

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Diversity & Inclusion Coordinator

Payband: H

Position Code/Number (if applicable): S00409

Scheduled No. of Hours 35

Appointment Type: 12 months less than 12 months

Supervisor's Name and Title: Mark Gray, Manager, Student Experience, Diversity and Inclusion

Completed by: Mark Gray

PDF Date: December 6, 2019

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 for 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.

Provides leadership in planning and implementing diversity and inclusion multi-year strategies that will create an inclusive environment for both students and staff. This position is located in the Student Experience Division and reports directly to the Manager of the Student Experience - Diversity and Inclusion. The position collaborates with other campuses, departments and schools to enhance and support diversity and inclusion practices students and staff. Supports the Diversity and Inclusion Community of Practice in developing and implementing an Inclusive College Action Plan.

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*
<p>1. Support Diverse and Inclusive Student Integration</p> <p>Works collaboratively with the Indigenous and <u>International departments</u> and with diverse student populations, such as the LGBTQ2+ to plan, deliver, and evaluate supports for diverse student populations; supporting their success and ensuring inclusion within the college community. Supports include pre and post arrival assistance with housing, orientation, social integration, community information, peer and academic support and referrals. Offers direct and indirect support to diverse student groups, including mature, first generation, new Canadians, International, rural and LGBTQ2+ students, as well as other equity groups as required. Coordinate use of Quiet Reflection Rooms and liaise with local faith-based communities to support student integration.</p> <p>This position supports the College Diversity and Inclusion Community of Practice and all areas of the college, including the external community, to develop and implement comprehensive strategies that will promote and maintain an inclusive, welcoming environment for diverse students and staff. This position maintains and supports the Fleming diversity network, of campuses and departments that share this work, through communications and information-sharing, training, curriculum tools and inclusive classroom management supports.</p>	<p>60%</p>
<p>2. Student and Staff Training</p> <p>Working in partnership with Human Resources coordinate college diversity training. Identify training needs, develop materials and deliver sessions and/or identify appropriate trainers as needed to educate staff on diversity issues, such as accessible customer service, duty to accommodate, human rights, diversity/cultural competency, intercultural communication and inclusive classroom management. Guest lecture on related topics, as requested by faculty and support faculty in the development of diversity curriculum.</p>	<p>20%</p>

<p>3. Spiritual Affairs Support Program</p> <p>This position builds and maintains a Spiritual Affairs Program that provides support to students from all faith traditions, as well as students who are considering questions of meaning, purpose and identity. This multi-faith model embraces all religious and spiritual groups, with the aim of fostering mutual respect and understanding among students and staff. Maintenance of a community directory of spiritual and religious community organizations and churches is ongoing as well and liaison with community leaders for their presence, where and when appropriate, on campus.</p>	<p>15%</p>
<p>4. Other related duties as assigned</p>	<p>5%</p>

- * 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% | | |

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

Field(s) of Study:

Sociology, cultural studies, anthropology, women's studies, etc. This includes a sound knowledge of the Ontario Human Rights Code, related equity legislation, multi-faith issues, and issues of domination and oppression.

Desired/preference –Diversity and Inclusion certificate

- 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.

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.

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<input type="checkbox"/> Less than one (1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input checked="" type="checkbox"/> Minimum of three (3) years	<p>Project management, volunteer leadership and staging events; demonstrated involvement in diversity and activism; experience working independently with teams; experience in consulting and problem-solving with diverse groups.</p> <p>Knowledge and lived experience from a diverse community.</p> <p>Experience using computer applications, such as Microsoft Office and social media platforms.</p>
<input type="checkbox"/> Minimum of five (5) years	
<input type="checkbox"/> 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.	Discrimination & exclusion: The incumbent may become aware of situations (e.g. services or clubs) which exclude certain students on prohibited grounds or college services or curriculum that present systemic barriers such as accessibility.
How is it identified?	Through direct involvement or by other parties who are involved and/or make a complaint. Staff, faculty, students or the local community may bring these issues to the Diversity & Inclusion Co-ordinator or the problem may be identified through surveys and focus groups.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent must be able to discern whether an issue should be addressed in the moment or whether a larger organizational response is required. The incumbent might have to consult various college bodies or bring together committees to address the issue. The incumbent must be able to make judgment calls and be able to identify when the involvement of the Human Rights & Inclusion Specialist is required.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will offer leadership to communities in analysing barriers, based on research and acquired knowledge. The incumbent may be required to mediate a conflict or problem-solving process.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Internal sources of expertise, community resources, such as the Community and Race Relations Committee, or networks including the Association of Canadian Community Colleges.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	The need for professional development: The incumbent might be called upon to implement training or provide information for staff and/or faculty.
How is it identified?	Training needs might be identified by leaders or front-line staff, through operational plans or surveys, or incumbent identifies need through analysing external college information/data/best practises or internal information/data/best practises. Needs may also be discussed and recommended through the Inclusive College/International Education Committee
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent would need to consult internally, select an appropriate trainer for the College, design workshop material or review existing material to ensure it is relevant and influence staff to attend.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Follow-up and the ability to incorporate feedback into future sessions are important attributes of the incumbent.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Internal sources of expertise, resource bodies such as the Association of Canadian Community Colleges, Canadian Association of College and University Student Services (CACUSS) and community resources.

#1 occasional

Key issue or problem encountered	Marginalized student integration: These students may arrive without housing, face academic barriers or need to change their immigration status.
How is it identified?	Student's present problems directly to the incumbent or staff and faculty identify issues.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent might have to do research, deal with authorities such as Citizenship and Immigration Canada or contact faculty to identify academic issues, or off campus housing to identify housing issues.

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

The incumbent will evaluate solutions based on professional experience, a clear understanding of the real or perceived needs of students, and/or by referencing current or best practices in other departments/colleges/communities/etc.

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

Immigration guidelines and services, community organizations and networks, etc.

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.

This position requires the incumbent to be a creative planner and problem-solver in order to plan and implement multi-year strategies through a newly created Inclusive College Action Plan, involving students and staff while remaining flexible to opportunities and challenges that present themselves. The incumbent must take the needs of all students/campuses into consideration.

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

The ability to coordinate the input of staff and students on committees into effective plans; the ability to translate strategies into sector-specific work plans; developing the interest and participation of students is particularly challenging given the cycles of the semester and academic year.

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

The support and participation of various college constituencies; access to college policies/data/etc.

How is/are deadline(s) determined?

In consultation with those affected by the strategies and in consideration of academic and administrative planning cycles.

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.

The incumbent may determine that changes are required during implementation (ie. adapting to changes in staffing or budgets). Various stakeholders may also encounter difficulties and request changes (ie. due to a crisis within a student association). The incumbent would consult the supervisor and/or committee involved to assess the impact of changes. The incumbent determines whether changes are required to projects and programming that would impact student workers schedules.

4. Planning/Coordinating

#2 regular & recurring

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

The incumbent leads the planning and delivery of Diversity training. This involves consulting all areas of the college in order to integrate training into action plans, and the PD and academic calendar.

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

The incumbent must be attuned to the diverse needs and learning styles of the broader college community. The incumbent must be able to engage leaders in planning and provide the rationale for training content, as well as be able to identify appropriate resource people to deliver training.

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

Research, access to academic calendars, training budget, resource banks of trainers.

How is/are deadline(s) determined?

In collaboration with the Centre for Learning and Teaching, Inclusive College Committee and the Manager, Student Life or VP HR

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.

The incumbent collaborates with the Inclusive College Committee in planning and evaluating the impact of events, such as through participant questionnaires.

#3 regular & recurring

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

The incumbent establishes and maintains multiple partnerships with the larger external communities – (both geographical and interest-based) in planning events and delivering services.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	The ability to identify potential partners and key networks that will support the inclusion of diverse students and staff; public relations skills.
List the types of resources required to complete this task, project or activity.	Occasionally external funding.
How is/are deadline(s) determined?	In partnership with community stakeholders.
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.	All partners need to be involved in significant changes to plans, such as changes to the objectives or content of jointly delivered services.

5. 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 actions taken (rather than the communication skills) that directly assist 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"/>		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Advising Marketing or Student Governments on appropriate ways of representing marginalized groups within the college.

X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Playing a leadership role on committees; training staff and faculty in cross-cultural communication; guiding the development of leadership skills in Diversity-supported student groups and student workers
<input type="checkbox"/>	<input type="checkbox"/>	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.	
X	<input type="checkbox"/>	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.	Incumbent trains, monitors, and allocates tasks to the Diversity student workers at the Peterborough and Lindsay campuses

6. 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)
Guidance and expectations are established upon hire and upon the beginning of projects that are new to the College or to the incumbent.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)

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Procedures, policies, past practices, guidelines include: <ul style="list-style-type: none">- Diversity plans from other Colleges- Annual action plans (needs updating and revision)- HR policies like Harassment and Discrimination- AODA Integrated Standards	
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How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is checked by exception. Advice and input is sought from the Manager, Student Experience, Diversity & Inclusion, Human Rights & Inclusion Specialist, VP, Organizational Effectiveness & Human Resources and the Diversity & Inclusion Community Practice	

6. 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)
Meets with Vice President, Student Experience and Registrar on supporting under-represented groups	

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)
Barriers or roadblocks to executing the diversity strategies or international student supports Discussion on what the measurements mean for future work Budget decisions (incumbent is responsible for purchases within the budget); Opportunities to develop grant proposals. Alterations to the strategies as they are being implemented	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent is expected to initiate and contribute to the planning of strategies as well as execute those strategies effectively. Incumbent must take initiative and show creativity in developing student and staff involvement in Diversity issues and initiatives.	

7. 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 fulfil 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.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Different departments/sectors of the college request information/ training/reports directly or through the planning process.	The incumbent follows up on requests in consultation with the Manager, Student Life and appropriate committees.	Administration, faculty, staff	D
Committees request information/reports and other documents at, or in preparation for, monthly meetings.	The incumbent follows up on requests individually or in collaboration with other committee members.	Inclusive College Community,	M
Students request information/support/training individually or through clubs, classes and events.	The incumbent responds to the request or refers the student to other services when appropriate.	Students, Student administration (SAC or SA)	W

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<p>Groups request information/partnerships through community events and networks.</p>	<p>The incumbent collaborates with the group (internal or external) and clarifies roles and intended outcomes. Event planning is scoped out, a process map constructed while keeping administration, and appropriate internal partners informed of progress.</p>	<p>Community groups</p>	<p>W</p>
<p>Individuals and groups complain about barriers to full inclusion by directly engaging the Diversity Office.</p>	<p>The incumbent follows up on complaints in consultation with the Manager, Student Experience, Diversity & Inclusion, Vice President, Organizational Effectiveness & Human Resources, Human Rights & Inclusion Specialist and any other appropriate bodies.</p>	<p>Groups composed of any or all of the above stakeholders that experience a barrier, such as immigrants.</p>	<p>M</p>

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

8. 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.

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
Exchanging routine information, extending common courtesy	Events, meetings, input, supervision	Students	W
	Events planning including discussing space needs and accounting, purchasing items	Inclusive College Committee, Plant , Accounting and purchasing Staff	M
Explanation and interpretation of information or ideas	Events, meetings, problem solving and influencing to establish common agreement	Faculty, Admin, Staff	D
	Planning events, discussing strategies, problem solving, building consensus	External community	W
	Guest lecturing, training sessions	Students, Faculty, Staff, External community	M
	Planning process, soliciting support for events, funding proposals, formal presentations	Administration	I
Imparting technical information and advice	Systemic issues, embedding diversity into key processes such as hiring, problem solving, formal presentations	Administration	I
Instructing or training	Facilitating group sessions or individual learning	Staff, students	M
Obtaining cooperation or consent			
Negotiating			

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9. 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.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Lifting and Carrying up to 11 lbs.	M	X			X		
Reaching and Bending to set up displays for events	M	X			X		
Sitting, typing	D			X	X		
Stairs/walking	D	X			X		
Lifting and Carrying up to 20 lbs.	I	X			X		

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

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)

Display materials, print info
Display case

10. 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.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Chairing community of practise	I		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Presenting events	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Planning and reporting	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/>				

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11. 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.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Normal Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Due to the sensitive nature of presentations, participants may become abusive	I
<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 checked="" type="checkbox"/> travel	Driving/bussing to campuses/community events and other campuses; travels 1-2 days per week (primarily to Frost)	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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