Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Student Success Coach　　　　　　　Payband: I

Position Code/Number (if applicable):

Scheduled No. of Hours: 35 per week

Appointment Type:　X 12 months　　□ Less than 12 months (please specify # months: ___)

Supervisor's Name and Title: Kate McGartland, Director, Student & Academic Experience

Completed by: Kate McGartland　　　　　　　Date: March 5, 2021

Signatures:

Incumbent:　　　　　　　　　　　　　　Date:

(Indicates the incumbent has read and understood the PDF)

Supervisor:　　　　　　　　　　　　　　Date:

Dated:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

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

> The Student Success Coach is a pivotal role in facilitating students' academic, personal and social development as they transition in, through and beyond Fleming College. As such, the Student Success Coach provides a combination of prescriptive, proactive and developmental advising methods to ensure students are successful throughout their college career, from their first semester through to graduation.
>
> The Student Success Coach connects regularly with their cohort of students, following a communication plan that involves live (in-person, virtual meeting, phone call, etc.) and passive (email, SMS, portal, etc.) connection points to ensure students' success throughout their time at Fleming. The Student Success Coach reports to the Director, Student & Academic Experience and works collaboratively with other College departments/staff, including faculty, program coordinators, registrar's office staff, wellness and AES counsellors, etc. to provide holistic support to students and ensuring a seamless experience. They also have a functional relationship to Student Life to ensure a partnered campus-wide approach towards operational effectiveness and efficiency.
>
> The Student Success Coach is also a resource and has a key role in the College's Student Success and Retention strategy, as well as its Strategic Enrolment Management 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*

Dated:

Success Advising & Retention:	75%
- Serves as students' main point of contact throughout the duration of their college journey. - Facilitates conversations with students about goals, skills, career plans, etc. - Ensures students are progressing and meeting milestones, including setting goals and building a plan for their success at College. - Follows the communication plan to ensure regular connection points with students at critical points of their academic journey including maintaining communication with students who have stopped out to ensure they continue to receive support and have a plan to return to their studies. - Ensures accessibility via office hours, telephone, email, web conferencing, and social networking in concert with the established service model. - Maintains detailed accounts of all student interactions, including records of information provided to students, date(s) and means of contact (email, voicemail, appointment, etc.) as well recommended referrals, strategies, and academic options. - In collaboration with other College staff (faculty, Program Coordinator, Director, Student & Academic Experience, etc.), closely monitors the academic and engagement progress of student cohort and provides either proactive intervention or positive reinforcement. - Helps students to identify and/or predict potential barriers that might prevent them from reaching their goals and works with the student to strategize ways to overcome them. - Provides warm referrals/handoffs to other departments at the College as part of a holistic support system. - Collects and shares anecdotal feedback from students with manager, program coordinator, and other appropriate college staff, about retention and student success matters (fail and withdrawal rates, etc.). - Provides information about College policies and possible outcomes to empower students to make informed decisions about their education. - Assists students in obtaining forms and understanding policies and procedures related to registration, financial aid, program/course changes, etc. - Works closely with the Program Coordinator and registrar's office to ensure students have up-to-date information on the withdrawal process/transferring to an alternate program to ensure that students not only adhere to the processes with minimal impact on their current and future learning plans but also consider other learning options. - Understands College academic and administrative processes such as model routes (school and program specific), enrolment and registration, online tools (mycampus portal, D2L, etc.), program transfers, graduation requirements, etc. in order to equip students with the information they need and connect them to the appropriate resource. - With student consent, meets with parents/external agencies to explain student's academic status, academic policy, student rights and responsibilities, academic options, etc. - Initiates and expedites interim solutions in emergency/crisis situations. - Provides advocacy for students in student success related matters, for example, with the dean/chair in exceptional matters or with the professor and/or program coordinator.	

Facilitation	10%
- Facilitates learning sessions with new students to discuss the Student Success Coach role and responsibilities, explain early alert interventions, discuss important deadlines and timelines, and provide an overview of common administrative policies and practices at the College. - Hosts optional group sessions (study skills, time management, etc.) in partnership with other campus resources. These may be offered in-person, virtually, live and/or on-demand.	
Professional Development	5%
- Remains informed of major trends, issues and developments (demographic, economic, political, etc.) related to student success coaching, which may include international credentials/training, PLAR and credit transfer (ONCat), through self-directed reading, research and engaging with development opportunities as provided by the manager, HR, or the College. - Participates in professional development and training activities as directed to build capacity as an employee concerned with students' holistic success. - Actively engages with colleagues within and external to the College as a professional engaged within their community of practice (Canadian Association of College and University Student Services (CACUSS), National Academic Advising Association (NACADA), etc.).	
Conversion, Transition and College-Wide Activities	5%
- Participates in recruitment and conversion activities (calling campaigns, welcome days, orientation, open houses, Ontario College Information Fair (OCIF), etc.) to promote the emphasis on student success coaching and to build relationships with students. - Attends departmental, program and other school meetings, as appropriate. - Attends regular group meetings with various college representatives to discuss policies/procedures/practices to ensure currency. - Participates in cross-college and interdepartmental meetings to discuss student success and retention strategies, practices and measures.	
Other Related Duties	5%
Other duties as assigned.	

* 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%

Dated:

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   X   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:

- Degree in Education, Adult Education or related field of study with a focus in adult education and or Career and Academic Advising.
- An equivalent combination of education and experience may be considered for hiring purposes.

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	

Dated:

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

Dated:

X Minimum of three (3) years	- Experience using developmental, appreciative and intrusive advising models to support post-secondary students and/or; - Experience in an academic office environment with a focus on student interaction and service and/or; - Related practical experience advising students/clients in an educational setting; - Proven networking skills along with the ability to collaborate with internal and external partners are essential; - Must be proficient in the Office 365 suite, and have excellent general computing skills; - Must have the ability to multi-task and be vigilant with confidential information; - Experience producing detailed, yet succinct and professional documentation so that others can easily understand and act on the information; - Demonstrated ability to effectively communicate with diverse audiences, including students, college staff, faculty, parents, community resources, etc.; - Cultural competency and sensitivity is imperative; - Strong critical thinking and proven coaching skills; - Demonstrated ability to work collaboratively with team members and independently; - Evidence of adaptability, flexibility, and innovative problem-solving skills; - Experience using CRM (customer relationship management) software is an asset; - Familiarity with Evolve (or other student information systems) is an asset; - Broad knowledge of post-secondary programs, processes, policies, procedures and campus resources is strongly preferred.
☐ Minimum of five (5) years	
☐ Minimum of eight (8) years	

Dated:

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:

<table>
<tr><td></td><td align="center">#1 regular & recurring</td></tr>
<tr><td>Key issue or problem encountered.</td><td>Student is at-risk of failing a course and/or withdrawing from the College.</td></tr>
<tr><td>How is it identified?</td><td>Data drawn from the Institutional Research Office (IRO) pre-arrival and from current information such as attendance and grades that would place students of concern into the at-risk category and require follow-up.

Via referrals from other College service areas (e.g. counselling).

Via faculty, program coordinators, chairs or deans who identify risk factors

Via student interactions, self-identified</td></tr>
<tr><td>Is further investigation required to define the situation and/or problem? If so, describe.</td><td>The Student Success Coach will need to meet with the student to understand what is happening in the student's life that might be impacting/hindering their academic progress.

The Coach may work with the referral source to gather any relevant background information and academic history.
The Coach meets with the student to gather, analyze and assess the student's current state, coaching the student to articulate their challenges and barriers.</td></tr>
</table>

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Dated:

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Once the barriers and challenges have been acknowledged, the incumbent coaches the student to articulate how these could be mitigated. Since each situation is unique and each student has their own set of circumstances and challenges, the incumbent must rely heavily on sound judgement to coach next steps and guide students to develop their own plan for success. Incumbent utilizes extensive working experience and knowledge (including but not limited to program information, enrolment procedures, admission requirements, upgrading options, assessment testing, transfer credit and PLAR processes, general career information, postsecondary transfer opportunities, professional accreditation requirements, credential assessment services, internal Fleming College processes, student services, and important timelines) of the college educational system to be a resource for the student as they craft their plan towards realizing their goals. The student is often unclear about the specific college environment and the incumbent must know all options readily in order for students to construct an effective plan for their success.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Broader knowledge resources around student success/advising best practices, the special needs of certain populations (e.g., first-generation, Aboriginal, etc.). Consultation with the broader network of advisors throughout the college system in Ontario. Discussion with Coaches/Manager. Web and listserv research.

Dated:

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Student at risk of leaving the institution due to personal challenges.
How is it identified?	Typically through a referral or student self-identification.
Is further investigation required to define the situation and/or problem? If so, describe.	Investigation is almost always necessary to ensure the depth and breadth of problems are understood. The Coach must use a variety of techniques to gather as much information as possible in a sensitive and compassionate manner, coaching the student to clearly articulate their barriers. Incumbent will not enter into personal counselling and must refer to a professional within or outside the college after an initial supportive conversation.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	After the facts have been gathered, the Student Success Coach can explain potential choices, options and consequences. Incumbent utilizes extensive practical experience and established techniques along with knowledge of college programs, resources and services to arrive at appropriate solutions and referrals.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Discussion with Coaches/Manager, consultation with the broader network of advisors throughout the college system in Ontario. Web and listserv research.

#3 regular & recurring

Key issue or problem encountered	The student is involved in an academic or non-academic violation (e.g. academic integrity or student rights and responsibilities infraction) and seeks the support of the Student Success Coach.
How is it identified?	The student would likely contact the incumbent to seek support/resources. The incumbent meets with student to learn more about the infraction, in order to refer/support the student appropriately.
Is further investigation required to define the situation and/or problem? If so, describe.	With the student's permission, the incumbent may connect with appropriate college staff (like student rights and responsibilities) or faculty member to determine what level of support of provide.

Dated:

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent cross-references pertinent information gathered from departments to support the student through the process (if there should be a formal process).
	Researches and determines possible outcomes, solutions and next steps in various college publications (e.g., full and/or part time calendar, website etc.).
	If necessary, incumbent refers student to appropriate college area: student may require specialized support for academic success (learning strategist, tutors, counselling, disabilities, etc.).
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Discussion with Coaches/Manager.
	Consultation with internal college departments.

Dated:

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	Student wants to explore academic pathways either within or beyond the College.
How is it identified?	Incumbent meets with student and conducts an in-depth interview to determine student's desired educational pathway and goals.
Is further investigation required to define the situation and/or problem? If so, describe.	Respecting students' significant resource investment in education (particularly with respect to time and money), means that the incumbent must understand students' core issues, policies and procedures with respect to pathways (including transferability within the postsecondary system and within the College), and student's goals, as aligned with their strengths, interests and values. Incumbent gathers, analyses and assesses student's social, emotional, and personal information, coaching the student to articulate their goals.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Once goals are explicated, the incumbent coaches the student to articulate barriers inhibiting goal realization and how such barriers could be mitigated. Since each situation is unique and each student has their own set of circumstances and challenges, the incumbent must rely heavily on sound judgement to coach next steps and guide students to develop their own plan for success. Incumbent utilizes extensive working experience and knowledge (including but not limited to program information, enrolment procedures, admission requirements, upgrading options, assessment testing, transfer credit and PLAR processes, general career information, postsecondary transfer opportunities, professional accreditation requirements, credential assessment services, internal Fleming College processes, student services, and important timelines) of the college educational system to be a resource for the student as they craft their plan towards realizing their goals. The student is often unclear about the specific college environment and the incumbent must know all options available for students to construct an effective plan for their success.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Other College staff/coaches. Ontario Council on Articulation and Transfer (ONCAT) system. ONCAT is the provincial post-secondary transfer system.

#2 occasional

Dated:

Key issue or problem encountered	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	

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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 coordinates/designs and hosts/facilitates student success information sessions/workshops for new and returning students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent generates a schedule of student success workshops/sessions based on the student journey and works collaboratively with departments across the college to create, deliver and assess the workshops. Sessions included in the schedule will be delivered with universal design for learning (UDL) principles and appeal to a wide variety of learning styles, levels of education, language, cross-cultural needs of students, and data/trends.

Incumbent either designs and develops presentation content and handout materials or works collaboratively with other college departments to do so. Incumbent ensures that sessions are facilitates in a group setting, reaching a diverse audience across multiple campuses. For example: the new student population may encompass a number of different demographics such as Internationally Trained Individuals (ITIs), First Generation students, and ESL learners.

Incumbent manages group dynamics and works with other facilitators to quickly adapt to changes (including revising teaching methodology, and content delivery) to meet students' needs. |
| List the types of resources required to complete this task, project or activity. | Self-developed training manuals and material as well as resources available through the college student success consortium. |
| How is/are deadline(s) determined? | The workshop schedule will be determined in advance for each academic year, and will be based on the student cycle, in order to provide pertinent information to students at the appropriate time. The preparation period for each session will be determined on a work-back schedule. |

Dated:

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 is self-directed in planning and coordinating sessions/workshops and must be able to adapt/create/coordinate new sessions as the need arises. Needs may change based on the results and data from student surveys/feedback information. Workshop content may be revised in accordance to feedback.

Dated:

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Incumbent develops and coordinates programming/workshops for specific cohort of students (e.g., targeted groups as determined by College/School initiatives, strategic plan, pathways to degrees, targeted funding).
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to co-ordinate small teams, stakeholders. Ability to coordinate activities to ensure team is not repeating others' work. Development of a critical path. Incumbent must have skills in time-management, research, resource allocation, physical set-up (logistics) creation of promotional materials. Co-ordinates services for events, such as catering, signage, displays, accommodation requirements, audio-visual equipment and security. Organizes registration of participants, prepares promotional materials and publicizes event. Establishes work priorities and ensures deadlines are met and procedures are followed.
List the types of resources required to complete this task, project or activity.	Incumbent has specific budget allocated by the Manager and possible student volunteers. College resources for scheduling space.
How is/are deadline(s) determined?	Once the incumbent establishes the workshop date the timeline will be determined on a work-back 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.	Incumbent, Manager, Director of Student & Academic Experience, other College departments, Ministry (special project funding).

#3 regular & recurring

List the project and the role of the incumbent in this activity.	Incumbent regularly engages with the Student Success Database to understand which populations of students are categorized as doing well, needing monitoring, or at-risk and proactively commences student contact in multiple formats.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent must regularly assess reports from the Database. They must also organize workload appropriately to respond to priority needs, monitor student cases, and follow-up pending the student response.
List the types of resources required to complete this task, project or activity.	Database, Manager, Program Coordinator, Faculty

Dated:

How is/are deadline(s) determined?	Varies and depends on the extent of the student need. At risk students are prioritized with follow-up/connection being immediate. Can be driven by different deadlines depending on students, curriculum and other academic or social factors.
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.	Manager or Director. Will determine the types of data points collected to monitor retention information. The Manager or Director will have direct interaction with the IRO.

Dated:

4.   Planning/Coordinating

#1 occasional

List the project and the role of the incumbent in this activity.	Incumbent plans and co-ordinates coaching resources and publications, including hand-outs and Coaching Centre website, full-time calendar content, flyers, and posters. Part of the College-wide communication plan that is done in concert with the Manager.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Identifying communication gaps designing resources to address existing gaps. Determining appropriate content by analyzing needs of students.
	Incumbent plans and implements layout/format of copy according to space or time allocations and target audience.
	Ability to design, create and edit. Skills necessary are content development including style and organization, a good understanding of any existing information gaps, communication skills and knowledge of CMS.
	Understanding the role of different college departments, its processes and filtering out relevant information.
List the types of resources required to complete this task, project or activity.	Incumbent researches appropriate information in various college publications and external resources such as the Internet.
	Liaising with Marketing and other college departments as necessary.
How is/are deadline(s) determined?	As needed.
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.	Incumbent, Manager, Director of Student & Academic Experience.
	Incumbent makes the necessary adjustments to the project providing that it stays within original approved guidelines.
	Team meetings are held to discuss the impact changes may have on others. Incumbent provides input and advise to Manager based on his/her more detailed front-line experience.

#2 occasional

List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	

Dated:

How is/are deadline(s) determined?

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

Dated:

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
X	☐	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Explanation of College policies and procedures.
X	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Explanation of academic deadlines and requirements to students so they can make decisions (e.g., add/drop deadline date and process).
X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Will guide students to resources as needed (e.g., learning strategists) so that students can develop tools to succeed academically. May coordinate workshops for students.
X	☐	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.	Incumbent monitors student progress (e.g., grades, model routes) to ensure students are progressing; they then provide feedback/guidance as necessary (in some cases, becoming more intrusive and communicative with the student).

Dated:

| ☐ | X | 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 refers students to specialist areas (e.g., learning strategist, counselling, etc.) pending student need, making case notes in the Customer Relationships Management (CRM) to inform the specialist staff of history. In some cases, the Incumbent would also suggest a course of action based on their knowledge of the student – particularly for at-risk/crisis situations as the Coach would have important knowledge of the student. |

Dated:

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
Incumbents are trained on College policies and resources; however, the day-to-day activities of the position require that the incumbent probe deeply into student issues and concerns (often uncovering personal issues/challenges) so that (a) students feel heard and (b) students are coached into developing solutions aligned with their goals. This is an art of listening, probing (towards comprehensive information gathering), and adapting as all student situations are a unique combination of issues and aspirations. All of this is done without supervision, making the incumbents' role in enabling and retaining students quite significant. This art of not relying on formal procedures and adapting based on needs assessment/probing, and managing situational risk is typical of the role. The incumbent must have the ability to independently triage situations and recognize when to refer to specialist advisors or counsellors, with appropriate understanding of their own professional scope and liability.

What rules, procedures, past practices or guidelines are available to guide the incumbent?
Regular and Recurring
Staff manual/handbook College policies: Academic and Student Life

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	

Due to the nature of student interactions (frequent, varied, unique, complex, with presenting factors such as future goals/aspirations, family problems, personal challenges, etc.) much of the work is not reviewed or verified; it is the responsibility of the incumbent to do the right thing for the student's personal, academic, and social success as they transition in, through, and out of the College. This type of work is done completely independently without feedback from others.

Complex cases (e.g., where multiple sources are experiencing concerning contact with a student) would be case-managed in consultation with the Program Coordinator/Chair and manager.

Administrative work (e.g., add/drop) where deadlines are clear and routine are completed independently within established procedures and work is reviewed by the supervisor upon completed deadlines/milestones.

Dated:

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
Consultations with other functional departments within the College dealing with issues relating to student success or academic progression (credits, academic/immigration status, equivalency etc.), such as the School and International Office. Consultation on retention issues, trends and analysis with Program Coordinators, Chair, Manager and Director.

Describe the type of decisions that would be decided in consultation with the Supervisor.
Regular and Recurring
The incumbent consults with the Manager for planning activities, programs, and services; however, the incumbent is then the lead in creating presentation materials, communications, and event details. Just in time educational information for students' holistic success as they transition in, through, and beyond – as per the College-wide communications plan.   However, the Incumbent will also need to develop additional communications (in concert with the School and Manager) outside of the standard plan: judgement is needed to ensure consistency, but also respond to School needs. Incumbent is expected to assess own workload in relation to deadlines and specific outcomes and are required to advise the Manager (pending the task: whether specific to the Department or part of the College-wide approach) of difficulties in meeting established deadlines with alternate suggestions to ensure deadlines are met (e.g. temporary staff to be hired during busy periods to ensure college business is completed in a timely fashion). Situations so unusual as to be outside past precedents or guidelines, as well as sensitive matters will be discussed with the Manager.

Describe the type of decisions that would be decided by the incumbent.
Regular and Recurring

Dated:

Position exercises initiative when a student is seeking advice when he/she is having difficulty the incumbent must determine, from asking gently probing questions, and listening intently to the student, what the core issues are, and must research options and then make independent recommendations on appropriate courses of action. Recommendations will impact student's success, both academic and emotional. Follow-up with student is necessary to determine effectiveness of actions, or possible additional interventions.

Or, a student is considering withdrawing from classes and approaches their Coach for assistance. The Coach must listen intently to the student's concerns, and present appropriate courses of action, being aware of student's expectations e.g. work, financial, other courses etc.

Position exercises initiative during interaction with faculty/program coordinators when an international student needs additional help/guidance not typical to regular, domestic students (in accordance with established policies, procedures, and guideline and past practices).

Referrals to specialist areas (counselling, learning strategists, etc.) are done independently.

Independent action occurs when revising teaching methodology and content delivery to meet student, school and program needs.

Position determines when to contact students at-risk, those doing well, or those in the middle (population will be organized into thirds).

Dated:

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?		
Student has a question about policies or procedures.	Incumbent meets with the student to understand need and guide towards a solution.	Student	D
Student requires additional support (in the form of an educational plan or referral to another service).	Incumbent meets with the student to understand need and will coach student to develop solutions – which will be different and responsive to each student's individual needs. Will include review of personal, social and education history to identify barriers and solutions.	Student	D
Faculty or Program Coordinator has a concern about student grades/retention	Review dashboard data from the CRM to identify trends and suggest solutions/interventions that attends to the pattern.	Student	M
Faculty member may have an issue with a student and need advice.	Incumbent has access to student information and can advise faculty (e.g., of Student Educational Plan or Individual Student Profile).	Faculty	W

Dated:

Manager/Director may need deeper knowledge of student pulse to inform decision making to increase retention.	Incumbent looks at statistics and/or gathers information, patterns and trends from advising meetings to inform decisions	Staff	M
Specialist areas (e.g., Counselling) may need information about student behaviour to inform treatment.	Incumbent shares observations.	Staff	I

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

Dated:

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	General information on College policies, procedures, resources, and opportunities.	Current students	D
Explanation and interpretation of information or ideas	Interprets and explains policies and procedures as needed.	Current students	D
Imparting technical information and advice	Shares general information on College systems and refers to ITS when necessary.	Current students	W
Instructing or training	Incumbent delivers formal educational learning workshops (in-person and virtually), which must be done in a pedagogically appropriate and clear manner (for example: the new student population may encompass a number of different demographics such as international, first generation and ESL learners). Incumbent manages group dynamics and quickly adapts to changes (including revising teaching methodology, and content delivery) to meet students' needs. Self-developed training manuals and material as required.	Current students	M

Dated:

Obtaining cooperation or consent	Incumbent needs to know student pulse in the program/School (including individual students) in order to provide information to specialized staff (e.g., Counsellors) and planning (e.g., administration).	College staff	M
	Guides students to understand needs and develop their own plan towards articulated needs/goals.	Current Students	D
	Incumbent may need to advocate on behalf of the student with internal partners, for instance, if a student needs to take time away from the college, but is not dropping their courses, they may need to negotiate with their faculty/program coordinator about adjusting deadlines	Current Students/College staff	M
Negotiating			

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

Dated:

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
Bending, lifting, pushing, pulling materials.	I	X			X		
Event set-up.	I	X			X		
Sitting at desk working one-on-one with students (small offices)	D	X			X		
Standing during presentations/facilitation	I		X		X		

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

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

X   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)

> Carrying promotional materials to events, campuses, etc.

Dated:

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
Presentation of group sessions/presentations as part of student success, orientation, and other college initiatives.	X		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
X   Usually
☐   No

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Meetings and coaching sessions with students.	X		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
X   Usually
☐   No

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Dated:

	D	X		
Data entry, student files, information management				

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
X   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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	General office environment.	D
☐ accessing crawl spaces/confined spaces		
X dealing with abusive people	Students and/or parents may disagree with an approach.	M
X dealing with abusive people who pose a threat of physical harm	Student in crisis (e.g., mental health or illness issues) could act out.	I
☐ difficult weather conditions		
☐ exposure to extreme weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
X travel	To other campuses when required.	I
☐ working in isolated or crowded situations		
☐ other (explain)		

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

Dated: