Management Excluded Job Description Template

1. Position Identification

<table>
<thead>
<tr>
<th>Position Number</th>
<th>999620</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Title</td>
<td>Executive Director, Co-operative Education Program and Career Services</td>
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<tr>
<td>Department</td>
<td>Co-operative Education Program and Career Services</td>
</tr>
<tr>
<td>Reports to (title)</td>
<td>Associate Vice-President Academic Planning</td>
</tr>
<tr>
<td>Classification Level</td>
<td>ME15</td>
</tr>
<tr>
<td>Current Incumbent</td>
<td>Vacant</td>
</tr>
<tr>
<td>Date (last revised)</td>
<td>January 2020</td>
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</tbody>
</table>

2. Department Summary

At UVic Co-op and Career, we strive to enrich our university community with dynamic learning by helping students achieve meaningful, successful careers after graduation. We guide and support students as they develop competencies—knowledge, skills and attributes—leading to successful and rewarding careers. Our mission is to educate UVic students with the knowledge and skills to embark on productive careers that contribute to society. We strive to be a resource for students and alumni through every step of their career journey, including their academic studies at UVic and their lifelong work experiences. We support students and alumni as they develop their careers; this includes offering a wide range of experiential learning programs – co-operative education, work experience, internships, community service learning, co-curricular records – to provide relevant experience linked to student career goals, for each and every UVic student and graduate, to help students to maximize their career pathways.

All of UVic’s co-op degree programs are accredited by Co-operative Education and Work-Integrated Learning Canada (CEWIL). CEWIL’s mission is to foster and advance post-secondary co-operative education and work-integrated learning in Canada.

UVic students complete more than 4,145 work terms each year with over 1,360 employers across Canada and around the world. Co-op at UVic includes all UVic faculties, with students participating in 13 co-op program areas from 51 academic departments and schools.

3. Position Summary

| Mandate or core purpose of role | The Executive Director, reports to the Associate Vice-President Academic Planning (AVPAP) and is responsible for the leadership of Co-operative Education Program and Career Services. The Executive Director builds on UVic’s strengths in work-integrated learning and works collaboratively with campus leaders to deliver degree programs for co-op and work term students and career education for the broader student community. The Executive Director represents UVic in the development of strategic partnerships with employers and community leaders. |
### Summary of roles, functions and areas of focus

- Build on UVic’s historic strength and strong reputation in the area of co-operative education and career services
- Contribute to the university's recruitment, retention and student success goal through programs and services in Co-operative Education Program and Career Services
- Address the recruitment challenges facing the Co-operative Education Program and Career Services; develop strategies and initiatives that will attract the best employers and students
- Increase participation and engagement of campus leaders and faculties in the development of cutting edge co-operative education and career services programming
- Collaborate with academic and administrative leaders on international partnership development
- Collaborate with academic and administrative leaders on partnership development with Indigenous communities

### 4. Key Responsibilities and Expectations

<table>
<thead>
<tr>
<th>Key Responsibility</th>
<th>Expectation</th>
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</table>
| **Leadership**     | - Provide strategic, innovative, inclusive and ethical leadership to Co-operative Education Program and Career Services  
- Lead the planning, development and assessment of specialized programming delivered by the Co-operative Education Program and Career Services unit  
- Provide leadership and oversight of the organizational structure, advancing and updating roles and staffing to address innovation and demand  
- Anticipate changes in the internal and external environments (e.g., workforce strength, economic conditions, geo-political and/or international conditions, competition from other institutions, and program changes to academic units) and work in partnership to foster opportunities  
- Work collaboratively with campus leaders and faculties to ensure UVic's position as a leader in academic program-based work-integrated learning  
- Initiate, maintain and enhance opportunities for and increase rates of participation in the Co-operative Education Program and Career Services in all academic units and for all students, including Indigenous students, international students, graduate students, and students with disabilities, to support UVic's Strategic Framework  
- Represent UVic on provincial, national, and international boards and organizations  
- Collaborate on projects involving external parties  
- Liaise with senior representatives from other universities; government leaders; Canadian and international delegations; and senior level contacts and employers  
- Represent the department as part of the senior leadership team, including through membership on Deans’ Council and Senate committees |
| **Financial and Resource Management** | - Prioritize and bring forward the academic resource planning request for the unit, collaborating with campus leaders on requests that impact multiple areas  
- Prioritize and bring forward development requests  
- Lead strategic direction for the Co-operative Education Program and Career Services budget, including |
determination of administrative, academic and budgetary priorities within the Co-operative Education Program and Career Services in consultation with Co-operative Education Program and Career Services Director of Operations, Managers, and with special attention to the possibilities of cross-program co-operation, transparency and accountability for financial resources

• Determine budget allocation and the number of established positions for staff for each Co-operative Education and Career Services area to ensure effective distribution of resources to allow for program delivery in a fiscally responsible manner
• Oversee the allocation of physical resources assigned to the Co-operative Education Program and Career Services
• Oversee scholarships and funding programs and projects
• Oversee revenue generation through various career services to employers

<table>
<thead>
<tr>
<th>Work-Integrated Learning and Career Services</th>
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<tbody>
<tr>
<td>• Oversee work-integrated learning within the context of the Co-operative Education Program and Career Services and its alignment with UVic’s experiential learning mandate and vision</td>
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<tr>
<td>• Work collaboratively with leadership in the Division of Learning and Teaching Support and Innovation and the Division of Student Affairs to support the student experience and its alignment with the Strategic Enrolment Management Plan</td>
</tr>
<tr>
<td>• Initiate and maintain collaborative relationships with academic units to support programming for co-op and work experience students and career services education for all students</td>
</tr>
<tr>
<td>• Oversee quality assurance of student placements, ensure that evaluation of programs is regular and robust, and that the outcomes are reported to appropriate University officers and bodies to ensure accountability, quality of programming and evidence-based evaluation and decision making</td>
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<table>
<thead>
<tr>
<th>Research and Scholarship</th>
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<td>• Contribute and foster original scholarship and research in work-integrated learning and career development</td>
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<tr>
<td>• Lead professional staff members in their development to advance the field of work-integrated learning and career development, mobilize research, and advance UVic’s reputation in these areas</td>
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<table>
<thead>
<tr>
<th>Staff, Faculty and Employer Relations</th>
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<tbody>
<tr>
<td>• Initiate and maintain positive working relationships between students, campus leaders, the Division of Learning and Teaching Support and Innovation, unit personnel, and employers to foster best practices and effective operations</td>
</tr>
<tr>
<td>• Ensure a comprehensive and quality performance development staff support structure system is in place</td>
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<tr>
<td>• Lead in a unionized environment and assist in the resolution of academic concerns, student appeals, grievances and disciplinary problems involving members of the Co-operative Education Program and Career Services to ensure that fairness and proper procedures are followed</td>
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5. Other Factors

<table>
<thead>
<tr>
<th>Decision Making – describe the type and</th>
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<tr>
<td>• Decision making occurs at the individual, the group and the organizational level in increasing levels of complexity involving multiple stakeholders including staff, students,</td>
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</table>
### Management Excluded Job Description Template

| Complexity of decisions made by this role and what kind of support is available in the form of supervisory coaching, existing procedures and precedents or other resources. | faculty, senior administration and the employer/external community  
- Decisions having any impact on academic units require consultation with departmental faculty, chairs, directors, associate deans and deans  
- Decisions involving broad UVic implications require consultation with Senate committees  
- Decision-making support and guidance comes from the AVPAP  
- Given the two distinct portfolios of Co-operative Education Program and Career Services, the executive director ensures good integration with units on campus |
| --- | --- |
| Human Relations – describe the key internal and external contacts and relationships for the role and whether they are focused on information exchange, influence or behaviour change. | Builds effective relationships, promotes and advocates for the Co-operative Education Program and Career Services to a broad spectrum of constituents, including senior administration, faculty members, students, community leaders, government leaders, educational institutions, Indigenous communities, and other key institutions across the country and internationally  
- Represents UVic on provincial, national, and international boards and organizations  
- Collaborates on projects involving external parties  
- Successful interactions require high levels of tact, diplomacy, cultural sensitivity and culturally appropriate interactions, awareness of relevant issues and excellent communication skills |
| Accountability – describe the initiative, independence required in this position and the impact of decisions on individuals, units/departments or the university. | Requires a high level of initiative and independence. The impact of decisions has significant effect on staff, students, units/departments, employers and the university's strategic position.  
- Prioritizes and brings forward to AVPAP strategic plans related to organizational structure, systems, strategic positioning, space and resource planning  
- Day-to-day decision-making includes decisions on staffing, budgeting, policy making, program and curriculum development, external and internal relations.  
- Following the collegial governance model, consultation occurs with key stakeholders and the AVPAP as required on key strategic initiatives |
| Financial and Resource Management – describe the key financial dimensions of the job such as budgets, material assets and resources managed, and signing authority. | Oversees base budget of $5.2 million  
- Oversees externally-funded grants, specific projects, service agreements and operations in excess of $1 million  
- Authorized for single transactions up to $250,000  
- Signing authority for revenue contracts up to $250,000 for administrative, educational or professional services to parties outside the university  
- Signing authority for purchase of goods and services NOT subject to University Purchasing Policy (FM5105) up to $500,000  
- Makes resource allocation decisions to be implemented by the Director of Operations |
| Supervisory Responsibility – identify the number of reports and | Direct reports: Director of Operations (Management Excluded)  
- Indirect reports include all positions that report through the Director of Operations, including over 40 full time PEA positions and over 12 CUPE positions, along with term |
### Management Excluded Job Description Template

#### Qualifications and experience

**Graduate degree required.**

10 years’ experience in a leadership role with a combination of experience and education in work-integrated learning, co-operative education and career services.

**Experience:**

- Proven judgement and decision-making skills in administrative, planning, and budgetary matters in an academic setting and in the external community;
- Proven ability to secure resources for the continuing development of programs;
- Creative and strategic thinker with experience delegating and supporting others in their roles, resolving conflicts, consulting, and communicating decisions;
- Proven track record of fostering positive relationships at all levels to achieve goals;
- Experience working with
  - Indigenous communities and students;
  - international networks, collaborators, and students;

#### Positions, student employees, and teaching assistants

- Unit lead on resolution of all matters involving staff in relation to collective agreements
- Support professional development, training and best practice sharing to ensure a high functioning professional team to support program objectives and students, including underrepresented populations

#### Safety – describe the mandate for ensuring safety for self or others.

- Oversight of the Risk Management registry for the unit
- Responsible for the safety of more than 2,600 students while they are on work terms in any location in the world
- Responsible for the safety of all staff to ensure a quality work environment

#### Equity – describe the contribution to the Equity Plan, fairness to women, aboriginal peoples, visible minorities and persons with disabilities.

- Champions equity and diversity in all interactions and leads the implementation of the unit’s equity and diversity plan in alignment with UVic’s plan
- Initiates, maintains and enhances opportunities for increasing rates of participation in the Co-operative Education Program and Career Services in all academic units and for all students, including Indigenous students, international students, graduate students, students with disabilities, and students from underrepresented populations

### 6. Summary of qualifications and job specific competencies

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<tr>
<th>Key job-specific competencies</th>
<th>Leadership</th>
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<tr>
<td>o and engaging employers, government, and community leaders;</td>
<td>• Strategic and flexible thinker – able to see and consider options;</td>
</tr>
<tr>
<td>• Experienced in</td>
<td>• Ability to bring out the best in and support a varied and complex staff, delegating and supporting others in their roles while retaining accountability;</td>
</tr>
<tr>
<td>o student recruitment issues (e.g., development and implementation of enrolment plans, student retention, financial aid);</td>
<td>• Facilitative and consultative.</td>
</tr>
<tr>
<td>o staff recruitment, development and support within an environment comprising unionized employees;</td>
<td>• Ability to build a positive and respectful rapport and alliances among programs;</td>
</tr>
<tr>
<td>• Proven experience leading change;</td>
<td>• Ability to foster effective stakeholder relationships among students, faculty, program staff, employers, alumni and the larger community both domestically and globally</td>
</tr>
<tr>
<td>• Proven experience successfully working in a culture that values collaboration and consultation.</td>
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Knowledge:
- Theories and fundamentals of co-operative education as well as other forms of experiential and work-integrated learning;
- Theories and models of career development and services;
- Existing and possible sources of funding for co-op and career;
- Role of work-integrated and experiential education at the graduate level;
- Knowledgeable of and demonstrated skill in the evaluation, assessment and measurement of program effectiveness in the short and long term.

Academic/Co-op/Career Development Knowledge & Skills
- Ability to lead the planning, development and assessment of specialized programming delivered by the Co-operative Education Program and Career Services unit
- Ability to provide leadership in research on work-integrated education and career development;
- Ability to conceptualize and lead programs that will support students and alumni of UVic in their career exploration, preparation and development;
- Ability to set priorities, make resource decisions based on those priorities, and articulate those decisions with interested or impacted parties;
- Ability to design criteria to assess program quality.
### Communication
- Ability to facilitate effective communication throughout the organization and with stakeholders at all levels (students, staff, employers, government officials, fundraising partners, university community, alumni and community partners);
- Ability to communicate verbally and in writing clearly and persuasively;
- Ability to clearly identify and communicate goals and priorities of Co-operative Education Program and Career Services to stakeholders at all levels;
- Ability to exercise tact; cross cultural awareness and sensitivity, including an appreciation of Indigenous students and communities and other equity groups;
- Committed to equity, diversity, social justice and fostering a welcoming and diverse learning, teaching and working environment;
- Persuasive negotiation skills.

### Organizational
- Ability to sets goals, targets and priorities and to achieve them;
- Strong conceptual ability; able to operationalize ideas; turns ideas into action;
- Ability to evaluate and analyze; results oriented;
- Skilled in time management and prioritizing activities.

### Problem Solving/Decision Making/Strategic Thinking
- Ability to understand the implications of possible decisions now and in the future.

### Human Resources
- Ability to recognize and utilize people’s strengths, effective use of human resources in light of evolving program needs and the need to maximize resources;
- Effective at managing people, performance coaching and appraisal, and mentoring.

### Budget/Resource Management
- Effective fund raising skills;
- Ability to plan, prioritize and reallocate resources in a transparent, effective, and equitable way.

### 7. Unusual working conditions
- Centralized/decentralized structure with staff in 10 or more buildings across campus and the accompanying challenges in communication, coordination, collaboration and team building that this brings
- Travel within Canada and internationally requiring working on weekends and evenings
- Extensive community engagement and external activities (weekly engagements off-campus, often requiring attendance at events in the evenings and weekend)
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Please attach the reporting structure for the role.

Date of Completion: ________________________________

Signature of Incumbent: _____________________________

Signature of Director: _______________________________