

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant – APP D

Position Title: Operations Coordinator – HSAD Art Certificates Payband: H

Position Code/Number (if applicable):

Scheduled No. of Hours: 35 per week

Appointment Type: 12 months - APP D

Supervisor's Name and Title: Xavier Massé, Dean HSAD

Completed by: Sandra Dupret

Date: March 16, 2023

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 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.

This role is responsible for the operational and logistical support for Haliburton School of Art + Design certificate programs. The incumbent works closely with the Dean to support the operational aspects of effective recruitment, selection, orientation and onboarding of faculty and part-time program support staff within the Certificate programs. The incumbent creates faculty and staff assignments ensuring consistency with college policies and procedures, and collective and local agreements.

The incumbent reports to the Dean for the purpose of academic planning, ongoing program delivery and quality assurance of the certificate programs. The incumbent works closely with campus Manager, Operations and Programs and the studio technologists to ensure appropriate studio set-up, supports and health and safety processes are in place to support academic needs.

The incumbent works closely with marketing and student experience teams to support Orientation and Open House events for the art certificate programs.

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>Program Administration and Delivery</p> <ul style="list-style-type: none"> • Provides academic operational and logistical support for a HSAD art certificates delivered at the Haliburton campus. • Prepares and verifies contract faculty staffing plans for approval by the Dean and provides operational support to making offers; generates contracts in accordance with College policy and the Collective Agreement. • Assists Dean in the scheduling and support of contract faculty and part-time technicians/technologists interviews and hiring processes. • Coordinates and organizes academic staff on-boarding, in collaboration with OEHR as needed, including new hire forms for completion (payroll forms, employee step calc) and arranging for items such as office and technical equipment. • Development, compilation and delivery of individual faculty packages (contract letter, student material list, classroom requirements, payroll documentation, course outline forms, accommodation information, and general information). • Ensures that faculty are informed of academic operation requirements, policies and critical academic schedule deadlines, providing support and follow up as necessary. • Ensures faculty can access and operate D2L, course outlines submissions and other academic system requirements, providing support as needed. • Collect feedback from faculty and students to ensure appropriate academic and operational support. • Develop and maintain communication process to ensure continuity of and between certificate. • Liaison between students and faculty for operational processes at HSAD and the College. 	<p>20%</p>

<p>Academic Program Quality Assurance</p> <ul style="list-style-type: none"> • Support the collection of faculty and student feedback for all certificates for the purpose of annual review. • Provide collected and specifically requested feedback to the Dean and Quality Assurance office to support annual and cyclical review. • Support the Dean with scheduling and documentation of program team meetings where faculty undertake curriculum review (annual or cyclical). • Works with the Dean, faculty and technologists to identify challenges and successes in each program delivery and support improvement plans. • Develops and maintain an equipment and student material database and consults with studio technologist to secure materials for academic delivery of certificates. 	<p>15%</p>
<p>Facilities Support</p> <ul style="list-style-type: none"> • Working collaboratively with PRD and studio technologist, ensures that facility requirements in place for certificate programs. • Works closely with Academic Coordinators to plan and schedules program space for art certificates. • Verifies with IT that technology in studio spaces is operational. • Collaborates with colleagues to continuously improve and integrate systems and procedures to ensure the smooth operation of campus facilities. • Maintains the faculty cabins booking system and schedule, coordinating with PRD and academic coordinators as required. 	<p>25%</p>

<p>Student Support</p> <ul style="list-style-type: none"> • Create, compile and distribute student confirmation packages (completed timetables, material lists, pre-course assignments, etc.) • Liaison and point of contact for students and certificate faculty for student services, and operational and academic processes. • Support counsellors and tutors to implement academic accommodations and tutoring. • Work collaboratively with faculty to identify students at academic risk and where appropriate refer to student success coach. • Resource for student requests and inquiries, often referring to the academic regulations and student services. • Collaborate with college service areas to ensure program readiness in critical processes such as Admissions and Records, Accounts Receivable and Payable, etc. • Safeguards confidentiality for both students and staff, adhering to Freedom of Information and Protection of Privacy Act guidelines. • Efficiently handles many requests regarding college and community information by telephone, in-person and written communications, requiring knowledge of policies and procedures. 	<p>20%</p>
<p>Fiscal Efficiency</p> <ul style="list-style-type: none"> • Analysis past expenses and academic teaching requirements and provides recommendations to Dean for review and approval. • Monitors spending for certificate program budgets to ensure budget maintenance. • Maintains material costs databases for all certificates, calculates program material, ancillary fees, and reports OSAP costs for each program annually. 	<p>5%</p>

<p>Health & Safety</p> <ul style="list-style-type: none"> • Maintains up-to-date safety manuals and safe work plans and required information for certificate programs through consultation with Manager, Operations and Programs, Health & Safety, Physical Resources, faculty and technologists. • Supports Health and Safety in each certificate learning space by ensuring staff and students are working safely with all equipment and materials. • Tracks WHMIS 2015 Certifications for all campus students 	5%
<p>Researching / Planning / Marketing</p> <ul style="list-style-type: none"> • Assists the Dean to identify external pathways and partnerships for the certificate programs. • Collaborates with marketing to determine appropriate marketing media and identifying target markets. • Supports the promotion of the certificate programs through participation in recruitment activities ie. Open House, information sessions, tours. • Organizes certificate participation in Open House, Orientation and other outreach events. 	5%
<p>Other related duties as assigned</p>	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

1. Education

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

Up to High School

1 year certificate

2 year diploma

Trade certification

3 year diploma / degree

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

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

- Doctoral degree

Field(s) of Study:

Business Administration, Project Management or related field of study.

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

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

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

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

Minimum of three (3) years

Practical work experience demonstrating progressive operational management of a post-secondary programming including exposure to diverse scope of art practices and working with students and faculty. Experience working independently, prioritizing and organizing own work within a team environment. Presentation and facilitation experience as well as experience in team leadership, problem solving, customer service, budget planning and maintenance, and working with students and faculty. Strong written and verbal communications and interpersonal skills are required. Knowledge of the Health and Safety Act and Academic Policies.

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:

3. Analysis and Problem Solving

#1 regular & recurring

Key issue or problem encountered

Supporting program continuity and quality amid constantly changing part-time, long-distance faculty - with a variety of course-specific academic delivery resource needs, as well as materials, and equipment – while maintaining high quality student experience.

How is it identified?

The diverse faculty teaching styles and many with limited computer skills presents challenges with preparedness in weekly course turnovers

Faculty are scheduled to teach an intensive delivery and struggle with login, faculty centre and D2L access, just before class begins.

This has a negative impact on overall student program experience and the reflection of services as the length of time to rectify impacts course delivery time.

Challenges range from documents not in the correct format for presentation, limited experience navigating our system and need immediate assistance in order to avoid disruption to learning plan.

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

Yes. The incumbent must seek clarification and determine the specific nature of need in order to determine if and what department is available to assist

Reference documentation and resources sent to faculty previously so they can use it as a resource.

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

Artist Faculty who have limited tech skills and only teach one week per year are not familiar enough with the college technology and resources and systems to work confidently on their own. Many require added guidance or direction when they arrive on campus to teach and/or when they are preparing to be on campus.

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

- Knowledge and experience as they relate to learning and ongoing service. May reference past practices
- Must be prepared and keep up to date with evolving cultural and policy changes
- IT Services or Learning Design Team (LDT)
- College service areas
- Policies and procedures

#2 regular & recurring

Key issue or problem encountered

Faculty is not available to teach.

Faculty are practicing artist faculty often involved in other freelance work within their career. It can be difficult to confirm availability too soon if their planning does not align with college timelines.

If close attention is not given to faculty schedules, it may result in a lack of availability.

The certificate program skill set is very specific and each faculty brings a different perspective to the team/delivery.

The intensive delivery does not allow for flexibility as courses are sequential and adjusting the timeline could negatively impact the program delivery plan.

Matching faculty with program flow, space availability and suitability, with consideration for equipment, staff, can be challenging.

How is it identified?

Incumbent notifies faculty of the proposed date and faculty responds as unavailable.

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

Yes. Solution is situation driven. Not all solutions are the same and/or acceptable. Details for review at this stage are:

- faculty skill set and the contribution to the team
- which program/studio
- academic level of course – sequencing of courses – does change fall within the allowable the boundaries
- other faculty team availability

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

Analysis would include:

- review of academic delivery plan and how this impacts the overall program plan
- consideration for the delivery needs – space, equipment, and related logistics - is required.
- solution would involve addressing a variety of needs depending on the situation, occasionally unfamiliar and new.

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

If the problem could not be resolved within the team, the HSAD Dean would be consulted for discussion and reflection and planning for new hire.

Course outline and program planning documentation would be available for reference.

3. Analysis and Problem Solving

#1 Occasional

Key issue or problem encountered

A student is causing an ongoing disturbance in a specialized studio with other students complaining about the disturbance and their health and safety.

How is it identified?

Other students come forward and complain

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

Meet with the complainant and determine if the complaint is legitimate. Provide complainant with student rights and responsibilities policy and their right to file a complaint if they feel that their rights have been violated. Make the student feel like they have been heard and that their concerns are valued. Suggest that they meet with their faculty if they have not already done so.

Quietly observe students in the studio and try and determine if there is any validity to the complaint specific to student safety.

Consult with faculty in private. If issue seems legitimate, encourage the faculty to review safety and procedures and any extra support to ensure clarity of instruction. Alert Campus Technologist for observation during independent studio time.

If deemed necessary, meet with the student causing the disturbance to ensure the student is aware of any supports that might be of assistance (i.e counselling).

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

Observe level of disturbance/hostility/fears and consult HSAD Dean or Campus Operations Manager if the situation meets an escalated threshold

Adhere to confidentiality between students and ensure they are aware of their rights and the SRR Policy.

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

- Faculty
- Studio Technologist
- SRR Department
- College policies/guidelines
- HSAD Dean
- Operations Manager

#2 occasional

Key issue or problem encountered

Equipment for studio in need of repair or not suitable

How is it identified?

By faculty /students/Health and Safety officer

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

Review material requests and learning plans submitted by faculty and the determine immediate need. Consult with Faculty and Campus Technologist to consider substitutes.

Consult with potential vendors/services - Resources are limited in a small community. Substitutions may be necessary to meet academic need. Full consideration to the health and safety act when determining substitute solutions.

If substitute cannot be found, there may be need to consult with another faculty team member to swap objectives to ensure an overall program solution for missing content.

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

Determine manageability of solution:

- Refer to budget for affordability
- Arrange for equipment rental as an interim solution– due to tight curriculum delivery timelines.
- Make amendments to the current facilities to create a safe or more appropriate environment.
- Work with program faculty team to reorganize delivery plan (If necessary).

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

- Health and Safety Act
- Established standards and guidelines
- Studio Technologist
- Physical Resources staff
- Local vendors
- Internet research
- Health & Safety Department practices, procedures and policies

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:

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

#1 regular & recurring

Coordinate, organize and implement operational aspects of the planning and delivery of art certificate programs, including scheduling faculty, models, and part-time technologists; monitoring day-to-day program academic delivery; organizing materials and supplies; and corresponding with various departments, staff, students and faculty to ensure a smooth day to day delivery with full consideration of the impact to student experience.

Multiple programs running simultaneously with complex and specialized equipment and needed supports. Each certificate program requires specific requirements to specialized equipment and safety considerations.

Multiple deadlines, sometimes conflicting, for submitting relevant information to supporting departments for academic planning, budget, tuition costs, timetabling, admissions, records and financial aid functions.

Cycle data collection for multiple program delivery with faculty debrief sessions to coincide with Quality Assurance timelines.

Communicate with Part-time Technologists to determine their schedules based on academic need, studio supports as well as ensuring their duties align with program objectives.

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

Time management, organization, co-ordinating, leadership, delegation, networking, teambuilding, analytical, creative thinking, group dynamics, assessment, adaptability and flexibility, budget and finance, strong interpersonal and communication skills (both written and oral).

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

- Student and Faculty debrief meetings
- Physical space
- Knowledge and understanding of college policies and procedures ie. Student Rights and Responsibilities, Health & Safety, Human Resources, Finance, Admissions, etc.
- Budget planning and management
- College network
- Advisory Committee
- External arts-related organizations (e.g. Ontario Craft, provincial/national sector associations such as glass, clay and metal.)
- Faculty
- Colleagues
- HASD Dean
- Operations Manager

How is/are deadline(s) determined?

Deadlines are determined by annual semester cycles, Admissions and Records policies and schedules, Academic Quality Assurance Department timelines, and by the immediacy required because of the compressed delivery format.

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 has flexibility to change a project or activity based on precedent and historical practice. Outside of historical practice would include reporting to the HSAD Dean.

Other resources:

Students, Faculty, Physical Resources, Admissions/Records, Academic Quality Team.

The incumbent would be responsible to problem solve and ensure that the changes don't affect other departments or schedules at the campus, or the schedules of part-time staff or faculty.

Example: Faculty contacts the incumbent to change in the schedule because they have a personal conflict. All faculty, staff and departments impacted by the change would need to be notified. building schedule; learning space, materials and equipment would need to be rearranged dependent on the course requirements. Classes cannot be cancelled as the compressed delivery format (two semesters in one semester) does not allow for missed or rescheduled time.

4. Planning/Coordinating

#2 regular & recurring

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

The incumbent is responsible for the recruitment and hiring of new contract faculty as requested by the HSAD Dean in the planning and scheduling of specialized art mediums.

Introduces new faculty to the school, schedules, onboards and orients part-time contract faculty on the faculty dashboard and links the with necessary resources for accessing the faculty centre, D2L and course outline training/tutorials.

Provides contract information to Human Resources for preparation of faculty contracts and support staff (i.e. specialized part-time technologists and models).

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

Research, leadership, interpersonal communications, networking, analytical and creative thinking, event planning/scheduling, customer service, diplomacy and tact, ability to multi-task, budget maintenance, and resolution of scheduling conflicts. An understanding of College policies and rules and an interest in continuous improvement of onboarding and orientation practices.

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

- Past practice
- Professional network
- College policies and procedures
- Health & Safety
- Human Resources
- Collective Agreement

How is/are deadline(s) determined?

Deadlines are determined by annual semester cycles, faculty availability, Admissions and Records policies and schedules, and by the immediacy required because of the compressed delivery format.

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 has flexibility to change a project or activity based on precedent and historical practice. Outside of historical practice would include reporting to the HSAD Dean.

The incumbent would be responsible to problem solve and ensure that the changes don't affect other departments or schedules at the campus.

Example: A high-profile new faculty has potential to elevate the profile, reputation and awareness of HSAD but has limited availability. Identify courses that would be positively impacted and align with the new faculty's schedule, which could result in a team shift in faculty/course delivery.

#3 regular & recurring

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

The incumbent is responsible for the recruitment, hiring and ongoing leadership of part-time studio technologists and models.

Orients new part-time technologist and model staff to the school and provides them with resources, direction for responsibilities within their role, and creates their schedules based on studio and academic need.

Provides contract information to Human Resources for preparation of contracts for support staff (i.e. specialized part-time technologists and models).

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

Research, leadership, interpersonal communications, networking, analytical and creative thinking, event planning/scheduling, customer service, diplomacy and tact, ability to multi-task, budget maintenance, and resolution of scheduling conflicts. An understanding of College policies and rules and an interest in continuous improvement of onboarding and orientation practices.

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

- Past practice
- Professional network
- College policies and procedures
- Health & Safety
- Human Resources,
- Collective Agreement

How is/are deadline(s) determined?

Deadlines are determined by annual semester cycles, faculty availability, Admissions and Records policies and schedules, and by the immediacy required because of the compressed delivery format.

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 has flexibility to change a project or activity based on precedent and historical practice. Outside of historical practice would include reporting to the HASD Dean

Other resources:

Students, Faculty, Physical Resources, Admissions/Records, Academic Quality Team.

The incumbent would be responsible to problem solve and ensure that the changes don't affect other departments or schedules at the campus, or the schedules of part-time staff or faculty.

4. Planning/Coordinating

#1 occasional

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

The incumbent negotiates with Diploma program coordinators to schedule student's media explorations experience in specialized studios. The impact of one faculty schedule change can create a domino affect impacting multiple programs. The incumbent must maintain a working relationship with the coordinators to ensure schedules align to ensure optimum studio experience.

The incumbent must also consult Senior Campus Technologist and PRD about this use of space to be certain appropriate supports are in place. (i.e. gas fittings, etc.)

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

Interpersonal communications, diplomacy, sensitivity, group dynamics, problem solving, analytical and creative thinking, flexibility, health and safety, and information organization skills.

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

Consultation may be required:
 Faculty
 Studio Technologist
 PRD
 Health and Safety

How is/are deadline(s) determined?

Deadlines are determined in consultation with coordinators and the academic timelines.

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 works with coordinators to determine changes and ascertains/mitigates the impact on others.

 Example: IND Faculty Coordinator has to rearrange the program schedule impacting the booked time in the studio. Coordinator and incumbent must work together to determine and alternate date for studio access without negatively impacting certificate or diploma curriculum or student experience.

#2 occasional

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

• Develops the anticipated budget for each certificate programs. The budgets are specialized and diverse and must also align with program improvement plan for each program aligned with Quality Assurance documentation.

To be submitted for final approval by the HSA+D Dean.

Budget lines for consideration are:

- material, equipment and capital items;
- faculty, technologist/technician, model, and field trip expenses
- studio improvement planning – quality assurance

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

Research; Budget/planning; Communication – written and oral; Planning and organizational skills; Awareness of program needs, costs and projections; Ability to create and manipulate information management systems and spreadsheets.

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

- Quality Assurance Documentation
- Faculty debrief Notes
- Strategic Plan
- Research
- Past practice
- College financial system
- Documented policies/procedures
- School budget records and enrolment reports
- Finance department

How is/are deadline(s) determined?

Overall budget timelines and deadlines are prescribed by the College. The campus Financial Officer establishes departmental deadlines in accordance with overall budget timelines.

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

The incumbent would assist with translating priorities for program viability in consultation with the HAS+D Dean.

The Finance Department, or campus Financial Officer suggest changes to the school budget planning and development processes are required and recommend how they will be implemented for HSAD Director/Finance approval.

The incumbent would then be required to research impact on programs and find solutions to potential shortages.

#3 Occasional

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

Leads Student Orientation and collaborates with Marketing for annual Open House events on behalf of the certificate programs as required – in person and virtual if necessary.

Work with PRD and Studio Technologist is to ensure studio condition is tidy and prepared for guests and/or new students.

Determine safety barriers if required and ensure appropriate staff and faculty are on site if necessary, when students are actively working and using equipment and facilities during Open House.

Assign support duties as required

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

Time management, organization, co-ordinating, leadership, delegation, networking, teambuilding, analytical and creative thinking, group dynamics, assessment, adaptability and flexibility, strong interpersonal and communication skills (both written and oral).

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

- Health and Safety
- PRD/Studio Technologists
- Past practice
- College procedures
- Colleagues/team
- Marketing department and materials
- Hospitality provider

How is/are deadline(s) determined?

Open House and Student Orientation schedules are determined by the College. Haliburton Campus-specific Student Orientation deadlines are determined in accordance with academic schedules and program start dates.

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.

Certificate related content that is profiled at both Open House and Orientation is at the discretion of the incumbent.

Corporate event date changes would be decided by the College. Haliburton Campus-specific Student Orientations date changes could change through consultation with the HSAD Dean.

In-studio Orientation would align with academic delivery and planning of the certificates.

Example: In Person Open House will include demonstrations in the Glass Studio where high heat can pose a danger to guests in this space. The incumbent would communicate the need for discretion and physical boundaries for guests in the studio and establish norms and expectations for students working in the studio. As well as ensure PPE protocols are in place for all guests entering the studio.

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	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent prepares information and meets with certificate teams to for program debrief as well as provide updates specific to program planning, and changes or new procedures as they occur.

X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	<p>The incumbent is responsible for preparing program specific onboarding instructions and orienting new faculty and staff in the certificate programs, providing awareness of policies and procedures, and ensuring there is a communication link with the College.</p> <p>Advises/updates faculty with respect to Health & Safety Act as it relates to studio set ups/use.</p> <p>Guides faculty in the use of D2L, faculty centre, portal navigation.</p>
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	<p>The incumbent provides a leadership role in scheduling and direction of part-time specialized studio Technologists to ensure set up of specialized studios and academic supports are in place for the efficient delivery of academic programming.</p>
□	□	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
□	□	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

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

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>The incumbent is responsible to schedule their own workload and to prioritize their daily / weekly schedule to meet the needs of the programs, students and faculty, while accommodating other deadlines set out by management and the College. New planning/projects/goals are discussed with supervisor re: deadlines, impact on budgets, barriers and the incumbent completes the goals and objectives independently without supervision. This position requires independent judgment and action.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Academic Quality Assurance forms and timelines, budgetary guidelines and policies and procedures. College policies are in place as guidelines. Latitude to make independent decisions will be required regularly.</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>Works with the Quality Assurance team to support cyclical and annual program review, following predetermined process and procedures with minimal supervision.</p> <p>Regular check-ins with the HSAD Dean, Quality Assurance team for specific and scheduled updates.</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>Team meetings with annual debrief faculty meetings to review program objectives and review feedback.</p> <p>Communicating and troubleshooting with Physical Resources and the Studio Technologist to ensure program needs are met.</p> <p>Scheduling with academic program coordinators.</p> <p>Consultation with Counselling staff to assist in the academic supports for students</p>	<p>Recruiting convocation sponsorship/donations</p>

Describe the type of decisions that would be decided in consultation with HSAD Dean or Operations Manager.	
Regular and Recurring	Occasional (if none, please strike out this section)
	<p>Unresolved budget issues.</p> <p>Issues that have escalated beyond the incumbent's authority.</p> <p>Unresolved student/staff concerns.</p> <p>Identifying faculty not scheduled for return and researching potential new faculty.</p> <p>Cyclical Review and Academic changes.</p> <p>Marketing and promotional support.</p>

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

Most aspects of this position require regular independent action characterized by initiative and creativity including flexibility on scheduling the order classes and faculty, set up and studio planning, health and safety leadership and anything that heightens student experience.	create a studio fundamentals manual or other relevant material.
---	---

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?		
Request directly from student for details about program pathways and the curriculum details.	The incumbent responds with historical knowledge and investigates or researches additional information as required.	Students, faculty	D
A student requests a meeting and reports difficulty with the academic and/or studio elements of the program.	The incumbent would clarify the challenges and refer the student to the appropriate resource. Make arrangements to provide supports when appropriate (i.e. material, equipment)	Student	W
Counselling, Educational Supports or Academic Supports has identified the need to support a student in the specialized studio	By email or virtual/phone meeting. The incumbent would clarify the limitations of the student and identify if supports can be put	Counsellor, tutors	W

	in place by historical precedent or research with consideration to Health and Safety, to ensure feasibility.		
Quality Assurance Department/HSAD Dean requests information on program feedback data / updates / progress	Some instances will require the HSAD Dean to meet with the incumbent to clarify needs and context.	HSAD Dean Quality Assurance Department	M
Faculty and staff are contacted to discuss preparedness for teaching (I.e documentation prepared for course delivery, studio supports, etc)	By telephone, virtual or email, with some opportunities to communicate in person. Incumbent updates faculty with program norms, expectations and the incumbent answers questions related to course outlines, etc.	Faculty, Senior Studio Technologist, part-time studio Technologists/Technicians and Campus Operations Manager	W
Employers call to learn about programs and recruit students	By telephone, email and arranged meetings.	Students/ community/ related Arts/Crafts organizations	M
Associations or groups seek to provide opportunities for students and graduates exhibit or market their work.	By telephone, email or arranged meetings.		

The Marketing department emails marketing materials to be updated.	Changes and updates to the program pages returned to the Marketing department in accordance with deadlines.	Marketing department	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)*
Exchanging routine information, extending common courtesy	Information on programs/courses specifically external to the campus Obtaining equipment and supplies for programs	Students, parents, Related arts organizations Suppliers	D

<p>Explanation and interpretation of information or ideas</p>	<p>Sharing information re: program content, delivery methods, materials, course outlines, etc.</p> <p>Collaborating with colleagues/departments to ensure effective and efficient operationalization of courses/programming and student experience.</p> <p>Ensures faculty and students are aware of supports and processes related to academic and student experience.</p> <p>Program/course information (certificate programs)</p> <p>Incumbent must exercise tact and diplomacy and communicate effectively to leave a positive image of the college in the community.</p>	<p>Academic areas, faculty, students and staff</p> <p>Campus staff</p> <p>Student Services Students/grads</p> <p>Advisory Committees</p> <p>Community Groups</p>	<p>D</p> <p>D</p> <p>M</p> <p>W</p> <p>D/W</p> <p>M</p>
<p>Imparting technical information and advice</p>	<p>Provides support to part-time faculty to ensure learning outcomes and assessment plans are accurately reflected in their course/program outcomes.</p> <p>Provide assistance locating academic reference details for faculty (i.e. course outline approvals, D2L, course planning, technical equipment, etc.)</p> <p>Support Faculty in navigating the Dashboard and access to Faculty Centre, D2L and Course Outlines.</p>	<p>Faculty</p>	<p>W</p>
<p>Instructing or training</p>			

Support Staff PDF

Obtaining cooperation or consent	Meeting with faculty teams annual to discuss program planning and consult with faculty to settle differences of opinion for establishing norms in a community studio setting - specifically when it pertains to health and safety and determining studio protocols	Faculty	M
Negotiating			

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

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	D		x	x	X		
Standing	D	X			X		
Keyboarding	D		X		X		
Driving	I		X		X		
Lifting	I	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)

Supplies, AV equipment, marketing materials, furniture, equipment.

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
Focusing on research and scheduling activities.	W		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 Interruptions are unpredictable and incumbent is consulted regarding situations that require immediate attention as a result of pressing deadlines and planning requirements				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Preparing reporting documents for Quality Assurance and preparing program material costs for tuition and budgets	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 Interruptions are unpredictable and incumbent is consulted regarding situations that require immediate attention as a result of pressing deadlines and planning requirements				

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

Support Staff PDF

Computer work answering inquiries by email, responding to department requests, and information management.	D		X	
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p><input type="checkbox"/> Usually</p> <p><input checked="" type="checkbox"/> No Interruptions are unpredictable and incumbent is consulted regarding situations that require immediate attention as a result of pressing deadlines and planning requirements</p>				

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Occasional travel to advisory and team meetings.	
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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