

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Academic Administrative Assistant to Chairs
School of Health and Wellness, and School of Justice and Community Development

Position Code/Number (if applicable): S00306

Payband: E

Scheduled No. of Hours _____ 35/w _____

Appointment Type: 12 months less than 12 months

Supervisor's Name and Title: Sherry Gosselin, Academic Services Leader, School of Health and Wellness,
and School of Justice and Community Development

Completed by: Allan Hewitt

PDF Date: June 2007

**Last Revision: 28-April-2017
(effective 03 July 2017)**

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 organizational administrative support and assistance to the Chairs of the School of Justice and Community Development and the School of Health & Wellness at Brealey Campus.

Provides customer services to faculty and students in the Schools as well as external organization. Provides desktop and system functionality training and coaching for all Schools faculty.

Plans and coordinates activities related to all Program Review/Curriculum Renewal meetings, workloading and grid verification meetings and faculty evaluations. Is also responsible for ensuring that final submission of marks happens in the required time line.

Provides D2L support to faculty and coordinators. Acts as liaison between the Chair and the Registrar's Office and Academic Operations Department.

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. Administrative Support to Two Chairs:</p> <ul style="list-style-type: none"> - research, data gathering, compiling (including gathering financial info) - handling & directing mail - prep correspondence - manages schedules and electronic calendars - arrange meetings and coordinate school activities (ex Program Review meetings), extending invitations, working with the Chairs on agenda and meeting flow, room scheduling, distribution of information packages, hospitality) - recording meeting minutes and distributing to membership - travel arrangements - supports external committee work <p><u>Accreditation:</u> Administrative support for documentation to Chair</p> <p><u>Program Review & Curriculum Renewal Support :</u></p> <ul style="list-style-type: none"> - meeting set up with faculty in each program - coordinate with CLT to gather historical data/reports related to program - take meeting notes - identify & follow-up on action items <p><u>New hire paperwork and orientation assistance (Faculty)</u></p> <ul style="list-style-type: none"> - distributing new hire forms for completion (payroll forms, step calculation forms, etc) - liaison with new Partial Load faculty & Human Resources to support accurate completion of step calc forms for review by Human Resources. - follow-up on outstanding paperwork - Assist Chair in completing addendum form for AO regarding accepted contracts (Faculty) - Liaise with Faculty Development Facilitators related to new hire and faculty orientation and training (ex H&S, AODA, etc) - <p><u>Faculty attendance follow up</u></p> <ul style="list-style-type: none"> - review class cancelation data & send pre-defined memo to faculty from Chair reminding individuals to submit exception report <p><u>Faculty evaluation scheduling & follow up</u> - based on Chair identification of those scheduled for evaluation, book classroom visits, notify faculty (using pre-scripted messaging from Chair). Schedule follow-up meetings following classroom visits</p>	<p>35%</p>

<p>2. Customer Service School central point of contact/liaison/external relations</p> <ul style="list-style-type: none"> - first point of contact for school, including students (resolve routine issues) - responds to a wide variety of inquiries which often require follow-up with other functional areas 	15%
<p>3. Support Workloading and Curriculum grid verification:</p> <ul style="list-style-type: none"> - Support all aspects of the workloading processes for the Chair - organize distribution of curriculum grids to coordinators for review - collect and compile coordinator input & recommendations for Chair review - Acts as liaison between the Chairs and the Academic Operations Department. 	15%
<p>4. Desktop/systems support (Faculty) - provides school faculty with required training and coaching on desktop functionality (example: phones, advanced word processing, spreadsheets, databases, Peoplesoft, class cancelations, course outlines, setting up shared folders)</p>	10%
<p>5. RO liaison – academic standing & enrolment</p> <ul style="list-style-type: none"> - review probationary report provided by RO which identifies students who are in academic distress & require academic counseling and send to Chair and Program Coordinator - prepare Dean's letters for signature - grad audit: review RO reports to flag Chair of any issues resolvable before distribution (eg missing Gen Ed credit). Distribute reports to Coordinators - Academic Standing: gather required paperwork from RO (ex. course outlines,) Review data within predefined criteria to identify possible courses for credit transfer (provide to Chair) - convey messages / inquiries from RO to Chair as required - first level follow-up with faculty who have not submitted grades 	10%
<p>6. Start-up support</p> <ul style="list-style-type: none"> - Verification and follow-up in scheduling, D2L and course outline systems confirming faculty teaching assignments. Follow-up with appropriate AO/faculty contact to rectify any issues and assisting with appropriate systems set up (ex. correct section association). Refer unresolved issues to Chair - Review enrollment reports and flag Chair for areas to be reviewed 	5%
<p>7. Project Support – Works with external & internal parties to plan and organize various components needed to initiate run and conclude projects. Creating purchase reqs and orders and electronically tracking overall project progress and results (ex: Excel, Microsoft Project & Gantt Charting).</p>	5%
<p>Coordinate faculty attendance for open houses, Space planning committee support</p>	
<p>Other related duties as assigned</p>	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

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.

- Up to High School 1 year certificate 2 year diploma

- Trade certification 3 year diploma / degree 4 year degree or 3 year diploma / degree plus professional certification

- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

- Doctoral degree

Field(s) of Study:

Business or related field of study, including advanced computer skills (spreadsheet/database, word-processing, calendaring programs, MS Project)

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.

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

	<p>Relevant experience working independently in an office services environment, prioritizing, organizing and problem solving own work, preferably in a post-secondary academic environment.</p> <p>Experience using a variety of Windows-based software including spreadsheets, database at an advanced level, word processing, MS Project & Gantt Charts, and Internet browsing applications and administrative applications including electronic calendaring, purchasing & budget tracking.</p> <p>Experience proactively planning activities several months in advance. Experience working with Privacy legislation.</p> <p>Experience providing front-line customer service and administrative support in an automated office services environment and working as an effective team member.</p>

- 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.	A student arrives to make an appointment with the Chair or ASL. The incumbent must question and ascertain what the student is looking for. This must be done with sensitivity and concern, allowing the student to feel comfortable and not vulnerable.
How is it identified?	This is done by questioning and ascertaining the facts to determine the background and purpose of their request. The incumbent then analyzes the facts to decide the next steps. This enables the incumbent to provide the student with the most appropriate place to deal with their issue.
Is further investigation required to define the situation and/or problem? If so, describe.	One option may be that the student needs to speak with someone outside of the School. If this is so, the incumbent notifies the appropriate area and provides background on the situation and follows up with the student. Another option may be that the student must meet with the ASL or Chair.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must then prioritize this meeting based on the facts that have been established. This also provides background to the ASL/Chair prior to the meeting time.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Student Rights & Responsibilities, Academic Regulations, established practises

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

The incumbent has been asked to identify a date/time to set up a large group meeting within the next two weeks. This typically involves multiple participants, internal & external with varying schedules and availability.

How is it identified?

Incumbent solicits information regarding schedules to determine if an “unscheduled” period exists during which to schedule the meeting. S/he gathers information on existing activities and meetings already scheduled to ensure the meeting does not conflict. Incumbent examines draft agenda to determine key participants that must be in attendance.

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

Incumbent must determine if there is a suitable room available, multi-media required, external guests attending, agenda items, etc.

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

After gathering and analyzing information, incumbent must identify a meeting date/time/location that suits the vast majority and includes key participants identified, while recognizing that some will be unable to attend.

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

Room schedules, faculty/chairs schedules

#3 regular & recurring

Key issue or problem encountered

A faculty member contacts the incumbent to get assistance with desktop applications that s/he is having difficulty with. The incumbent is the first point of contact to respond and attempt to resolve the problem being experienced.

How is it identified?

The incumbent will either go the individual’s office or have them log-on on his/her desktop. The individual will be asked to demonstrate the difficulty s/he has encountered so that the incumbent can assist in problem-solving.

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

Once the area of difficulty is identified, the incumbent then proceeds to attempt to resolve the problem through application of workarounds, amending files, testing other data/applications, or correcting errors that are at the source of the problem.

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

The incumbent is expected to identify the source of the issue wherever possible and resolve it for the individual. Where this is not possible, and a formal technical fix is required, the incumbent logs the issue with technical staff for resolution.

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

Some procedures, on-line help facility, past practice.

3. Analysis and Problem Solving

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

Key issue or problem encountered

The Chair returns from a meeting and has identified an additional major project that must now be added to the priorities for the School. S/he requests that the incumbent determine when and how this project can be embedded into the Schools planning and activity cycle.

How is it identified?

The deadline is established by others. The issue is typically identified by the Chair and passed along to the incumbent to plan and follow-up.

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

Incumbent must use knowledge of existing school planning cycle and activities already committed. S/he estimates the time that could be required, who the key participants will be, communication strategy, and the best means of engaging school staff.

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

Incumbent examines desired goals and determines the communication strategies that will be most effective given the scope of the project and associated timelines, meeting logistics, schedules, required templates and project tools, reporting requirements, target dates for follow-up, etc.

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

Project outline, past practice, faculty schedules, room schedules, school annual planning cycle

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

Key issue or problem encountered

A call has been directed to the incumbent from College switchboard and the parent of a student is on the line declaring a family emergency. S/he has requested immediate access to his/her son/daughter.

How is it identified?

The problem is identified by the caller.

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

Incumbent must inform the parent of FOI/privacy regulations; must listen carefully to the nature of the situation; must assess the severity of the situation and determine next steps.

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

Incumbent assesses the severity and nature of the emergency and then establishes a course of action that ensures due attention to the emergency at hand while balancing the need for the parent to have access to his/her daughter while not violating the student's rights to privacy.

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

Privacy legislation, past practices

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:

4. Planning/Coordinating

#1 regular & recurring

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

Incumbent must establish academic standing for students and then implement academic progression and academic achievement processes each academic term.

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

Incumbent must identify timelines, extract data required from systems to identify students, following up on grade deferred status, schedule appointments between students/faculty/coordinators on tight timelines, and ensure coordination with the Registrar's office.

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

Systems data – marks, names, addresses, telephone numbers; desktop tools.

How is/are deadline(s) determined?

Incumbent identifies deadlines to ensure processes align with availability of academic standing data (once marks are keyed), college closure, faculty/coordinator/Chair availability, student availability and first day of classes.

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 would determine if changes to logistics, and timelines require change. Changes to the overall process would be determined by the College through amendments to Academic Regulations.

4. Planning/Coordinating

#2 regular & recurring

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

Workloading & Curriculum Grid Verification: - Support workloading processes of the Chair including planning & organising SWF meetings for all FT and Contract faculty.

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

Preparing SWF & curriculum documentation in advance of meeting.
Coordinating multiple calendars to identify suitable meeting times.

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

Outlook
Curriculum timetable
Faculty schedules

How is/are deadline(s) determined?

Based on annual program planning cycle

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.

Chair makes these decisions. For example, if a conflict in schedules occurs, the incumbent will present the Chair with options from which to select.

#3 regular & recurring

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

Scheduling the Chairs' calendars in a proactive, timely and accurate manner.

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

- time management
- listening
- ability to prioritize
- consultation
- problem-solving
- attention to detail

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

Electronic calendar, master meeting schedules (e.g. ALT, PACs, other external bodies/committees), email and list serve notifications.

How is/are deadline(s) determined?

Pre-determined with an annual schedule; other appointments and requests are worked in. Direct communication with the Chairs is vital.

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.

Changes to the Chairs' calendar would be initiated by the Chairs or an outside agency (e.g Heads of Nursing).

Incumbent would be responsible for flagging any changes to the Chairs

4. Planning/Coordinating

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

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

Program Review & Curriculum Renewal: The incumbent must develop an overall planning cycle for the school to ensure that key milestones are met. This involves the integration of the Academic Annual Planning Cycle, Registrars deadlines, Academic Calendar and Academic Regulations.

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

The incumbent must gather and then analyze all inputs referenced above. S/he identifies the documentation necessary to communicate to school staff and ensures that deadline reminders are included on school meeting agendas, through email, etc.

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

Copies of documents referenced above, faculty schedules, staff calendars, and regular Microsoft work tools.

How is/are deadline(s) determined?

Deadlines are established by individual departments. However the deadline for the project of integrating those individual plans is established by the incumbent in consultation with the Chair.

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 would determine changes required to the process, while content changes will originate from other departments if plans are amended. For example, if the marks due deadline is amended in the Registrar's office, this will cause changes within the cycle regarding academic progression, faculty who must submit marks by that date, flow through enrolment numbers, etc.

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

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

School projects arise from time to time and the incumbent is the key point of contact for planning.

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

Developing project plans; critical path; assignment of tasks; monitoring progress; communicating status.

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

Access to project description, desktop applications, participant lists.

How is/are deadline(s) determined?

The deadline is typically determined by the Chairs

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 would identify any logistical changes required such as meeting/date changes, presentation of the project plan, communication vehicles these changes would be input into the MS Project Plan. Changes to the project content would be at the direction of the Chairs

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.	<p>Students/faculty arrive in the incumbent's office with a wide range of questions and very little knowledge of college practises, procedures or policies. The incumbent provides detailed, step-by-step actions to be taken to achieve their desired outcome. This may include providing advice/counsel about conflict between a student and instructor, what to do about a safety concern, etc.</p> <p>The incumbent is the first point of contact for demonstrating use of technology such as Faculty Centre, Mid Term Assessments, Course Outlines, Class Cancellations, Employee Attendance Records, and other Evolve functionality. S/he is also required to demonstrate more complex features of Microsoft applications and to provide process guidance to faculty and students</p>
	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<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.	
<input type="checkbox"/>	<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.	

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)
<p>Job duties are performed in accordance with general, broad instructions. The incumbent is aware of the day to day responsibilities of the position in relation to the academic cycle.</p> <p>Special projects are outlined generally by the Chairs.</p> <p>Most assignments are completed with no supervision and independent judgment and thinking is required throughout the span of an assignment.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>College Policies & Procedures</p> <p>Annual Planning Cycle</p> <p>Academic Schedule</p> <p>College Calendar</p>	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Much of the work of the incumbent is performed independently and is not checked on a regular basis. Work is reviewed by exception and/or discussion of processes. On occasion or in unusual situations, the incumbent may refer to Chairs for clarification.</p>	

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)
<p>School/department priorities with Chairs/Coordinators.</p> <p>Registrar's Officer – verification of marks, historical academic standing information.</p> <p>Travel logistics/confirmations with external suppliers.</p>	

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)
<p>Staff and Human Resources issues requiring signature and/or approval of the Chairs.</p> <p>Student/faculty/ complaints that require the attention of the Chair, once it is determined that the incumbent cannot solve it on his/her own.</p> <p>Major deadline/workload conflicts.</p> <p>Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution.</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>The incumbent develops and/or modifies new office processes to meet the needs of the department/school and staff as needs change (ex filing process, meeting bring forward files, etc)</p> <p>Incumbent is responsible for managing calendars, coordination of meetings, juggling of calendars to meet ever-changing needs requires understand of priorities and deadlines and ability to determine impacts of moving meetings, etc. Priorities are changing constantly.</p>	

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?		
First point of contact for the School Chairs; therefore all initial inquiries are handled by the incumbent.	<ul style="list-style-type: none"> - service requests can be straightforward (How do I find? Where do I go to? Who should I see about?) - some queries are more complex and involve sensitive/confidential information - probing and questioning to determine needs is often required to ensure that appropriate direction is given. 	Faculty, students, parents, public	D W
Requests to plan, coordinate and implement large group meetings typically originate from the ATL via email or in person.	- based on the planning cycle and various existing activities and schedules, the incumbent identifies an appropriate date, list of invitees, special guests, equipment required, draft agenda, etc.	ATL, Coordinators	W

Requests for technical assistance originate with the end-user either by email, telephone or in person.	- Incumbent responds as quickly as possible to determine nature of technical problem, troubleshoots to resolve or logs issues/contacts technical IT resources.	Faculty, ATL	D
Administrative requests related to ATLs calendar, schedule and priorities arrive by email, telephone, in person or through analysis of received documentation.	- Incumbent determines availability, conflicts and alternatives and communicates with requestor to ensure production is not slowed/stopped.	Students, faculty, college staff, external bodies, coordinators	D

* 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)*
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<p>Exchanging routine information, extending common courtesy</p>	<p>Inquiries, general information,</p> <p>Exchanging information re meetings, academic processes, follow up on behalf of Chairs</p> <p>Student inquiries, academic achievement letters etc.</p> <p>Problem solving , discussing program/systems issues</p> <p>Provides training and orientation to new School faculty employees re. team functioning, school and role familiarity.</p>	<p>Parents/Community partners</p> <p>Other College Departments</p> <p>Admissions/records</p> <p>AO Team members</p> <p>New faculty Employees</p>	<p>W</p> <p>D</p> <p>D</p> <p>D</p> <p>I</p>
<p>Explanation and interpretation of information or ideas</p>	<p>Provides guidance re: course selection, student rights and responsibilities, explaining academic regulations, college services</p> <p>Academic policies, attendance records, technical support, follow up</p> <p>Correspondence, meetings, messages, discuss issues</p> <p>Troubleshooting desktop problems involving My Absences, class cancellations, course outlines, faculty centre, student centre and other Evolve functionality.</p> <p>Requests consent from students to share information with parents or other college staff.</p>	<p>Students</p> <p>Co-ordinators/faculty</p> <p>Chairs</p> <p>Coordinators/faculty/ Chairs</p> <p>Students</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>I</p>

Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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
Sitting at desk	D			X	X		
Standing and walking	D	X			X		
Sitting in meetings taking notes	W			X	X		
Lift Lifting	W	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)

Equipment/supplies for meetings – notebook, handouts, etc.

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

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
Planning & coordinating SWF meetings with Chair requires keen attention to detail and juggling a high volume of calendars.	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 incumbent provides front-line service and is expected to respond as inquiries arise.				
Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Organizing logistics and taking notes at program review meetings where content and lingo are not familiar to the incumbent.	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
Academic standing where analysis of student marks will determine whether they are subject to academic progression procedures or eligible for academic awards.	M			X

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

Usually

No

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

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)	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)		

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