**Position Title:** Inclusion Center Graduate Assistant

**Reports to:** Student Affairs, Diversity and Inclusion

**Terms of Employment**
For the fall semester: 20 hours per week, beginning August 23, 2021, and ending December 17, 2021. Does not include the week of Thanksgiving Break.

For the spring semester: 20 hours per week, beginning January 10, 2022, and ending May 6, 2022. Does not include the week of Spring Break.

Must be available to work some evenings, nights, or weekends.

**Compensation**
- Full assistantship salary for 2020-2021 is $5,395 per semester. 2021-22 salary information should be available by February 1, 2021
- Salary will be prorated on a weekly basis for a late start
- Graduate Assistants may qualify for in-state tuition and fees.
- Graduate Assistants receive College holidays and do not work during Thanksgiving Break, Spring Break, or the interims between semesters
- Graduate College Tuition scholarships are applied for and awarded separately
- For more information on the Graduate Assistantship System and procedures: [http://www.grad.uni.edu/assistantships/](http://www.grad.uni.edu/assistantships/)

**Position Description**
Hawkeye Community College is seeking a Graduate Assistant to play an integral role in cultivating a supportive and welcoming environment in the Inclusion Center. The graduate assistant understands and encourages the educational and societal benefits of diversity, equity, and inclusion. Primary responsibilities include collaborating with the diversity and inclusion team; greeting and providing customer service to students; promoting an atmosphere of respect, dignity, and cultural humility; and assisting with the development and facilitation of programming and events.

**Responsibilities**
- Foster a welcoming and supportive environment for all students, including those who identify with underrepresented and marginalized populations.
- Facilitate daily operations including greeting and providing customer service to students.
- Collaborate with the diversity and inclusion team to develop and facilitate programming for students.
- Assist with the development of program materials.
- Assist with communications to students.
- Plan, facilitate and/or participate in events, meetings, trainings, or workshops.
Qualifications

- Candidate must be a full-time, degree-seeking student in a UNI graduate program (postsecondary education/student affairs, counseling, social work, communication studies, or related field preferred).
- Must be enrolled in 9 qualifying graduate credits each semester.
- A newly admitted graduate student must have at least a 3.0 grade point average for undergraduate or previous graduate work of at least 8 graded credit hours. The student must maintain a minimum UNI cumulative GPA of 3.0 in order to be eligible for continued or further appointment.

Additionally, the ideal candidate will have the following preferred qualifications:

- Experience and/or demonstrated interest in working with diverse populations.
- Demonstrated commitment and interest in diversity, equity, inclusion, and cultural awareness programming.
- Excellent written and oral communication skills.
- Strong interpersonal and organizational skills.
- Demonstrated ability to be self-motivated and to conduct oneself in a professional manner.

Professional Competency Areas

This position will provide practical experiences and learning in the following areas:

**Leadership (LEAD)** Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

**Social Justice and Inclusion (SJI)** 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 (SLD)** 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.

**Application Process and Deadline**

- To apply, email the completed Application Form for Graduate Assistantship (available at [http://www.grad.uni.edu/assistantships](http://www.grad.uni.edu/assistantships)).
- Applications received through the Interview Day Registration Form will be given preferential consideration.

**Please note that the availability of this position is dependent upon vacancy and funding**