PEA Job Description

1. Position Identification

<table>
<thead>
<tr>
<th>Position Number</th>
<th>992080, 992043</th>
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<tbody>
<tr>
<td>Position Title</td>
<td>Community Engaged Learning Coordinator</td>
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<tr>
<td>Department</td>
<td>Division of Learning and Teaching Support and Innovation</td>
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<tr>
<td>Reports to</td>
<td>Executive Director</td>
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<tr>
<td>Number of Direct/Indirect Reports</td>
<td>Direct 0, Indirect 0</td>
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<tr>
<td>Classification Level</td>
<td>SG 8</td>
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<tr>
<td>Last Updated</td>
<td>May 2018</td>
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2. Position Summary

The Division of Learning and Teaching Support and Innovation is an academic support division in the University, which reports to the Office of the Vice President Academic and Provost. The division has four portfolios of responsibility. The portfolio areas are: Technology Integrated Learning, Teaching Excellence, Student Academic Success and Curriculum Renewal & Strategic Priorities. The Division is focused on enhancing student learning and teaching excellence in academic programs across the University in alignment with the UVic Strategic Framework and Priorities.

Reporting to the Executive Director, LTSI, the Community Engaged Learning Coordinator provides support to faculty members seeking to imbed community-engaged learning into their curriculum, including the development of relevant community partnerships, student engagement in community-engaged learning and administrative support to the Community Engagement and Partnerships Executive Committee.

The primary functions of this role are: supporting faculty and instructors in developing and integrating community-engaged learning into their courses and curricula, partnership building and assistance with the ongoing development and maintenance of partnerships; communicating community-engaged learning opportunities for students, and representation of UVic through community partnerships in relevant community and other settings; capacity building through the organization of skill development and knowledge sharing opportunities; communications of community engaged learning opportunities, events and accomplishments and, liaising with university departments and community organizations as appropriate.

In addition, this position provides senior administrative support to the Community Engagement and Partnerships Executive Committee. As well, this position administers and maintains the Community University Engagement (CUE) online, interactive map; conducts research and analysis, and performs other duties related to the support of university-wide community engagement initiatives.

3. Key Responsibilities and Expectations

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<th>Key Responsibilities. % of time</th>
<th>Expectations:</th>
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<tr>
<td>Faculty/Instructor Support and Student Engagement 40%</td>
<td>• Working with LTSI, provide support to faculty members and instructors in their efforts to integrate community-engaged learning experiences within their courses and curricula, which includes the development of community engaged student learning outcomes, learning activities and assignments.</td>
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- Develop policies, principles, goals, objectives and best practices for community-engaged learning at UVic in consultation with the Executive Director of LTSI and the Senior Executive Committee
- Connect faculty, staff, student and community partners with appropriate units
- Identify and initiate contact with faculty/instructors to look for and develop community engaged learning
- Provide direct support to faculty/instructors to encourage the integration of community-engaged learning activities within their course work; including assisting instructors in: course planning logistics; identifying learning outcomes (competencies); support problem-solving for issues that arise during the course; provide guidance in completing course-based ethics applications; create mechanisms to streamline communication between faculty, students and community partners.
- Raise awareness within student body of community-engaged learning opportunities through the identification and development of outreach activities in Faculties across campus.
- Support collaboration and coordination of community-engaged learning across campus through database systems such as Orbis
- Foster the development of proposals and support the adjudication of the Community-Engaged Learning grants

Community Partnerships 25%

- In consultation with academic programs on campus who are currently involved in community engaged learning (e.g., co-op, community service learning, practica, clinics) engage community partners and develop mutually beneficial community partnerships for community-engaged learning. This includes:
  o identifying potential community partners
  o identifying and supporting opportunities for engaged learning
  o initiating contact with community partners, representing UVIC in developing relationships with community partners
  o effectively communicating with community partners and building relationships with teaching faculty and potential community partners, ensuring follow-up is conducted
  o participating in the development and assessment of outcomes related to community-engaged learning.
  o Developing policies and delineating best practices in working with community partners in conjunction with the Executive Director of LTSI and Senior Executive Committee

Communications 20%

- Respond to inquiries and requests from staff, faculty, students and community partners
- Develop and implement effective communications strategies (including the development and maintenance of social media) support to faculty, LTSI and other units in showcasing community-engaged learning across campus and within the community

Administrative Support 15%

- Support strategic planning for community-engaged learning and document the process and outcomes of these strategic planning activities
• Continue development of the community-university engagement map as a searchable inventory to support community-engaged research and collaborations; including:
  o providing ongoing technical administrative and maintenance oversite of the CUE map by liaising with appropriate key UVic Systems experts to identify and develop enhancements and fixes to systems
  o providing expertise and performing rigorous user testing to advance developments to production environments.
• Identify and seek external funding where possible to support community engaged learning
• Provide administrative support to the Community Engagement and Partnerships Executive Committee as required including support for long term planning and implementation of community-engagement related strategies as outlined in the UVic Strategic Framework.
• Provide research and analysis support to explicate community engaged learning metrics including impact and outcome measures.
• Provide support for campus-wide community-engagement related events, including event planning, coordination, hosting and evaluation of these activities.
• Other administrative duties as required

4. Classification Factors:

Problem-Solving:
• The Community Engaged-Learning Coordinator must display initiative, judgment and discretion in their role and in their support of the Committee Executive to solve factual, administrative or communication problems. This position must be able to deal with divergent views or competing interests in a calm and professional manner. In addition, the Coordinator should have a good sense of when to negotiate resolutions directly and when the problem should be resolved at a more senior level. At all times, the Coordinator must facilitate a team approach with objectives grounded in the University’s strategic plan.
• Requires analysis of complex and variable problems related to community engagement and partnerships as well as critical thinking and judgment to identify solutions that are often difficult to find, such as: management of faculty, student and community expectations; assessing the complexity of a potential partnership in advance so that problems can be averted; identifying, approaching and engaging appropriate faculty/student/community partners effectively and efficiently.
• Solutions are generally guided by procedures, policies and precedents, however, investigation is required to modify methods and procedures as required. Refers issues requiring significant diplomacy or navigation through complex systems to the Executive Director.

Responsibility for Financial & Material resources:
• Position has no responsibility for financial or material resources but may prepare small event budgets ($500 to $2500) that must align with available resources for review and approval by the Executive Director.

Responsibility for Human Resources:
• The Community Engaged-Learning Coordinator reports to and receives formal direction and guidance from the Executive Director, LTSI and liaises with the Chair, Community Engagement and Partnerships Executive Committee, working under direction to establish priorities and daily objectives to achieve agreed upon goals.
• Keeps Executive Director apprised of progress and seeks guidance in unusual situations.
• The Community Engaged-Learning Coordinator holds no formal supervisory responsibilities but may provide orientation to other staff on related work, or, may informally direct and coordinate the work of support staff or students/volunteer staff as required and assigned by the Executive Director; may also provide informal guidance to faculty in development and integrating community-engaged learning.

Impact of Decisions and Actions:
• The Community Engaged-Learning Coordinator must possess excellent communication and public relations skills, as well as tact, diplomacy and sound professional judgment as the profile of and reputation of the University can be greatly impacted at this level of interaction with key senior contacts and community members.
• Individual actions have a major impact on the success of the creation and maintenance of community partnerships across campus, through advice and support provided to a large, diverse group of stakeholders including faculty, university administration, students and community partners.
• Promotes UVic community expertise to the leadership of potential community partners by accompanying faculty members/instructors and university administrative leaders to meetings and representing the unit.

Independence:
• Reports to the Executive Director, LTSI as an integral member of the LTSI Division. Works directly with Deans, Associate Deans, Chairs, Directors, instructors, students and community partners as well as member of the Executive Committee. Some community partnerships work is performed in accordance with current practices, procedures and policies (related to the creation of memoranda of understanding, contracts and agreements) but considerable work requires the development of policies, procedures and practices in building community engaged learning partnerships in consultation with the Executive Director and Senior Executive Committee.
• Latitude is exercised in developing procedures and best practices in community engaged learning including selecting work methods and making informed judgements when guidance may not be easily accessible.
• Provides informed advice to the Executive Director and other senior university leaders on community university engagement.

5. Summary of qualifications:

The position requires completion of a university degree in communications, public relations or in a related field and three years related work experience. Equivalent combinations of training, education and/or experience may be considered.

Experience must include:
• An established track record in partnership facilitation, community education and communications
• Developing credibility and building effective, sustainable and strategic relationships with faculty, students, staff, community organizations and other relevant stakeholders
• A strong working knowledge of standard office software (MS Office: Excel, Outlook, Power Point, Word)

In addition, the following skills are required:
• Excellent judgment and problem solving skills and a thorough understanding of complex issues related to the university community environment, and how those issues may affect communications activities
• Strong project administration skills, including ability to coordinate, schedule and monitor activities to meet strategic, operational and contractual/legislative requirements within a high volume/pressure environment
• Strong analytical, verbal and written communication skills including the ability to deliver presentations and reports, and ability to adapt writing style to a variety of purposes and audiences
• Tact, sensitivity and diplomacy in dealing with varied clientele
• Demonstrated leadership skills and ability to work independently and as an integral part of a small team
• Organizational and interpersonal skills to carry out this role effectively and efficiently
• Ability to demonstrate initiative, creativeness, resourcefulness, and discretion
• Excellent attention to accuracy and detail
• Ability to be flexible and adapt to shifting priorities; to work under pressure and meet deadlines in a fast-paced work environment.

Preference may be given to:
• Experience in either a post-secondary, research or government environment
• Experience and/or familiarity with partnership contracts and agreements
• Experience working with community organizations
• Background in research skills, methodologies, program evaluation and academic disciplines

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<th>Employee's Signature:</th>
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<tbody>
<tr>
<td>Manager's/Supervisor's Signature</td>
<td>Date:</td>
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