

Lead Consent Peer Educator

| POSITION OVERVIEW: | | | |
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| Department: | Student Success & Engagement - Office of Student Conduct | | |
| Campus: | <input checked="" type="checkbox"/> North <input checked="" type="checkbox"/> Lakeshore <input type="checkbox"/> Orangeville <input type="checkbox"/> Carrier Drive <input type="checkbox"/> Other: Location | | |
| Hourly Wage: | \$15.10/hour | Hours per Week: | 16 - 20 hours/week |
| Start Date | 8/24/2020 | End Date | 4/23/2021 |
| Eligibility: | <input checked="" type="checkbox"/> Work Study <input type="checkbox"/> Non-Work Study | | |
| Total Positions Available: | 1 (North/UGH) 1 (Lakeshore) | | |

| POSITION SUMMARY: |
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| <p>The Lead Consent Peer Educators (LCPEs) report to the Manager, Office of Student Conduct and work under the direction of the Coordinator, Sexual Violence Prevention & Education. The LCPEs are responsible for leading the development and provision of sexual violence prevention and education initiatives, including the Consent Peer Education Program, Bringing in the Bystander, Take Back the Night, and Consent 101; leading and coaching the Consent Peer Educators (CPEs); providing direct support to the Coordinator, Sexual Violence Prevention & Education; and drawing continued awareness to the Sexual Violence Policy at Humber/University of Guelph-Humber.</p> |
| DETAILED POSITION RESPONSIBILITIES: |
| <ul style="list-style-type: none"> • Lead the digital presence of the Consent Peer Education Program (CPEP) through social media platforms (Instagram, Twitter) • Develop and maintain relationships with departments to ensure future programmatic collaborations • Plan, lead, and execute events/initiatives alongside the Coordinator, Sexual Violence Prevention & Education for the academic year, including but not limited to: Take Back the Night, 16 Days of Activism, One Billion Rising, Sexual Assault Awareness Month, etc. • Create event reports with descriptive summaries of all initiatives throughout the academic year (e.g. social media posts, tabling, workshops, events) • Assist in the coordination of an assessment strategy to evaluate sexual violence prevention and education programming through reflection, feedback, surveys, etc. • Co-facilitate the Bringing in the Bystander workshop and others by request • Source and purchase program materials, including but not limited to: uniforms, SWAG items, promotional materials, event materials, etc. • Provide support to the Coordinator, Sexual Violence Prevention & Education in the planning of the Bringing in the Bystander program, including content review, marketing and promotions strategy, and sourcing students, staff/faculty, and administrative support where needed • Research and stay current with best practices at postsecondary institutions on sexual violence prevention and education, and on current trends in the field • Maintain and organize a database for tracking information, hours, schedules, and event participation for Consent Peer Educators (CPEs) under the guidance of the Coordinator, Sexual Violence Prevention & Education • Assist in the recruitment, training, and ongoing professional development of the CPEs • Create a forum for the CPEs to establish open communication (e.g. Facebook, WhatsApp, Microsoft Teams, etc.) |

- Assist the CPEs by offering referrals and support, and encouraging a positive work environment
- Assist the Coordinator, Sexual Violence Prevention & Education with annual performance reviews of CPEs
- Assist in the continued development and review of CPEP's structure, scope, and role of the CPEs as guided by the departmental strategic plan
- Provide direction to CPEs on website content, social media, etc. under the guidance of the Coordinator, Sexual Violence Prevention & Education
- Review all social media content, including posts, stories, direct messages, and comments submitted by the CPEs prior to publication
- Ensure compliance to Humber Branding guidelines, regulations, and outlines when creating media content shared within the Humber community
- Provide ongoing feedback on Humber's Sexual Violence & Sexual Assault website
- Source and recommend educational workshops for the College at large on topics relating to healthy relationships, responding to disclosures, sexual consent, sex positive language, intersectionality, etc.
- Invite and coordinate guest speakers alongside the Manager, Office of Student Conduct and Coordinator, Sexual Violence Prevention & Education
- Attend regular meetings with the Manager, Office of Student Conduct
- Attend bi-weekly meetings with the Coordinator, Sexual Violence Prevention & Education
- Attend monthly meetings with LCPEs and Coordinator, Sexual Violence Prevention & Education
- Hold bi-weekly one-on-ones with CPEs at their respective campus
- Plan and facilitate monthly full-team meetings with the Coordinator, Sexual Violence Prevention & Education
- Communicate respectfully with students and staff working within the Student Life Office
- Communicate effectively with supervisor and colleagues
- Write clear, concise, and professional emails to members of the Humber community and beyond
- Role model appropriate behaviour at all times, including online (email, social media, etc.)
- Promote and encourage others to act in an appropriate manner pursuant to the Sexual Violence Policy at Humber/University of Guelph-Humber
- Promote the definition of consent in a respectful, positive, and appropriate manner
- Work front desk at the Student Life Office as needed
- Additional duties assigned by the Manager, Office of Student Conduct or Coordinator, Sexual Violence Prevention & Education

DESIRED QUALIFICATIONS:

- Completion of at least one semester of higher education
- Ability to work independently and in a team setting
- Strong verbal and written communication skills
- Strong organization skills and attention to detail
- Experience planning events and initiatives
- Graphic design skills are considered an asset
- Additional knowledge and understanding around Human Rights and inclusion for diverse populations applicable to the Humber community and beyond is considered an asset
- Previous experience as a Consent Peer Educator is preferred
- Previous experience working in sexual violence prevention and education or health promotions is considered an asset

MANDATORY TRAINING

All Work Study roles require students to attend a set of mandatory trainings which are scheduled with their supervisor:

1. [Health & Safety Training](#)
2. [AODA Accessible Customer Service Training](#)
3. [Integrated Accessibility Standards Regulation & Ontario Human Rights Code Training](#)
4. [Pathways to Human Rights, Education and Actions Training](#)
5. [Sexual Violence Training for Employees](#)

ADDITIONAL TRAINING

August pre-service training, Bringing in the Bystander, Bringing in the Bystander Training for Trainers, any other training sessions or workshops required by the Manager, Office of Student Conduct or Coordinator, Sexual Violence Prevention & Education

ADDITIONAL COMMENTS

The Lead Consent Peer Educators (LCPEs) are required to be in good academic standing. The LCPEs are students of the institution and employment should not jeopardize their academic success. The LCPEs are expected to speak with the Coordinator, Sexual Violence Prevention & Education about any academic conflicts with their position.

EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Humber College is committed to a workforce that reflects the diversity of our students and our city. We actively seek qualified individuals from equity seeking groups with demonstrated skills and knowledge to deal with all aspects of equity, diversity and inclusion in a post-secondary environment. Humber College is committed to accommodating applicants with disabilities throughout the hiring process, in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Our Recruitment Coordinators will work with applicants requesting accommodations at any stage of the hiring process.

CO-CURRICULAR RECORD (CCR) CERTIFICATION

This position is CCR Certified. Visit humber.ca/student-life/ccr for more information.

Co-Curricular Competencies

Please check skills that all students who hold this position will be able to develop. Please contact workstudy@humber.ca with any questions on completing this section.

| Communication | | |
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| <input checked="" type="checkbox"/> | Reading | Interpret and respond to written material in a manner that demonstrates text literacy and ensures effective communication. |
| <input checked="" type="checkbox"/> | Writing | Write clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience. |
| <input checked="" type="checkbox"/> | Listening | Interpret and respond to verbal messages in a manner that ensures effective communication. |
| <input checked="" type="checkbox"/> | Speaking | Speak clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience. |
| <input checked="" type="checkbox"/> | Presenting | Deliver effective presentations. |
| <input type="checkbox"/> | Visual Literacy | Interpret and respond to visual content in a manner that ensures effective communication. |
| <input checked="" type="checkbox"/> | Strategic Networking | Use appropriate communication to build positive professional relationships and personal profile. |
| Numeracy & Financial Literacy | | |
| <input type="checkbox"/> | Mathematical Knowledge | Understand and execute mathematical operations accurately. |
| <input type="checkbox"/> | Budgeting | Use knowledge and skills to manage financial resources effectively. |
| Critical Thinking and Problem Solving | | |
| <input checked="" type="checkbox"/> | Analysis | Evaluate multiple sources to assess credibility and logic. |
| <input checked="" type="checkbox"/> | Decision Making | Form reasonable conclusions and/or recommendations using sufficient and relevant evidence. |
| <input type="checkbox"/> | Operational Thinking | Apply a systematic approach and use a variety of thinking skills to solve problems. |
| <input type="checkbox"/> | Data Analysis | Analyze and use numerical data; apply mathematical concepts and reasoning to solve real-world problems. |
| Digital Fluency | | |
| <input type="checkbox"/> | Technological Skills | Develop an understanding of web technologies, common office software, and hardware troubleshooting. |
| <input type="checkbox"/> | Multimedia Skills | Develop an understanding of multiple media formats and best practices for the implementation and sharing of new media. |
| <input type="checkbox"/> | Information Management & Evaluation | Locate, select, organize, and document information using appropriate technology and information systems. |
| <input checked="" type="checkbox"/> | Online Etiquette | Manage professional reputation and communicate information responsibly in an online space. |

| Creativity and Innovation | | |
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| <input type="checkbox"/> | Systems Thinking | Analyze a problem by understanding the interconnectedness of the groups and issues involved. |
| <input type="checkbox"/> | Design Thinking | Solve a complex problem creatively by defining, researching, thinking, piloting and assessing. |
| <input checked="" type="checkbox"/> | Strategic Thinking | Recognize an opportunity, identify challenges and multiple points of view; develop a plan of action. |
| <input checked="" type="checkbox"/> | Innovative Thinking | Formulate new ideas, create new forms of expression, leverage potential and imagine new possibilities. |
| Professionalism | | |
| <input checked="" type="checkbox"/> | Positive Attitude & Behaviours | Demonstrate confidence, respectful communication, gratitude, optimism, positivity, and resiliency when approaching work. |
| <input checked="" type="checkbox"/> | Personal & Professional Management | Demonstrate professional behaviour within the work environment and set goals and priorities to balance work and personal life. |
| <input checked="" type="checkbox"/> | Growth & Development | Assess, critique, and improve the quality of work, demonstrate ability to accept and implement feedback in a meaningful way. |
| Resourcefulness | | |
| <input checked="" type="checkbox"/> | Initiative & Self-Direction | Carry out a project from start to finish, take the lead or offer support when appropriate, contribute by sharing knowledge and expertise, be innovative and resourceful by identifying and suggesting alternative ways to achieve goals and get the job done. |
| <input checked="" type="checkbox"/> | Adaptability & Flexibility | Cope with uncertainty, learn from mistakes, adapt to changing requirements and information, proactively manage change, be open to and supportive of the thoughts, opinions, and contributions of others. |
| <input type="checkbox"/> | Problem-Solving | Select and use appropriate tools and technologies to complete a task, apply logic in solving problems, and creatively find alternative pathways to solve problems. |
| Responsibility | | |
| <input checked="" type="checkbox"/> | Accountability | Demonstrate commitment to the role, dependability, ownership for actions, responsible use of time and resources, ability to assess, weigh, and manage risk. |
| <input checked="" type="checkbox"/> | Ethics & Integrity | Approach situations with honesty, integrity, and personal ethics, demonstrate consistency with legal and professional codes of ethics, recognize and respect people's diversity, individual differences, and perspectives. |
| Relationship Management | | |
| <input checked="" type="checkbox"/> | Managing Conflict | Identify sources of conflict and initiate de-escalation strategies to overcome differences of opinion within a group or two individuals. |

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| <input checked="" type="checkbox"/> | Meaningful Relationships | Develop mutually rewarding relationships with peers and colleagues. |
| <input checked="" type="checkbox"/> | Teambuilding | Create and implement activities, communication strategies, and actions to develop group cohesion and collaboration. |
| Leadership | | |
| <input checked="" type="checkbox"/> | Team Coordination | Delegate work to peers or other individuals to encourage and motivate the group to effectively work together. |
| <input checked="" type="checkbox"/> | Mentoring | Assist individuals in developing specific skills and knowledge that enhance their personal and/or professional identity development and growth. |
| <input checked="" type="checkbox"/> | Role Modeling | Demonstrate positive actions and behaviour to encourage others to act in an appropriate manner. |
| <input checked="" type="checkbox"/> | Visioning | Identify a potential future and create innovative paths for the team. |
| Emotional Intelligence | | |
| <input type="checkbox"/> | Perceiving & Identifying Emotions | Decipher verbal and nonverbal signals from others, such as body language and facial expressions. |
| <input checked="" type="checkbox"/> | Managing Emotions | Respond appropriately to the emotions of others and regulate my emotions effectively. |
| Sustainability | | |
| <input type="checkbox"/> | Environmental, Economic and Social Awareness | Analyze the relationships between global, social and economic trends, and their impact on the environment and communities. |
| <input type="checkbox"/> | Environmental, Economic and Social Advocacy | Identify, define and advocate for the environmental, economic and social sustainability of communities, locally and globally. |
| Global Citizenship | | |
| <input checked="" type="checkbox"/> | Intercultural Communication | Describe the benefits and challenges of interacting with others of different cultural and national backgrounds. |
| <input type="checkbox"/> | Cultural Identity | Reflect on and articulate the similarities and differences between personal or cultural identity; understand the impact personal experience has on the perspectives of others. |
| <input checked="" type="checkbox"/> | Cultural Sensitivity | Apply awareness, understanding and appreciation of intercultural communication in academic, social and professional settings; develop intercultural competencies and awareness of global issues. |
| Social Responsibility & Civic Engagement | | |
| <input type="checkbox"/> | Active Citizenship | Define and identify what it means to be socially responsible and to be engaged in active citizenship. |

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| ☒ | Awareness of Social Issues | Demonstrate awareness of complex social issues including, but not limited to: culture, race, religion, sexual orientation, ability, mental health, politics and lifestyle. |
| ☒ | Community Building | Participate in or develop training programs, activities or programs that teach or embed social awareness, social justice, health & safety, and equity issues. |