Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Student Success Advisor Payband: I

Position Code/Number (if applicable): S00696

Scheduled No. of Hours:

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

Supervisor's Name and Title: Director, Student Learning Supports

Completed by: Date: June 16, 2025

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 Student Success Advisor is pivotal in facilitating students' academic, personal, and social development as they transition in, through and beyond Fleming College. As such, the Student Success Advisor provides a combination of prescriptive, proactive and developmental advising methods to ensure students are successful throughout their college career, from their first semester through to graduation. The Student Success advisor provides support, guidance, and strategy instruction to students with diverse learning profiles, including students with disabilities.

The Student Success Advisor connects regularly with their cohort of students, following a communication plan that involves live (in-person, virtual meeting, phone call, etc.) and passive (email, SMS, portal, etc.) connection points to ensure students' success throughout their time at Fleming. With retention and progression as their focus, the Student Success Advisor works collaboratively with other College departments and staff to ensure that students understand how to navigate the College's processes and procedures to ensure a seamless student experience.

Duties and Responsibilities

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

	Approximate % of time annually*

Success Advising & Retention: • Serves as students' main point of contact, clarifying student needs and referring to appropriate resources as needed throughout the duration of their college journey. • Facilitates conversations with students to learn more about their goals, skills and career plans, to refer them to the appropriate college resource • Works with students to develop an individualized student success plan, which focuses on the activities and interventions that will be most beneficial to their success. • Encourages students to refine their learning skills and provides exercises and examples to reinforce a broad range of concepts, including organizational skills, time management, note taking, study skills, exam preparation, memory techniques, etc. • Works with other College departments, service areas and personnel to ensure students are progressing and meeting milestones, including setting goals and building a plan for their success at College. • Follows the communication plan to ensure regular connection points with students at critical points of their academic journey including maintaining communication with students who have stopped out to ensure they continue to receive support and have a plan to return to their studies. • Ensures accessibility via office hours, telephone, email, web conferencing, and social networking in concert with the established service model. • Maintains detailed accounts of all student interactions, including records of information provided to students, date(s) and means of contact (email, voicemail, appointment, etc.) as well recommended referrals, strategies, and academic options. • In collaboration with other College staff, closely monitors the academic and engagement progress of student cohort and provides proactive intervention or positive reinforcement. • Helps students to identify and/or predict potential barriers that might prevent them from reaching their goals and works with the student to develop a plan to overcome them, which includes referrals to other College departments, service areas and personnel. • Works with students with various skill levels to develop and improve problem-solving, critical thinking, and other critical cognitive skills. • Observes and monitors student progress and, when appropriate, provides status reports for the Learning Strategist, professors or counsellors • Provides warm referrals/handoffs to other College departments, service areas and personnel as part of a holistic support system. • Collects and shares feedback from students with manager, program coordinator, and other appropriate college personnel, regarding retention and student success matters. • Provides information about College policies and possible outcomes to empower students to make informed decisions. • Assists students in obtaining forms and understanding College policies and procedures. • Works closely with program coordinators and the Registrar's Office to ensure students have up-to-date information on the withdrawal process/transferring to an alternate program to ensure that students not only adhere to the processes with minimal impact on their current and future learning plans but also consider other learning options. • Understands College academic and administrative processes such as model routes (school and program specific), enrolment and registration, online tools (mycampus	80%

portal, D2L, etc.), program transfers, and graduation requirements, to equip students with relevant information and connect them to the appropriate resource(s). • May serve as a support person to students involved in student rights and responsibilities cases, academic integrity, or appeals procedures, as appropriate and only upon the request of the student. • Encourages students to self-advocate for themselves in student success related matters.	
Programming, events, and workshops • Facilitates welcome sessions with new students to discuss the Student Success Advisor role and responsibilities, explain early alert interventions, discuss important deadlines and timelines, and provide an overview of common administrative policies and practices at the College. • Hosts group sessions and workshops (study skills, time management, etc.) in partnership with other College departments, service areas or personnel. These may be offered in-person, virtually, live and/or on-demand. • Researches, identifies, creates, revises, and maintains appropriate supplemental learning resources for students including hand-outs, inventories, videos, and workshops • Assists with and participates in divisional initiatives and in the development of programming for specialized populations as opportunities arise.	5%
Ongoing Research and Development • Remains informed of major trends, issues and developments (demographic, economic, political, etc.) related to student success advising, which may include international credentials/training, PLAR and credit transfer (ONCat), emerging technologies/tools, etc. • Participates in professional development and training activities to build capacity as an employee concerned with students' holistic success. • Actively engages with colleagues within and external to the College as a professional engaged within their community of practice (Canadian Association of College and University Student Services (CACUSS), National Academic Advising Association (NACADA), etc.).	5%
Conversion, Transition and College-Wide Activities • Participates in recruitment and conversion activities (calling campaigns, welcome days, orientation, open houses, Ontario College Information Fair (OCIF), etc.) to promote student success advising and to build relationships with students. • Attends departmental, program and other school meetings, as appropriate. • Attends regular group meetings with College representatives to discuss policies/procedures/practices to ensure currency. • Participates in cross-college and interdepartmental meetings to discuss student success and retention strategies, practices and measures.	5%
Other Related Duties • Other 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% 1 week a year is 2%	½ day a month is 2%	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 or equivalent	□ 1 year certificate or equivalent	X 2 year diploma or equivalent
□ Trade certification or equivalent	□ 3 year diploma / degree or equivalent	□ 4 year degree or 3 year diploma / degree plus professional certification or equivalent

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

□ Doctoral degree or equivalent

Field(s) of Study:

- Diploma in Educational Support, or in a related field of study with a focus in education, career and academic advising.

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. 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 start of the position. Do not include courses 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 years 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	

X Minimum of five (5) years	• Experience using developmental, appreciative and intrusive advising models to support post-secondary students; • Experience in an academic office environment with a focus on student interaction and service; • Related practical experience advising and providing learning skills support to adult clients in an educational setting working with a wide range of learning profiles and learner variabilities; • Broad understanding and experience with issues relating to diversity, accessibility, inclusion, and confidentiality; • Proven networking skills along with the ability to collaborate with internal and external partners are essential; • Proficient in the Office 365 suite and excellent general computing skills; • Must have the ability to multi-task and be vigilant with confidential information; • Experience producing detailed, yet succinct and professional documentation so that others can easily understand and act on the information; • Demonstrated ability to effectively communicate with diverse audiences, including students, college staff, faculty, parents, community resources, etc.; • Cultural competency and sensitivity is imperative; • Strong critical thinking and proven coaching skills; • Demonstrated ability to work collaboratively with team members and independently; • Evidence of adaptability, flexibility, and innovative problem-solving skills; • Experience using CRM (customer relationship management) software is an asset; • Familiarity with student information systems (e.g. PeopleSoft) and software is an asset; • Broad knowledge of post-secondary programs, processes, policies, procedures and campus resources is strongly preferred.
□ 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 is at-risk of failing a course and/or withdrawing from the College.
How is it identified?	Data drawn from predictive analytics provided by the Business Intelligence and Analytical Services (BIAS) and from current information such as attendance and grades (early alerts) that would place students of concern into the at-risk category and require follow-up. Via student interactions, self-identified.
Is further investigation required to define the situation and/or problem? If so, describe.	The Student Success Advisor will need to meet with the student to understand what is happening in their life that might be impacting/hindering their academic progress. The Advisor may work with the referral source to gather relevant background information and academic history. The Advisor meets with the student to gather, analyze and assess their current state, advising the student to articulate their challenges and barriers. If the issue presented is related to a learning skill or strategy that needs development, the Advisor would make a professional assessment and determine if they are able to provide the support directly or if a referral to the Learning Strategist is the more appropriate course of action.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Once the barriers and challenges have been acknowledged, the incumbent advises the student to articulate how these could be mitigated. Since each situation is unique and each student has their own set of circumstances and challenges, the incumbent must rely heavily on sound judgement to advise regarding next steps and guide students to develop their own plan for success. Incumbent uses extensive working experience and knowledge (including but not limited to program information, enrolment procedures, admission requirements, upgrading options, assessment testing, transfer credit and PLAR processes, general career information, postsecondary transfer opportunities, professional accreditation

	requirements, credential assessment services, internal Fleming College processes, student services, and important timelines, learning skills/strategies and adult learning) of the college educational system to be a resource for the student as they craft their plan towards realizing their goals. If the intervention is related to an un- or underdeveloped learning skill or strategy, the Advisor would incorporate learning skills development and support into the overall Student Success Plan, providing the student with a plan and specific strategies to build and develop the learning skill. The student is often unclear about the specific college environment and the incumbent must know all options readily for students to construct an effective plan for their success. Consultation with student's Accessible Education Counsellor, Faculty, or referral source may also be required.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Relevant College departments, service areas and personnel. College policies and procedures. Training, theories and resources related to adult learning and learning skills and strategies Student feedback regarding challenges, frustrations and barriers to learning Information in the CRM relating to accommodations and notes from previous meetings, etc. Broader knowledge resources around student success/advising best practices, the special needs of certain populations (e.g., first-generation, Indigenous, students with disabilities, etc.) Consultation with the broader network of advisors throughout the college system in Ontario. Discussion with Advisors/Manager. Professional associations and literature, including LSAC, NACADA, CACUSS, and others. Web and listserv research.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	The incumbent is required to track student success trends at the college to recommend and enact effective practices that positively influence retention.
How is it identified?	The incumbent will regularly collect and analyze student success data from BIAS, student satisfaction surveys, and early alerts to identify trends in student retention.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent may engage with peers, supervisor and other college personnel to determine whether the trends identified are unique or universal.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent will review trends and consult with peers, supervisor, other college personnel and the broader advising community to determine what supports/interventions will be most beneficial to Fleming students.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Relevant College departments, service areas and personnel. BIAS and student surveys. Broader knowledge resources around student success/advising best practices. Consultation with the broader network of advisors throughout the college system in Ontario. Discussion with Advisors/Manager. Web and listserv research.

	#3 regular & recurring
Key issue or problem encountered	A student questions whether the program they are in is the best option for them.
How is it identified?	The student would likely contact the incumbent to seek support/advice. The incumbent meets with the student to learn more about their future goals, to refer/support the student appropriately.
Is further investigation required to define the situation and/or problem? If so, describe.	With the student's permission, the incumbent may connect with appropriate college staff (such as a faculty member) to better understand the student's academic performance and determine the appropriate level of support to provide.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent will gather information collected from their conversation with the student and other college personnel to determine the most appropriate department/service area to refer the student to.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Discussion with Advisors/Manager. Consultation with internal college departments, especially program coordinators and career educators.

3. Analysis and Problem Solving

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

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Incumbent coordinates/designs and hosts/facilitates student success information sessions/workshops for new and returning students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent works with Learning Strategist to generate a schedule of student success workshops/sessions based on the student journey and works collaboratively with departments across the college to create, deliver and assess the workshops. Sessions will be delivered with universal design for learning (UDL) principles and appeal to a wide variety of learning styles, levels of education, language, cross-cultural needs of students, and data/trends. The sessions may cover a wide variety of topics relating to student success and will include topics related to learning skills and strategies (e.g., time management, group work, etc). Incumbent either designs and develops presentation content and handout materials or works collaboratively with other college departments to do so. Incumbent ensures that sessions appeal to a diverse audience across multiple campuses, including first generation students, English Language learners and international students. Incumbent manages group dynamics and works with other facilitators to quickly adapt to changes (including revising the approach, and content delivery) to meet students' needs.
List the types of resources required to complete this task, project or activity.	Self-developed training manuals and material as well as resources available through the college student success consortium.
How is/are deadline(s) determined?	The workshop schedule will be determined in advance for each academic year, and will be based on the student cycle, in order to provide pertinent information to students at the appropriate time. The preparation period for each session will be determined on a work-back schedule.

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.	Sometimes the incumbent is self-directed in planning and coordinating sessions/workshops and must be able to adapt/create/coordinate new sessions as the need arises. The incumbent will also work collaboratively to determine timing and content of workshops according to the academic schedule and the students' learning needs. Needs may change based on the results and data from student surveys/feedback information. Workshop content may be revised in accordance with feedback.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Incumbent develops and coordinates welcome sessions for their specific cohort of students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Communication: The incumbent will need to communicate in writing and/or verbally with students to confirm the session details. Coordination: The incumbent will need to coordinate room booking (if session is hosted in person), catering (if applicable), materials, audio-visual equipment, and any guest speakers. Time Management: Incumbent will need to establish work priorities and ensure deadlines are met and procedures are followed.
List the types of resources required to complete this task, project or activity.	Self-developed training manuals and material as well as resources available through the college student success consortium.
How is/are deadline(s) determined?	The welcome sessions take place at the beginning of the term and the incumbent will need to establish when their cohort of students is available to attend (prior to the start of term, during orientation, or within the first two weeks of the term).
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 will provide feedback about the effectiveness of the welcome sessions to their manager and make recommendations for improvement when necessary.

#3 regular & recurring

List the project and the role of the incumbent in this activity.	Planning strategies and strategy sequencing for students
What are the organizational and/or project management skills needed to bring together and integrate this activity?	• Knowledge of various types of learning profiles and exceptionalities • Knowledge of program/course curriculum • Organization of resources • Time management • Prioritizing • Planning and sequencing • Clear, concise Note-taking
List the types of resources required to complete this task, project or activity.	• Evidence-based learning strategy resources from a number of sources and reference materials • Resources may need to be designed and developed to meet a specific student's need • D2L Strategy Resources and internal Learning Strategy resource folders • Consultation with other departmental staff (e.g., AES, Library, Academic Integrity, etc.) as required

	when as needed • Student's expressed goals and experience
How is/are deadline(s) determined?	• Initial appointment is either made directly by student via a booking link or by referral (e.g., from AES or Faculty) • Ongoing appointments are determined through mutual agreement between the incumbent and the student. • Incumbent manages appointment schedule.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	• Incumbent, through use of professional judgement and assessment of student progress and readiness, has discretion over the sequencing of strategy delivery and material covered during learning strategy sessions with the student

4. Planning/Coordinating

	#1 occasional
List the project and the role of the incumbent in this activity.	Incumbent plans and co-ordinates advising resources and publications, including hand-outs and Advising Centre website, full-time calendar content, flyers, and posters. Incumbent, along with peers and manager, contributes to the College-wide communication plan.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Identifying communication gaps designing resources to address existing gaps. Determining appropriate content by analyzing needs of students. Incumbent plans and implements layout/format of copy according to space or time allocations and target audience. Incumbent must have the ability to design, create and edit. Skills necessary are content development including style and organization, a good understanding of any existing information gaps, communication skills and knowledge of CMS. Incumbent must understand the role of different college departments, its processes and filtering out relevant information.
List the types of resources required to complete this task, project or activity.	Incumbent will research appropriate information in various college publications and external resources such as the Internet. Incumbent will Liaise with Marketing and other college departments as necessary.
How is/are deadline(s) determined?	As needed.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent, manager. Incumbent makes the necessary adjustments to the project providing that it stays within original approved guidelines. Team meetings are held to discuss the impact of changes on others. Incumbent provides input and advice to manager based on their front-line experience.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

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

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

Regular & Recurring	Occasional	Level	Example
X	□	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Will provide explanation of College policies and procedures.
X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Will provide explanation of academic deadlines and requirements to students so they can make decisions (e.g., add/drop deadline date and process) as well as descriptions of learning skills like time management, effective note taking, etc.
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Will guide students to resources as needed (e.g., AES, Library, Tutoring) so that students can develop tools to succeed academically. May coordinate workshops for students.
X	□	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Will monitor student progress and provide feedback/guidance as necessary (in some cases, becoming more intrusive and communicative with the student). Advisors will create customized Student Success Plans based on individual student's needs, learning skill level, and modifies as necessary.

□	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
Incumbents are trained on College policies and resources; however, the day-to-day activities of the position require that the incumbent probe deeply into student issues and concerns (often uncovering personal issues/challenges) so that (a) students feel heard and (b) students are advised into developing solutions aligned with their goals. This requires an art of listening, probing (towards comprehensive information gathering), and adapting, as all student situations are a unique combination of issues and aspirations. All of this work is done with minimal/no supervision, making the incumbents' role in enabling and retaining students significant. Expectations for providing learning skills and strategies support are established upon hire; incumbent is expected to observe and assess student progress with an understanding of the complex factors that affect learning and success. This need to adapt based on assessment/probing, and managing situational risk is typical of the role. The incumbent must have the ability to independently triage situations and recognize when to refer to the Learning Strategist, AES Counsellor, Faculty, Program Coordinators, or other resources, with appropriate understanding of their own professional scope and liability.

What rules, procedures, past practices or guidelines are available to guide the incumbent?
Regular and Recurring
Staff manual/handbook College policies and procedures particularly pertaining to Academic and Student Life Resources from professional associations (CACUSS, NACADA, LSAC). There are general professional practices and guidelines that inform the incumbent on how to effectively deliver learning skill development support. The Student Success Advisors have a comprehensive communications plan and other internal documents to guide their work.

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

The incumbent will meet regularly with their manager to talk about concerns, progress, effective practices, and suggestions for improvement. The incumbent will also maintain detailed accounts of all student interactions, including records of information provided to students, date(s) and means of contact (email, voicemail, appointment, etc.) as well recommended referrals, strategies, and academic options.

Administrative work where deadlines are clearly communicated in advance is completed independently within established procedures and work is reviewed by the supervisor in regular meetings and upon completion deadlines/milestones.

The are opportunities for the incumbent to consult with other members of the college community: the Advising team, the wider Student Learning Supports team, AES and Student Experience, faculty, academic leaders, etc.

Inadequate performance would be identified by exception as a result from complaints from students or issues pertaining to interactions within the immediate team and the college at large.

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?
Regular and Recurring
Consultations with other functional departments within the College dealing with issues relating to student success or academic progression (credits, academic/immigration status, equivalency etc.), such as the School and International Office. Consultation on retention issues, trends and analysis with program coordinators, chair, and manager. Complex cases (e.g., where multiple sources are experiencing concerning contact with a student) would be case managed in consultation with program coordinators, chair, and manager. If a student requires more intensive learning skills/strategies support that are outside of the scope of this position, this would be determined collaboratively with the Learning Strategist.

Describe the type of decisions that would be decided in consultation with the Supervisor.
Regular and Recurring
The incumbent consults with their manager for planning activities, programs, and services. However, the incumbent is the lead in materials, communications, and event details, including educational information for students' holistic success as they transition into College, as they pursue their studies, and beyond. The incumbent will also need to develop additional communications (in concert with the manager) outside of the standard plan and judgement is needed to ensure consistency, but also to respond to specific student needs. Incumbent is expected to consult with their manager when scheduling or workload conflicts arise affecting project deadlines or outcomes. Situations so unusual as to be outside past precedents or guidelines, as well as sensitive matters will be discussed with the manager.

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

When a student seeks advice, the incumbent must determine, through asking gently probing questions, and listening intently to the student, what the core issues are, and must research options and then make independent recommendations on appropriate courses of action. Recommendations will impact student's success, both academically and emotionally and follow-up with the student is necessary to determine effectiveness of actions, or to make additional recommendations or referrals.

If a student is considering withdrawing from classes and approaches their Advisor for assistance, the Advisor must listen intently to the student's concerns, and present appropriate courses of action and refer as necessary to other resources.

Referrals to specialist areas (AES, Tutoring, Academic Integrity, etc) are done independently.

Independent action occurs when revising content delivery to meet student needs.

The incumbent independently guides the student during learning skill development process and recommends a course of action and then follows up to assess the effectiveness of actions, following up as necessary. The incumbent will independently ensure that their content for presentations and workshops are up to date.

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

7. Service Delivery

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

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

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
Student has a question about policies or procedures or has an issue relating to learning skills	Incumbent books with the Advisor, independently or via Learning Strategist, Counsellor, Faculty referral, and meets with the student to understand need and guide towards a solution.	Student	D
Student requires additional support and/or referral to another service.	Incumbent meets with the student to better understand the need and will propose solutions – which will be different and responsive to each student's individual needs. Will include review of personal, social and education history to identify barriers and solutions.	Student	D
Learning Strategist, Faculty, Counsellor, or Program Coordinator has a concern about student grades/retention	Review dashboard data from the CRM to identify trends and suggest solutions/interventions that attends to the pattern and shares information as appropriate. If necessary, meet with relevant staff resources to review strategies, tools, and technologies that could be applied.	Student Faculty Learning Strategist Assistive Technologist	M

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

* 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	General information on College policies, procedures, resources, and opportunities. Provide updates on student status. General communication and information sharing at meetings.	Current students Management Colleagues	D W D
Explanation and interpretation of information or ideas	Interprets and explains policies and procedures as needed. Discuss issues of concern that arise in student meetings with management and personnel from other departments (e.g., AES)	Current students	D M
Imparting technical information and advice	Shares general information on College systems and refers to ITS when necessary.	Current students	W
Instructing or training	Delivers formal presentations on topics related to student success for their cohort of students (in-person and virtually) and general presentations on academic success and learning skills	Current students	M
Obtaining cooperation or consent	Guides students to understand needs and develop their own plan towards articulated needs/goals.	Current Students	D
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
Bending, lifting, pushing, pulling materials.	I	X			X		
Event set-up.	I	X			X		
Sitting at desk working one-on-one with students (small offices)	D	X			X		
Standing during presentations/facilitation	M		X		X		

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

X Light (up to 5 kg or 11 lbs)	Carrying promotional materials (including brochures, posters, postcards, pens, etc.) to events, other campuses, or off site locations.
□ Medium (between 5 to 20 kg or 11 to 44 lbs)	
□ Heavy (over 20 kg or 44 lbs)	

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
Group sessions/presentations as part of student success, orientation, and other college initiatives.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Meetings and advising sessions with students.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data entry, student files, information management, participation in case management meetings as necessary.	D	X		

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

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