

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: **VACANT**

Position Title: Academic Administrative Assistant, School of Trades & Technology

Payband: F

Position Code/Number (if applicable): S00534

Scheduled No. of Hours \_\_\_\_\_ 35/w \_\_\_\_\_

Appointment Type: \_\_\_\_\_ 12 months \_\_\_\_\_  less than 12 months

Supervisor's Name and Title: Pam Stoneham, Dean, School of Trades & Technology

Completed by: Pam Stoneham

PDF Effective Date: April 6, 2016

**Last Revision: September 22, 2021**

### Signatures:

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_  
(Indicates the incumbent has read and understood the PDF)

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 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 Academic Administrative Assistant (AAA) provides organizational administrative support and assistance to the Dean and Chair of the School of Trades & Technology at the Sutherland Campus.

The incumbent provides customer services to faculty, staff and students in the School as well as external organizations. The AAA provides desktop and system functionality training and coaching for the faculty and staff of the School of Trades & Technology. The incumbent provides D2L support to faculty and Program/Discipline Coordinators of the School of Trades & Technology.

The AAA plans and coordinates activities related to all program advisory committees, academic awards, faculty evaluations, special projects, special events and academic operations functions. The incumbent supports the Chair with various academic processes including: curriculum renewal, curriculum verification, staffing processes (tech schedules, contract faculty hires) and start-up issue resolution each semester.

The AAA also administers the external testing and certification processes.

The incumbent acts as liaison to various College departments on behalf of the Dean and the Chair.

The AAA maintains School's web-based communication tools.

The incumbent will also provide back-up to the Academic Administrative Assistant in the School of Business and Information Technology.

### **Duties and Responsibilities**

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
--	---------------------------------------

<p><b>1. Administrative Support to Dean and Chair:</b></p> <ul style="list-style-type: none"> <li>- researching, data gathering, compiling information</li> <li>- handling and directing mail</li> <li>- preparing correspondence</li> <li>- managing schedules and calendars</li> <li>- arranging meetings and coordinating school activities (ex: Program Coordinator meetings, school meetings, external meetings) extending invitations, working with the Dean/Chair on agenda and meeting flow, room scheduling, preparation and distribution of information packages, hospitality.</li> <li>- recording meeting minutes and distributing to membership</li> <li>- making travel arrangements</li> <li>- maintaining school web-based communication tools</li> <li>- supporting external committee work</li> <li>- preparing academic achievement letters for Dean's signature</li> </ul> <p><u>Accreditation and Articulation Agreements:</u> Administrative support for documentation to Program/Discipline Coordinators, the Dean/Chair for site visit logistics.</p> <p><u>Curriculum Renewal Support:</u></p> <ul style="list-style-type: none"> <li>- setting up meetings with faculty in each program</li> <li>- coordinating with Academic Quality group, as appropriate, to gather historical data/reports related to program</li> <li>- recording meeting minutes and distributing to committee</li> <li>- identifying &amp; following up on action items</li> <li>- provide administrative support for the course outline process</li> </ul> <p><u>New hire paperwork and orientation assistance (Faculty)</u></p> <ul style="list-style-type: none"> <li>- distributing new hire forms for completion (payroll forms, employee input step calc forms, etc.)</li> <li>- reviewing completed employee input step calc forms to ensure proper completion; following up with faculty as required; importing information from employee input step calc form into "school" step calculator</li> <li>- following up on outstanding paperwork</li> <li>- Liaising with Teaching and Learning Specialists related to new hire orientation and training (ex H&amp;S, AODA, etc.)</li> <li>- Coordinating the new faculty school-specific orientation program including updating materials, organizing logistics, and assisting with the delivery</li> </ul>	<p>25%</p>
--	------------

Faculty attendance follow up

- reviewing class cancelation data and send pre-defined memo to faculty from Chair reminding individuals to submit exception report
- following up throughout the year to ensure absences are being recorded in Evolve and/or exception reports are completed (i.e.: summer vacations, class cancellations, sick time)

Faculty evaluation scheduling and follow up

- in consultation with a direction from the Chair, booking classroom visits and notifying faculty who are to be scheduled for evaluations
- scheduling follow-up meetings

Academic appeals

- compiling required documents for Dean review
- coordinating meeting times and logistics for appeal committee
- communicating meeting logistics to student & committee members

<p><b>2. Program Advisory Committees Organization &amp; Support</b></p> <p><u>Organizing and coordinating meetings</u></p> <ul style="list-style-type: none"> <li>- work with Coordinators and Chairs to set meeting dates</li> <li>- room scheduling</li> <li>- sending invitations and tracking attendance</li> <li>- working with Coordinators and in consultation with the Chair and Dean on agenda and meeting flow</li> <li>- distributing information packages</li> <li>- arranging hospitality</li> <li>- recoding meeting minutes</li> <li>- working with Coordinators, Chair and Dean on approval of meeting minutes - distributing to membership</li> <li>- compiling information for report to VPA (metrics, decisions)</li> </ul>	<p>10%</p>
<p><b>3. Academic Awards</b></p> <ul style="list-style-type: none"> <li>- planning, coordinating and implementing Academic Award ceremonies</li> <li>- liaising with Advancement &amp; Alumni Office to obtain list of awards, donor information, confirmation of donor attendance</li> <li>- liaising with Coordinators to identify award recipients through report/grade analysis</li> <li>- notifying award recipients</li> <li>- completing necessary paperwork for student cheque issuance</li> <li>- sending invitations to awards ceremony recipients and donors, tracking attendance</li> <li>- ensuring documents, plaques, brochures, decorations, hospitality and other ceremony details are arranged</li> <li>- conducting necessary follow-up prior to and following the ceremony</li> </ul>	<p>5%</p>

<p><b>4. Customer Service</b></p> <p><u>School central point of contact/liaison/external relations</u></p> <ul style="list-style-type: none"> <li>- first point of contact for school, including students, faculty and staff; triages issues and refers/resolves as appropriate</li> <li>- responding to a wide variety of inquiries which often require follow-up with other functional areas</li> <li>- locating and distributing materials to individuals as required/requested</li> <li>- informing students/faculty and/or staff of correct procedures</li> <li>- facilitating the handling of highly confidential and often sensitive matters</li> <li>- providing support to faculty and staff for questions, booking meetings, supplies, main contact for equipment maintenance (i.e. Xerox, IT support).</li> </ul> <p><u>Desktop/systems</u></p> <ul style="list-style-type: none"> <li>- providing school faculty and staff with required training and coaching on desktop functionality (example: phones, advanced word processing, spreadsheets, databases, PeopleSoft, class cancelations, course outlines, setting up shared folders).</li> </ul> <p><u>Start-up support</u></p> <ul style="list-style-type: none"> <li>- Verifying and follow-up in scheduling, D2L and course outline systems confirming faculty teaching assignments.</li> <li>- Following-up with appropriate AO/faculty contact to rectify any issues and assisting with appropriate systems set up (ex. correct section association). Refer unresolved issues to Chair</li> <li>- Reviewing enrollment reports and flag Chair for areas to be reviewed</li> </ul>	<p>15%</p>
<p><b>5. Support Workloading and Curriculum grid verification:</b></p> <ul style="list-style-type: none"> <li>- support workloading processes for the Chair including the following, on behalf of the Chair:</li> <li>- communicating offers of work and timelines to full-time and contract faculty</li> <li>- assisting Chair in completing addendum form for AO regarding accepted contracts (Faculty)</li> <li>- scheduling meetings related to workloading</li> <li>- submission and retrieval of full-time and contract faculty workload assignments and changes to/from Academic Operations</li> <li>- assisting the Operations Manager with the development of the Technician/Technologist schedules</li> <li>- reviewing draft SWFs and contracts and submission of revision for clerical errors, if needed</li> <li>- communicating room/timetable changes to faculty/students</li> <li>- organizing the distribution of curriculum grids to coordinators for review</li> </ul>	<p>10%</p>

<ul style="list-style-type: none"> <li>- collecting and compiling coordinator input &amp; recommendations for Chair review</li> <li>- acting as liaison between the Chair and the Academic Operations Department</li> </ul>	
<p><b>6. RO liaison – academic standing, grade collection &amp; enrolment</b></p> <ul style="list-style-type: none"> <li>- reviewing probationary report provided by RO which identifies students who are in poor academic standing and require academic advising. Prepare report by program and distribute to respective Coordinators and the Chair.</li> <li>- grad audit: review RO reports to flag Chair of any issues resolvable before distribution (i.e. missing Gen Ed credit). Distribute reports to Program/Discipline Coordinators academic standing: gather required paperwork from RO (ex. course outlines) Review data within predefined criteria to identify possible courses for credit transfer and send documentation to the Program Coordinator for decision making.</li> <li>- convey messages/inquiries from RO to Chair as required</li> <li>- review missing grade report from RO, follow-up with faculty who have not submitted grades and advise the Chair.</li> </ul>	7%
<p><b>7. Project and Special Event Support</b></p> <ul style="list-style-type: none"> <li>- providing project management and logistical support to internal and external parties (i.e. Community Innovation Forum)</li> <li>- creating purchase requisitions/orders and electronically tracking overall project progress and results (ex: Excel, Microsoft Project &amp; Gantt Charting)</li> <li>- working with the Liaison Office to coordinate fall and spring open houses</li> </ul>	8%



<p><b>8. External Testing and Certification</b></p> <ul style="list-style-type: none"> <li>- coordinating and administrating external testing and certification processes within strict deadlines (i.e. TSSA, OACETT, CWB, WHMIS)</li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>o as the TSSA administrator, ensuring course hours, website information and documentation, i.e. faculty resumes, are current and submitted</li> <li>o purchasing and ensuring security of tests</li> <li>o arranging for invigilation and scheduling of testing rooms</li> <li>o facilitating special accommodation needs with LSS</li> <li>o receiving and distributing confidential test results</li> <li>o preparing documentation for approvals and facilitating examination challenges</li> <li>o preparing certificates of completion for components of various programs – i.e. Health &amp; Safety, Welding.</li> <li>o Train invigilators; back up invigilators, if needed</li> <li>o Explain the testing process to students and respond to student questions</li> </ul>	15%
<p>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.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Up to High School   | <input type="checkbox"/> 1 year certificate      | <input checked="" type="checkbox"/> 2 year diploma  |
| <input type="checkbox"/> Trade certification diploma   | <input type="checkbox"/> 3 year diploma / degree | <input type="checkbox"/> 4 year degree or 3 year / degree plus professional certification |
| <input type="checkbox"/> 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, wordprocessing, 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.

- X 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.

Support PDF

<input type="checkbox"/> Less than one (1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input checked="" type="checkbox"/> Minimum of three (3) years	<p>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 &amp; Gantt Charts, and Internet browsing applications and administrative applications including electronic calendaring and purchasing.</p> <p>Experience proactively planning activities several months in advance. Experience working with the Privacy legislation. Experience handling confidential and sensitive issues and information.</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 working independently to prioritize multiple tasks and organize own workload.</p>
<input type="checkbox"/> Minimum of five (5) years	<p>Experience with project management and event management.</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**

Key issue or problem encountered.

A student arrives in the office visibly upset and demands to make an appointment with the 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.

How is it identified?

This is done by questioning and ascertaining the facts to determine the background and purpose of their request. The incumbent then analyses the facts to decide the next steps. This enables the incumbent to provide the student with the most appropriate place to deal with their issue.

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

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).

### **3. Analysis and Problem Solving**

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 (e.g. 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. e.g student not admitted to a certain class section, Incumbent would contact appropriate Admission officer with student concern and resolve whether the student should go to the Admissions office and speak to Admission Officer directly or whether issue can be resolved through the phone call. Incumbent then informs student of follow-up procedure or resolution. If the issue pertains to an academic matter, the incumbent may need to refer the student through proper channels, e.g. the student must meet with the coordinator or chair to resolve before meeting with the Dean.

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 prior to the meeting time.

Student Rights & Responsibilities, Academic Regulations, established practises

**#2 regular & recurring**

Key issue or problem encountered Establish and revise part-time Technician/Technologist staffing plans each semester for Operations Manager

approval. Frequent changes each semester require ongoing coordination and oversight to ensure that appropriate staffing is in place. This process is extremely sensitive as untimely staffing can result in health & safety issues and lab closures.



The incumbent determines which courses require Techs based on the timetabling GRIDS and policy each semester.

The incumbent is notified by the Chair of timetable changes, section modifications, or changes in the availability of Techs that could have impact on the existing Tech schedules which then prompts the incumbent to analyse and propose solutions to the Operations Manager.

Yes. The incumbent builds Tech schedules based on a qualified list of Technicians/Technologists provided by the Operations Manager, program enrollment, faculty/student ratios (historical or provided by the Chair), block timetables and room schedules as well as applicable program requirements.

The incumbent gathers information from the grids and policy to determine technician needs. The incumbent then must build a draft schedule using block schedules and taking into consideration available personnel, teaching schedules, days and times, section sizes, roles (i.e. technician vs. technologist). The incumbent provides the Operations Manager with a draft Tech schedule which includes available options for staffing. The incumbent then sends out offers on behalf of the Operations Manager and tracks responses. The incumbent then creates a spreadsheet with the confirmed offers to send to HR to generate contracts and payment.

During the first 10 days of classes, the incumbent must monitor section sizes and schedule changes. When changes occur, such as reduced section sizes, timetable changes, resignation of a tech, etc. the incumbent must re-analyse Tech schedules to determine the impact of the change and the gaps created. After gathering and analyzing information, the incumbent must identify and propose solutions (i.e. collapsing sections, moving class time, etc.) to the Chair and Operations Manager. This work is very time

How is it identified?

sensitive due to safety in the labs as well as keeping in mind tight payroll deadlines.

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.

Grids, faculty schedules, past practices, policy, program requirements, enrollment numbers, Chair.

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

<p><b>#3 regular &amp; recurring</b> Key issue or problem encountered</p>	<p>A faculty member contacts the incumbent to get assistance with desktop applications (i.e. Evolve course outlines, D2L) that s/he is having difficulty with. The incumbent is the first point of contact to respond and attempt to resolve the problem being experienced.</p>
<p>How is it identified?</p>	<p>The incumbent will either go to 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.</p>
<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>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.</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>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.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).</p>	<p>Some procedures, on-line help facility, past practice.</p>

**3. Analysis and Problem Solving**

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

<p>Key issue or problem encountered</p>	<p>The Dean returns from a meeting and has identified an additional major project that must now be added to the priorities for the School. S/he requests that the incumbent determine when and how this project can be embedded into the Schools planning and activity cycle.</p>
<p>How is it identified?</p>	<p>The deadline is established by others. The issue is typically identified by the Dean and passed along to the incumbent to plan, coordinate logistics and follow-up.</p>

<p>Is further investigation required to define the situation and/or problem? If so, describe.</p> <p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>Incumbent must use knowledge of existing school planning cycle and activities already committed. S/he estimates the time that could be required, who the key participants will be, communication strategy, and the best means of engaging school staff. In several cases the incumbent is also responsible for conducting research, benchmarking external best practices, compiling information and, liaising with other departments in the College.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).</p>	<p>Incumbent examines desired goals and determines the communication strategies that will be most effective given the scope of the project and associated timelines, meeting logistics, schedules, required templates and project tools, reporting requirements, target dates for follow-up, etc.</p>
<p><b>#2 occasional</b> (if none, please strike out this section)</p>	<p>Project outline, past practice, faculty schedules, room schedules, school annual planning cycle</p>
	<p>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.</p>
	<p>The problem is identified by the caller.</p>
	<p>Incumbent must inform the parent of FOI/Privacy regulation; must listen carefully to the nature of the situation; must assess the severity of the situation and determine next steps.</p>
	<p>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 son/daughter while not violating the students right to privacy.</p>

Key issue or problem encountered

Privacy legislation, past practices.

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).

#### **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**

The incumbent must coordinate, schedule, attend, and follow up on all Program Advisory Committees for the School of Trades & Technology. Meetings must be scheduled dependant on industry needs (downtime, etc.) as well as around the Academic Calendar, faculty schedules/vacations, Dean/Chair availability, etc. The process to coordinate a Program Advisory Committee meetings starts three months prior to the meeting date and the incumbent has the following responsibilities: set PAC date in consultation with Coordinator, notify committee 6 weeks prior to PAC date, arrange logistics (room, hospitality), prepare agenda/packages/materials, attend meeting to take minutes, finalize minutes within 6 weeks of meeting date, receive minute approvals from Dean and Committee Chair, and distribute minutes to committee. A typical PAC involves up to 20 participants, internal and external, with varying schedules, physical location and availability.

Planning skills and coordination of multiple calendars: Incumbent solicits information regarding schedules to determine if an “unscheduled” period exists during which to schedule the meeting. S/he gathers information on existing activities and meetings already scheduled to ensure the meeting does not conflict. Incumbent examines draft agenda to determine key participants that must be in attendance. Arranges all logistics (meeting room, multi-media, hospitality).

Written and verbal communication skills: Communicating to committee members, creating accurate meeting notes

Collaboration skills: Works with Program Coordinator to establish meeting dates. Prepares the agenda with the Coordinator and Dean

Follow up skills: Ensuring meeting minutes are completed, approved and distributed.

Multi-tasking and prioritizing skills: Incumbent coordinates multiple PAC meetings at one time along with performing all other duties of the position.

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.

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.

[Empty dashed box for project and role information]

Program Coordinators, room schedules, faculty schedules, Advisory Committee database, minutes of previous meetings

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

.Dean would determine if meeting should be cancelled or rebooked. Incumbent would be responsible for communicating changes to PAC members. Incumbent determines if changes to other activities are needed (e.g. change in room, hospitality, etc.)



**4. Planning/Coordinating**

**#2 regular & recurring**

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

Workloading: Support workloading processes of the Chair including planning & organizing SWF meetings for all FT faculty and workloading discussions, if required, for Contract faculty.

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

Collecting SWF & curriculum documents from AO in advance of meetings. Providing documents to Chair in a timely fashion.

Coordinating multiple calendars to identify suitable meeting times. Rescheduling of meetings if conflicts arise. Following up with faculty to confirm attendance at meetings. Tracking meetings to ensure full meeting schedule has been completed.

After meetings, communicate Chair-approved changes to AO.

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

Outlook  
Curriculum documents and SWFs  
Faculty schedules

How is/are deadline(s) determined?

Based on annual academic planning cycle and advice of Chair.

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

Chair makes decisions regarding changes to the overall deadline by which all meetings must be completed. Incumbent is expected to ensure that all meetings are scheduled and completed within this deadline. Working within the overall deadline, the incumbent changes faculty meeting dates, as required, taking into account Chair and faculty schedules. For example, a faculty can no longer meet with the Chair on the originally scheduled date. The faculty notifies the incumbent who juggles the Chair's calendar and identifies a new meeting date. If the faculty cannot meet before the final deadline identified by the Chair, then the incumbent will bring this to the Chairs' attention. The incumbent will also identify for the Chair any complex scheduling difficulties.

**#3 regular & recurring**

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

Coordinates and administers external testing processes (e.g. TSSA, OACETT, CWB). Incumbent oversees all aspects including determining testing dates, submission of class lists to external testing body, purchasing tests by the a specific deadline, arranging of faculty/invigilators, preparing and submitting documentation, facilitating exam challenges, verification of payments, communicating test details, and responding to students concerns and questions and distributing test results to students.

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

Organization and project management skills required include: multi-tasking, collaboration, planning and follow up, scheduling and tracking.

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

External testing guidelines, invigilators, faculty, student timetables, facility availability.

How is/are deadline(s) determined?

The deadlines are determined by the incumbent as well as the external regulatory body in conjunction with program schedules.

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.

In conjunction with the Program Coordinator and Chair, as required, the incumbent will identify any changes that are required and will determine if these changes have impact on others. For example, rescheduling due to inclement weather, student illness.

**4. Planning/Coordinating**

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

<p>List the project and the role of the incumbent in this activity.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>How is/are deadline(s) determined?</p>	<p>Copies of documents referenced above, faculty schedules, staff calendars, and regular Microsoft work tools.</p>
<p>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.</p>	<p>Deadlines are established by individual departments. However the deadline for the project of integrating those individual plans is established by the incumbent in consultation with the Chair.</p>
<p><b>#2 occasional</b> (if none, please strike out this section)</p>	<p>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.</p>

<p>List the project and the role of the incumbent in this activity.</p>	<p>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.</p>
<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	<p>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, solicit nominations for awards and valedictorian, arrange for presenters, create the program, arrange for all monetary and physical awards for recipients, and attend the event to coordinate the activities, sequencing, arrangements, etc.</p>
<p>List the types of resources required to complete this task, project or activity.</p>	<p>Donor/recipient database, budget, past programmes, inventory of awards, student marks.</p>
<p>How is/are deadline(s) determined?</p>	<p>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</p>
<p>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.</p>	<p>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.</p>

**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 & Occasional  
Recurring**

**Level**

**Example**

Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.

X	<input type="checkbox"/>	<p>There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.</p>	<p>Students, staff and faculty 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. This may include providing advice/counsel about conflict between a student and instructor, what to do about a safety concern, etc.</p>
		<p>The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.</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, staff and students.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<p>The incumbent informs students and faculty concerning next steps with regards to external testing procedures. Notifies external testing bodies of up to date contact details, course information (hours), and faculty information (resumes).</p>
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
		<p>The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to</p>	

ensure the tasks are completed.



## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Job duties are performed in accordance with general instructions. The incumbent is aware of the day to day responsibilities of the position in relation to the academic cycle.</p> <p>Most assignments are completed with no supervision and independent judgment and thinking is required throughout the span of an assignment.</p>	<p>Work assignments arising from committee decisions will incorporate guidance and direction from the committee relative to expectations, considerations and requirements for successful outcomes. (e.g. Community Innovation Forum)</p> <p>Occasional assignments, including special projects, will be explained in more detail by the supervisor.</p>

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

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



## 6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>School/department priorities with Chairs/Coordinators.</p> <p>Registrar's Officer – verification of marks, historical academic standing information.</p> <p>School meeting participants – agenda, meeting date change.</p> <p>Cost estimates, ordering supplies – external suppliers.</p> <p>PAC logistics and agenda in consultation with coordinator.</p> <p>Awards ceremony logistics and organization.</p>	<p>Appropriate response to complex student issue.</p> <p>If unsure of an internal process to be followed, the incumbent would check with the appropriate department guidelines before proceeding.</p>

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Staff and Human Resources issues requiring signature and/or approval of the Leader.</p> <p>Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution.</p>	<p>Student/faculty/staff complaints that require the attention of the Chair or Dean, once it is determined that the incumbent cannot solve it on his/her own.</p> <p>Major deadline/workload conflicts.</p> <p>Design and development of ew content for the School website.</p>

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

The incumbent 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)

Incumbent is responsible for managing calendars, coordination of meetings, juggling of calendars to meet ever-changing needs requires understanding of priorities and deadlines and ability to determine impacts of moving meetings, etc. Priorities are changing constantly.

Provide options/alternatives to faculty, staff, Administrators and students to resolve issues which includes complaint resolution handling, sensitive and confidential matters, locating and providing info and materials, advising of correct procedures and directing to appropriate resources.

The incumbent handles new and unfamiliar situations weekly and makes appropriate decisions relevant to a project or problem.

Assesses and prioritizes own workload and decides on best method for handling in order to meet expected deadlines.

The incumbent decides on the most appropriate staffing plans for the preparation of the Tech staffing schedules which are then forwarded to the Chair for review and approval.

Decides to how best support special projects to accomplish the objectives defined by the Dean/Chair.

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.

## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
First point of contact for the School; therefore all initial inquiries are handled by the incumbent.	- service requests can be straightforward (How do I find? Where do I go to? Who should I see about?)	Faculty, staff, students, parents, public	D
	- some queries are more complex and involve sensitive/confidential information		W
	- probing and questioning to determine and understanding of current and future needs is often required to ensure that appropriate direction is given.		

<p>Requests to plan, coordinate and implement large group meetings typically originate from the Dean or Chair via email or in person.</p>	<p>- based on the planning cycle and various existing activities and schedules, the incumbent identifies an appropriate date, list of invitees, special guests, equipment required, draft agenda, etc.</p>	<p>Dean, Chair, Program/Discipline Coordinators</p>	<p>W</p>
<p>Requests for technical assistance originate with the end-user either by email, telephone or in person.</p>	<p>- Incumbent responds as quickly as possible to determine nature of technical problem, troubleshoots to resolve or logs issues/contacts technical IT resources.</p>	<p>Faculty, Chair, Program/Discipline Coordinators, Staff</p>	<p>D</p>
<p>Administrative requests related to Dean or Chair calendar, schedule and priorities arrive by email, telephone, in person or through analysis of received documentation.</p>	<p>- Incumbent determines availability, conflicts and alternatives and communicates with requestor to ensure production is not slowed/stopped.</p>	<p>Students, faculty, staff, college staff, external bodies, coordinators</p>	<p>D</p>
<p>Requests for workloading support</p>	<p>Schedules meetings; communicates offers on behalf of the Chair; reviewing draft SWFs and contracts; submitting workloads to AO; prepares draft Tech staffing schedules and makes ongoing adjustments</p>	<p>Chair</p>	<p>W</p>

Administers external testing process	Incumbent submits information, purchases tests, makes all arrangements for the testing, such as invigilators and test facilities, coordinates with external agencies, distributes test results	Students Invigilators	M
--------------------------------------	--	--------------------------	---

\* 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)*
----------------------------	---------	----------	-------------------------

<p>Exchanging routine information, extending common courtesies</p>	<p>Inquiries, general information,</p>	<p>Parents/Community partners</p>	<p>W</p>
	<p>Exchanging information re meetings, academic processes, follow up on behalf of Dean/Chair</p>	<p>Other College Departments</p>	<p>D</p>
	<p>Student inquiries, academic achievement letters etc.</p>	<p>Admissions/records</p>	<p>D</p>
	<p>Problem solving , discussing program/systems issues</p>	<p>AO Team members, Chair, Dean</p>	<p>D</p>
	<p>Provides training and orientation to new School employees re. team functioning, school and role familiarity.</p>	<p>New Employees</p>	<p>D/W – peak periods; M/W – non-peak periods</p>
	<p>Communicates offers of contract teaching on behalf of the Chair</p>	<p>New contract faculty</p>	<p>M</p>

Explanation and interpretation of information or ideas	Provides guidance re: appeals process, course selection, student rights and responsibilities, explaining academic regulations, college services	Students	D
	Academic policies, attendance records, technical support, follow up	Co-ordinators/faculty	D
	Correspondence, meetings, messages, discuss issues	Dean and Chair	D
	Troubleshooting desktop problems involving My Absences, class cancellations, course outlines, faculty centre, student centre and other Evolve functionality.	Coordinators/faculty/Dean/Chair	D
	Requests consent from students to share information with parents or other college staff.	Students	I
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		
Lifting - light	W	X			X		

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

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

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

Equipment/supplies for meetings – notebook, handouts, tests, 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, l)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Planning and coordinating SWF meetings with Chair requires keen attention to detail and juggling a high volume of calendars.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" 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, l)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Organizing logistics, taking notes at Program Advisory Committee meetings and/or Program Coordinator meetings where content and lingo are not familiar to the incumbent and then finalizing minutes after the meeting.	M			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?  
 Usually  
 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
Academic standing where analysis of student marks will determine whether they are subject to academic progression procedures or eligible for academic awards.	M			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?  
 Usually  
 No - incumbent provides front-line service and is expected to keep door open, answer phone and respond as inquiries arise

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

### 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Works in busy office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	As the front-line contact, incumbent experiences frustrated students/parents who use derogatory or threatening language. Dealing with upset and	I

	verbally abusive students (i.e. reacting to failing grades)	
<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		
X smelly, dirty or noisy environment	Enter trades labs (HRAC, Electrical, Carpentry, etc.) to locate faculty, staff or students in trades labs	I
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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