

Position Description Form (PDF)

Temporary replacement February 2020 – November 2020

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Administrative & Operations Assistant - SENRS

Payband: F

Position Code/Number (if applicable): S00342

Scheduled No. of Hours _____ 35/w _____

Appointment Type: 12 months less than 12 months

Supervisor's Name and Title: Principal/Dean, School of Environmental & Natural Resource Sciences

Completed by: Brett Goodwin

PDF Date: 08Nov15

Last Revision: 15Feb18

JEC Review: March 5, 2018

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.

Anticipates and provides proactive organizational administrative support and assistance to the Chairs of the School of Environmental & Natural Resource Sciences at Frost Campus.

Provides customer services to faculty and students in the School, liaising with other service departments as required. . Assists with on-boarding new faculty and tech hires.

Supports the Chairs with various academic processes including: curriculum renewal, curriculum verification, staffing processes and start-up issue resolution each semester. Supports the Chairs with coordination of human resources processes related to Support Staff and Student workers: provides planning and coordination support to assist with managing Tech support functions; and processes appropriate paperwork for financial/purchasing / payroll processes.

Plans, coordinates and implements Academic Award ceremonies, and provides note-taking assistance as required for Program Advisory Committees.

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*
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<p>1. Administrative Support to Chairs Proactively anticipates support requirements and problem-solves operational issues on behalf of the Chairs by:</p> <ul style="list-style-type: none"> - researching, data gathering, compiling information (including gathering financial info) - handling & directing mail - prepping correspondence - managing schedules and calendars - recording meeting minutes and distributing to membership - making travel arrangements - supporting external committee work - prepare certificates of completion for components of various programs – eg ET, ARB. 	<p>25%</p>
<p>2. Customer Service</p> <ul style="list-style-type: none"> - first point of contact for school, including students (resolve routine issues), faculty and staff; triages issues and refers/resolves as appropriate - responds to a wide variety of inquiries which often require follow-up with other functional areas - assists Chairs with semester start-up issues resolution including verification of enrolment numbers and follow-up on inquiries related to scheduling, D2L, and Course Outline systems. - follows up with AO/faculty to rectify any issues and ensure appropriate systems set up (ex. Correct section association, missing grades). Updates Chair and refers unresolved issues. - liaises with RO to collect data and request academic standing information as required. - provides school faculty with required training and coaching on desktop functionality (example: phones, advanced word processing, spreadsheets, databases, Peoplesoft, class cancellations, course outlines, setting up shared folders) 	<p>15%</p>
<p>3. Curriculum Renewal Support :</p> <ul style="list-style-type: none"> - assists the Chairs with curriculum processes - organizes and records student focus group dialogue; summarizes themes - organizes meetings with faculty in each program - liaise with Learning Support and Design to gather historical data/reports related to program - drafts documentation, track changes and follow up - identifies & follow-up on action items 	<p>5%</p>

<p>4. Support Workloading and Curriculum grid verification: In cooperation with AO, supports staffing processes and communication on behalf of the Chairs including the following:</p> <ul style="list-style-type: none"> o communicating offers of work and timelines to full-time and contract faculty o scheduling of all meetings related to workloading o submission and retrieval of full-time and contract faculty workload assignments and changes to/from Academic Operations o reviewing draft SWFs and contracts and submission of revision for clerical errors, if needed o communication of room/timetable changes for faculty/students o follow-up with contract faculty regarding paperwork for HR (i.e., step calculation form) <ul style="list-style-type: none"> - organizes distribution of curriculum grids to coordinators for review - collects and compiles coordinator input & recommendations for Chair review - acts as liaison between the Chairs and the Academic Operations Department. 	<p>10%</p>
<p>5. Assists the Chairs with coordination of Human Resources processes related to Support Staff and Student Workers.</p> <p>New hire paperwork and orientation assistance</p> <ul style="list-style-type: none"> -works with Technicians and Human Resources to confirm student worker postings and submit for approval; liaises with other funders to ensure eligibility for SEP, FWSP, International. - contacts Program Coordinators, FT technicians and Finance Officer each semester to verify part-time technician requirements (roles, dates, hours, and required skillset), compares needs against part-time budget worksheet, identifies discrepancies and gaps, analyzes and proposes solutions for discussion with the Chairs; updates changes to the Part-time Tech Staffing Plan for next cycle - -in cooperation with HR, prepares highly detailed and variable contract letters for student workers (approx. 25/term) and part-time technicians (approx. 25/term), for Chairs signature -distributes new hire forms for completion (eg. payroll, pension, tax); follows up, reviews and confirms accuracy of forms; distributes to college departments (HR, payroll, Financial Aid) as required -orients student workers and part-time technicians to time sheet process and requirements to ensure accuracy and timeliness of submissions -coordinates and tracks Health and Safety training for student workers -assists ASL in developing and scheduling orientation programs for new support staff hires (corporate requirements (i.e. AODA, H&S) and job specific needs) <p>Support Staff attendance follow up Tracks and follows up on behalf of the Chairs as required.</p> <p>Support Staff evaluation scheduling & follow up. Based on list provided by HR of those scheduled for evaluation, arranges meetings on behalf of the Chairs.</p>	<p>12%</p>

<p>6. Planning and coordination to assist with managing Tech support functions Develops and maintains systems to track requirements associated with a variety of applied learning environments (ex. labs, field camps). This includes: inventory, lab manual tracking, consolidating multiple lab/camp schedules into one master resource, oversight of bus bookings, scheduling Tech meetings, taking meeting notes and tracking status of follow-up action items.</p> <p>Tracks Rabies Titre requirements in cooperation with Student Services; assists Tech staff with bussing arrangements</p>	5%
<p>7. Financial/purchasing / payroll processes Works with the Financial Officer to support financial/payroll processes:</p> <ul style="list-style-type: none"> - prepares and verifies faculty, student worker & tech payroll timesheets, exception & expense reports for approval - processes purchase requests submitted by Program Coordinators, technicians, administrators and staff. - reconciles Visa expenses, ensuring proper coding and deadlines are met - prepares spreadsheets and databases (eg. part-time contracts spreadsheet) - processes employee / supplier determination forms - maintains filing systems 	13%
<p>8. Academic Awards – Plans, coordinates and implements Academic Award ceremonies in collaboration with Alumni Affairs and Advancement office, including the design/re-design and maintenance of a donor/award/recipient database, identification of award recipients through report/grade analysis, contacting sponsors, ensuring documents, plaques, brochures, decorations and other ceremony details are arranged, conducting necessary follow-up prior to and following the ceremony. Communicating with presenters, recipients, donors, and Advancement Office to ensure the smooth execution of awards ceremonies.</p>	5%
<p>9. Program Advisory Committee Back up Support - Provides assistance as required to the Administrative Project Officer, particularly taking meeting notes at Program Advisory Committees during peak periods.</p>	5%
<p>10. Other related duties as assigned</p>	5%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

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

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<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input type="checkbox"/> Minimum of three (3) years	
<input checked="" type="checkbox"/> Minimum of five (5) 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 the 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> <p>Experience with HR/Payroll processes.</p>
<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

<p>Key issue or problem encountered.</p> <p>-----</p>	<p>A student arrives in the office visibly upset and demands to make an appointment with the Chair or Dean. The incumbent must calm the student down, ask questions to understand the context and ascertain what the student is looking for and whether the best option is a meeting or is there an alternative that will resolve the issue. This must be done with sensitivity and concern, allowing the student to feel comfortable and not vulnerable.</p>
<p>How is it identified?</p>	<p>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.</p>
<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Once the problem is clarified, the incumbent must determine what steps and sequence should be taken to resolve the issue and may ask further questions or look up information to assist (eg. timetable, procedural documents, contact information in another department, etc.) If the student needs to be redirected, the incumbent notifies the appropriate contact person and provides background on the situation and follows up with the student. If the issue pertains to an academic matter, the incumbent may need to refer the student through proper channels – eg. the student must meet with the Coordinator or Chair to resolve before meeting with the Dean.</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>The incumbent must assess the urgency of the situation to determine how involved they remain in resolving the problem or if they redirect to another area. If the urgency is high, the incumbent must prioritize this meeting based on the facts that have been established. The incumbent also provides background to the Dean or Chair prior to the meeting time.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).</p>	<p>Student Rights & Responsibilities, Academic Regulations, established practises</p>

#2 regular & recurring

Key issue or problem encountered.

Frequent changes to the Part-time Tech Staffing Plan each cycle requires ongoing coordination and oversight in order to ensure that staffing is in place to carry out the curriculum-based activities, staffing is accomplished within budget, last minute changes are incorporated, and people are paid accurately. For example, curriculum redesign, new programs, enrolment shifts, or budget reductions can require changes to tech needs and assignments.

How is it identified?

Working from the PT Tech Staffing Plan, the incumbent contacts Program Coordinators, FT technicians and Finance Officer each semester to verify part-time technician requirements (roles, dates, hours, and preferred personnel), compares needs against part-time budget worksheet, identifies discrepancies and gaps, analyzes and proposes solutions for discussion with the Chairs; updates changes to the Part-time Tech Staffing Plan for next cycle. Once the plan is updated, the incumbent develops highly detailed and variable contracts and summary spreadsheet for payroll defining auto-pay and timesheet situations. On a bi-weekly basis, the incumbent is required to coordinate the collection, verification and submission of biweekly timesheets and auto pay notices for approval by the Chairs. In the fall and winter terms, this can involve over 50 records to be verified for each pay period.

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

The incumbent receives time sheets from student workers and PT technicians and follows up if not received. Incumbent must verify that all documents are completed in accordance with contracts and budgets, and that forms are accurately completed (eg. Wage rates, departmental coding)

Entries on the time sheet are compared against contracts and budgets. Departmental coding is verified. Discrepancies are highlighted and investigated prior to submission to the Chairs for approval. Automated contract approval forms are received on a bi-weekly basis from the Payroll dept.

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

After gathering and analyzing information, incumbent must identify discrepancies and follow-up with student workers or FT techs to collect information for referral to the Chairs. This work is very time sensitive in order to meet payroll deadlines.

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

Contracts, budgets, HR data

#3 regular & recurring

Key issue or problem encountered

A faculty member contacts the incumbent to get assistance with accessing course outlines. 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. If required, the incumbent contacts support resources in AO, CLT or IT to try to problem-solve the issue

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.
 AO – has faculty been assigned to the course in the system?
 CLT – support for system roll-over
 IT – technical system issues

3. Analysis and Problem Solving

#1 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

#2 Occasional

Key issue or problem encountered	The incumbent receives a call from a tech staff member at a remote field camp stating that he has injured himself and will not be able to continue supporting this field camp. He tried to reach his supervisor but got his voice-mail stating he is off campus at a meeting all day.
How is it identified?	Call received from the staff member or another person at the field camp.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent solicits information regarding seriousness of the injury and whether the tech staff needs transportation assistance and has completed an accident report; the stage of the camp and outstanding work to be done; S/he gathers information on other tech staff (fulltime or contract) who may be able to step in; and alerts the Supervisor (by email or phone) of the incident and recommends options for resolving.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	After gathering and analyzing information, incumbent must identify possible options for covering the tech staff member absence. This could include checking the schedules of other fulltime staff who might be available, reviewing a roster of contract staff, discussing options with the faculty at the camp.

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

Room schedules, faculty/tech schedules, roster of contract techs

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.

Incumbent is required to develop an annual schedule of all field camps, who is attending, locations, dates, bussing requirements. Incumbent must update each term as variables change.

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

Ability to plan on an annual and semester basis and collect data from multiple sources. Strong attention to detail is required as each field camp is different.

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

Academic schedule
Field camp grid from AO
Program information

How is/are deadline(s) determined?

Academic schedule

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.

Program Coordinators and Technicians in consultation with the Chair may adjust dates and locations within the curriculum
Chairs if camp structure is changing

4. Planning/Coordinating

#2 regular & recurring

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

Workloading & Curriculum Grid Verification processes: Supports the Chairs in workloading processes including planning & organising workload meetings for all FT and Contract faculty. This includes retrieving, editing, and distributing documentation for developing Modified Workload Agreements. Liaises with AO and faculty on behalf of the Chair to ensure accurate information, changes are communicated, and deadlines are met.

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

Collecting and organizing SWF, MWA & curriculum documentation in advance of meeting.
 Coordinating multiple calendars to identify suitable meeting times.
 Tracking source documents and managing changes.
 Communicating changes in a timely manner.

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.

Manages the Chairs calendars in a proactive, timely and accurate manner, anticipating travel challenges as many meetings are at the main campus (Sutherland). Screens meeting requests or offers options (eg. Recommend a tech send details via email for quicker response than waiting to schedule a meeting.) Need to manage schedule as efficiently as possible to accommodate required meetings, but also save time to get work done.

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 Chair/ASL 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 Chair/ASL calendar would be initiated by the Dean/Chair/ASL or an outside agency (e.g. CCAC Accreditation).

Incumbent would be responsible for flagging any changes to the Chair/ASL

4. Planning/Coordinating

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

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

: 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 worktools.

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 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 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.

	#1 occasional (if none, please strike out this section)
List the project and the role of the incumbent in this activity.	The incumbent is responsible for planning, organizing and implementing annual academic awards for all programs and students in their School. The annual awards ceremony is a regular component of the school planning cycle.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent develops a project plan which identifies an appropriate date/time to hold these ceremonies, ensuring that the date/time is suitable for students, parents, Dean, Vice President Academic, and President. S/he must then secure a suitable location to host the event, arrange hospitality, contact and secure award donations, solicit nominations for awards and valedictorian, arrange for presenters, create the program, arrange for all monetary and physical awards for recipients, maintain a database of donors/recipients, and attend the event to coordinate the activities, sequencing, arrangements, etc.
List the types of resources required to complete this task, project or activity.	Donor/recipient database, budget, past programmes, inventory of awards, student marks.
How is/are deadline(s) determined?	The incumbent establishes the ceremony date in consultation with other college employees and then develops a plan that identifies the deadline including setting deadlines for others to submit information to meet end timeline
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.	Through a feedback process, the incumbent determines on a year-to-year basis whether changes are required. Sometimes this results in a change in venue (too small, too hot, too big). Other times it involves combining ceremonies with another school/program. Changes also could occur with regard to evening/afternoon/morning timelines, type of awards, level of monetary award, selection of presenters, etc.

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/techs arrive in the incumbent's office with a wide range of questions and very little knowledge of college practices, procedures or policies. The incumbent provides detailed, step-by-step actions to be taken to achieve their desired outcome.</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> <p>This may include providing advice/counsel about conflict between a student and instructor, what to do about a safety concern, information about purchasing procedures, etc.</p> <p>A staff member submits a PD application or other expense claim; the incumbent advises on what will be considered allowable expenses, amounts, back-up required in accordance with SENRS and corporate policies (eg. Purchasing, travel, finance, PD, etc.)</p>

The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.

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.

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)

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.

Special projects are outlined generally by the Chairs.

Most assignments are completed with no supervision and independent judgment and thinking is required throughout the span of an assignment.

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring

Occasional (if none, please strike out this section)

College Policies & Procedures Annual Planning Cycle Academic Schedule College Calendar Student Rights & Responsibilities	
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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)
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.

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)
School/department priorities with Chair/Program/Discipline Coordinators. Registrar's Officer – verification of marks, historical academic standing information. HR/Payroll re contracts, timesheets Travel logistics/confirmations with external suppliers.	

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

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Each term, the incumbent plans and schedules the H&S training for 25 student workers which requires coordination with H&S manager, fulltime technicians, food services, service area contacts and facilities.</p> <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> <p>Provide options/alternatives to faculty and students to resolve issues.</p>	<p>Tracking the status of various projects requires continuous monitoring and follow up with various stakeholders, both internal and external to the department to determine potential impacts.</p> <p>The incumbent develops event planning critical path and collaborates with school office staff to gain participation in the Awards program.</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.

Administrative requests related to Chairs 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, Program/Discipline Coordinators	D
Requests for workloading support	Schedules meetings; communicates offers on behalf of the Chair; reviewing draft SWFs and contracts; submitting workloads to AO	Chairs	W

* 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	Inquiries, general information,	Parents/Community partners	W
	Exchanging information re meetings, academic processes, follow up on behalf of Chairs	Other College Departments	D
	Student inquiries, academic achievement letters etc.	Admissions/records	D
	Problem solving , discussing program/systems issues	AO Team members	D
	Provides training and orientation to new School employees re. team functioning, school and role familiarity.	New faculty Employees	D/W – peak periods; M/I – non-peak periods

	Communicates offers of contract teaching/tech work on behalf of the Chairs	New contract faculty/techs	M
Explanation and interpretation of information or ideas	Provides guidance re: course selection, student rights and responsibilities, explaining academic regulations, college services	Students	D
	Academic policies, attendance records, technical support, follow up	Co-ordinators/faculty/techs	D
	Correspondence, meetings, messages, discuss issues	Chairs	D
	Troubleshooting desktop problems involving My Absences, class cancellations, course outlines, faculty centre, student centre and other Evolve functionality.	Program/Discipline Coordinators/faculty/Chairs	D
	Requests consent from students to share information with parents or other college staff.	Students	I
	Assisting student workers with guidance to complete required payroll forms	Students	W
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		
Light Lifting	W	X			X		

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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)

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

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 and MWA meetings with faculty for Chair, considering complications of field camps, sequencing of work assignments, cross-functional teaching teams requires keen attention to detail and juggling a high volume of calendars.	I		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually <input type="checkbox"/> No incumbent provides front-line service and is expected to keep door open, answer phone calls and respond as inquiries arise.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Verification of PT staffing requirements with Program Coordinators and development of >25 part-time tech contracts which have highly variable and specific information to be verified and incorporated into the letter	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually <input type="checkbox"/> X No No incumbent provides front-line service and is expected to keep door open, answer phone calls and respond as inquiries arise.				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Planning, coordinating and implementing academic awards ceremony.	I			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually X No incumbent provides front-line service and is expected to keep door open, answer phone calls and respond as inquiries arise.				

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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)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	As a front-line contact, incumbent is required to deal with angry students/parents who use derogatory or threatening language.	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 type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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