necessary trainings in a timely manner
3. Complete center daily tasks & needs as identified by staff
  - a. May also involve focusing efforts on specialized projects based on needs of the center and/or initiative.
4. May occasionally require evening and weekend hours

### **Minimum Qualifications**

- One year of applied design experience and/or design coursework
  - For example: degree-seeking courses, dedicated hobbies, freelance work, fashion design projects etc.
- Demonstrated experience in design software
  - For example: Adobe Creative Suite, Canva, GIMP, CorelDraw, etc.
- Demonstrated ability to accept and integrate constructive feedback in the design process
- Demonstrated ability to effectively manage multiple projects, meet tight deadlines, and prioritize tasks
- Demonstrated knowledge of and sensitivity to historically underrepresented and/or marginalized groups on campus

### **Preferred Qualifications**

- Knowledge of videography and photography basics
- Proficiency in Adobe Creative Cloud suite or equivalent image editing software
- Proficiency in Final Cut Pro, Adobe Premiere or equivalent video editing software
- Demonstrated commitment to personal and transformational learning
- Demonstrated involvement with historically underrepresented and/or marginalized groups on campus
  - For example: attending/volunteering cultural events, membership in affiliated organizations (student or departmental), attending social justice retreats

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- Knowledge of community needs, experience of belonging & understanding of issues impacting community
- Knowledge of who is visible and not visible in respective communities
- Demonstrated ability to identify and recognize how their own identities influence their marketing material.
- Knowledge of visual communication styles and community stereotypes

## **Title: Student Leadership Liaison**

### **Position Summary**

The Student Leadership Liaisons (SLLs) assist in the daily operations of the Cultural Resource Centers (CRCs) and serve as leaders in developing inclusive and equitable communities within Diversity & Cultural Engagement (DCE) and across the Oregon State University campus.

#### **1. Leadership**

- a. Assist in daily administrative & operational support
  - i. May include supporting budget processes, creating and documenting Purchase Requests, delegating tasks among staff, co-leading weekly student-staff meetings
- b. Assist in organizing center projects
  - i. May include event planning and implementation, maintaining center library database
- c. Provide mentorship and guidance to other peer staff members
  - i. May include leading program planning and supporting peer staff members in leading programs
- d. Represent the center in the campus community
  - i. May include serving on student advisory boards and committees, engaging staff and community members in conversations pertaining to student fee processes, representing DCE at tabling functions

#### **2. Community & Belonging**

- a. Assist in maintaining a welcoming environment in DCE spaces
  - i. May include updating center layouts, signage, etc.; answering guests' queries, welcoming guests to the DCE spaces and events
- b. Support networking and relationship building among groups
  - i. May include facilitating connections between the centers, departments, and groups; initiating collaborations
- c. Support individuals' connection to community
  - i. May include helping guests build relationships with each other; providing supportive listening; assisting guests in finding relevant resources
- d. Contribute to a culture of respect and accountability
  - i. May include engaging in and modeling self-reflection, learning, and personal and professional growth

#### **3. Well-being**

- a. Assist in the holistic support of student staff and team-building efforts
  - i. May include well-being check-ins, planning team-building activities, meeting regularly with their supervisor in support of their own well-being
- b. Lead efforts to develop programs / events / collaborations that address community needs related to well-being
  - i. May include Sexual Assault Awareness Month, BoldyMe Campaigns, Survivor Advocacy Resource Center, Student Health Services, Counseling and Psychological Services
- c. Provide support to students in need

- i. May include providing supportive listening, consulting with campus partners in order to connect guests with relevant resources, directing guests to resources when they experience bias or violence

**4. Academic Success**

- a. Assist in developing and maintaining relationships with partnered academic support department
  - i. Partners may include EOP, CAMP, TRIO, Academic Success Center
- b. Assist in identifying academic needs of students, particularly in each center's respective communities
  - i. Needs may include concerns of discrimination in classrooms
- c. Assist in developing programs to meet those needs and/or connect students to appropriate resources
  - i. Programs may include community writing groups

**5. Identity Development**

- a. Reflect on identity development and model thoughtfulness and vulnerability in this area with staff and community members
  - i. May include developing self-awareness of own identities through trainings, leading staff in exploring other identities
- b. Actively collaborate with other centers, student organizations, and external partners to foster individuals' identity exploration and development
  - i. May include facilitating programs that address concepts of identity and systems of oppression

**6. Social Justice**

- a. Participate in challenging and sensitive conversations
  - i. May include facilitating conversations in center spaces
- b. Raise awareness and educate people about pertinent social justice issues
  - i. May include developing programs and campaigns about relevant issues, sharing research and resources
- c. Work to empower community
  - i. May include lifting up the stories of marginalized community members

**7. Other duties as assigned by professional staff**

- a. Attend mandatory scheduled trainings
  - i. Such as Fall Training (tentatively early September), ongoing training sessions
- b. Assist in interview processes for other student-staff
- c. Obtain FERPA certification and complete necessary trainings in a timely manner

**Minimum Qualifications**

- Have a minimum of 1 year of active leadership experience on a college campus
- Have a demonstrated commitment to personal learning and transformational learning
- Must be available to work evenings and weekends as needed
- Have a demonstrated knowledge of and experience working with groups represented by the CRCs

**Preferred Qualifications**

- Leadership experience in the community and/or the communities represented by the CRC or initiative applied for.
- Demonstrated knowledge of social justice principles and systems of dominance
- Experience in having conversations about identity and social justice

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- Experience in project management and/or event leadership
- Experience with networking and relationship building
- Experience with effective time-management
- Demonstrated self-awareness and thoughtfulness about identity and their impact in community