

Position Description Form (PDF)

College: Sir Sandford Fleming

Position Title: SENRS Learning Technologist

Payband: H

Position Code/Number (if applicable): S00429

Scheduled No. of Hours _____ 37.5/wk _____

Appointment Type: ☒ 12 months ☐ less than 12 months

Supervisor's Name and Title: Lisa Kraemer, Academic Chair, SENRS

Completed by: Ron MacDonald

PDF Date: March 2007

Last Revision Date: June, 2022

Signatures:

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

Date:

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

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

Position supports planning, preparation and delivery of field exercises, equipment and labs relevant to the programs and provides technical expertise in demonstrating lab and field techniques to students involved in the programs. As an ancillary role, similar support is provided to related courses in the first and second semester including conducting numerous Guided Learning Hours.

Position also maintains inventory of capital equipment and purchases and maintains stocks of supplies for greenhouse use. Responsible for greenhouse operation, security and safety including overseeing student work.

Ensures that safety procedures are followed for the protection of students and faculty.

Duties and Responsibilities

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

	Approximate % of time annually*
<p>1. Responsible for conducting scheduled Guided Learning Hours (GLHs). This entails:</p> <ul style="list-style-type: none"> • Assisting in development of assessment tools • Supervising and invigilating testing • Collecting assignments • Administering the assessment of student work • Reinforcing previously introduced material through demonstration and guidance • Tutor and assist students on project work • Ensuring student health and safety • Selecting specimens, administration and marking of activities related to outdoor and off campus labs 	30%
<p>2. Plans and prepares teaching aids and demonstrates techniques, entailing the following:</p> <ul style="list-style-type: none"> • Set-up and participation of field trips, labs, and field camps • Assisting faculty in setting up and planning lab and field exercises • Supporting students outside of classes in completing projects and assignments 	30%
<p>3. Oversees the operation of the Greenhouse and responsible for Interior Greening of Campus:</p> <ul style="list-style-type: none"> • This entails planning and implementing a horticultural scheme and producing the plant materials required for greenhouse services in order to support curriculum delivery and maintaining inventory control of supplies. • Maintenance and repair of lab and program equipment and determining outsourcing of repairs and equipment loans • Coordinates scheduled use of greenhouse and header house space • Perform basic care and maintenance for interior plants • Propagate living interior plants • Ensuring the proper handling and safe storage of pesticides and other toxic materials for the greenhouse. 	25%

4. Fleming College Arboretum and Seed Bank <ul style="list-style-type: none"> • Coordinate with various departments including Academic Operations, Physical Resources and the Office of Sustainability • Source specimens and develop and execute planting plans • Coordinate with Faculty across a variety of programs at Frost to embed Fleming College Arboretum initiatives into curriculum • Responsible for all tree, seed beds, and trail maintenance within Arboretum and seed orchards • Develop and maintain the Fleming College Seed Bank and Green Roof Nursery • Secure outside funding and partnerships to support Arboretum, Seed Bank and Green Roof Nursery initiatives • Prepares and initiates purchase orders for consumable supplies, and greenhouse and lab equipment. Recommends for purchase capital acquisitions • Recommends for hire, trains, and oversees student workers assisting with the greenhouse, Arboretum, Seed Bank, and related projects and initiatives. • • 	10%
Other related duties as assigned,	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- ☐ Up to High School
 ☐ 1 year certificate
 ☒ 2 year diploma
- ☐ Trade certification
 ☐ 3 year diploma / degree
 ☐ 4 year degree or 3 year diploma / degree plus professional certification
- ☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
- ☐ Doctoral degree

Field(s) of Study:

Environmental studies/ Horticulture

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

Exterminator License (Ontario Pesticide & Training Certification)

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one (1) year

☐ Minimum of one (1) year

☐ Minimum of two (2) years

☒ Minimum of three (3) years

Practical related work experience. Experience using Microsoft suite software applications and email. Experience repairing equipment such as hand tools (e.g. pruners; shovels; rakes; axes; hand saw; etc). Experience working independently within a team environment, organizing own work and time, Horticultural experience. Experience working with students and with an educational environment.

NOTE: Standard First-Aid/CPR certification is required to be completed once on the job.

☐ Minimum of five (5) years

☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring	
Key issue or problem encountered.	Student safety in field exercises is a key issue. While accompanying students on a compassing field trip in a wooded area the program technologist must carefully observe, be aware of how students are coping physically and send them back to the bus if necessary. The incumbent makes suggestions and facilitates changes to field camp process in order to ensure student safety and well being.
How is it identified?	Observations – of students in the field environment – anticipation of safety issues.
Is further investigation required to define the situation and/or problem? If so, describe.	Approach student, question, and probe and assess the student's ability to safely compact to exercise.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asses whether the student is a safety concern to him/herself or others – i.e. is it an immediate concern.
What sources are available to assist the incumbent finding solution(s)? (Eg. past practices, established standards or guidelines).	Past practices, safety standards, intuitive.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

A student has a presentation to make to a community group. The technologist identifies to students the key factors they will need to consider to successfully prepare and deliver their presentation or project. Role of technologist is to support student's projects and reinforce previously taught concepts.

How is it identified?

Students ask questions, ask for help. Incumbent is familiar with curriculum delivery.

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

Review Course Outline and assignment descriptions

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

Incumbent provides assistance to students but must assure that the student work is independently completed. Refers questions back to faculty as appropriate.

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

Course outline, past practices, academic guidelines, assignment etc...

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

Key issue or problem encountered

Students with special needs or disabilities need to be accommodated for field exercises, labs or GLH's

How is it identified?

Information from faculty or student

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

Identify if there is a barrier to learning as a result of disability

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

Determine if a special accommodation is required to overcome barrier and refer to Tutoring and Academic Skills Centre (TASC)? as appropriate..

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

TASC?, past practice, discussions with faculty.

3. Analysis and Problem Solving

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

Key issue or problem encountered

Guided Learning Hours. Identify change/improvement in labs, exercises to better support learning outcomes.

How is it identified?

Discussion with the faculty and observations of students in lab and field environment.

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.

In consultation with faculty, assess activities/ exercises against the learning outcomes.

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

Course outline, faculty, industry standards

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.	In overall management of the greenhouse incumbent determines the growing schedule and maintenance requirements of various horticultural crops.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Long range planning, budget, greenhouse management principles, academic timetable
List the types of resources required to complete this task, project or activity.	Experience, horticultural publications, course outlines, learning outcomes.
How is/are deadline(s) determined?	Academic schedule, growing schedule, determines timetable
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.	Faculty, incumbent

#2 regular & recurring	
List the project and the role of the incumbent in this activity.	Common First Semester Field Testing
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Knowledge of activities, source and organize equipment, schedule tech support
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	Academic schedule, faculty

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.

Faculty, incumbent, peer technologists

#3 regular & recurring

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

Based on Academic schedules, prepares and distributes field equipment for students and faculty. Coordinates field trips and GLHs to provide coverage

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

Borrow equipment or discuss changes with faculty when there are overlapping demands for equipment use.

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

Faculty timetables, GLH schedule, room schedules, lab schedules.

How is/are deadline(s) determined?

Above and the amount of preparation required for the given activity.

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.

Faculty incumbent and peer technologists.

4. Planning/Coordinating

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

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

Trails course in fall semester.

- plans, supervises, demonstrates
- borrow, rent, purchase supplies

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

Planning activities, work stations, equipment and materials required

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

Academic timetable, learning outcomes

How is/are deadline(s) determined?

Academic schedule

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

Faculty, incumbent, weather may impact learning exercise in trails course, need to make alternative plans.

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

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.

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 assists others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
√	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Employee or student seeking horticultural information.
√	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	<ul style="list-style-type: none"> - students - advise students of options and considerations when planning projects and research
√	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Greenhouse Assistant is a part-time student worker <ul style="list-style-type: none"> - assign duties - train
√	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Demonstrate Lab and field exercises Field camp – supervise and evaluate students <ul style="list-style-type: none"> - provide direction when students are working on trail construction
√	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	Student workers in Arboretum/Seed bank <ul style="list-style-type: none"> - Creating a weekly work plan and allocating tasks to the team

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)
Minimal formal instructions. Read course outlines to find out what labs are being offered when, so that equipment is ready and lab is set up when class arrives, Incumbent also contacts faculty to find out if they plan any changes. Guided Learning hours are assigned each semester through negotiation with immediate supervisor.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Course Outlines and manuals Speak to Faculty Internet research Horticultural reference guides Manufacturer's recommendations	

How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Rarely/Intermittently. Equipment must be ready and operating at the start of the lab or field exercises	

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)
Faculty – how to run a GLH or field exercises <ul style="list-style-type: none"> - suggest ways students could meet learning outcomes - booking activities, ordering supplies Techs - scheduling	

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)
Budget Issues. Staffing and student concerns. Student project related problems Handling student conflict/interpersonal issues Work reassignments	

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 oversees the greenhouse operation. Designs and alters equipment to meet various requirements. Provides options / alternatives to faculty and students. Prioritize equipment use. Purchasing equipment and supplies Conducting Guided Learning Hours/labs – setting up tests/conducting routine evaluations	

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): Assistance of varying types of information, equipment, tasks completed 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?		
Provides assistance with educational needs, conducts technical demonstrations and/or correct use of equipment.	Request for help with a field or lab exercise	Students, Faculty, Other Techs	D
	Request for preparation of samples/labs.	Faculty; Other Techs	D

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

8. Communication

Support Staff PDF

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	Maintenance Requirements	Facilities	M
	Horticultural advice	General public Faculty, students, staff	W
	Field Trips/Trail Work	Conservation authorities, local municipalities Faculty, students, Techs	W
Explanation and interpretation of information or ideas	Assisting faculty with course planning	Faculty	D
	Gather information, quotes, place orders and pick up supplies.	Suppliers	W
	Budget, academic delivery and staffing issues	Academic Ops Mgr.	W
	Coordinate lab/field trips coverage	Tech team members	D
	Coordinating schedules	Techs	D
	Assistance	Techs, Faculty, Staff	W
Imparting technical information and advice	Provides instructions for work required	Student workers	W
	Equipment Use Horticulture Advice? Provide information about Provincial Park employees, propagation of woody plants - seed collection & storage	Students, faculty	D
Instructing or training	Instructing and following proper procedures and guidelines Works closely with students in supporting student learning both within a structured environment (i.e. Guided Learning Hours) and outside of a lab/classroom environment	Students	D
Obtaining cooperation or consent			
Negotiating			

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Carrying heavy items such as bags of fertilizer, soil, potted stock	W	X			X		
Transplanting seedlings	I		X			X	
Shovelling soil and transporting flats	I		X		X		
Walking - fieldtrips	W			X		X	
Standing	D		X		X		
Carrying/Lifting – Light	D	X			X		
Carrying/Lifting - Medium	D		X		X		

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

✓ Light (up to 5 kg or 11 lbs)

✓ Medium (between 5 to 20 kg or 11 to 44 lbs)

✓ Heavy (over 20 kg or 44 lbs)

Lab supplies, plants, flats

Potted Plants, boxes of equipment, brushsaws, peat moss, tools

Fertilizer bags, lumber, cement mix

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
Analyzing information to solve problems during Guided Learning	D		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 Constant interruptions from students and faculty				

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

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input type="checkbox"/> No				

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11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Classroom, Office	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input checked="" type="checkbox"/> difficult weather conditions	Hot or Cold elements on field trips/camps	W
<input checked="" type="checkbox"/> exposure to extreme weather conditions	Hot and cold temperatures for extended periods on field trips etc.	D
<input checked="" type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)	Hot or Cold elements on field trips/camps Green house	M D
<input checked="" type="checkbox"/> handling hazardous substances	Working with hazardous chemicals	W
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	To camps/Field Trips	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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