**CCR Updated Activity & Position Description Formatting (2020-2021)**

Document Quicklinks

[Activity Description Overview 1](#_Toc61010916)

[Sample Activity Descriptions 2](#_Toc61010922)

[Position Description Overview 3](#_Toc61010925)

[Sample Position Descriptions 4](#_Toc61010931)

#

# **Activity Description Overview**

## **Purpose**

Activity Descriptions provide students and staff/faculty looking through the Co-Curricular database and the Involvement Catalogue with an overview of the activities (student clubs, volunteer programs, etc.) available for students to participate in. They also enable students who are adding CCR positions to their record to confirm that the activity and its associated position they are requesting to add to their record are the correct position, rather than one with a similar name. If an activity description does not match up with the activity the student participated in a role with, this acts as a flag that they should look elsewhere in the database for the correct position.

## **Formatting and Content**

Activity Descriptions should be written in full-sentence form, and should be limited to one paragraph. While Activity Descriptions will vary in length, it is highly important that they are concise, and include only necessary information. Activity Descriptions must be grammatically correct and free from any grammar or spelling errors, and must be written in third person narrative. They must include all required information, and should not include any unnecessary information.

## **Things to include:**

* What is the activity name?
* Description of organization/program
	+ What is its main purpose/goal? (One sentence)
	+ What does it do? (One sentence)
	+ What major outcomes does it have (e.g. events, programming/services, etc.)? (One to two sentences)
	+ If it is a chapter of or a partner with a larger organization please note the partner organization name (One sentence)
		- Please also note if it is associated with a specific department/faculty, program at UCalgary (e.g. Students’ Union, GSA, etc.)
* Who is eligible to participate in the program? (One sentence)
	+ Demographics eligible to participate (as participants and/or as volunteers/coordinators, etc.)

## **Things NOT to include:**

* Overly detailed and extensive information on statistics of the program (number of participants, program ratings, etc.)
* Overly detailed information on partner organizations
* Overly detailed information on the nature of program activities/outcomes (e.g. detailed descriptions of events, programming/services, event/program logistics, etc.)
* Overly detailed history of the program

## **The Activity Description should be:**

* Concise
* Grammatically correct
* Factually correct
* Written using a consistent tone and voice
* Written in third person (i.e. “the activity is” not “in this activity I”)
* Written in the present tense, not past or future tense
* Informative of the overarching activity information

# **Sample Activity Descriptions**

## **Activity Name:** UCalgary Rex Appreciation Club

The UCalgary Rex Appreciation Club is a Students’ Union club dedicated to building school spirit and enthusiasm for Rex the Dino at UCalgary. It aims to accomplish these goals through a variety of activities, including hosting school-spirit building events, creating social media campaigns to encourage student engagement, and facilitating volunteer opportunities with Rex the Dino. All UCalgary undergraduate students are eligible to participate in a variety of roles, including club executive positions and as event volunteers.

## **Activity Name:** Emerging Leaders Program

The Emerging Leaders Program (ELP) is a leadership and transition program for first year UCalgary students facilitated through the office of Leadership and Student Engagement. This program is designed to help first year students explore their leadership potential, gain confidence on campus, and be part of a supportive community of first-year students.  Through this program, first-year students are connected with a group of fellow first-year students and senior student Peer Helpers, along with a senior-student ‘buddy’ or staff mentor, and engage in a variety of activities designed to develop leadership skills and confidence. ELP is open to participation for all first year UCalgary students, and upper-year students who wish to engage as a volunteer Peer Helper.

# **Position Description Overview**

## **Purpose**

Position Descriptions provide students and staff/faculty looking through the Co-Curricular database and the Involvement Catalogue with an overview of the activities (student club executive positions, volunteer positions, etc.) available for students to participate in. They also enable students who are adding CCR positions to their record to confirm that the position they are requesting to add to their record is the correct position, rather than one with a similar name. If a position description does not match up with the position the student participated in, this acts as a flag that they should look elsewhere in the database for the correct position.

## **Formatting and Content**

Position Descriptions should be written in full-sentence form, and should be limited to one paragraph. While Activity Descriptions will vary in length, it is highly important that they are concise, and include only necessary information. Activity Descriptions must be grammatically correct and free from any grammar or spelling errors, and must be written in third person narrative. They must include all required information, and should not include any unnecessary information.

## **Things to include:**

* Position name
* Description of the position
	+ What is its main purpose/goal? (One sentence)
	+ What does it do? (One sentence)
	+ What are the major role responsibilities (e.g. event organizing, social media and communications, workshop facilitation, peer tutoring, etc.)?
	+ Brief overview of role training or role requirements (*optional*)

## **Things NOT to include:**

* Overly detailed and extensive information on the history, importance, scale of the role (number of participants, program ratings, etc.)
* Overly detailed information on all role responsibilities and activities (e.g. rather than listing all of the events the role oversees or organizes, provide information on the general type of events this role oversees)
* Overly detailed information on the nature of program activities/outcomes (e.g. detailed descriptions of events, programming/services, event/program logistics, etc.)
* Overly detailed history of the program the role is a part of (e.g. providing a history of the student club the role is a part of)

## **The Position Description should be:**

* Concise
* Grammatically correct
* Factually correct
* Written using a consistent tone and voice
* Written in third person (i.e. “the activity is” not “in this activity I”)
* Informative of the overarching position information
* Written in the present tense, not past or future tense

# **Sample Position Descriptions**

## **Position Name:** Orientation Leader

Orientation Leaders (OL) are responsible for facilitating the smooth transition of new students to the University of Calgary during Fall Orientation. Orientation Leaders act as representatives for the University of Calgary, and undergo extensive training for this role. OLs are paired with a group of incoming UCalgary students for the duration of Fall Orientation, during which they attend Orientation events with their student groups, provide information on campus resources, and work to foster positive connections between incoming students.

## **Position Name:** Sophomore Leadership Program Peer Helper

Sophomore Leadership (SLP) Peer Helpers are upper-year student volunteers that help facilitate the SLP program. SLP Peer Helpers are paired with a group of SLP participants, and work to help them develop leadership skills, and create connections with fellow students. SLP Peer Helpers plan social events for program participants, facilitate leadership workshops and Student Success Seminars, and regularly check-in with their group members to support their growth and success. SLP Peer Helpers also participate in continual professional and personal development activities to support their own development through close interactions with university staff.