

## Job Description

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<b>Job Title:</b>	Community Engagement Coach
<b>Department:</b>	School of Accounting and Finance
<b>Reports To:</b>	Associate Director, Experiential Learning and Career Development (ELCD)
<b>Jobs Reporting:</b>	None
<b>Salary Grade:</b>	USG 8
<b>Effective Date:</b>	May 2018

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### **Primary Purpose**

The Community Engagement Coach is a member of the Experiential Learning and Career Development (ELCD) Team within the School of Accounting and Finance (SAF). The Team is responsible for ensuring participation of all undergraduate and graduate students in the extra/co-curricular experiential learning components of their program and their prosperous entry into the workforce and the alumni community upon graduation. Engagement within a well-connected and supportive SAF Community is one of four areas for experiential learning for students and positions the School to be a provider of life-long learning opportunities for graduates. The other experiential learning areas are Academic, Health and Co-op/Career. The Community Engagement Coach provides vision, direction and implementation for initiatives aimed at fostering a strong and spirited SAF Community.

### **Key Accountabilities**

#### **Transition and Engagement Activities for First Year Student Community**

- Promotes a healthy transition experience for 1A SAF students by coordinating welcome package communications, SAF Orientation activities, and the School's involvement with ARTS 101 Day, ARTS 101
- Creates community connections between first year students to foster peer-to-peer support networks, allow for a two-way communication channel between students and the School, and increase the likelihood of persistence to graduation. This may include, but is not limited to, SAF Crews, SAF Student Connects Café
- Develops and implements a curriculum of first year student experiences that:
  - develops students' sense of belonging within the SAF Community and inspires School spirit;
  - keeps students informed about opportunities to learn and succeed in their program;
  - supports the development of student awareness about program learning outcomes;
  - introduces students to the value of membership in the broader SAF Community and encourages them to accept social responsibility for preserving that value for others ;
  - aims to teach students about collaboration and teamwork by modelling effective team play
- Activities can include digital content development, communications plans, one-on one, group coaching or large scale events etc. for the first year cohort
- Promotes and facilitates student access to faculty, advising staff, and campus academic and wellness resources
- Liaises with and advises the Accounting and Finance Living-Learning Community (LLC) to integrate the residence experience with SAF student learning priorities
- Collects/analyzes data and reports on the effectiveness of first year transition and engagement activities
- Participates in recruitment events where appropriate

### **Community-Based Learning Opportunities for Upper Year Student and Alumni Communities**

- Develops and initiates community connections between each class/cohort of students and amongst the student body as a whole in order to drive peer-to-peer learning and to model effective mentor/mentee behaviours for students. This may include, but is not limited to, the SAF Crews initiative
- Uses data collected from a variety of sources to connect upper year students with community-based opportunities to achieve program learning outcomes dependent on their unique skills and interests. These outcomes relate mainly to leadership and collaboration (including self-awareness, self-management), ethical decision-making and social responsibility, and the professional attributes/qualities related to defined by SAF as necessary for a financial professional
- Develops and maintains community awareness, connectedness and mentorship programs involving students, alumni and School faculty/staff:
  - Plans and delivers a variety of opportunities for students to gain knowledge and skills through interaction with others in the SAF community;
  - Develops awareness within students about the SAF alumni community to inform students' understanding of skills integration and career opportunities etc.;
  - Works SAF ODAA staff, faculty, student and alumni stakeholder groups to maintain vision, direction and implementation of student-to-student, alumni-to-student and alumni-to-alumni mentorship programs;
  - Collaborates with SAF Marketing and Communications, SAF ODAA staff and the SAF Alumni Association to develop alumni awareness about continuous learning opportunities, the School's strategic priorities, and the student experience in order to inform their ongoing engagement with the School;
  - Works to encourage faculty awareness about SAF alumni so that relationships can be developed for curriculum programming and other faculty/School priorities;
  - Develops and maintains the information and technology to carry out the duties above: Ten Thousand Coffees social networking site; LEARN Communities; contributes to other information resources such as the SAF website
- Advises on the Fellowship Program in order to integrate the Fellowship experience with the SAF student learning priorities
- Works with SAF ODAA staff and faculty to create effective student-to-alumni transition experiences, which includes but is not limited to the coordination the SAF convocation reception

### **Informs Stakeholders and Reports on the Effectiveness of Community-Based Extracurricular Initiatives**

- Uses two-way communication networks to identify and inform SAF staff and faculty about matters concerning students and their SAF experience
- Surveys and requests feedback from the students to maintain and upgrade client services and resources
- Shares information and insight with SAF staff and faculty to inform their programming of academic, co-op/career, and health related programming
- Acquires and analyzes data from a variety of sources to report on quantitative and qualitative measures of success for community-based extracurricular initiatives
- Contributes data about student engagement and student wants/needs to the SAF database for use by other SAF stakeholders

## **Required Qualifications**

### **Education**

## Job Description



- University undergraduate degree in arts, social science, or business required
- Specialized training/learning in student advising, leadership, community/social development, or public service an asset

### **Experience**

- 5 years' experience working in a student serve centre or faculty level equivalent required
- Client service and community development experience in a postsecondary setting required
- Experience developing extracurricular learning programs, hosting workshops and planning events for undergraduate/graduate students required
- Experience collecting, organizing, and analysing data to support service delivery preferred

### **Knowledge/Skills/Abilities**

- Proven ability to coach and inspire student and volunteer teams
- Strong collaboration and interpersonal skills as described in the section below
- Skilled with use of systems (practices, techniques and procedures) to develop and manage projects
- Must be familiar with concepts and strategies that can be applied to student team-building, community development and stakeholder engagement
- Knowledge of SAF programs and the student experience is an asset
- Knowledge of uWaterloo student service departments and offerings is an asset: Student Success Office, LLC, Campus Health and Wellness, Counselling etc.
- This position requires the intermediate use of MS Word, PowerPoint, Excel, LEARN - D2L, mobile applications, social media applications and email. A combination of intermediate/advanced skill with these tools is required

### **Nature and Scope**

- **Contacts:** The Community Engagement Coach works collaboratively with students, student groups, staff teams, Program Directors, SAF alumni and alumni groups to define needs and deliver extracurricular programming. The role also coordinates SAF services with other uWaterloo departments, such as Student Success Office, LLC, Campus Health and Wellness, Counselling etc. The Community Engagement Coach uses his/her interpersonal and project development skills to understand stakeholder needs/wants, develop priorities to address those needs/wants, and then engage stakeholder groups within the SAF community. This incumbent must exhibit high levels of emotional intelligence, be able to listen to and understand others, solve problems in a variety of team-based environments, and communicate persuasively with purpose and compassion. He/she leads change and by leveraging an entrepreneurial mindset to spot and seize opportunities to deliver greater value to stakeholders.
- **Level of Responsibility:** This position works independently and collaboratively with the ELCD team and other teams on and off campus. The incumbent must act with discretion and professionalism. This position performs direct supervision of co-op staff and is responsible for guiding and directing student volunteers. The role is often unstructured and flexible based on project/programming demands. It also has a mix of defined, specialized and routine tasks. The dual nature of this role requires outstanding customer service skills, sound judgment, and a strong work ethic, as well as the ability to work under challenging priorities and time constraints.
- **Decision-Making Authority:** Under the guidance of the Associate Director, ELCD and the Associate Director, Student Experience, the Community Engagement Coach makes decisions about: Extracurricular programming involving students, staff/faculty, and alumni. Allocating the community experience budget toward projects with the most impact. The need to inform faculty or staff about important issues or concerns regarding the student experience. This position is expected to resolve event/program specific issues, subject to budgetary constraints, and be fiscally responsible.

## Job Description



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- **Physical and Sensory Demands:** This role involves low/moderate psychological risk resulting from exposure to occasions of disagreeable or uncomfortable environmental conditions. The role may include exposure to emotionally disconcerting experiences and/or interactions with people who are upset or angry (i.e. occasional emotionally charged issues with students), unusual hours or schedules and irregular and/or high volumes and multiple and/or tight deadlines beyond one's control (e.g., January/February and September/October are particularly high volume).
  - **Working Environment:** Located in a comfortable indoor area. Location will change depending on location of events. Occasional travel may be required for off-campus events. Regular working hours with some evening/weekend work required.