

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Academic Workload and Staffing Specialist

Position Code/Number (if applicable): TBD

Payband: G

Scheduled No. of Hours _____ 35/w _____

Appointment Type: _____ 12 months X _____ less than 12 months (temporary)

Supervisor's Name and Title: Academic Chair, School of Business & Information Technology

Completed by:

Effective Date: December 20, 2021

Signatures:

Incumbent:
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be straightforward and concise using simple factual statements.

Position Summary

Provide a concise description of the overall purpose of the position.

The incumbent works closely with School Leaders to support the operational aspects of effective recruitment, selection, orientation and onboarding of full-time and contract faculty and part-time program support staff within the School. Creates faculty and staff assignments ensuring consistency with college policies and procedures, and collective and local agreements. The incumbent has functional responsibility for the of Standard Workload forms, contract faculty contracts, maintenance of HR/payroll processes, workload data analysis and reporting. The incumbent provides administrative support to the Academic Chair.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
1. Workload Processes: <ul style="list-style-type: none"> • Collaborates with the Chair to develop comprehensive staffing plans that support the operational and strategic needs of the school. • Schedules and meets with full-time program teams with the Chair to identify staffing preferences. • Develops Standard Workload Forms (SWF), based on projected curriculum and enrollment projection information, meeting established timelines, within the parameters of the Academic Collective Agreement and local Memorandum of Understanding, for approval by the Chair. • Run Day 10 and Audit SWFs. • On direction from the Chair, makes adjustments to the staffing plan and SWFs relative to section changes due to enrolment fluctuations. • Prepares and verifies contract faculty staffing plans for approval by the Chair and provides operational support to making offers; generates contracts in accordance with College policy and the Collective Agreement. • Verifies full-time and contract faculty assignments for data accuracy for submission to timetabling. • Maintains the Coordinator table to reflect current Coordinators for viewing on the web/portal and for College access. • Maintains data integrity and ensures all systems are up-to-date with accurate workload information to support SWF/contract development & reports (eg. Faculty Workload/SCH Report) • Identifies, resolves, and/or redirects any potential inconsistencies and/or workload issues to the Deans/Chairs. • Supports the development of Technician/Technologist schedules and supports the operationalization of contracts. • Communicates room/timetable changes to faculty/students. 	40%

2. Operational Academic Staffing Support <ul style="list-style-type: none"> • Manages the calendar of the Chair and arranges meetings, as requested. • Provides operational support in the creation and maintenance of program specific hiring criteria for each program of study. • Assists School Leaders in the scheduling and support of contract faculty and part-time technicians interviews and hiring processes. • Coordinates the new faculty school-specific orientation program including updating materials, organizing logistics, providing onboarding web link, and assisting with the delivery. • Liaises with Teaching and Learning Specialists related to new hire orientation and training (eg H&S, AODA, etc.) • Coordinates and organizes academic staff on-boarding, in collaboration with OEHR as needed, including new hire forms for completion (payroll forms, employee input step calc) and arranging for items such as office and technical equipment. • Follows up on outstanding on-boarding documentation. • Reviews completed faculty input step calculation forms to ensure proper completion; follows up with faculty as required; imports information from employee input step calculation form into "school" step calculator. • First point of contact for faculty and technicians/technologists for queries about SWFs or contracts, with referral to the Chair, if required. 	20%
3. HR/Payroll Related Processes <ul style="list-style-type: none"> • Ensures data integrity and confidentiality of MAPS, including revisions and updates, and information is relayed to Payroll for proper compensation. • Utilizes Evolve system to produce contract letters. • Ensures MAPS Workload data to conform to payroll system and processes. • Verifies bi-weekly payroll data reports from HR. • Processes timesheets and exception reports for contract faculty and support staff. • Responsible for tracking all signed workload documents and ensures HR receives all documents to meet union/contractual timelines and payroll deadlines. 	10%
4. Instructor Assignments & Timetabling Processes <ul style="list-style-type: none"> • Provides timetablers with all instructor assignments on a semester-by-semester basis. • Provides addendums to timetablers as instructor assignments are updated and revised throughout the timetabling process. • Liaises between the Chair and timetabling to problem solve and determine which course/section(s) fit with existing timetables and are conflict free 	10%

5. Operational School Support <ul style="list-style-type: none"> • Coordinate logistics related to accreditation processes. • Assists with recordkeeping and/or reporting of quality processes. • Coordinates course outline review assignments. • Track and monitor the collection and submission of grades. Follows up with faculty as needed and advises the Chair. • Assist with curriculum verification logistics. 	10%
6. Start Up Support <ul style="list-style-type: none"> • In collaboration with the School Office Administrative Assistant, verifies scheduling, D2L and course outline systems confirming faculty teaching assignments. Follows up as appropriate to rectify any issues and assists with appropriate systems set up (e.g. correct section association). Refers unresolved issues to the Chair. • In collaboration with the School Office Administrative Assistant, reviews enrollment reports and flags the Chair for areas to be reviewed. • Acts as a back-up to the School Office Administrative Assistant. 	5%
7. Other related duties as assigned	5%

* To help you estimate approximate percentages:		
½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

Education

A. Check the box that best describes the minimum level of formal education that is required for the position and specify the field(s) of study. Do not include on-the- job training in this information.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input checked="" type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input type="checkbox"/> 3 year diploma / degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> Post graduate degree (e.g. Masters) or equivalent | <input type="checkbox"/> Doctoral degree or equivalent |

1. Field(s) of Study:

Business Administration, Office Administration or related discipline

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- X No additional requirements
- ☐ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirements obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- ☐ Less than one (1) year
- ☐ Minimum of one (1) year
- ☐ Minimum of two (2) years
- ☐ **Minimum of three (3) years**

- Relevant experience in an office services environment.
- Experience working independently, organizing, problem solving and prioritizing own work within a team environment
- Experience using various computer applications, i.e. word processing, database and spreadsheet applications, e-mail, Web design software, payroll systems software
- Excellent interpersonal skills to work with a wide variety of clients in a confidential manner
- Ability to proactively plan and prioritize a year in advance (annual planning cycle)
- Experience with creating staffing assignments within a unionized environment.
- Experience dealing with multiple and competing priorities in a fast-paced office environment.
- Strong communication (verbal and written) skills
- Experience dealing with multiple stakeholders.

- ☐ Minimum of five (5) years
- ☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to **three (3) examples** of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

Key issue or problem encountered.

- As the liaison between School Leaders regarding workloads, the incumbent is often approached by faculty with concerns or questions about their SWFs/contracts.

How is it identified?

- As a first step in responding to queries, the incumbent is expected to provide faculty with a comprehensive understanding of the process used to arrive at their workload.

Is further investigation required to define the situation and/or problem? If so, describe.

- Careful attention must be paid to communication to ensure that confidentiality is not breached, and that the approach used with each individual is adapted to meet their needs.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

- Communication involves explaining the workload and SWF/contract details, clarifying information/questions, promoting an understanding of the overall workload process and collective/local agreement requirements, explaining other options, articulating why their workload is the best option of those available, explaining how changes impact others, and providing information about next steps if not satisfied (i.e. process for Workload Monitoring Group complaints, Chair meeting). Successful communication strategies at this stage will diffuse issues and prevent them from escalating to the next step of Chair meeting /Workload Monitoring Group . This would require additional time and resources to review workloads and result in further delays in addressing the concerns.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Collective agreements, local agreements, MoU

Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

- High volume of change results in a cascade of changes affecting multiple faculty and workloads across the semesters

How is it identified?

- Analyze reports for understaffing/overstaffing issues, enrolment numbers, sick leaves, maternity leaves, retirements, reduced workloads, contract faculty availability

Is further investigation required to define the situation and/or problem? If so, describe

- Cross centre investigation, collaboration with colleagues, timetabling principles

Explain the analysis used to determine a solution(s) for the situation and/or problem.

- The incumbent must analyze existing timetables to accommodate hires when teaching conflicts arise. This becomes extremely difficult and involves scrutinizing course, faculty and student group timetables to determine how the faculty can be accommodated.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Timetables, Timetabling principles, Assigned/ Unassigned report

#3 regular & recurring

Key issue or problem encountered

- Problems relating to contract payroll such as missed payment or overpayment; missing contracts

How is it identified?

- Often part-time, partial load faculty and part-time support staff present themselves to the incumbent with workload, contract, and/or payroll concerns.

Is further investigation required to define the situation and/or problem? If so, describe.

- The incumbent is expected to independently deal with the situation by asking probing questions, clarifying the problem/issue, researching original teaching assignment from the Chairs, verify and reconcile contract entry, and evaluate possible solutions and arrive at recommendations to resolve the problem.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

- The incumbent is expected to rely upon his/her in-depth knowledge of local understandings and agreements, collective agreements and policies and procedures. Coordination of the part-time/partial load contracts is the sole responsibility of the incumbent for their school. The incumbent initiates follow up on any deviation from SWF/contract processes.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Record keeping and hiring documents, HR/payroll staff

Analysis and Problem Solving

#1 occasional
(if none, please strike out this section)

Key issue or problem encountered

- Faculty are not attached to timetable

How is it identified?

- Faculty have difficulty accessing timetables, class lists or course outlines through the Evolve Faculty Centre portal

Is further investigation required to define the situation and/or problem? If so, describe.

- Incumbent verifies Instructor assignment and submission through Timetabling; investigate their IT accounts

Explain the analysis used to determine a solution(s) for the situation and/or problem.

- Investigate timetable grids, check addendum reports, check with timetabler, verify with uploaded information

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- IT, timetabling grids,

#2 occasional
(if none, please strike out this section)

Key issue or problem encountered	<ul style="list-style-type: none"> The semester has started and the incumbent is informed that a faculty (full-time or contract) is not available to teach due to sickness, leaving the college etc. Those teaching hours must be covered quickly to ensure students do not lose class time.
How is it identified?	<ul style="list-style-type: none"> Chairs advise incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	<ul style="list-style-type: none"> Yes – clarify length of leave and alternatives to cover the classes. Investigation requires discussion with Chairs, Timetabling
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<ul style="list-style-type: none"> Review of affected workloads, analysis of timetables to ensure availability of classtimes does not create conflicts; analyze if existing faculty can accommodate additional hours; determine if any impacts/violations to Collective Agreement provisions
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<ul style="list-style-type: none"> Timetabling, existing workloads, Collective Agreements, historical teaching database

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular& recurring

List the project and the role of the incumbent in this activity.

- Provides a leadership role in the planning and production of workload information. The incumbent is working with converging workload information pertaining to multiple semesters. Workloading processes are active in all three terms at the same time

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- The incumbent researches faculty teaching history to determine the various preparation and evaluation factors needed to build the workload. This information is currently stored in multiple media and locations
- An extensive knowledge of policies and procedures is required.
- Anticipates and identifies conflicts/issues with workload planning and resolves them using sound expertise and problem-solving approach
- Complexity occurs when the incumbent is handling information pertaining to 3 different semesters at the same time

List the types of resources required to complete this task, project or activity.

- The incumbent works directly with the School Leaders to complete the Workload process.
- Curriculum grids, historical data (SWFs), collective agreement, local agreements/MoU, HR for restricted and/or specialized workloads. Assigned/Unassigned Reports

How is/are deadline(s) determined?

- Annual planning cycle, collective agreement

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

- VP Academic Experience, School Leaders
- Enrolment numbers that impact on adding or deleting sections of programs
- The incumbent determines the impact on various departments as a result to SWF and/or contracts
- Changes to both full and contract faculty work assignments have to be documented and details distributed to necessary departments (i.e. timetabling) in a timely fashion to ensure that workloads, contract letters and timetables are correct
- Regularly involved with multiple tasks

Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Prepares part-time faculty contracts based on unassigned and remaining workload hours.
- Organizes, monitors, and assists faculty in the preparation and process used to gather faculty workload preference and Faculty Restriction forms
- Verifies unassigned course hours for each academic school
- The incumbent provides the Timetabler with up-to-date, accurate staffing details as they occur
- Adjusts workloads on an ongoing basis as a result of workload negotiations between faculty and their School Leader
- Responsible for tracking all signed workload documents and ensures HR receives all documents to meet contractual timelines and payroll deadlines
- Liaises with Finance to ensure Faculty receives supplies allowance

List the types of resources required to complete this task, project or activity.

- Verifies workload summaries of all full-time and contract faculty assignments for data integrity for each semester
- Contributes to system requirements for workload planning and processes.

How is/are deadline(s) determined?

- Liaises with other Academic Workload and Staffing Specialists, if needed
- Collective agreements
- MoU
- School Leaders
- Annual Planning Cycle
- Collective Agreements

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

- School Leaders
- Enrolment numbers that impact on adding or deleting sections of programs
- The incumbent determines the impact on various departments as a result to SWF and/or contracts
- Changes to both full and contract faculty work assignments have to be documented and details distributed to necessary departments/(i.e. timetabling) in a timely fashion to ensure that workloads, contract letters and timetables are correct.
- Regularly involved with multiple tasks

#3 regular & recurring

List the project and the role of the incumbent in this activity.

- HR/Payroll Processes- Liaises with HR to ensure timely and accurate processing of payroll and other HR related procedures in accordance with the collective and local agreements.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Utilizes current/existing payroll systems to produce contract letters. Workload data is re-entered and re-coded to conform to payroll

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

System and submitted for approval by School Leader

- The incumbent makes certain that revisions to the information are relayed to Payroll to ensure proper compensation
- Monitors and coordinates cross-school teaching contracts, as applicable, to ensure compliance with the Collective Agreement
- Processes timesheets and exception reports for contract faculty and support staff
- Verifies bi-weekly payroll data reports from HR

- Up to date payroll forms, faculty course assignments forms, collective agreements, payroll schedules

- HR

- HR, Incumbent
- The incumbent must ensure accuracy of contract payroll – overpayment and/or underpayment would impact on budget and faculty dissatisfaction. There is a requirement to decide application of formulas based on the Collective and Local Agreements/MoUs to determine correct compensation on SWFs and contracts. Incorrect applications result in incorrect pay amounts, frustrated staff, wasted resources and duplication of effort to correct the situation. The opportunity for error is great due to the volume of courses that are staffed by part-time faculty.

6. Guiding/Advising Others

This section describes the assigned responsibility of the position to guide or advise others (e.g. other employees, students). Focus on the action taken (rather than the communication skills) that directly assists others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	<ul style="list-style-type: none"> Submission of exception reports,
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	<ul style="list-style-type: none"> Provides guidance to faculty re correct processes for workload development The incumbent provides detailed interpretation of SWFs, contracts, payroll, step calculations and explains next steps to resolve issues Provides information regarding correct process to follow to replace hours when faculty go out on sick leave during the semester and analysis required to cover the classes in a timely manner Incumbent is first point of contact to demonstrate workload processes & systems through Evolve, MAPS,

Regular & Recurring	Occasional	Level	Example
□	□	<ul style="list-style-type: none"> The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities. 	
□	□	<ul style="list-style-type: none"> The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction. 	
□	□	<ul style="list-style-type: none"> The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed. 	

5. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)

<ul style="list-style-type: none"> The incumbent carries out work independently in relation to the academic cycle. The incumbent initiates and follows through on various academic processes, working closely with the School Leaders. The incumbent determines appropriate process for completion of tasks. Most assignments are completed with no supervision and independent judgment and thinking is required throughout the span of an assignment. 	
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What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> The incumbent performs typical work assignments within broad parameters defined by general organizational regulations and academic procedures Due to changes within the organization, the incumbent is expected to be flexible and adapt to each new practice, policy, procedure or technology. 	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> Work is reviewed by exception and/or discussion of processes. On occasion or in unusual situations, the incumbent may refer to supervisor for clarification. 	

Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)

<ul style="list-style-type: none"> Working with Chairs to determine assignments for full-time and contract faculty. 	<ul style="list-style-type: none"> In consultation with Timetabler to resolve timetabling conflicts when filling TBAs after timetable has been produced Coordination of cross-school teaching to ensure maximum allowed hours not exceeded
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Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution. Issues/concerns with employees that cannot be answered by the incumbent or are outside the parameters of normal procedures Major deadline/workload conflicts Matters requiring a change in policy/procedures or past practice 	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> The incumbent is responsible for interpretation and clarification of revised practices and for modification of workload processes and parameters to ensure compliance Coordination of the part-time/partial load contracts is the sole responsibility of the incumbent. The incumbent is frequently required to use creativity and independent action to streamline processes to ensure accuracy and timely payroll. Creativity and independent action through development of workload information analysis is required to prevent delays or errors occurring. The incumbent initiates follow up on any deviation from SWF/contract processes 	<ul style="list-style-type: none"> Adjusted workflow dependent upon changing priorities

6. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and, fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Workloads (SWFs) <ul style="list-style-type: none"> Meeting with faculty to review last year's semester workload and creates plan for approval by School Leader 	<ul style="list-style-type: none"> Incumbent builds workloads based on previous/revised information and staffing plans Distributes SWFs for review 	Faculty and staff School Leaders	M
Payroll <ul style="list-style-type: none"> Faculty contracts are determined through Instructor assignment process in schools 	<ul style="list-style-type: none"> Incumbent builds workloads from contract workload forms Contracts entered into instructor assignment and web-based payroll system 	Contract faculty	W
<ul style="list-style-type: none"> Hiring Processes of the School Leader 	<ul style="list-style-type: none"> Faculty activation / orientation for semester start-up 	Faculty	M
<ul style="list-style-type: none"> Instructor Assignment Process with Schools 	<ul style="list-style-type: none"> Workloads submitted to timetabling 	Timetabler	M
Administrative requests related to Chair calendar, schedule and priorities arrive by email, telephone, in person or through analysis of received documentation.	<ul style="list-style-type: none"> Incumbent determines availability, conflicts and alternatives and communicates with requestor to ensure production is not slowed/stopped. 	Students, faculty, staff, college staff, external bodies, coordinators	D
<ul style="list-style-type: none"> A request for System / process redesign from , Timetabling HR 	<ul style="list-style-type: none"> Investigates possible solutions, recommends changes to streamline operations 	HR, Other service areas	I

7. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)
<ul style="list-style-type: none">Exchanging routine information, extending common courtesy	<ul style="list-style-type: none">Contact to set up network , accounts for new faculty, issues related to the network	ITS	M
<ul style="list-style-type: none">Explanation and interpretation of information or ideas	<ul style="list-style-type: none">Explanation of Collective/Local Agreements, policies and procedures, SWF workloads, PT/PL contracts and rates	Faculty and staff	D
	<ul style="list-style-type: none">Clarification, consultation and advice re workload processes and information	Academic Workload and Staffing Specialists in other schools	D
	<ul style="list-style-type: none">Provide explanations/advice with regard to SWF Workloads, PT/PL contracts, curriculum deliverySchool specific issues, peak period back-upFaculty SWFs, part time contracts issues, step calculation process, timesheets, exception reports , leave of absence, reduced workloadRequests for faculty reports	Faculty and Staff	D/W
	<ul style="list-style-type: none">Timetable accuracy / restrictions/information	Timetablers	D/W

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
<ul style="list-style-type: none"> Imparting technical information and advice 	<ul style="list-style-type: none"> Provides guidance and advice on use of Evolve and MAPS Provides information about the interpretation of SWFs/teaching contracts and how they are related to the provisions of the Collective Agreement. Requires an understanding of the technical aspects of the CA, an understanding of MoUs and College procedures/practices (e.g. Coordinator, team teaching) and to be able to explain how the numbers are calculated on the SWF and how they relate to the CA 	<p>Chairs, Other School's Academic Workload and Staffing Specialist</p> <p>Full-time and contract faculty</p>	<p>W</p> <p>W</p>
<ul style="list-style-type: none"> Instructing or training 			
<ul style="list-style-type: none"> Obtaining cooperation or consent 			
<ul style="list-style-type: none"> Negotiating 			

Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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Physical Activity	Frequency (D, W, M, I)*	Duration	Ability to reduce strain
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		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D			<input type="checkbox"/>	<input type="checkbox"/>		

If lifting is required, please indicate the weights below and provide examples.

- ☐ Light (up to 5 kg or 11 lbs)
- ☐ Medium (between 5 to 20 kg or 11 to 44 lbs)
- ☐ Heavy (over 20 kg or 44 lbs)

8. Audio Visual Effort

- Describe the degree of attention or focus required to perform tasks taking into consideration:
 - The audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
 - Impact on attention or focus due to changes to deadlines or priorities
 - The need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
 - Whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data compilation, analysis. Workload (contract/SWF) information is submitted from many sources and requires significant concentration to ensure all details are captured correctly	D			<input type="checkbox"/>

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

☐ Usually
☒ No - service interruptions from School Leaders and faculty

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Analyzing the status of assigned / unassigned course hours and determining if new assignments will fit the timetable and the impact the changes will have on the existing workloads which requires extended periods of concentration	M			<input type="checkbox"/>
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - service interruptions from School Leaders and faculty				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Contract payroll entry – part-time/partial load data compiled, entered, and coded into web-based payroll system. Extended periods of concentration are required to ensure all details are captured correctly	W/M			<input type="checkbox"/>
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - service interruptions from School Leaders and faculty				

9. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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Working Conditions	Example s	Frequency (D, W, M, I)*
<input type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	<ul style="list-style-type: none"> Office Environment 	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		