

The UNIVERSITY of WESTERN ONTARIO

JOB DESCRIPTION (PROFESSIONAL AND MANAGERIAL STAFF)

Job Title: Team Coordinator, Transition, Leadership and Enrichment Programs (formerly Transition, Leadership, and Scholars' Programs)

Incumbent: Leslie Gloor Duncan

Department: Teaching & Learning Services, The Student Success Centre

Reports to: Donna Moore

Date: September 2012

A. OVERALL PURPOSE OF THE JOB: Briefly summarize, in one or two sentences, the role or function of this job. Why does the job exist and/or what is this job expected to accomplish?

The Team Coordinator, Transition, Leadership and Enrichment Programs (TLE), leads the activities of the team, as well as holding his/her own portfolio of program coordination responsibilities. The Team Coordinator leads the individual members of the TLE team, ensures that the strategic objectives of the team are met, and oversees the programming budget for the team. The leadership duties of the Team Coordinator account for approximately 25% of the responsibilities of this role.

The Team Coordinator's own program coordination include all aspects of the Summer Academic Orientation (SAO) Program, the Leadership and Mentorship Program, Programming for First Generation Students, the Mature and Transfer Student Orientation, SAGE Mature Student Programming, Discovery Café with the Faculty of Science, and coordination of the Ready for University! Program.

Reporting to the Team Coordinator are the Scholar's Programs & Academic Outreach Coordinator and the Coordinator of Student Engagement Programs. These team members are responsible for the Scholar's Electives program, Western's Initiative for Scholarly Excellence (WISE), Western Scholars, the Leadership Education Program, the Society of Off Campus Students (SOCS), the Alternative Spring Break (ASB) Program (collaboratively with Housing) and campus-wide Intent to Register Programming.

The key purpose of the TLE team is to provide programs to ensure the orientation and successful transition of a range of student cohorts (e.g. secondary school, first generation, mature, transfer students) and to facilitate the retention and engagement of these students. Given the need to offer programs that meet the changing needs of students, the TLE team will develop and offer additional programming as warranted.

The primary purpose of The Student Success Centre is to increase and strengthen opportunities for students to gain experience, leadership and career competencies to maximize personal success.

B. ORGANIZATIONAL DIMENSIONS OF JOB (e.g. annual operating budget of unit, number of clients served, number and payroll of direct reports, number indirectly supervised, other measurable components).

Annual budget of The Student Success Centre is approx. \$1,500,000

Potential Clients of the Student Success Centre: 38,000

Target audiences: all undergraduate students

Number of students in the Team Coordinator's portfolio:

- Number of students in First Gen programming: approximately: 900-2000

- Number of students registered in the Leadership and Mentorship Program (LAMP): 1500-2500 students
- Number of LAMP Leaders: 2 Student Coordinators, 10 Team Leaders, 5 Leadership Chairs, 65 Mentors
- Number of students in the Mature and Transfer Orientations: 75
- Number of students in Ready for University: 150
- Number of students registered in the SAGE Program: 850-1000 students
- Number of students attending Summer Academic Orientation: approximately 4300
- Number of parents and guests attending Summer Academic Orientation: approximately 4200
- Number of SAO Student Leaders: approximately 29
- Number of “Success Leaders” (i.e. student leaders) in all Centre programs: 250-300

Number of students in the portfolios of the Team Coordinators’ direct reports:

- Leadership Education Program: approximately 1500 registrations in approx. 150 modules
 - 1 Student Coordinator
 - Facilitators: 20
- Number of student leaders in the Society of Off-Campus Students:
 - Number of first-year off-campus students: approximately 1300, number of students participating in the Society: approximately 800;
 - Supervises one Student Coordinator, 6 Committee Chairs and 2 Assistant Head Sophs and 50 Sophs
- Number of participants in the Alternative Spring Break program: approximately 150
- Mature Student Advising: approximately 400

Scholars’ Programs:

- Number of students in Scholar’s Electives: 175
- Number of students in Western Scholars: 650-850
- Number of students in WISE: approximately 100

Budgets managed in the TLE portfolio

The Coordinator is responsible for managing and reporting on the expenses for the programs for his/her team:

- Summer Academic Orientation (SAO); The Coordinator manages a budget for SAO of \$150,000 annually, and is responsible to ensure that expenses do not exceed the amount allocated.
- Leadership and Mentorship Program (LAMP); program delivered September - April
 - Annual budget approximately: \$8,000
- Leadership Education Program
 - Annual budget approximately \$9000
- Society of Off-Campus Students (SOCS)
 - Annual budget of approximately \$12,000
- Ready For University! course budget—cost recovery program with revenue generating opportunities;; 4 modules covered in 6 sessions (4 hrs/session) and offered two times per year
 - Annual budget of approximately \$12,000
 - 8 instructors are paid from this budget
 - annual registrations of approximately 300
- Ready for Intent To Register budget - \$2,500
 - Manage facilities and the recruitment of staff (N=100 staff each session)
 - Attended by over 1600 students

- Scholar's Program budget \$12,000
- Success Leader budget - \$2000

Summary of Budgets:

\$150,000 for SAO
 \$12,000 for SOCS
 \$8,000 LEP Budget
 \$8,000 for LAMP
 \$12,000 for Ready for University!
 \$2,500 for Ready for Intent to Register
 \$10,000 Scholars' Programs
 \$2000 Success Leader's Budget

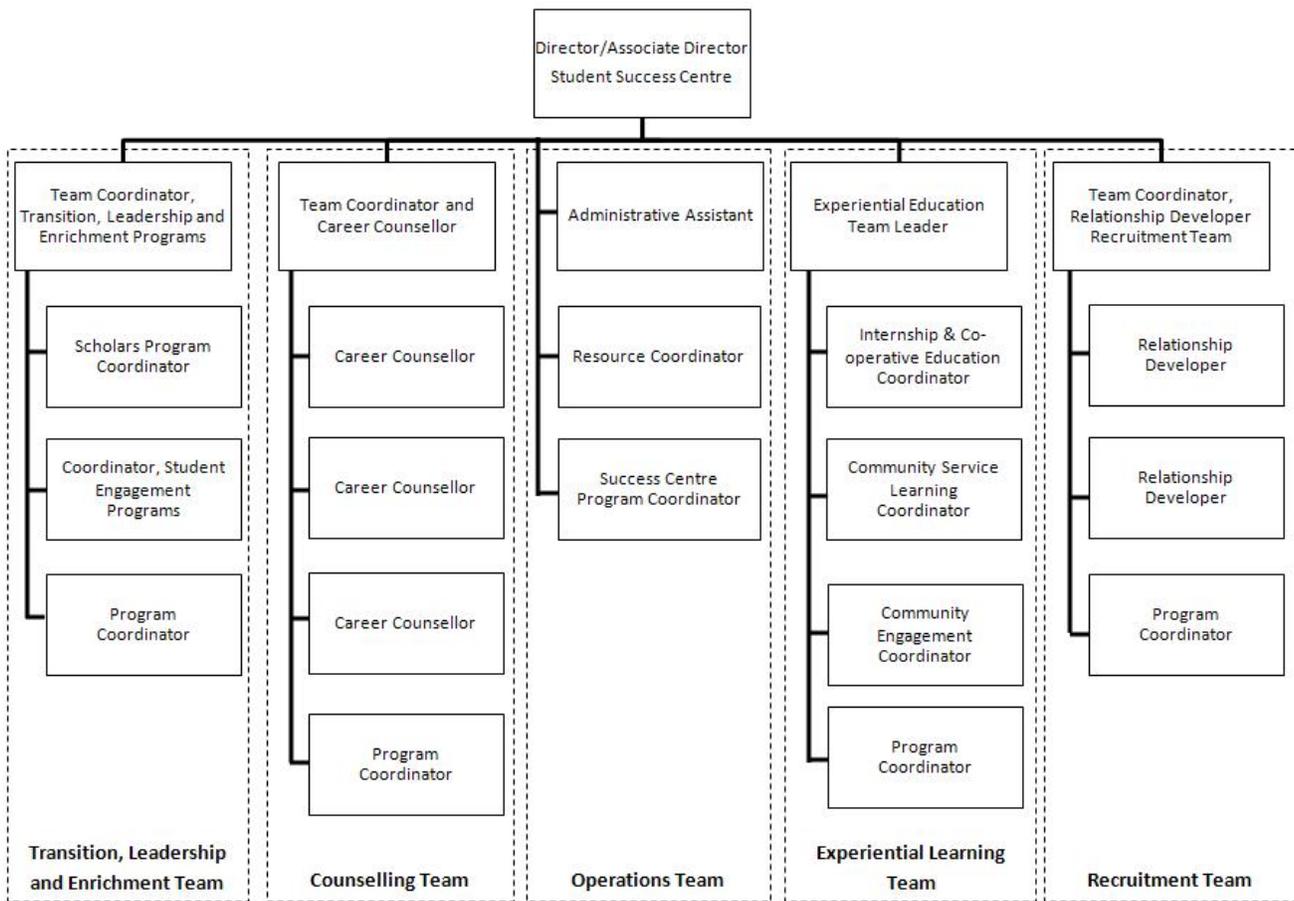
Total: \$204,500

- The coordinator will directly supervise the Faculty Advisors (Professors) (N=75), Summer Orientation Student Leaders (N=28), Undergraduate Recruitment Staff (N=5), and Student Success Centre Staff (N=3) involved in the delivery of this program. This program is delivered to 5,000 students each summer plus approximately 4200 parents and family members.

Summary of Direct/Indirect Reports:

-Coordinator of Student Engagement Programs (PMA position)
 -Scholars Programs and Academic Outreach Coordinator (PMA position)
 -Transition and Career Program Coordinator (PMA position)
 -29 Summer Academic Orientation Student Leaders
 - 75 Professors/Faculty Advisors during SAO
 - 8 Undergraduate Recruitment and The Student Success Centre staff for SAO
 -1-2 LAMP Student Coordinator(s), 10 team leaders, 5 leadership chairs and 65 mentors
 -8 Instructors for Ready for University! (contracted position)
 -100 staff for Ready for Intent to Register
 -10 Student Coordinators of What's Next?
 -1 or 2 Work Study students hired to support this position
 -supervision of work assigned to Administrative Assistant
 Total: 317

- (a) *Please complete following organization chart indicating title of: supervisor, peer(s) and subordinate(s) as applicable*



C. SPECIFIC ACCOUNTABILITIES OF THE JOB: *In descending order of importance* please list the most important outcomes or “key” end results (not duties) of this job (i.e. what is this job responsible for accomplishing and how is it achieved?) Your focus should be on functional and/or organizational accountabilities (e.g. human resources activities, analyzing, co-ordinating, marketing, planning, strategy development, process implementation, etc.).

The individual must be capable of developing and implementing programs to assist the University with the goal of retaining and recruiting students to Western University. This includes responding to areas of emphasis for the University such as programming for international and first-generation students.

1. Team leadership

- Provides ongoing and consistent leadership, support and direct supervision to two PMA staff: Coordinator Student Engagement and the Scholars Programs and Academic Outreach Coordinator. Provides performance feedback and coaching. Aids the two coordinators to design, deliver and evaluate their programs.
- Develops program budgets for programs in the TLE portfolio; manages expenses to fit within these budgets
- Leads the team in the development and execution of a team strategic plan which feeds into the realization of the strategic goals for the Success Centre

2. Summer Academic Orientation Program (SAO). SAO is a multi-faceted program which

requires a team approach to its delivery. The Team Coordinator of TLE oversees all aspects of the program (outlined below), and is solely responsible for some components of the program, participates in other components of the program and delegates responsibility to other TLE team members as warranted. The TLE team shares responsibility for duties on a rotation basis all under the direction of the Team Coordinator. The TLE team members include the Coordinator of Student Engagement Programs, Scholar's Programs & Academic Outreach Coordinator, and the Transition and Career Program Coordinator

The Team Coordinator is solely responsible for:

- Budget (creates an annual budget, monitors expenditures, ensures the cost of the program does not exceed the annual budget allocation, which is limited, secures sponsorship opportunities to help defray the expenses). It is critical that there are not cost overruns. Management of the budget includes carefully calculating the number of staff that can be hired to ensure that the number of students and parents that flow through the day can be adequately managed and that there is no overtime required by the student leaders.
- Collaborates with Associate Deans to secure sufficient faculty advisors for the program (approximately 4200 students advised over the length of the program)
- Liaises with Admissions and Institutional Planning and Budgeting to determine the number of advisors required for the incoming first-year class; monitors this need as admission offer numbers are adjusted
- Handles major problem solving which could cause any risk or harm to our program participants or cause any significant impact in our relationships with students, parents, campus partners, and/or sponsors, e.g. major health risks, major building deficiencies, serious misunderstandings

The Team Coordinator oversees all the following areas, participates directly in the following activities and delegates responsibility for some aspects of the following to TLE team members:

TC= Team Coordinator

SEP=Student Engagement Coordinator

SC= Scholar's Programs & Academic Outreach Coordinator

T&CPC=Transition and Career Program Coordinator (contract position)

- Advising
 - secures advisors from Faculties/Programs (TC)
 - collaborates with Faculties/Programs on the design and delivery of advisor training (TC, SEP, SC)
 - schedules advisors to meet the student need (TC)
 - coaches advisors on performance (TC, SEP, SC)
 - advises students when advising is falling behind schedule or an advisor misses his/her shift (TC, SEP, SC, T&CPC)
- Campus partners
 - Contacts campus partners and arranges for their services to be part of the daily program, e.g. presentations from Housing, Student Financial Services, Student Success Centre—Careers (TC with assistance from T&CPC)
- Communication
 - Writes and updates brochure copy (T&CPC under the direction of the TC)
 - Writes email copy (T&CPC under the direction of the TC)
 - Answers questions from students and parents (T&CPC under the direction of the TC)

- Daily program delivery
 - Delivery of workshops, e.g. programming for parents (TC, SEP, SC, T&CPC)
 - Problem solving (Major problems—TC; Medium problems—SEP, SC; Minor problems T&CPC)
 - Monitors and records advisor attendance (T&CPC)
 - Reviews advising forms at “Checkpoint” (SC with back up from TC, SEP)

- Evaluation
 - Designs an evaluation for students and parents (TC)
 - Monitors the responses on the evaluations on a daily basis looking for any issues that require attention (TC),
 - Evaluates the full program from student, parent, campus partner and Success Centre perspectives (TC with assistance from T&CPC); feedback is provided annually to campus partners
 - Keeps abreast of up-to-date literature on the effectiveness of orientation programs (TC, SEP, SC)

- Logistics
 - Plans the specific elements of the daily program, e.g. what topics will be covered in workshops, when workshops will run, who will run them, when advising will run during the day (TC with input from SEP, SC and campus partners)
 - Orchestrates student and parent online registration (TC with assistance from T&CPC)
 - Books rooms (T&CPC with direction from TC)
 - Books arrangements for parking (T&CPC with direction from TC)

- SAO student leaders
 - Plans the hiring process including the communication around student leader position availability, the process to be used for hiring (TC)
 - Executes the components of the hiring process (T&CPC)
 - Makes hiring decisions for student leaders (TC, SEP, SC)
 - Designs and delivers training (TC, with assistance and input from SEP, SC, T&CPC and Faculties/Program representatives)
 - Assigns student leader duties (T&CPC under direction from the TC)
 - Coaches for performance on a daily basis including running bi-weekly check in meetings with student leaders (TC with assistance from SEP, SC, T&CPC)
 - Evaluates the performance of the student leaders formally twice during the program (TC with assistance from SEP, SC and T&CPC)
 - Monitors hours submitted by student leaders and submits hours for payroll (T&CPC)

- Reporting
 - Prepares an annual report on the program for the Directors (TC with assistance from T&CPC)

The Team Coordinator demonstrates excellent decision-making and conflict resolution skills to ensure the smooth operation of this program which must start and end on time every day regardless of emergencies which may arise.

The members of the TLE team must work effectively as a team to support the TC in the delivery of SAO. Each team member must be able to cover each others' responsibility at short notice as required by the shifts in demands

3. Coordinates the Leadership and Mentorship Program (LAMP)

The incumbent is responsible for developing, enhancing, and evaluating the LAMP program. Recruits the Student Coordinator and more than 65 student mentors who assist with the program. The individual meets with the Coordinator on a weekly basis to ensure smooth operations of the Program. Develops initial and ongoing training and supervises student leaders (N=65). Approximately one-third to one-half of the first-year class participates in this program. Participants are provided with valuable support from trained upper-year students who mentor first-year students on academic and social transition issues. Works closely with the Faculty of Science to offer the Discovery Café program for first year Science students to meet weekly with a professor in Science to discuss Science related topics and innovations.

4. Coordinates "Ready For University!"

The individual is responsible for coordinating the Ready for University program for prospective students. This program can influence the decision of students to enroll at Western, and therefore, ensuring a positive and realistic academic experience is essential. S/he will recruit and schedule Instructors (N=8) for the program, take care of payroll, and manage the budget for the program. The individual must be in contact with Continuing Studies to ensure smooth registration for students and coordinate the advertising and promotion of the program.

5. Coordinates First Generation Student Programming

The individual is responsible for creating, maintaining and promoting programming for First Generation students. Working with the Student Financial Services office, Learning Skills, the LAMP program and the Society of Off-Campus Students, the individual helps to connect interested First Gen students with services and programs to support their success at university. The program supports between 900- 2,000 students in both residence and off-campus. The First Generation program also supports the School within a University initiative and the First Year Seminar program.

6. Coordinates Orientations and programming for Mature, Part-time and Transfer Students

The Coordinator is responsible for organizing welcome events and orientation programming for Mature students and students with transfer credits. The Coordinator aids in promotion, advertising, liaising with student services areas and the Office of the Registrar to coordinate these events. The Coordinator must be knowledgeable about and sensitive to the issues for these cohorts.

Plans programming for the SAGE Society for Mature Students which includes academic and social events.

7. Program Evaluation

The individual should have knowledge of how to plan and implement program evaluation. This is an integral part of all programming at the Student Success Centre to ensure that programs are meeting the goals of our student population and to ensure that we can report on the impact of our programs.

8. Research on Transitional Issues. The Coordinator is considered the key contact on campus regarding Transitional issues faced by students. The Coordinator will regularly review literature in this field, will consult with colleagues both on and off campus about trends in transitional issues,

and will be called upon to speak about these issues in the University and at conferences.

D. JOB COMPONENTS

1. **Communications/Interpersonal Dimensions:** Who does/should this job have contacts with? Consider the role and affiliation of the job(s) involved (i.e. students, faculty, staff, peers, subordinates, customers, etc.) as well as the frequency and purpose of the contact(s) (i.e. how often and for what purpose) and the nature of the communication (i.e. information giving for discussions, responding to questions in order to assist with understanding, “selling” an idea or concept to achieve agreement, negotiating solutions in an attempt to achieve consensus, etc.)

- Director and Associate Director; bi-weekly; to discuss progress towards programming and strategic goals; in meetings
- Team members from Transition, Leadership and Enrichment Programs; daily; for work direction and coaching, information sharing, providing information, negotiating solutions to problems, discussing progress towards programming and strategic goals, new initiatives etc.); in meetings
- Prospective students, first-year and upper-year students, and their families; daily; on topics such as transition, student services at Western, and content related to the programming areas in this portfolio; during individual meetings, by phone, through email, formal presentations.
- Various members of the University community such as Senior Administrators, Associate Deans, Academic Counselors, Office of the Registrar, other departments including Housing and Ancillary Services, Student Development Centre, University Students’ Council, Western Libraries, Campus Community Police Services, Information and Technology Services, and Student Health Services; daily; to discuss collaborative programming, new initiatives, referrals throughout the academic year in preparing for Summer Academic Orientation and all other programming areas in this portfolio; during individual meetings, by phone, through email.
- Colleges, Universities, and professional organizations involved in student development; throughout the year in gathering information about transition, leadership and enrichment programs, and student development opportunities through research and other forms of education; in meetings, by phone, email and at conferences.

2. **Initiative:** List a few major examples of proactive actions/decisions expected/required of this job where the incumbent is expected to:

(a) *Act on own* (i.e. incumbent can commit and decide without further authorization).

- The Team Coordinator is the primary supervisor of staff in the TLE portfolio, and would direct the day-to-day work of these individuals. This includes full-time professional staff, contract staff and work study staff. The team coordinator must also oversee the work of the Centre’s Administrative Assistant in the portion of work devoted to SAO and other transition, leadership and enrichment programs.
- Day-to-day functioning of all aspects of SAO
- Interacting with students and parents who attend Summer Academic Orientation in order to ensure that a positive experience is provided.

- Actively seeks up-to-date and detailed information about the University through our partners on campus as well as current knowledge of student transition, student retention, academic and learning issues.
- Training sessions (when training student staff on the appropriate conduct as Western employees and in learning about the Student Success Centre and other services at the University)
- Problem solving with students and parents attending SAO as they become oriented to Western, registering for all first year programs, and receiving various services. The individual is responsible for the smooth functioning of all the registration processes.
- Conflicts with students colleagues, campus partners, or staff members when developing and working on support programs for students

(b) *Act and report* (i.e. has the authority to decide but reports significant commitments to supervisor).

- Recommendations for new program development in areas such as student transitional needs, collaborative and enhanced learning experiences
- Monitors expenses associated with the team's portfolio, and ensures that expenses are in line with established budgets.

(c) *Act on consultation* (i.e. generally there is prior discussion with immediate supervisor before any significant action is taken or commitments are made).

- Any major developments, changes, or modifications that are to be made in any of the programs within this portfolio; major conflict/difficulty with, students, colleagues, faculty, partners on campus, or staff members when developing and working on support programs for first year students.
- Conflict with faculty members, staff, academic counselors
- Decisions about the possible termination of staff (student/contract/work study/staff)

3. Challenges: List a few major examples of complex or challenging issues or situations expected of this job where:

(a) *Independent action is encouraged.*

The Student Success Centre handles approximately 38,000 inquires / students a year and over percent of those interactions are the students and guests attending Summer Academic Orientation. In addition, many students contact the Centre in preparation for booking their SAO day. Therefore, SAO represents a significant portion of interactions for the Student Success Centre.

The individual must be prepared to deal with conflict or significant issues as they arise. This includes any sort of emergency at Summer Academic Orientation involving a staff member, a parent/guest or incoming student. It is imperative that s/he exercises superb conflict resolution skills.

The individual is privy to confidential and time sensitive issues and must act appropriately. For example there have been natural disasters (flooding) during Summer Academic Orientation, there have

been small fires requiring total evacuation of the building, blackouts, there has been SARS concerns and dealing with student fraud with TOEFL tests. The coordinator must be able to handle all challenges under time pressures and under the scrutiny of the university and the public.

Issues that may arise for other programs include faculty representatives (advisors, counselors) not showing up for scheduled events, dealing with irate students/parents on the telephone or in person, facilitators not showing up for their scheduled presentation, etc.

(b) *Action requires approval and/or consultation with supervisor or others.*

Termination of Faculty Academic Advisors from Summer Academic Orientation responsibilities requires consultation with the Director and/or Associate Director.

4. Adaptability:

(a) *Identify a few major areas of your job that are relatively structured.*

- Policies and procedures as outlined by the University including: Human Resources (PMA and UWOSA), finance, privacy, confidentiality agreements, safety and risk management, etc.
- For efficiency, some processes have been structured, for example, the process used to hire student leaders, or the material to be covered in each day's presentation to the SAO audience.
- Students' questions concerning programs and policies tend to be routine
- The content of presentations given to Summer Academic Orientation audiences

(b) *List a few major examples which require this job to apply professional knowledge (i.e. skills) easily from one issue/situation to another in order to quickly adjust to new or different situations/conditions.*

- Adapting to changing work demands and priorities, for example, attending meetings, events and other programs in various locations both on and off campus, facilitating meetings, and programming, adjust to changing priorities and strategic directions of the university promptly
- Given the profile of this position with senior administration, faculty and student support units, the priorities of this position can shift. The incumbent requires significant problem solving skills due to the nature of the position and the exposure to the public.
- Working under stress and possessing excellent time management skills especially during the academic year when thousands of students are involved with the programs within this team (from the program start-up to the program evaluation).
- Using excellent communication skills to adapt to a variety of needs and audiences, e.g. when addressing prospective students, first-year students, their families, senior administration, associate deans, etc.
- Attending and presenting at conferences as a representative of the Student Success Centre and the University
- Assessing student needs in order to research, design, implement, and evaluate educational and training and developmental programs.

5. Teamwork: List a few major examples which require this job to work co-operatively as part of a team (i.e. two or more jobs) operationally or on a pre-defined project/task including the leadership role(s) of this job on the team (i.e. known areas of expertise, sections of the project/task, major area(s) of the project/task, overall project/task management, etc.).

- Leads all aspects of the SAO program. This involves working closely with many members of the Office of the Registrar, Housing and Ancillary Services, Parking Services, all undergraduate Faculties and programs (Academic Counsellors, Associate Deans, Faculty Members), Senior Administration, Admissions and Recruitment, University Students' Council and the staff of Student Success Centre helping them to coordinate their efforts for the benefit of the SAO program.
- Coordinates and leads the work of student leaders in various programs in order to enhance students' transition and engagement experience.
- Serves as a fully participating member on various committees discussing needs of first-year students, transition, leadership and enrichment programs. Occasionally, the incumbent may be expected to serve as the committee chair or in another leadership capacity.
- Collaborates with the University Students' Council in supporting each others' programs including and not limited to Orientation Week, leadership activities and conferences, and a campus-wide awards ceremony.
- Encourages and supports student-initiated programs which enhance the learning experience
- Participates in recruitment initiatives with the university community, for example, the Ontario University Fair, March Break Open House, etc.

6. Guidelines: What procedures/guidelines, manuals, policies, objectives, etc. are available to guide the decision-making and actions that this job is accountable for?

- The University's Strategic Plan, the Success Centre strategic plan
- Policies and guidelines developed by The Student Success Centre
- UWO policies and procedures, e.g. Finance, FIPPA, AODA, Bill 168

7. Nature of Supervision Received: Consider the type of supervision (i.e. formal, informal, as required, etc.), the frequency (i.e. daily, weekly, bi-weekly, etc.) and examples of the issues discussed.

- The Director and/or Associate Director of the Student Success Centre and the Team Coordinator formally meet bi-weekly. Issues discussed with include progress on meeting the strategic goals for the TLE team, opportunities for development (professional and program-related), and to ensure the lines of communication are open.
- The Team Coordinator, the Coordinator of Student Engagement Programs and the Scholars Programs and Academic Outreach Coordinator will meet bi-weekly to discuss progress on the team strategic plan, programming initiatives, consultations across campus, special projects, assignments and updates.

8. Leadership Expectations: What leadership role is this job expected to assume in the unit, projects, etc.?

- As Team Coordinator for the Transition, Enrichment and Engagement Programs, the individual will provide leadership to his/her team in formulating the strategic direction for this team and by providing mentoring, coaching and leadership development to full and part-time staff including student volunteers.
- Establishes an effective team work environment with student leaders. Acts as a role model for all student leaders on campus; inspires and motivates volunteers, paid student staff and first-year students.
- The Team Coordinator is the primary leader of all academically focused co-curricular transition and engagement programs on campus. The individual is also responsible for the development and management of new transitional programs. The Coordinator has significant responsibility in the overall success of transition programs at Western.
- The incumbent is called upon to serve on project teams with Student Success Centre, Student Development Centre, Undergraduate Recruitment and Admissions, the Office of the Registrar, Housing and Ancillary Services, Teaching Support Centre, and other partners on campus who work at supporting Western students

9. Supervisory Responsibilities What job levels does this job directly supervises? Include the type of supervision (i.e. formal, informal, as required, etc.), the frequency (i.e. daily, weekly, bi-weekly, etc.) and examples of issues discussed (i.e. work direction, performance coaching/feedback, discipline, hiring, firing, etc.).

- 3 PMA level staff year long plus contract UWOSA level staff during academic year (formal supervision; as needed; work direction; performance coaching/feedback).
- 250-300 student leaders (formal supervision, daily; work direction; performance coaching/feedback, discipline, hiring, firing, etc.) during Summer Academic Orientation and during the academic year
- approximately 75 faculty members who serve as Advisors during Summer Academic Orientation (formal supervision; daily; work direction)
- 8 PMA staff from both Student Success Centre and the Undergraduate Recruitment Office (formal supervision; as needed; work direction; performance coaching/feedback) during Summer Academic Orientation
- 1-2 LAMP Student Coordinator(s), 10 team leaders, 5 leadership chairs and 65-90 mentors
- The individual supervises 8 instructors (PMA & Faculty) for the Ready for University! Program which runs in the Winter and Spring terms. (formal supervision; as needed; work direction)
- The Coordinator is responsible for supervising of work study and/or contract positions to support the Student Success Centre throughout the year. The individual supervises work study

students for the transition and leadership programs. (formal supervision; weekly; work direction; performance coaching/feedback)

E. WORKING CONDITIONS

- 10. Physical Effort:** What physical effort is required to perform your job? Examples of these activities include: the requirement to stand or sit for long periods of time; walking; climbing; lifting/pushing (include weight involved); restricted movement (e.g. working on a computer for the majority of the day, etc.). *Specify how often and for how long each of these physical efforts occurs.*
- The incumbent will need to stand for long periods of time while giving presentations
 - Hours may be irregular due to after-hours meetings and/or events. The incumbent will experience some long days when programming events and meetings occur on evenings and weekends.
- 11. Physical Environment:** What type of environment is your job exposed to which increase the risk of accident, ill health or physical discomfort? Examples may include the requirement to drive on behalf of the employer; working with restricted movement, exposure to toxic or unpleasant fumes, extremes of temperature, loud noise, vibration, dirt, dust; unavoidable exposure to hazardous substances, illness, electricity, equipment, exposure to personal injury or occupational disease, other potentially dangerous situations. *Please indicate how often and for how long each of the environmental exposures occurs.*
- None identified.
- 12. Sensory Attention:** What kind of concentrated level of sensory attention (i.e. seeing, hearing, smelling, tasting, touching) is this job exposed to during the work process that varies in intensity, duration and frequency? (e.g. prolonged periods of concentration reading/watching/studying/observing; focused listening, smelling, tasting, touching)? Describe if these senses are used separately or in coordination with one another (e.g. sight and touch used together when repairing equipment, etc.). *EXAMPLES:* auditing, inspecting, tabulating data, monitoring video display terminals, proof reading, technical troubleshooting, manipulating small items, attending to nuances of sound, smell, taste, etc. *Specify how often and for how long each use of sensory attention occurs.*
- This position requires focused and alertness at all times to respond effectively to critical situations which can arise quickly and because of shifting demands.
- 13. Mental Stress:** Describe your job's exposure of varying intensities to factors inherent in the work process or environment that increase or cause the risk of tension or anxiety. Examples of such factors include any disruption to family/social life because of assigned job duties such as on-call responsibilities, requirement to work odd hours; travel; attend meetings during the evening or on weekends (does not include voluntary membership in work-related associations); lack of control over workplace because it is irregular work patterns or machine controlled; emotional deprivation due to isolation or lack of privacy; exposure to emotionally disturbing experiences; etc.). *Indicate approximately how often and for how long (percentage of time) these disruptions occur.*
- This position requires the individual to work in a fast paced, interruptive environment where there are often competing demands. There are times when the individual must work on evenings and weekends. Long hours will be required on occasion.
 - There is mental stress during many periods of the academic year due to the high volume of students and parents/guests involved in programming, the high needs of students in transition and the high profile of student programming to the reputation of the University. Must remain physically and mentally alert, enthusiastic and cheerful under pressure.

F. REQUIRED KNOWLEDGE AND COMPETENCIES

* minimum requirements to successfully perform the job

Education:

CORE (minimum)*

Required Education:

Masters degree

Preferred Education:

A Masters degree in Higher Education preferred.

Experience:

- 3-5 years experience in student life issues and student development preferably within a university environment
- 3-5 years leadership/supervisory experience with a proven track record for motivating both professional staff and voluntary student staff
- 3-5 years experience designing, delivering and evaluating transition, leadership and enrichment programs that respond to the changing needs of a diverse population of students
- 3-5 years experience in administration, organization, and project management
- 1-2 years advising/counselling/ or interviewing preferably with undergraduate students in a university setting

Required expertise: (e.g. skills(s) in a particular field)

- Demonstrated initiative in developing and improving services to meet the changing needs of a wide range of student cohorts
- Skill in designing, delivering and evaluating student programming that responds to the changing needs of a diverse population of students
- Ability to facilitate training for student leaders and/or staff and faculty
- Skill in administration, organization, and project management
- Supervisory and coaching skills that are effective for work with student leaders
- Skills in being able to develop and maintain effective relationships with campus and community partners
- Planning, implementing, and evaluating local and global community service programs
- Effective oral and written communication skills and the ability to adapt messages to a variety of audiences
- Ability to work independently and part of a team
- Able to understand basic student research data; quantitative research skills an asset
- Experience managing budgets
- Proficiency with relevant computing applications (Microsoft Office, Peoplesoft, etc.); general computer literacy and an appreciation of the potentialities of technology

Required knowledge:

- Knowledge of the range of student services available at Western
- Knowledge of University academic policies and program regulations

- Current knowledge of the literature related to successful student transitions and student development programming
- Able to understand basic student research data; quantitative research skills an asset

Other Qualifications:

- Excellent, interpersonal, communication, supervisory skills
- Highly organized and able to manage competing priorities
- Must to be effective in developing relationships with a range of partners from Western’s Senior Administration, Guidance Counsellors in high school, faculty members, and students from a broad range of backgrounds.
- Possesses the ability to relate to students and student leaders in a manner which builds trust and confidence
- Flexibility to work at hours that meet with programming demands

G. ADDITIONAL FEATURES OR INFORMATION (Please add any additional features of this job that are of critical importance and have not been covered in previous sections)

H. APPROVALS

INCUMBENT

DATE

SUPERVISOR

DATE

pmajdfw - 10/99