# Part 1: Job Description

## 1. Position Identification

<table>
<thead>
<tr>
<th><strong>Department Name:</strong></th>
<th>Student Engagement and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position Number(s):</strong></td>
<td>116971</td>
</tr>
<tr>
<td><strong>Current Position Classification:</strong></td>
<td>Clerk Typist</td>
</tr>
<tr>
<td><strong>Department Position Title:</strong></td>
<td>Office Assistant</td>
</tr>
<tr>
<td><strong>Evaluating Supervisor's Title:</strong></td>
<td>Administrator</td>
</tr>
<tr>
<td><strong>Date Completed:</strong></td>
<td>October 23, 2017</td>
</tr>
</tbody>
</table>

**Part 1 is being completed by:**
- [ ] Employee
- [x] Evaluating Supervisor

**FOR USE BY HUMAN RESOURCES**

<table>
<thead>
<tr>
<th><strong>Classification &amp; Grade Approved:</strong></th>
<th>Clerk Typist, grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Date:</strong></td>
<td>April 13, 2016</td>
</tr>
<tr>
<td><strong>Approved by:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Next Review:</strong></td>
<td>-------------------</td>
</tr>
</tbody>
</table>

## 2. Position Summary

A summary of the major functions of the position in three or four sentences.

Provides clerical and administrative support for all Student Engagement programming, including programs developed in partnership with other units (e.g., Passport to Leadership Program, Outstanding Student Volunteer Appreciation Gala, Peer Education, Co-Curricular Record, myInvolvement, Academics First Tutoring Program). Responds to inquiries from current students and staff; types, duplicates and reproduces a variety of program materials; processes daily mail; composes routine correspondence; maintains the integrity of information systems, databases, web pages, and office supplies; and assists with the administration of meetings, events, workshops, seminars and special events.

## 3. Major Functions

List the duties and responsibilities of the position in order of frequency (i.e., (D) Daily; (W) Weekly; (M) Monthly; (S) Semester)

1. Provides clerical and administrative support for all Student Engagement programming by determining the nature of inquiries, checking program policies and procedures, receives and responds to inquiries by email or phone and refers matters to the appropriate individual(s) to provide the first level of triage for general information requests (D)

2. Types, proofreads and edits emails, reports, forms, and other general correspondence and maintains database accuracy by conducting look-ups in information systems (e.g., FileMaker Pro, Access, Excel and SIMS), electronically files and records, transcribing and formatting information, and checking composition and grammar to provide communication support. (D)
3. Maintains the integrity of information systems and databases (e.g., Excel, Access, Orbis, Canvas, FileMaker Pro) by entering new or updated information for programs and events, printing reports and checking reports and data for accuracy and completeness to provide correct and current information. (D)

4. Composes routine correspondence by looking up information in system and paper-based records, selecting information, and selecting appropriate templates to draft correspondence. (D)

5. Maintains the website, Get Involved, by updating information regarding work and volunteer opportunities using a standard web publishing application (e.g., AEM). (D)

6. Maintains electronic files by coding and filing material, retrieving information, and initiating new or revised files to ensure information is retained in accordance with standard record management procedures. (D)

7. Processes daily mail by receiving, sorting and distributing incoming mail and courier packages, preparing and sending outgoing mail, and arranging courier services to ensure mail is disseminated to the appropriate individuals and/or locations. (D)

8. Maintains the departmental office equipment (i.e., printer, photocopier, fax machine) by clearing paper jams; replacing paper, toner; and contacting external technicians for service calls to ensure continued and smooth operation of office equipment. (D)

9. Assists with the administration and scheduling of meetings, events, workshops, seminars and special events by coordinating booking rooms, catering, registration, and following up work orders for marketing materials. Prepares presentation materials, signage and correspondence, collates and distributes information, receives and checks registrations, and maintains databases. (W)

10. Maintains an inventory of office supplies, and orders special request items by monitoring stock levels; submitting orders using online ordering website (i.e., EWAY); receiving orders and storing supplies; and disbursing special orders to ensure an appropriate level of stock is on hand or items are received in a timely manner. (W)

11. Acts as a resource person for issues related to laptops. Maintains inventory of laptops and performs minor troubleshooting to ensure computer is setup and ready to use for staff and facilitators. (M)

4. MINOR FUNCTIONS
List duties and responsibilities that occur annually and periodically throughout the year.

1. Prepares and files key requisitions and processes requisitions through Campus Security.

2. Prepares event boxes for Student Fairs on campus with event materials.

3. Maintains bulletin boards and display racks by posting or removing announcements to provide accurate and timely information to students, faculty and staff.

4. Collects, sorts, files, purges, and archives records in accordance with standard procedures.

5. Performs other related duties and responsibilities consistent with the job description and classification on request.
5. LEVEL OF INDEPENDENCE
Check one box that best describes the level of independence that can be exercised within the position by a fully trained employee.

☐ a) Work is provided with specific instructions describing how and when it should be completed.
☒ b) Work is provided with general instructions. The employee makes choices about how the work will be completed within deadlines.
☐ c) Work is self-directed by the employee. The employee determines what work needs to be completed and when it should be completed to meet deadlines.
☐ d) Work is assigned on a project-by-project basis in the form of broad objectives. The employee evaluated what work needs to be completed within general time frames. Provide examples of project work:

6. TRAINING EXERCISED
If the position provides training, check each description that applies.

☐ a) Not required to provide training to other individuals.
☒ b) Explains how work is performed in his/her own position to individuals in other positions performing the same or similar work (includes training replacement employees).
☐ c) Provides one-on-one specialized training to other individuals. Considered a specialist in a particular area or field of study. Positions at this level may be designated as the resident department expert.
☐ d) Provides one-on-one training to individuals in other positions. Must have a good understanding of the work of the other positions. Positions at this level may be designated as group leaders or work leaders.
☐ e) Conducts training seminars for groups. Training seminars are normally scheduled and follow a prescribed format. May also develop or assist in the development of training seminars.

7. DIRECTION EXERCISED
Check each description that applies.

☒ a) Not required to provide direction to other individuals.
☐ b) Assigns and/or checks work of other individuals.
☐ c) Schedules, assigns, and checks work of other individuals.
☐ d) In addition to C, establishes work priorities for a unit.
☐ e) In addition to C and D, guides project teams.

8. INTERNAL AND EXTERNAL CONTACTS
List internal and external contacts (i.e., specific positions within own department, other departments, students, faculty, on/off campus vendors, etc.), the duration of each contact (i.e. less than 1 hour at a time, 1-2 hours at a time, more than 2 hours at a time), and the frequency of each contact (i.e. occasional, frequent, or continuous).

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
</tbody>
</table>
8. INTERNAL AND EXTERNAL CONTACTS
List internal and external contacts (i.e., specific positions within own department, other departments, students, faculty, on/off campus vendors, etc.), the duration of each contact (i.e. less than 1 hour at a time, 1-2 hours at a time, more than 2 hours at a time), and the frequency of each contact (i.e. occasional, frequent, or continuous).

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, staff and students</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
<tr>
<td>General Public</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>External Vendors</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
</tbody>
</table>

9. IMPACT OF ERRORS
Common Errors: Provide a few examples of the most common errors which normally occur in the performance of the work.

- Typing errors in email correspondence
- Neglecting to order office supplies in a timely manner
- Inaccuracies in mail lists or directories

Uncommon Errors: Provide a few examples of most uncommon errors which infrequently occur in the performance of the work.

- Breaching confidentiality by not copying students on an email or attaching a sensitive document.
- Posting incorrect information on the Get Involved website
- Providing inaccurate information to student and staff such as providing the wrong day or time for events, deadlines or eligibility information.
- Not responding in a timely manner for events/deadlines or opportunities in the short term

10. EFFORT
Describe concentrated periods of auditory (hearing/listening); visual (seeing); perceptual (understanding / comprehending); and physical dexterity (finger/hand movements, eye/hand coordination, lifting, carrying, pushing, pulling, reaching etc.). For each example of effort, indicate the concentrated duration (less than 1 hour at a time, 1-2 hours at a time, more than 2 hours at a time) and frequency (occasional, frequent, continuous).

<table>
<thead>
<tr>
<th>Type of Effort</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory – understanding verbal information</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
<tr>
<td>Visual – working on a computer</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Perceptual – processing information and data, understanding/comprehending information</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
<tr>
<td>Physical Dexterity – keyboarding data entry</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Non-confined sitting</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Standing, walking</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Lifting, carrying (office supplies)</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
</tbody>
</table>
11. WORKING CONDITIONS

a) Describe the place(s) where work is performed such as office environment, laboratory, outside work site, etc. Also identify the number of hours (of the total hours worked per week) spent in the place(s).

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours spent as a total of hours worked per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Office</td>
<td>35/35</td>
</tr>
</tbody>
</table>

b) Describe any uncomfortable and/or distracting conditions in the workplace(s) which an incumbent is exposed to on a regular basis and the frequency of the exposure. (e.g. interruptions, distracting noise, unpleasant odours, dust, drafts, inks, dyes, cleaning agents, toner for printers, temperature extremes, heavy dust conditions, wetness, fumes, vibrations, etc.)

<table>
<thead>
<tr>
<th>Uncomfortable Conditions</th>
<th>Frequency of Exposure (Occasional, Frequent, or Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interruptions</td>
<td>Frequent</td>
</tr>
<tr>
<td>Distracting noises</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

c) Describe any potential health or safety hazards etc. and the frequency of exposure of each hazard. (e.g. dealing with complaints and/or verbal/physical abuse; noise levels that interfere with normal speech/hearing; toxic gases or materials; dangerous chemicals, combustibles, radioactive material; repetitive arm, finger, wrist movements or other activities that may result in a physical injury; high speed, pressurized equipment; high voltage; heights above five feet; bio-hazardous wastes, body fluids, etc.)

<table>
<thead>
<tr>
<th>Potential Health or Safety Hazards</th>
<th>Frequency of Exposure (Occasional, Frequent, or Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with complaints</td>
<td>Occasional</td>
</tr>
<tr>
<td>Repetitive arm, finger, wrist movements (keyboarding)</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

12. CONTINUING EDUCATION

Check each description that applies.

- [ ] a) Does not require any continuing education.
- [x] b) Requires learning new university/department related procedures and/or methods.
- [ ] c) Requires learning new procedures and/or methods acquired through reading non-university/department publications.
- [ ] d) In addition to B and C, requires registration in formal seminars, training sessions, workshops, conferences, etc.
- [ ] e) In addition to B, C, and D, requires registration in post-secondary courses (one semester/equivalent).

13. QUALIFICATIONS

Minimum required to satisfactorily perform the work.

Formal education qualifications: identify the highest level of formal schooling required.

High school graduation and general courses or training of moderate duration (one semester/equivalent) in database, spreadsheet, and web applications; basic bookkeeping; and office practices.
### 13. QUALIFICATIONS
Minimum required to satisfactorily perform the work.

In addition to formal education, identify the certification or program of study required.

None

In addition to the above qualifications, the number of years of minimum experience are:

2 Years

Check one:

- [ ] An equivalent combination of formal education, certificate/program of study and experience is acceptable.
- [ ] An equivalent combination of education, certificate/program of study and experience is not acceptable because: (please explain)

### Occupational Skills: Identify skills specifically required to perform the work of the position.

- 55 wpm keyboarding skill with high degree of accuracy.
- Good knowledge of standard office procedures.
- Excellent client service skills.
- Excellent teamwork and interpersonal skills.
- Good analytical reasoning, problem solving and organizational skills.
- Good written and oral communication skills.
- Good proofreading skills.
- Ability to use word processing, spreadsheet, database, web-based, calendar and email applications (e.g. Word, Excel, FileMaker Pro, Canvas, SFU Connect) at an intermediate level.
- Ability to use enterprise-level information systems (e.g., PeopleSoft) at an intermediate level.
- Ability to use standard web content management applications (e.g., Dreamweaver, AEM) at a basic level.
- Ability to perform arithmetic calculations with a high degree of accuracy.
- Ability to follow oral and written instructions.
- Ability to exercise mature judgment and initiative.
- Ability to work independently, prioritize work and complete a high volume of work within deadlines.
- Ability to maintain records with a high degree of accuracy.
- Ability to handle confidential material with discretion.

### Occupational Requirement(s): Identify non-skill requirements to perform the work such as ability to work shifts and/or be on-call; ability to travel periodically outside the lower mainland; have a valid driver’s license; ability to lift, move or carry equipment or materials over 10 kg; etc.

- Ability to lift, move, or carry supplies weighing up to 10 kg.
### 14. APPROVAL AND REVIEW

**Evaluating Supervisor Approval:** Information provided in the job description accurately reflects the requirements of the position.

<table>
<thead>
<tr>
<th>Name of Evaluating Supervisor</th>
<th>Signature of Evaluating Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**

---

**Employee Review:** I have read and understand the requirements of the position.

<table>
<thead>
<tr>
<th>Name of Employee</th>
<th>Signature of Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**