

Nipissing University

JOB DESCRIPTION

JOB TITLE:	Student Experience Coordinator, Transfer Student Success
DEPARTMENT:	Student Development and Services
CLASSIFICATION:	Coordinator B
WAGE GRADE:	WG 60
EMPLOYMENT DEFINITION:	Full-time Support Staff
SUPERVISOR:	Director, Student Success

SUMMARY OF FUNCTIONS:

The Student Experience Coordinator, Transfer Student Success is responsible for expanding retention efforts aimed at retaining and graduating transfer students. Based on established research regarding co-curricular life in higher education, student development and leadership theory and practice, and on a thorough understanding and practice of democratic principles, the Coordinator will develop and implement initiatives that foster civic responsibility and community involvement in support of the University's strategic goal of enhancing the student experience. The Coordinator will execute these duties through reviewing, collecting, and evaluating data, collaboration with staff and faculty across the campus community, creating innovative programming/services for transfer students, and meeting individually and as groups with transfer students.

DUTIES & RESPONSIBILITIES:

Student Support Programs, Initiatives, and Services

80%

- Provide one-on-one and group support including academic success coaching, goal/future planning, referrals to appropriate campus resources, encouraging participation in campus activities
- Serve as the liaison between transfer student population and the Academic Success Program as co-facilitated by incumbent and the Student Learning Coordinator
- Work with various departments to connect existing programs/services and provide a streamlined transition for transfer students from recruitment through graduation
- Work with staff and faculty to provide training that will facilitate consistent advising of transfer students and transfer initiatives, and how to best serve our transfer student population through reviewing and implementing best practices for transfer students
- Create a feedback process for staff, faculty, and students to communicate their experience with and as transfer students
- Facilitate transition programming for mature and transfer students in order to develop a strong community of learners and build affinity to the institution
- Managing the Record of Student Development (co-curricular transcript) database in program design, facilitating involvement opportunities for students on- and off-campus, liaising with the community to promote opportunities to students
- Coordinating the annual Dave Marshall Leadership Awards (promotion, nomination process, collation of nominations, organizing of event and awards)
- Establish and maintain individual student service records (including intake and consent forms, learning plans, etc.) in collaboration with the Secretary
- Develop familiarity with issues certain populations may face (non-traditional students, students of colour, first generation students, transfer students) and incorporate this perspective into developmental advising approaches

- Design and implement opportunities to engage students and faculty in mentoring and advising relationships as well as faculty research
- Support department coordinated peer education, transition, and retention programs including the Academic Skills Drop-In Centre, Peer Tutoring Program, Academic Don programming, and Student Success Workshops

Department Outreach, Assessment, and Evaluation

20%

- Ensure regular and ongoing assessment of all programs, initiatives, and services offered in association with the role; including consulting with various stakeholders in program development and assessment when feasible
- Outreach to campus constituents relevant to transfer students such as: Admissions, Academic Advising, Financial Aid, Office of the Registrar, Student Development and Services, etc., as well as faculty
- Assist in advancing the communication goals of the department by disseminating crucial information and resources through online, written, verbal communications
- Compile data to inform and support development of various strategic initiatives
- Participate in committees and working groups to assist the development of projects through knowledge of, and by presenting information about, student learning and transition issues
- Pursue ongoing professional development including conferences and remaining up-to-date about student issues and programs through association membership, journal subscriptions, research, and communication with other student affairs practitioners
- Support proactive outreach initiatives to increase awareness of the various programs, initiatives, and services offered by the Student Learning and Transitions department and Student Development and Services division
- Organize and facilitate various activities targeting the diverse student groups on campus

Any other duties as assigned

QUALIFICATIONS:

Education: University Degree

Training and/or experience may be substituted for formal academic training at the discretion of the University.

Training, Experience, Knowledge & Skills Required:

- A minimum of one year experience in postsecondary setting working directly with traditional and non-traditional students
- Experience working with diverse populations
- Experience creating and managing a program that provides support and assistance to students
- Ability to work under independent initiative, energetically, and well with university students
- In-depth understanding of student governments, other campus organizations and University policies and procedures related to student life and activities
- Familiarity with transfer articulation agreements
- Extensive knowledge in the practical application of student development and learning theory
- Experience in facilitating partnerships with constituents from a variety of institutional functional areas (students, student leaders, staff, faculty and administration)
- Comfortable working in an unpredictable and sometimes stressful environment
- Ability to interact, communicate, and build partnerships with students, parents, university staff, and faculty
- Good organizational, interpersonal, conflict mediation, troubleshooting and problem solving skills.
- Experience in program and event management
- Experience with emerging technologies and effective leveraging of social media. Graphic design skills an asset.
- Affiliation with National Orientation Directors Association (NODA) is desirable

- Demonstrated knowledge of customer service and information communication standards of practice in accordance with the Accessibility for Ontarians with Disabilities Act (AODA)
- Thorough knowledge of the university's procedures as they relate to the Freedom of Information and Protection of Privacy Act (FIPPA) and management of confidential student information an asset
- Skill in observing and evaluating the outcomes of a problem to identify the key issues or redirect efforts

RELATIONSHIPS/CONTACTS:

Supervised by: Director, Student Success

Internal Contacts: faculty, staff, students

External Contacts:

- Students (prospective)
- Nipissing University Student Union (NUSU)
- Departments within the division of Student Development and Services
- Harris Learning Library
- Academic Departments (including Deans)
- Universities and colleges (orientation and transition program administrators)
- Community partners
- National Orientation Directors Association (NODA), College Student Educators International (ACPA), Canadian Association of College and University Student Services (CACUSS), and Student Affairs Administrators in Higher Education (NASPA)

MATERIALS UTILIZED:

- Nipissing University and Student Development and Services Strategic Plan
- Student Learning and Transitions Department Policies, Procedures and Expectations
- Nipissing University Academic Calendar
- Computer workstation including various software applications
- NASPA (Student Affairs Administrators in Higher Education)/ACPA (College Student Educators International) Professional Competencies
- ACPA Ethical Principles and Standards
- CACUSS (Canadian Association of College and University Student Services) Statement of Guiding Principles
- CAS (Council for the Advancement of Standards in Higher Education) standards

PHYSICAL / MENTAL DEMANDS & WORKING CONDITIONS:

- Moderate to high demand on visual and mental concentration
- Sitting for long periods, some standing and carrying materials
- Hours of work are frequently irregular and include evenings and weekends, with the expectation that the Coordinator will attend and participate in activities, programs, and events.

I have read my position description and it has been reviewed with my supervisor. I understand what my duties and functions are, and I will carry out all of my responsibilities as herein described.

Employee Name (please print)

Employee Signature

Date

Approvals

Supervisor

Date

AVP, HR & Equity, Diversity & Inclusion

Date