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**REGULAR PART TIME POSITION DESCRIPTION FORM (PDF)**

College: Sir Sandford Fleming College

Incumbent's Name: Vacant

Position Title: Sustainability Projects Coordinator

Position No: PT0086

Payband: 11

Appointment:  12 month  11 month  10 month  9 month Other:

Scheduled No. of Hours per Week: 24 - Regular Part-Time

Reports to: (Title) Director of Sustainability (dotted line report to the Frost Principal)

PDF Date: April 2006

**Last Revision: Sept. 2019**

Completed by: Trish O'Connor, Director of Sustainability

**Signatures:**

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Indicates incumbent has read and understood Position Description Form).*

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for Completing the PDF:**

- 1) Please read the entire form carefully before completing any of the sections.
- 2) Answer each section as completely as you can. If you have any questions, contact your Human Resources representative for clarification.
- 3) If further space is needed for any section, attach additional sheets.
- 4) Ensure PDF is completed in electronic format.

## **A. POSITION SUMMARY**

Summarize the overall purpose of the position and why it is necessary within the organization. The summary should be a concise description (rarely more than two or three sentences) of the total position and should include only the most significant aspects of why the position exists in terms of its goal and objectives and its purpose in the College.

As an integral member of the Office of Sustainability (OOS) and the Frost Sustainable Campus Initiative, the position is responsible for assisting in the design, development, planning, organization and maintenance of sustainability projects on campus. This includes chairing the Frost Sustainable Campus Committee, leading the committee in developing a action plan for campus sustainability (aligned with the College Sustainability Plan) and working with the Director of Sustainability, Frost Principal and OOS team to establish overall direction regarding annual work planning related to sustainability projects. Campus Sustainability projects include both operational and curriculum integration efforts related to areas such as the Green Roof, the Living Wall, the Arboretum, Butterfly Garden, the Frost apiary, Community Garden, interior greening, the regional seed library, food and recycling, transportation and the summer Nature Camp for children.

The position trains and oversees student workers and co-op placements. assisting with Frost Sustainability Campus Projects.

The position plays a key role in providing on-going support and guidance to students involved in the Students for Sustainability group (SFS) and in particular, to the Student Leader position to assist them in achieving success. The incumbent is often the first point of contact for the SFS student leader in resolving problems or issues on campus and for project coordination, problem-solving, (e.g. campus waste stream, food service provision etc.) and issue resolution.

The incumbent provides direction and guidance in implementing measures recommended by Frost Initiative and STARS reporting, including facilitating campus stakeholder relationship management.

As a member of the Office of Sustainability, the incumbent supports the implementation of the corporate sustainability plan and initiatives. As needed, the incumbent provides support for and guidance in implementing measures to weave sustainability throughout the curriculum, including applied projects and research.

## **B. 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. Keep sentences short,

simple and to the point. Describe duties rather than detailed work routines.

Approximate % of  
Time Annually\*

The position plays a key role in providing technological support and strategic direction to the Frost Sustainable Campus Initiative and the student-led group, the Frost Initiative, as follows:

**1. Manages on site projects related to campus sustainability and (sustainability) academic programming**

Plans, organizes, and oversees the green roof, living wall, butterfly gardens, free market, community garden, apiary, interior greening, bicycle loan program, Frost shuttle, regional seed bank, applied projects and the children's nature camp 20%

**2. Lead the FSCI Committee**

Chairs the Frost Sustainable Campus Initiative committee and facilitates the development of a strategic plan for sustainability at Frost Campus. Develops annual work plans by working with leaders and stakeholders on campus. 20%

**3. Support and Guide student sustainability efforts**

Acts as primary point of contact to support students (including SFS Student Leader and Director of Ecology and Environment) at Frost, working on sustainability issues and projects 20%

**4. External Partnerships/Relations Liaison**

Develops and maintains effective working relationships with the Frost Initiative and the Frost Campus Student Association as well as external partners (e.g. Community Garden, World Wildlife Fund, Kawartha Conservation, etc.). Facilitates relations with numerous external agencies/bodies. Facilitates willingness (on behalf of the campus community) to engage in opportunities to advance the goal of sustainability on campus. Facilitates SFS initiatives and the implementation of STARS recommendations. Maintains an effective network of contacts. Incumbent is responsible for providing effective communication between the community, external bodies/agencies and the campus related to sustainability. 20%

**5. Student Workers**

Oversees and assigns daily duties for part-time/full-time Student worker support. Coordinates the hiring of summer students to support sustainability projects. The incumbent is responsible for orientation and training of student and part-time Support workers. 10%

**6. Sustainability Project Promotion**

Provides leadership and logistical support for the organization of program information and displays at in-house and external events (such Nourish Peterborough, Frost Eco Conference Photo Contest etc.) and organizes conferences as appropriate (egg. Sierra Youth Coalition). 5%

**7. Other Duties as Assigned**

5%

TOTAL: 100%

To help you estimate approximate percentages:

- \* 1/2 hour a day is 7%                      1/2 day a week is 10%                      1/2 day a month is 2%
- 1 hour a day is 14%                      1 week a year is 2%                      1 day a month is 4%
- 1 hour a week is 3%

## **C. SKILL**

### **1. TRAINING/TECHNICAL SKILLS**

- 1.1 Indicate the **minimum** level of independent studies, formal education, internal and/or external training programs including professional, and technical or apprenticeship courses necessary to fulfil the requirements of the position.
- Three-year Community College diploma, or a three-year undergraduate University Degree in related field or equivalent.

### **2. EXPERIENCE**

- 2.1 Specify the **minimum** number of months and/or years of practical experience in any related work necessary to fulfil the requirements of the position.
- More than three years of practical work experience in sustainability initiatives and experience in a project management role.
- 2.2 Specify any additional skills or abilities required to fulfil the requirements of the position.
- Excellent human relations skills including the ability to negotiate, facilitate, and work with colleagues, students, and partners with a wide variety of personalities, philosophies (particularly related to ecology)
  - Excellent communication skills, in face-to-face, phone, paper-based, and electronic mediums
  - Must have good judgement to ensure safety of students during field exercises
  - Must have proven leadership skills
  - Able to travel occasionally
  - Adaptability/flexibility

### **3. COMPLEXITY**

- 3.1 Describe the amount and nature of analysis, problem-solving and reasoning required performing the duties of the position. Examples should illustrate:
- the analysis and interpretation required for problem and solution definition
  - creativity
  - the mental challenge
  - the degree of job structure
  - planning activities
  - the variety and difficulty of tasks

#### **Example 1 - Project Development, Implementation, and Evaluation**

Incumbent is responsible for leading the planning, implementation and evaluation of various

sustainability projects. For example, the incumbent was responsible for the Phase I, Phase II and 2019 upgrade of the Frost Green Roof. The incumbent led the planning, implementation, and the on-going evaluation of the project. Planning included researching various commercially available green roofing systems through literature searches, discussion with green roof researchers, and the completion of two green roof courses, as well as assessing the feasibility of designing a “Fleming” green roof system using local materials. Planning also involves development and tracking of the green roof budget, and working with the Frost PRD department to assess and ensure roof infrastructure “readiness” for greening. Implementation involved working with the Fleming Purchasing department to gather quotes and to purchase the systems, as well as working with Facilities and the supplier/installer to develop and implement an installation plan. In addition, implementation involved monitoring and documenting the actual installation process, as well as exposing some students, through specific courses, to the installation process as a learning activity. On-going evaluation involves the development of a yearly budget to support the maintenance and expansion of the green roof, implementation of a monitoring program to assess the success of the green roof, and also involves insuring the maintenance of the living materials on the roof, and on-going efforts to integrate the green roof into curriculum and to support instances where the green roof has been integrated into curriculum.

The Coordinator worked with the EM project technologist in developing a regional seed library and living seed bank for tree species in Ontario. The incumbent also led the partnership establishment with the Ontario Forest Gene Association for the creation of a living seed bank for Ontario white pine on Fleming property. Both projects will support academic delivery and research for climate change (integral to curriculum currency at Frost).

#### 4. JUDGEMENT

- 4.1 Describe the degree of independent judgement and problem-solving required to perform the duties of the position.

The incumbent works within the sustainability project requirements and has the responsibility to organize, develop and implement project plans. The incumbent is expected to decide upon work schedules, technical requirements, priorities and goals. In both short term and long term planning, the incumbent is frequently expected to act independently.

- 4.2 Provide examples that illustrate how the incumbent identifies the options available and determines the most appropriate course of action. Use examples that are clearly the responsibility of the position and show the level of analysis and evaluation that is used.

##### **Example 1 – FSCI Success/External Liaison**

Incumbent acts as a point of contact and liaison for the college for Kawartha Conservation (KC). Kawartha Conservation’s mandate is to ensure outstanding water quality and quantity management, supported by healthy landscapes through planning, stewardship, science and education.

One mechanism for implementing its mandate is a summer camp for children, which is run in collaboration with SENRS. As the primary point of contact, the incumbent communicates and meets regularly with KC representatives, organizes and chairs meetings with KC for administrative and operational issues such camp programming, staffing, budgeting and administrative documents, and

keeps the Director of the OOS and the SENRS Dean informed on activities and issues related to the college's partnership with organization.

Incumbent reviews camp performance and develops recommendations to senior management regarding commitment of resources e.g. staffing in negotiation with KC. Recommendations include consideration of college and campus strategic directions and balancing the expectation of stakeholders. Incumbent is also responsible for continuing to engage KC and other stakeholders on campus, and building relationships amongst the various groups (e.g. community groups, provincial NGOs, Students for Sustainability group and the Frost Student Association, etc.).

### **Example 2 - Student Safety Issues**

Incumbent develops systems for insuring safety of all individuals, including students and student workers, when visiting or working on various sustainability projects. In the case of the green roof this included developing and insuring the implementation, in conjunction with the Frost Facilities Manager, a protocol for safely accessing the green roof.

Incumbent trains and oversees student workers such as the SEP Sustainable Campus Student Worker, Lets Talk Science student lead as required, co-op placement students. This work involves insuring new employees have received the appropriate safety orientation (video, checklist, provision of task specific PPE and training such as orientation to green roof access procedures) and that he/she understands the limit of their responsibilities, and knows when and how to access support and guidance as required.

## **5. MOTOR SKILLS**

5.1 Describe aspects of the position that require fine motor movements (delicate, intricate or precise). Provide examples that illustrate the dexterity, complexity, and co-ordination and speed that is required.

- Adjusting and repairing equipment requiring handling of small items or parts of equipment (for green roof, living wall, etc.)
- Typing considerable amounts of material within constricted time-span

5.2 Indicate the percentage of time that is required in performing each of the tasks discussed above.

<b>Task/Equipment</b>	<b>% of Time</b>
Adjusting and repairing equipment	2%
Typing	10%
Preparing test materials	2%

## D.EFFORT

### 6. PHYSICAL DEMAND

6.1 Describe the demand on physical energy used to complete task(s) by illustrating:

- the type and duration of physical effort
- the frequency
- the strain from rapid and repetitive fine muscle movements or the use of larger muscle groups, lack of flexibility of movement

Working with students on sustainability projects (e.g. green roof) requires lifting and manipulating equipment and plant material.

Carrying supplies and equipment to and from vehicles or other locations on campus or in the field.

Sitting at computer desk typing, occasionally for extended periods of time. Sitting in meetings, occasionally for extended periods of time.

6.2 Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Working on sustainability projects on campus	10%
Carrying supplies and equipment	5%
Sitting at Computer Desk	10%
Standing and walking	30%

### 7. SENSORY DEMAND

7.1 Describe the demand on mental energies while performing task(s). Use examples that illustrate:

1. the level or degree of concentration i.e. visual, auditory, tactile or some other form of physical concentration on a mental process, and
  2. frequency of the requirement for careful attention to detail and accuracy
- While working on projects such as the living wall and green roof – dealing with plant specimens and animal signs always requires attention to detail and accuracy

- Use of computer requires visual concentration
- Research into best practises/literature relating to sustainability.

## D.EFFORT

### 7. SENSORY DEMAND

7.2 Indicate the percentage of time that is required in performing the task(s) discussed above.

Task	% of Time
Project work	5%
Computer Terminal	10%
Reading	5%

### 8. STRAIN FROM WORK PRESSURES/DEMANDS/DEADLINES

8.1 Describe and provide examples that demonstrate the strain associated with, or caused by frequency and predictability of deadlines, interruptions, distractions and/or workloads, multiple and/or conflicting demands and/or dealing with people in difficult situations.

- Constant distractions from planned activities
- Multiple and conflicting demands from both faculty and students
- Working within limited equipment, budget and human resources while trying to satisfy needs of students and faculty
- Adapting to changing weather demands affecting outside activities requiring quick adaptations to deal with specific occurrences
- Adapting to demands of working with increasing student numbers, larger section sizes, and limited space

#### Example:

Incumbent is required to work outdoors, participating in field activities in all types of weather conditions

Primary strain is associated with multiple and sometimes conflicting demands from faculty, students, administration, and external partners while working within limited allocated time for sustainability projects. For example, incumbent can be involved along with the Student Services Leader – Frost Campus, in efforts to resolve conflicts/competing interests between SFS and SA and to establish agreed upon working norms and expectations between these groups going forward. The time span to address this issue can be very limited as timing of conflicts are unpredictable but demand quick resolution and may occur at a point in time colliding with fiscal year end, student exams and year end, and the hiring and transitioning in of the new SFS and SA employees.



8.2 Indicate the predictability of the strain and percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time	Predictability*
Meeting faculty requests	20%	UP/NP
Meeting student requests	30%	UP/NP
Field activities in all conditions	10%	NP
Providing guidance	10%	UP

\* **Predictability:** PR = Predictable  
 TP = Tends to be Predictable  
 UP = Usually Predictable  
 NP = Not Predictable

## E. RESPONSIBILITY

### 9. INDEPENDENT ACTION

9.1 Describe the kind of instructions that are required or provided at the beginning of a typical work assignment.

Instructions are generally verbal, though occasionally reinforced in an email or project plans. Incumbent has significant freedom to develop and plan to support project activities and materials, to determine deadlines, and act independently without supervision. Works to broad expectations, which are modified and negotiated over the course of events. These expectations are developed in consultation with the Frost Principal and Frost Campus Leaders.

9.2 Describe the procedures, policies and past practices that are available to serve as guidelines for typical work assignments and indicate how often they are referred to.

The incumbent has the opportunity to develop procedures and policies in terms of managing sustainability projects on campus. Human resources activities are governed by the policies from HR and financial/purchasing activities are governed by purchase and finance rules. In other cases, the incumbent is responsible for generating new materials to meet new objectives (e.g. degree of integration between FSCI, SFS and SA on campus).

9.3 Indicate how regularly work is checked (i.e. several times daily, in process, weekly, monthly or at the completion of a project). Describe how the work is reviewed (i.e. by detailed review, by exception, by report or by discussion).

Work is casually, verbally reviewed at incumbent's occasional request, during process, by Operations Leader, Frost Campus. Most of the time, review occurs in FSCI Team brainstorming sessions, during review of what went well and why, what did not go as-well-as-hoped and why, and how to can improve for next time.

Daily or routine work is not reviewed or checked.

9.4 Describe the duties that are the incumbent's responsibility where independent action requires initiative and/or creativity and indicate how often the duties occur.

**Example 1** – The incumbent is responsible for chairing meetings of the Frost Sustainability Campus Initiative Committee and facilitating strategic planning sessions. This involves gathering input from FSCI member regarding approach to strategic planning; setting the agenda (in consultation with a small sub-group of FSCI); facilitating meetings that includes various stakeholders, and developing (in concert with the supervisor) a one-year strategic plan. This requires the incumbent to be aware of resources (e.g. AASHE, OCUSP); trends in post-secondary sustainability initiatives (through best practise groups, conference attendance, networking etc.) and in the organization context at Fleming College (e.g. corporate strategic directions). Incumbent is relied on to provide expertise to the FCSI committee on these matters.

**Example 2** – Position is involved in resolving conflict between student groups and amongst sustainability-related college community members. For example, occasionally the Student for Sustainability group runs into conflict with the Frost Student Association because of perceived differences of opinion in how and when to communicate sustainability issues to the broader student population.

An example of this is that the incumbent has been involved, along with the Student Services Leader – Frost Campus, in efforts to resolve conflict between the SFS and the SA and to establish agreed upon working norms and expectations between these positions going forward. The time span to address this issue was very limited as incumbent's knowledge of the conflict did not arise until very late in the winter semester, a point in time colliding with fiscal year end, student exams and year end, and the hiring and transitioning in of the new SFS Student Leader. Through discussion initiated by the incumbent, the Student Services Leader organized and chaired a meeting of all parties and followed up with meeting notes clearly detailing actions and individuals responsible.

## **E. RESPONSIBILITY**

### **9. INDEPENDENT ACTION**

9.5 Identify the typical situations or problems that are normally referred to the Supervisor for solution.

- Major project management issues
- Initiating capital project purchases
- Human resources issues or conflict (in consultation with Frost Leaders)
- FSCI budget problems (in consultation with Frost Leaders)

## 10. COMMUNICATIONS/CONTACTS

10.1 Describe the nature of contact and purpose involved in communicating information (i.e. to provide advice, explanation, negotiate, or influence others to reach agreement, etc.), and the confidentiality of the information involved.

Nature of Contact	Purpose	Frequency (D.W.M.I.)*
Director of OOS, Frost Campus Principal	<ul style="list-style-type: none"> <li>•Organize FSCI meetings/projects</li> <li>•Inform re: project progress reports</li> <li>•Brainstorm re: sustainability program issues and events</li> </ul>	M
Students	<ul style="list-style-type: none"> <li>•Facilitates communication between the SFS student leader and the campus administration/SA</li> <li>•Often must use persuasion, conflict resolution techniques and coaching skills to effectively navigate students through difficult situations</li> </ul>	D
Faculty	<ul style="list-style-type: none"> <li>•Provide information to contract faculty on course as previously delivered, and on equipment and resources available to them</li> <li>•Arrange budget and transportation logistics for fieldtrips and guest speakers</li> <li>•Provide technical assistance</li> </ul>	D
External Liaison	<ul style="list-style-type: none"> <li>•Makes initial contact with external agencies</li> <li>•Establishes rapport and builds relations, including campus and community relations</li> </ul>	W

	<ul style="list-style-type: none"> <li>•Requires sensitivity and tact when dealing with agencies</li> <li>•Requires effective listening, communication and ability to resolve conflict effectively when student project work/relations are problematic</li> </ul>	
Operations Leader, Frost Campus	<ul style="list-style-type: none"> <li>•Budgetary, Contract and staffing issues</li> </ul>	W
Student workers	<ul style="list-style-type: none"> <li>•Provide list of tasks to be accomplished during the current week and follow up to ensure they have been completed properly</li> </ul>	W
Suppliers	<ul style="list-style-type: none"> <li>•Gather price quotes, order equipment, arrange for repairs</li> </ul>	M
Other PSE Institutions	<ul style="list-style-type: none"> <li>•Liaises with other post-secondary institutions to share best practices re: campus sustainability.</li> </ul>	M

\* D = Daily      W = Weekly      M = Monthly      I = Infrequently

**E. RESPONSIBILITY**

**11. RESPONSIBILITY FOR DECISIONS/ACTIONS**

11.1 Describe the impact that the incumbent's decisions and/or actions have on internal and public relations, the responsibility for information management, equipment, assets and records.

The incumbent must balance the need for student learning opportunities relating to sustainability with the need for campus-based projects to be completed successfully and on time. All sustainability projects showcase the campus and also provide the opportunity for student (co-curricular) learning. Sustainability campus projects can be formally or informally integrated with curriculum. It is the responsibility of this position to manage the projects and promote sustainability considerations on campus. Much of the latter is achieved through chairing the FSCI committee.

- Incumbent is directly responsible for security, maintenance, inventory, acquisition and repair of all project equipment and supplies, and for monitoring how allocated funds are spent.
- Incumbent is directly responsible for safety of students and for guiding work activities.
- Incumbent shares responsibility for communicating sustainability projects to the broader campus community with the FSCI and campus leaders. Attitude, efficiency, and completeness of these communications plays a significant role in achieving project outcomes

**F. WORKING CONDITIONS**

**12. WORK ENVIRONMENT**

12.1 Describe the physical environment that the incumbent works in. Consideration should be given to:

- the probability or likelihood of exposure to disagreeable elements,
- the nature of the disagreeable element,
- length of exposure while on the job,
- travel

Environment	% of Time
Working on the Green Roof	5%
Field work in the community garden etc. Involving prolonged exposure to elements (sun, wind, precipitation etc.)	10%
Computer emissions	10%

**G. SUPPLEMENTAL DATA**

Provide any additional information which will serve to further enhance understanding of the position.

The nature of project management and sustainability outcomes the College necessarily requires the incumbent to be skilled not only in a technical but also “soft/transferable” sense. The incumbent must possess a range of skills, knowledge, and attitude that allows her/him to:

- be a team player
- work independent of supervision
- work in an adaptive and flexible manner
- multi-task
- be open and responsive to a variety of teaching and learning styles
- be a life-long learner
- strong project planning and conceptual skills