



University Students' Council of the University of Western Ontario
Position Description
ACCESSIBILITY COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: ACCESSIBILITY COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Accessibility Coordinator initiates research, policy papers and programs that generate awareness of the challenges faced by students with disabilities.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Combination of both issue identification and policy research.
 - i. Issue identification can be described as primary or secondary research conducted to better understand what students are currently discussing.
 - ii. Policy research is the process of gathering information about a topic identified during the issue identification process to advance student interest in this area.
- (2) Actively participate as a member and ex officio of the Campus Accessibility Review and Enhancement Committee.
 - i. As required, participate as a member of the Western Ontarians with Disabilities Act Committee.
- (3) Analyze any policies and procedures which inhibit physical accessibility (hidden or observed) at the USC and on the Western campus.
- (4) Coordinate advocacy strategies with the Associate Vice President Campus Affairs, Vice President Internal, Advocacy Services Officer and Advocacy Policy & Research Coordinators to enhance and improve student accessibility at the USC, across the Western campus and in the London community.
- (5) Develop online content for Concrete Speech so as to increase awareness of accessibility issues and advocacy priorities.
- (6) Adhere to USC bylaws, policies and procedures.
- (7) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the



ACCESSIBILITY COORDINATOR

USC's Final Reports Procedure.

- i. Include any recommendations as to the appropriate direction of accessibility within the Western community and/or any improvements to USC policies to help eliminate physical barriers on campus.

4.00 QUALIFICATIONS:

- (1) Interpersonal Communication: The Accessibility Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) Project Management: The Accessibility Coordinator will act as project manager for all the projects incumbent upon the Executive Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Accessibility Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) Research: Strong research and written communication skills is an asset.
- (4) General: Knowledge of the University and all levels of government is an asset.

5.00 TIME COMMITMENT:

5.01 Expected time commitment for the position will vary over the term:

- (1) Average time commitment: 5 – 8 hours per week
- (2) The Accessibility Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Accessibility Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Accessibility Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Accessibility Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and



ACCESSIBILITY COORDINATOR

communication skills through professional development workshops and experiential learning facilitated by the Volunteer Services Department.

- (4) The Accessibility Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.

7.00 LEARNING OUTCOMES:

- (1) The Accessibility Coordinator will develop real world research and communication skills, while developing a better understanding of the University, City of London, Provincial Government and Federal Government legislation.
- (2) The Accessibility Coordinator will develop the propensity and capacity to challenge discrimination based on physical disability on campus through public education.

8.00 COMMUNITY IMPACT:

- (1) From the identification of issues and policy papers being created students' concerns will be in a better position to be advocated on towards the University and all levels of government.

9.00 EVALUATION:

- (1) The Accessibility Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Campus Affairs
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



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ALLY WESTERN COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: ALLY WESTERN COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Ally Western Coordinator facilitates training and programming for students, staff and faculty who would like to be identified as an Ally to students wishing to discuss queer related issues. The Ally Western Coordinator works to create a more inclusive university campus with a focus on understanding and celebrating campus diversity.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Responsible for coordinating Ally training workshops for Western faculty, staff and students. The Coordinator will be required to maintain an up-to-date schedule of all Ally workshops executed throughout the year.
- (2) Organize and execute at least one Ally Network event per semester.
- (3) Responsible for the recruitment, selection and management of an Executive Committee.
- (4) Responsible for the design and implementation of all promotional campaigns which will focus on the advocacy of acceptance, understanding and support of various committees.
- (5) Develop and maintain content for the Ally Western webpage on the Peer Support Centre website.
- (6) Maintain a comprehensive Allies list and encourage open and consistent communication amongst all members.
- (7) Design and research educational workshops about, but not limited to, LGBTQ, Gender Identities and Mental Health Issues.
- (8) Gather feedback from the student community and address any concerns that may require immediate attention.
- (9) Schedule fixed weekly office hours in the Peer Support Centre in order to maintain consistent availability to students and Allies.



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- (10) Maintain communication with Western University and USC bodies, including but not limited to: The Department of Housing and Ancillary Services, Student Development Center (SDC), Student Health Services (SHS), PrideWestern and the Affiliated Colleges.
- (11) Develop online content for Concrete Speech so as to increase awareness of gender identity issues and advocacy priorities.
- (12) Oversee the Ally Western programming budget.
- (13) Complete a comprehensive review of the Ally service, including, but not limited to, any recommendations to be presented to Council. This review is to be completed no later than the Annual General Meeting, Part One.
- (14) Adhere to USC bylaws, policies and procedures.
- (15) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Ally Western Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The Ally Western Coordinator will act as project manager for all the projects incumbent upon the Executive Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Ally Western Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In supervising the Executive Committee, the Ally Western Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.
- (4) **Public Speaking:** The Ally Western Coordinator should be a dynamic and engaging presenter with the ability to build awareness, meaning, sensitivity and understanding around social identity issues.



ALLY WESTERN COORDINATOR

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week
- (3) The expected time commitment in the week leading up to an event or the week of an event will be 10 – 15 hours per week.
- (4) The Ally Western Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Ally Western Coordinator will be required to attend all USC-mandated training sessions for Commissioners and Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Ally Western Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Ally Western Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitated by the Volunteer Services Department.

7.00 LEARNING OUTCOMES:

- (1) The Ally Western Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The Ally Western Coordinator will develop the propensity and capacity to challenge discrimination and oppression of bigoted persons and groups on campus through public education.
- (3) The Ally Western Coordinator will develop project planning, event management and oral presentation skills.

8.00 COMMUNITY IMPACT:

- (1) As an outreach service, Ally Western organizes educational workshops which



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promote the following objectives: creating a safe, accepting, and inclusive environment, where diversity is understood and embraced; reducing fear of discrimination or harassment; educating participants about challenging issues, and creating a visible support network for the entire Western community.

- (2) The Ally Western Coordinator will work to foster a strong sense of involvement and shared participation among the Executive Committee in all portfolio endeavours.

9.00 EVALUATION:

- (1) The Ally Western Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The Ally Western Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the Ally Western Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the Ally Western Coordinator must:



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- i. Remain within the position until April 30th in the relevant academic year;
- ii. Submit an final report to the primary supervisor by the end of the fall term; and,
- iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

(1) Primary supervision: Associate Vice President Peer Support Network

- i. Executive oversight: Vice-President Internal

(2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
ENVIROWESTERN COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: ENVIROWESTERN COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The EnviroWestern Coordinator focuses on environmental issues and the maintenance and improvement of recycling rates on campus. The Coordinator organizes environmental awareness programming and acts as a liaison between the USC and the University's Green Plan.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Maintain communication with Western University services and programs, including but not limited to, the Department of Housing and Ancillary Services, and Facilities Management.
- (2) Liaise between the USC and Western University's Sustainability Working Group.
- (3) Gather and consolidate all recommendations brought forth within the USC Environmental Sustainability Policy regarding day-to-day USC operations, events, and activities.
- (4) Maintain an active relationship with the Associate Vice-President Campus Affairs, volunteers and USC employees to assist in the implementation of environmentally friendly alternatives as part of their daily operational processes, as outlined in the USC Environmental Sustainability Policy.
- (5) If appropriate, amend the USC Environmental Sustainability Policy and provide the Vice President Internal with the proposed recommendations.
- (6) Develop online content for Concrete Speech so as to increase awareness of environmental issues and advocacy priorities.
- (7) Responsible for the maintenance and up-to-date information located on the EnviroWestern website.
- (8) Responsible for overseeing all EnviroWestern Project Teams and supporting them to allow for success.



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- i. Report the Project Team's progress, success and/or any concerns which arise to the Associate Vice President Campus Affairs.
- (9) Adhere to USC bylaws, policies and procedures.
- (10) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.
- i. Include any recommendations as to the appropriate direction of the EnviroWestern Program within the Western community and/or any improvements to USC policies to help address environmental concerns and reduction of their carbon footprint.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The EnviroWestern Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The EnviroWestern Coordinator will act as project manager for all the projects incumbent upon the EnviroWestern Executive Committee and Project Teams to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The EnviroWestern Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Executive Committee and Project Teams, the EnviroWestern Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.
- (4) **Public Speaking:** The EnviroWestern Coordinator should be a dynamic and engaging presenter and have excellent verbal communication skills.
- (5) **Research:** Strong research and written communication skills is an asset.

5.00 TIME COMMITMENT:



ENVIROWESTERN COORDINATOR

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week
- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.
- (4) The EnviroWestern Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The EnviroWestern Coordinator will be required to attend all USC-mandated training sessions for Commissioners and Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The EnviroWestern Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the EnviroWestern Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitated by the Volunteer Services Department.
- (4) The EnviroWestern Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.

7.00 LEARNING OUTCOMES:

- (1) The EnviroWestern Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The EnviroWestern Coordinator will develop project planning and event management skills.
- (3) The EnviroWestern Coordinator will develop real world research and communication skills, while developing a better understanding of university policies.

8.00 COMMUNITY IMPACT:

- (1) EnviroWestern seeks to identify environmental factors impinging on students' development and educational experience.



ENVIROWESTERN COORDINATOR

- (2) In environmental interventions on behalf of student organizations and students, the EnviroWestern Coordinator is able to:
 - i. Negotiate relevant services and education systems on behalf of student organizations and students;
 - ii. Help student organizations and students gain access to needed resources.
 - iii. Identify barriers to the well-being of individuals and vulnerable groups.
 - iv. Develop an initial plan of action for confronting these barriers.
 - v. Identify potential allies for confronting the barriers.
 - vi. Carry out the plan of action.
- (3) The EnviroWestern Coordinator will work to foster a strong sense of involvement and shared participation among Executive Committee members in all portfolio endeavours.

9.00 EVALUATION:

- (1) The EnviroWestern Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The EnviroWestern Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the EnviroWestern Coordinator must:



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- i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the EnviroWestern Coordinator must:
- i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit an final report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Campus Affairs
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
ETHNOCULTURAL SUPPORT SERVICE COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: ETHNOCULTURAL SUPPORT SERVICE COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Ethnocultural Support Service Coordinator aims to address issues related to culture or ethnicity that limit the educational experience and quality of life of students at Western. The Coordinator also aims to enhance multiculturalism on campus.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Design programming and organize events that cultivate student engagement in cultural customs and traditions.
- (2) Select and oversee an Executive Committee of volunteers.
- (3) Maintain regular, scheduled office hours in the Peer Support Centre
- (4) Work with the Vice-President Internal and the Associate Vice President Peer Support Network to identify issues and analyze data on race and culture on campus.
- (5) Work with the Associate Vice-President Peer Support Network to build and maintain relationships with relevant departments of the University including: Housing and Ancillary Services, Western International, the Equity and Human Rights Services, the Indigenous Services Office and other appropriate multi-cultural organizations within the University community as well as the equivalent departments at the University's Affiliated Colleges.
- (6) Develop advocacy recommendations for addressing multi-cultural issues on campus, to be presented to the Vice-President Internal.
- (7) Organize and execute at least one Ethnocultural Support Service event per semester.
- (8) Work with Western International to organize Western's International Week.
- (9) Develop and maintain content for the Ethnocultural Support Service webpage on the Peer Support Centre website.



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ETHNOCULTURAL SUPPORT SERVICE COORDINATOR

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- (10) Develop online content for Concrete Speech so as to increase awareness of ethnocultural issues and advocacy priorities.
- (11) Oversee the Ethnocultural Support Service programming budget.
- (12) Adhere to USC bylaws, policies and procedures.
- (13) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Ethnocultural Support Service Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The Ethnocultural Support Service Coordinator will act as project manager for all the projects incumbent upon the Executive Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Ethnocultural Support Service Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Executive Committee, the Ethnocultural Support Service Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.
- (4) **Research:** Strong research and written communication skills is an asset.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week



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ETHNOCULTURAL SUPPORT SERVICE COORDINATOR

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- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.
- (4) The Ethnocultural Support Service Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Ethnocultural Support Service Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Ethnocultural Support Service Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Ethnocultural Support Service Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.

Ally Training Leadership “some form of disclosure training”

7.00 LEARNING OUTCOMES:

- (1) The Ethnocultural Support Service Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The Ethnocultural Support Service Coordinator will develop project planning and event management skills.

8.00 COMMUNITY IMPACT:

- (1) The Ethnocultural Support Service seeks to create a culturally inclusive campus community in which students' unique backgrounds are positively embraced and celebrated, and do not negatively impact their student experience.
- (2) The Ethnocultural Support Service Coordinator will work to foster a strong sense of involvement and shared participation among Executive Committee members in all portfolio endeavours.

9.00 EVALUATION:



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- (1) The Ethnocultural Support Service Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The Ethnocultural Support Service Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the Ethnocultural Support Service Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the Ethnocultural Support Service Coordinator must:
 - i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit an final report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:



University Students' Council of the University of Western Ontario
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ETHNOCULTURAL SUPPORT SERVICE COORDINATOR

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- (1) Primary supervision: Associate Vice President Peer Support Network
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
FOOD SUPPORT SERVICE COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: FOOD SUPPORT SERVICE COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Food Support Service Coordinator works to reduce hunger on campus by providing quality, accessible food items for students. The Coordinator aims to educate the campus community on food and hunger-related issues.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Select and oversee the Food Support Service Committee in consultation with the Associate Vice-President Peer Support Network.
- (2) Maintain regular, scheduled office hours in the Peer Support Centre.
- (3) Ensure the confidentiality of the Service is emphasized and maintained by all committee members and volunteers.
- (4) Ensure all requests for food hampers are responded to and filled within forty-eight (48) hours of receiving the request.
- (5) Ensure that the Food Support Service inventory is replenished and readily available to all students at all times throughout the year.
 - i. Ensure that students-at-large are aware of the holiday hours during which the service will not remain open via the USC website and other avenues,
 - ii. Ensure students are aware of alternate services and food banks during these times.
- (6) Responsible for reviewing all inventory bi-annually and disposing of/replacing expired food products.
- (7) Organize one (1) campus food drive per academic term in collaboration with one (1) awareness campaign per semester.
- (8) Create and promote a network of all food support services available to students.
- (9) Maintain regular communication with the London Food Bank.



FOOD SUPPORT SERVICE COORDINATOR

- (10) Maintain and update log records for the frequency of use of the service by students and identify peak usage times during the year.
- (11) Coordinate transportation of all excess goods that cannot fit in the storage area to the London Food Bank.
- (12) Promote dialogue and public education on campus regarding student hunger issues.
- (13) Develop online content for Concrete Speech so as to increase awareness of student hunger issues and advocacy priorities.
- (14) Develop and maintain content for the Food Support Service webpage on the Peer Support Centre website.
- (15) Oversee the Food Support Service budget.
- (16) Adhere to USC bylaws, policies and procedures.
- (17) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Food Support Service Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The Food Support Service Coordinator will act as project manager for all the projects incumbent upon the Food Support Service Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Food Support Service Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Food Support Service Committee, the Food Support Service Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its



FOOD SUPPORT SERVICE COORDINATOR

members.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week
- (3) The expected time commitment in the week leading up to an event/food drive and the week of an event/food drive will be 10 – 15 hours per week.
- (4) The Food Support Service Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Food Support Service Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Food Support Service Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Food Support Service Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.

7.00 LEARNING OUTCOMES:

- (1) The Food Support Service Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The Food Support Service Coordinator will develop the propensity and capacity to challenge discrimination based on hunger and poverty on campus through public education.
- (3) The Food Support Service Coordinator will develop project planning and event management skills.

8.00 COMMUNITY IMPACT:



University Students' Council of the University of Western Ontario
Position Description

FOOD SUPPORT SERVICE COORDINATOR

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- (1) The Food Support Service works to end hunger on campus by providing food and resources for hungry students, mobilizing greater support for donations, awareness and involvement, and creating social change to reduce the stigma of hunger through research, education and advocacy.
- (2) The Food Support Service Coordinator will work to foster a strong sense of involvement and shared participation among Food Support Service Committee members in the operation of the service.

9.00 EVALUATION:

- (1) The Food Support Service Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The Food Support Service Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the Food Support Service Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the Food Support Service Coordinator must:



University Students' Council of the University of Western Ontario

Position Description

FOOD SUPPORT SERVICE COORDINATOR

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- i. Remain within the position until April 30th in the relevant academic year;
- ii. Submit an final report to the primary supervisor by the end of the fall term; and,
- iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

(1) Primary supervision: Associate Vice President Peer Support Network

- i. Executive oversight: Vice-President Internal

(2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
HEALTH & WELLNESS SUPPORT SERVICE COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

PAGE | 1 of 5

1.00 POSITION TITLE: HEALTH & WELLNESS SUPPORT SERVICE COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Health & Wellness Support Service Coordinator educates students on health and safety issues, advocates for wellness services and enhances the efforts of the University community to support students' pursuit of healthy-lifestyles.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Select and supervise the Health and Wellness Support Service Core Team.
 - i. Chair all meetings of the Health and Wellness Support Service Core Team.
- (2) Maintain regular, scheduled office hours in the Peer Support Centre.
- (3) Develop, publicize and organize a schedule of Health and Wellness Support Service programs.
- (4) Organize public awareness initiatives that work to decrease stigma associated with health issues which affect students.
- (5) Design and implement at least one promotional campaigns related to Health and Wellness Support Service per semester.
- (6) Develop and maintain content for the Health and Wellness Support Service webpage on the Peer Support Centre website.
- (7) Work in conjunction with the other USC Support Services on Health and Wellness Support Service events, where possible.
- (8) Maintain and distribute a Resource Guide on campus.
- (9) Develop online content for Concrete Speech so as to increase awareness of health and safety issues and advocacy priorities.
- (10) Oversee the Health and Wellness Support Service budget.



- (11) Adhere to USC bylaws, policies and procedures.
- (12) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Health & Wellness Support Service Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The Health & Wellness Support Service Coordinator will act as project manager for all the projects incumbent upon the Core Team to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Health & Wellness Support Service Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Core Team, the Health & Wellness Support Service Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.
- (4) **Research:** Strong research and written communication skills is an asset.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week
- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.



- (4) The Health & Wellness Support Service Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Health & Wellness Support Service Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Health & Wellness Support Service Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Health & Wellness Support Service Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.

7.00 LEARNING OUTCOMES:

- (1) The Health & Wellness Support Service Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The Health & Wellness Support Service Coordinator will develop project planning and event management skills.

8.00 COMMUNITY IMPACT:

- (1) The Health and Wellness Support Service aims to improve the health and quality of life of all undergraduate students at Western. It aims to provide services and education on issues surrounding mental health, social health, campus safety, healthy lifestyles and alcohol and substance abuse prevention.
- (2) The Health & Wellness Support Service Coordinator will work to foster a strong sense of involvement and shared participation among Core Team members in all portfolio endeavours.

9.00 EVALUATION:

- (1) The Health & Wellness Support Service Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.



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HEALTH & WELLNESS SUPPORT SERVICE COORDINATOR

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- i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
- ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The Health & Wellness Support Service Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the Health & Wellness Support Service Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the Health & Wellness Support Service Coordinator must:
 - i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit an final report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Peer Support Network
 - i. Executive oversight: Vice-President Internal



University Students' Council of the University of Western Ontario
Position Description

HEALTH & WELLNESS SUPPORT SERVICE COORDINATOR

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- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
LEARNING SERVICES COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: LEARNING SERVICES COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Learning Services Coordinator, in conjunction with the USC and various groups within Western, will conduct research on student academic needs and lead initiatives to improve the quality of and access to academic resources.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Become well versed in the academic policies and procedures of the University
- (2) Act as a resource to students who have questions, concerns or comments regarding academic resources and learning-services on campus.
 - i. Promote academic, learning and development resources to students, including but not limited to study support, tutoring, textbooks and academic materials, exam stress relief, research and library services.
- (3) Collaborate with and act as a resource to Vice-Presidents Academic of every constituency to help promote their academic services, campaigns and advocacy items.
- (4) Work with Departmental and Faculty Clubs to identify issues that impact students' academic success.
- (5) Plan and execute the annual Student Advocacy Forum and promote attendance at the forum to all campus groups involved in student academic issues.
 - i. Members included, but not limited to: USC Executives, student Senators, Faculty and Affiliate Presidents, Faculty and Affiliate Vice-Presidents Academic, External and Internal Standing Committees, External and Internal Commissioners and Coordinators.
 - ii. Compile a report to be presented to the Vice-President Internal on the discussion and outcomes of the Student Advocacy Forum.



LEARNING SERVICES COORDINATOR

- (6) Coordinate with relevant University partners, including the Student Success Centre and Teaching and Learning Services, to inform students of service-learning opportunities.
- (7) Develop online content for Concrete Speech so as to increase awareness of teaching and learning services and advocacy priorities.
- (8) Adhere to USC bylaws, policies and procedures.
- (9) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Learning Services Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders.
- (2) **Project Management:** Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (3) **Professional Demeanour:** The Learning Services Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role. Strong organizational and time management skills are paramount.
- (4) **Research:** Strong research and written communication skills is an asset.

5.00 TIME COMMITMENT:

5.01 Expected time commitment for the position will vary over the term:

- (1) Average time commitment: 5 – 8 hours per week
- (2) The Learning Services Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Learning Services Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Learning Services Coordinator will be expected to attend a mandatory Health



LEARNING SERVICES COORDINATOR

and Safety training seminar conducted at the beginning of their term.

- (3) Throughout their term, the Learning Services Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.
- (4) The Learning Services Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.

7.00 LEARNING OUTCOMES:

- (1) The Learning Services Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.

8.00 COMMUNITY IMPACT:

- (1) The Learning Services Coordinator will work to improve access to and awareness of existing academic resources for all undergraduate students.
- (2) The Learning Services Coordinator will strive to optimize and expand on existing resources to meet the needs of students.

9.00 EVALUATION:

- (1) The Learning Services Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Campus Affairs
 - i. Executive oversight: Vice-President Internal



University Students' Council of the University of Western Ontario

Position Description

LEARNING SERVICES COORDINATOR

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- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
PRIDEWESTERN COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: PRIDEWESTERN COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The PrideWestern Coordinator promotes the equal treatment, understanding and acceptance of people of all sexual orientations on the University campus. PrideWestern Coordinator provides the USC and the student population with information about discrimination and harassment on the basis of sexual orientation through public education programs and campaigns.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Select and oversee the PrideWestern Executive Committee.
- (2) Maintain regular, scheduled office hours in the Peer Support Centre
- (3) Liaise with LGBT organizations within the London community.
- (4) In collaboration with the Associate Vice President Peer Support Network liaise between the USC and other Pride services on campus, including the Pride Library, the Student Success Centre, the Department of Housing and Ancillary Services and the student representatives at the University's Affiliated Colleges.
- (5) Ensure the USC does not promote or support homophobic or heteronormative attitudes, promotional materials, public statements, policies or procedures.
- (6) Inform students of campus and community resources for LGBT students.
- (7) Organize and execute at least one Pride Western event per semester.
- (8) Develop and maintain content for the Pride Western webpage on the Peer Support Centre website.
- (9) Identify issues facing sexual and gender diverse communities on campus.
- (10) Develop advocacy goals aimed at creating a campus that is more aware and accepting of sexual and gender diversity.



PRIDEWESTERN COORDINATOR

- (11) Work with the PrideWestern Executive Committee to plan and execute programming that raises awareness about the unique challenges facing the sexual and gender diverse community on campus.
- (12) Engage with the wider campus community by facilitating open and reciprocal dialogue about issues relevant to sexual and gender diverse communities.
- (13) Develop online content for Concrete Speech so as to increase awareness of LGBT issues and advocacy priorities.
- (14) Oversee the PrideWestern programming budget.
- (15) Adhere to USC bylaws, policies and procedures.
- (16) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The PrideWestern Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The PrideWestern Coordinator will act as project manager for all the projects incumbent upon the Executive Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The PrideWestern Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Executive Committee, the PrideWestern Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week



PRIDEWESTERN COORDINATOR

- (2) September to March: 7 – 10 hours per week
- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.
- (4) The PrideWestern Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The PrideWestern Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The PrideWestern Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the PrideWestern Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.
- (4) The PrideWestern Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.

7.00 LEARNING OUTCOMES:

- (1) The PrideWestern Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The PrideWestern Coordinator will develop the propensity and capacity to challenge discrimination based on sexual orientation through public education.
- (3) The PrideWestern Coordinator will develop project planning and event management skills.

8.00 COMMUNITY IMPACT:

- (1) The PrideWestern network aims to provide a resource and support system for students with questions regarding Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, 2-Spirited, and Asexual (LGBTQQ2A) issues. The organization promotes awareness and advocacy on LGBTQQ2A issues brought about through public education programs and campaigns.



PRIDEWESTERN COORDINATOR

- (2) The PrideWestern Coordinator will work to foster a strong sense of involvement and shared participation among Executive Committee members in all portfolio endeavours.

9.00 EVALUATION:

- (1) The PrideWestern Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The PrideWestern Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the PrideWestern Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the PrideWestern Coordinator must:
 - i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit a final report to the primary supervisor by the end of the fall term; and,



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Position Description

PRIDEWESTERN COORDINATOR

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- iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Peer Support Network
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
PURPLE VOICES COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: PURPLE VOICES COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Purple Voices Coordinator will provide students at Western with an outlet to vent, recognize or create self expression on issues related to stress, relationships, personal issues, academic issues and general wellness.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Support the Purple Voices Project on a regular basis and maintain relevant exposure throughout the year.
- (2) Manage all Purple Voices Projects; including the individual projects of *This is Me*, *Western's Post Secret*, *Wonderful on Western*, and any additions to the project.
- (3) Recruit and select a committee of students who will manage the online posts for the Purple Voices Project.
 - i. The Purple Voices Coordinator will oversee this committee to ensure they are abiding by the Advertising Oversight Committee (AOC) and Community Standards Policy.
- (4) Ensure posts are made online in a timely manner.
- (5) Oversee the committee's posts, ensuring all posts are appropriate for public display.
- (6) Adhere to USC bylaws, policies and procedures.
- (7) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Purple Voices Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of Committee members. Able to provide constructive feedback to members and communicate expectations effectively through written and oral



PURPLE VOICES COORDINATOR

mediums.

- (2) **Project Management:** The Purple Voices Coordinator will act as project manager for all the projects incumbent upon the Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Purple Voices Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Committee, the Purple Voices Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.
- (4) **Creativity:** Possesses a natural openness to seek out new experiences. Has a tendency to demonstrate a high degree of curiosity and a propensity to “think outside the box” when designing.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week
- (3) The Purple Voices Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Purple Voices Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Purple Voices Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Purple Voices Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.



PURPLE VOICES COORDINATOR

7.00 LEARNING OUTCOMES:

- (1) The Purple Voices Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.

8.00 COMMUNITY IMPACT:

- (1) The purpose of Purple Voices is to provide students at Western with an outlet to vent, recognize or create self expression on issues such as stress, relationships, personal issues, academic issues or anything else that is on students' minds.

9.00 EVALUATION:

- (1) The Purple Voices Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Campus Affairs
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
SEXUAL HEALTH & CONSENT EDUCATION COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: SEXUAL HEALTH & CONSENT EDUCATION COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Sexual Health & Consent Education Coordinator seeks to enhance dialogue surrounding the spectrum of sexual violence on campus and educate students on healthy relationships.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Responsible for developing, maintaining and publicizing a schedule of education workshops that will be run for faculty, staff and students at Western.
- (2) Select and supervise the Sexual Health & Consent Education Executive Committee.
 - i. Act as chair of the Sexual Health & Consent Education Executive Committee.
- (3) Maintain regular, scheduled office hours in the Peer Support Centre.
- (4) Design and implement at least one promotional campaigns related to Sexual Health & Consent Education per semester.
- (5) Develop and maintain content for the Sexual Health & Consent Education webpage on the Peer Support Centre website.
- (6) Be an ex-officio member of the Women's Issues Network Executive Committee.
- (7) Be an ex-officio member of the Health & Wellness Support Service Core Team.
- (8) Create a student environment that supports survivors of sexual violence, works to reduce incidents of sexual violence on the Western campus and educates the University community on the paradigm of sexual violence.
- (9) Host regular awareness programs on preventing sexual violence and fosters support for survivors.



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Position Description
SEXUAL HEALTH & CONSENT EDUCATION COORDINATOR

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- (10) Develop online content for Concrete Speech so as to increase awareness of sexual violence issues and advocacy priorities.
- (11) Oversee the Sexual Health and Consent Education budget.
- (12) Establish relevant policies, programs and ongoing education workshops in order to work to prevent and end sexual violence on campus.
- (13) Adhere to USC bylaws, policies and procedures.
- (14) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Sexual Health & Consent Education Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The Sexual Health & Consent Education Coordinator will act as project manager for all the projects incumbent upon the Executive Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Sexual Health & Consent Education Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Executive Committee, the Sexual Health & Consent Education Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week



University Students' Council of the University of Western Ontario
Position Description
SEXUAL HEALTH & CONSENT EDUCATION COORDINATOR

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- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.
- (4) The Sexual Health & Consent Education Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Sexual Health & Consent Education Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The Sexual Health & Consent Education Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Sexual Health & Consent Education Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitated by the Volunteer Services Department.
- (4) The Sexual Health & Consent Education Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.

7.00 LEARNING OUTCOMES:

- (1) The Sexual Health & Consent Education Coordinator will develop the propensity and capacity to challenge gender based discrimination and sexual violence on campus through public education.
- (2) The Sexual Health & Consent Education Coordinator will develop project planning and event management skills.
- (3) The Sexual Health & Consent Education Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.

8.00 COMMUNITY IMPACT:

- (1) The Sexual Health & Consent Education Support Service aims to provide students with the information they need to make educated decisions regarding sex. The service also aims to increase awareness regarding the continuum of sexual violence and educate the student body on the importance of consent.



University Students' Council of the University of Western Ontario
Position Description
SEXUAL HEALTH & CONSENT EDUCATION COORDINATOR

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- (2) The Sexual Health & Consent Education Coordinator will work to foster a strong sense of involvement and shared participation among Executive Committee members in all portfolio endeavours.

9.00 EVALUATION:

- (1) The Sexual Health & Consent Education Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
- i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The Sexual Health & Consent Education Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the Sexual Health & Consent Education Coordinator must:
- i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the Sexual Health & Consent Education Coordinator must:
- i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit an final report to the primary supervisor by the end of the fall term; and,



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Position Description
SEXUAL HEALTH & CONSENT EDUCATION COORDINATOR

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- iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Peer Support Network
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
Student Appeals Support Centre Coordinator

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: STUDENT APPEALS SUPPORT CENTRE (SASC) COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Student Appeals Support Centre (SASC) exists to enhance and help deliver a better education experience by providing confidential assistance and representation for undergraduate students facing an academic conflict with the university.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Responsible for the recruitment and selection of volunteers to operate the Student Appeals Support Centre.
- (2) Manage and support the Student Appeals Support Centre's volunteers. The SASC Coordinator will establish a working relationship with volunteers to allow for their development and success in their role.
- (3) Organize mandatory training sessions for volunteers.
- (4) Maintain a high-level of confidentiality and performance level in the Centre.
- (5) Maintain a minimum number of on-call hours with students, which will be set each year based on the anticipated case load and number of SASC volunteers. The Coordinator must be available to give confidential advice, be direct representation of the Centre or provide referrals to other services which are deemed appropriate.
- (6) Develop online content for Concrete Speech so as to increase awareness of academic persecution and advocacy priorities.
- (7) Adhere to USC bylaws, policies and procedures.
- (8) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) Interpersonal Communication: The SASC Coordinator position requires strong



Student Appeals Support Centre Coordinator

interpersonal communication skills, given the need to work concurrently with a number of Centre stakeholders. Able to provide constructive feedback to volunteers and communicate expectations effectively through written and oral mediums.

- (2) **Project Management:** The SASC Coordinator will act as project manager for all the projects incumbent upon the Student Appeals Support Centre to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The SASC Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Student Appeals Support Centre volunteers, the SASC Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 15 hours per week
- (3) The SASC Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The SASC Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The SASC Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the SASC Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitated by the Volunteer Services Department.
- (4) The SASC Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.



Student Appeals Support Centre Coordinator

7.00 LEARNING OUTCOMES:

- (1) The SASC Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.

8.00 COMMUNITY IMPACT:

- (1) The Student Appeals Support Centre (SASC) exists to provide confidential assistance and representation for undergraduate students facing an academic conflict with the university. The SASC represents the interests of students facing academic appeals, academic offences, and any concern that involves the fairness of academic procedure.
- (2) The SASC Coordinator will work to foster a strong sense of involvement and shared participation among all Student Appeals Support Centre volunteers.

9.00 EVALUATION:

- (1) The SASC Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.
 - ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The SASC Coordinator shall receive two honourarium payments of \$500.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the SASC Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,



Student Appeals Support Centre Coordinator

- iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the SASC Coordinator must:
- i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit an final report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Campus Affairs
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
TEACHING QUALITY & AWARDS COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

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1.00 POSITION TITLE: TEACHING QUALITY & AWARDS COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Teaching Awards Coordinator, in conjunction with the Teaching Awards Committee, organizes and executes all aspects of the USC Teaching Awards Program so as to recognize excellence in undergraduate teaching at Western.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Chair, ex-officio, the Teaching Awards Committee.
- (2) Be a member, ex-officio, of the Senate Sub-committee on University Teaching Awards.
- (3) Work with the Associate Vice President Campus Affairs in advocating for teaching quality at the University.
- (4) Liaise with the Teaching Support Centre and other relevant departments in the University to coordinate efforts in teaching quality initiatives.
- (5) Work with the Chair of the Student Caucus on Governance on initiatives related to teaching quality.
- (6) Organize and execute all aspects of the USC Teaching Awards Program, in conjunction with the Teaching Awards Committee.
- (7) Organize the annual USC Awards Ceremony in association with Alumni Relations
 - i. Meet with all stakeholders (Alumni, USC & Western administration) to coordinate roles, scheduling and advertising.
- (8) Coordinate the USC Honour Roll program
 - i. Responsible for the formatting and printing of Honour Roll
 - ii. Coordinate the distribution of honour roll certificates and laminated posters
- (9) Adhere to USC bylaws, policies and procedures.



University Students' Council of the University of Western Ontario
Position Description
TEACHING QUALITY & AWARDS COORDINATOR

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- (10) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The Teaching Quality & Awards Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The Teaching Quality & Awards Coordinator will act as project manager for all the projects incumbent upon the Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The Teaching Quality & Awards Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the Committee, the Teaching Quality & Awards Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 8 hours per week
- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.
- (4) The Teaching Quality & Awards Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:

- (1) The Teaching Quality & Awards Coordinator will be required to attend all USC-



University Students' Council of the University of Western Ontario
Position Description
TEACHING QUALITY & AWARDS COORDINATOR

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mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.

- (2) The Teaching Quality & Awards Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the Teaching Quality & Awards Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitated by the Volunteer Services Department.
- (4) The Teaching Quality & Awards Coordinator will be provided advocacy training facilitated by the USC Government Services Branch.

7.00 LEARNING OUTCOMES:

- (1) The Teaching Quality & Awards Coordinator will develop project planning and event management skills.
- (2) The Teaching Quality & Awards Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.

8.00 COMMUNITY IMPACT:

- (1) The Teaching Quality and Awards Coordinator will examine the impact of teacher characteristics on teacher effectiveness in order to make recommendations about the extent to which these characteristics are linked with teacher performance.
- (2) The Teaching Quality & Awards Coordinator will work to foster a strong sense of involvement and shared participation among Committee members in all portfolio endeavours.

9.00 EVALUATION:

- (1) The Teaching Quality & Awards Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.



University Students' Council of the University of Western Ontario
Position Description
TEACHING QUALITY & AWARDS COORDINATOR

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- ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The Teaching Quality & Awards Coordinator shall receive two honourarium payments of \$500.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the Teaching Quality & Awards Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the Teaching Quality & Awards Coordinator must:
 - i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit a final report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Campus Affairs
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services



University Students' Council of the University of Western Ontario
Position Description
WOMEN'S ISSUES NETWORK COORDINATOR

EFFECTIVE:

SUPERSEDES:

AUTHORITY: Executive

RATIFIED BY: Executive

PAGE | 1 of 4

1.00 POSITION TITLE: WOMEN'S ISSUES NETWORK (WIN) COORDINATOR

2.00 POSITION OVERVIEW:

- (1) The Women's Issues Network Coordinator is dedicated to recognizing, representing, and rectifying gender inequalities affecting Western students. The WIN Coordinator is committed to providing educational resources and programming that promotes gender equality and engenders safe and healthy relationships for woman.

3.00 PRIMARY RESPONSIBILITIES:

- (1) Maintain communication with USC Coordinators, liaise with other campus groups and collaborate with women's organizations in London to create shared advocacy platforms and programs.
- (2) Manage the operation of the Women's Issues Network (WIN) office within the Peer Support Centre. The Coordinator is responsible for all operational oversight including WIN's volunteers and Executives, and administrative duties within the space.
- (3) Develop and maintain content for the WIN webpage on the Peer Support Centre website.
- (4) Organize and execute at least one WIN event per semester.
- (5) Schedule fixed weekly office hours in the Peer Support Centre to maintain availability for students.
- (6) Establish relevant policies and programs which help to eliminate gender-biased barriers present at the USC and on the Western campus.
- (7) Recruit and select members of the WIN Executive Team, including the V-Day Producer. The WIN Coordinator will be responsible for managing and supporting these members throughout their term.
- (8) Develop online content for Concrete Speech so as to increase awareness of women's issues and advocacy priorities.



University Students' Council of the University of Western Ontario
Position Description
WOMEN'S ISSUES NETWORK COORDINATOR

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- (9) Oversee the WIN programming budget.
- (10) Adhere to USC bylaws, policies and procedures.
- (11) Complete an interim report at the end of the fall academic term (December) and a final report at the end of the winter academic term (April) in compliance with the USC's Final Reports Procedure.

4.00 QUALIFICATIONS:

- (1) **Interpersonal Communication:** The WIN Coordinator position requires strong interpersonal communication skills, given the need to work concurrently with a number of project stakeholders. Able to provide constructive feedback to project stakeholders and communicate expectations effectively through written and oral mediums.
- (2) **Project Management:** The WIN Coordinator will act as project manager for all the projects incumbent upon the WIN Executive Committee to accomplish. Strong organizational and time management skills are paramount to the success of these projects. The WIN Coordinator should be flexible, able to critically assess and troubleshoot problems and demonstrate effective problem solving in the role.
- (3) **Group Facilitation:** In leading the WIN Executive Committee, the WIN Coordinator should have effective group facilitation skills to ensure a positive and productive experience for all members. Willing to utilize a diverse range of team member skills, recognizes how team members can serve to complement one another. Able to effectively facilitate team decision-making processes, especially when navigating collaborative creativity among team members. Fosters team culture that supports consensus building and the development of its members.

5.00 TIME COMMITMENT:

5.01 This position requires varying time commitments.

- (1) April to August: 2 – 3 hours per week
- (2) September to March: 7 – 10 hours per week
- (3) The expected time commitment in the week leading up to an event and the week of an event will be 10 – 15 hours per week.
- (4) The WIN Coordinator shall participate in the transition of responsibilities with their successor in the months preceding the end of their term.

6.00 TRAINING/SUPPORT:



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Position Description
WOMEN'S ISSUES NETWORK COORDINATOR

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- (1) The WIN Coordinator will be required to attend all USC-mandated training sessions for Coordinators, as determined by the Vice-President Internal and the USC Volunteer Services Department.
- (2) The WIN Coordinator will be expected to attend a mandatory Health and Safety training seminar conducted at the beginning of their term.
- (3) Throughout their term, the WIN Coordinator will have the opportunity to strengthen their leadership, critical thinking, project management, and communication skills through professional development workshops and experiential learning facilitating by the Volunteer Services Department.

7.00 LEARNING OUTCOMES:

- (1) The WIN Coordinator will learn how to develop effective group facilitation skills in addition to becoming more proficient in supervising and managing volunteers.
- (2) The WIN Coordinator will develop the propensity and capacity to challenge gender based discrimination on campus through public education.
- (3) The WIN Coordinator will develop project planning and event management skills.

8.00 COMMUNITY IMPACT:

- (1) WIN's vision is to create an inclusive and supportive campus community, free from gender-based stereotypes, prejudice, discrimination, harassment, and violence
- (2) The WIN provides safe space and support, offers advocacy, promotes awareness and discussion of issues, facilitates student involvement and enables access to educational resources on gender issues.
- (3) The WIN Coordinator will work to foster a strong sense of involvement and shared participation among WIN Executive Committee members in all portfolio endeavours.

9.00 EVALUATION:

- (1) The WIN Coordinator will participate actively with their supervisors in conducting formative and summative performance assessments.
 - i. Formative Assessment is an ongoing process of dialogue and informal feedback in which Supervisors and volunteers determine their level of satisfaction in the position and identify further learning needs for successful job completion.



University Students' Council of the University of Western Ontario
Position Description
WOMEN'S ISSUES NETWORK COORDINATOR

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- ii. A summative assessment is conducted at the end of a volunteer's term in order to qualify their volunteer experience, identify individual learning outcomes, and evaluate overall job performance. Two forms of summative assessment will be conducted: Supervisory Assessment and Self-Assessment.

10.00 COMPENSATION

- (1) The WIN Coordinator shall receive two honourarium payments of \$750.00 as compensation for their work.
- (2) In order to receive the first honourarium payment, the WIN Coordinator must:
 - i. Remain within the position until January 1st in the relevant academic year;
 - ii. Submit an interim report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the interim report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.
- (3) In order to receive the second honourarium payment, the WIN Coordinator must:
 - i. Remain within the position until April 30th in the relevant academic year;
 - ii. Submit an final report to the primary supervisor by the end of the fall term; and,
 - iii. Receive written notice of approval of the final report, in terms of meeting content and format requirements under the Final Report Procedure, by the primary supervisor.

11.00 SUPERVISION:

- (1) Primary supervision: Associate Vice President Peer Support Network
 - i. Executive oversight: Vice-President Internal
- (2) Secondary support: Coordinator, Volunteer Resources and Manager, Volunteer Services