1. POSITION IDENTIFICATION

<table>
<thead>
<tr>
<th>Department Name:</th>
<th>Teaching and Learning Centre (TLC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Number(s):</td>
<td>111315</td>
</tr>
<tr>
<td>Current Position Classification:</td>
<td>Secretary, Grade 6</td>
</tr>
<tr>
<td>Department Position Title:</td>
<td>Communications Assistant</td>
</tr>
<tr>
<td>Evaluating Supervisor’s Title:</td>
<td>Communications Officer</td>
</tr>
<tr>
<td>Date Completed:</td>
<td>March 4, 2012</td>
</tr>
</tbody>
</table>

Part 1 is being completed by:

☐ Employee
☐ Evaluating Supervisor

FOR USE BY HUMAN RESOURCES

<table>
<thead>
<tr>
<th>Classification &amp; Grade Approved:</th>
<th>Secretary, Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Date:</td>
<td>November 1, 2017</td>
</tr>
<tr>
<td>Approved by:</td>
<td></td>
</tr>
<tr>
<td>Next Review:</td>
<td>----------------------------------</td>
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</tbody>
</table>

2. POSITION SUMMARY

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

The primary role of the Communications Assistant is to provide clerical assistance and administrative support for the TLC’s internal and external communications-related initiatives, print and electronic publications, and events. This role involves drafting, posting, proofreading, and updating content for print publications (e.g. TLC events brochure, reports, marketing & promotional materials, etc.) and on the TLC and other Teaching and Learning (TL)-related websites, e-newsletters, and social media sites (including the TLC website, TLC News blog, TLC Update e-newsletter, TLC Facebook page, TLC Twitter account, and SETC website). Responsible for monitoring electronic media and TL-related news involving TLC members and distributing this information on the TLC’s main website and via social media.

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)

**DAILY:**

Assists the Communications Officer in preparing print and web content by gathering, drafting, organizing, editing, posting, and proofreading information for publication in print and on TLC website as well as other TL-related blogs, social media accounts, and web spaces.

Compiles, posts, and updates information on the TLC’s website, blogs, and other pages linked to the TLC as required, using text, graphics, photos, recordings, videos, and other digital assets to promote upcoming events and disseminate TL-related news.
Ensures that the TLC print materials, website and other communication tools are consistent with university branding guidelines.

Monitors and gathers information from communications sources including other SFU communications offices, TL-related blogs, websites, etc., at SFU for the Communications Officer’s review and for potential news and source material for TLC publications.

Monitors and maintains the Communications email accounts and responds to general inquiries, directing inquiries to the appropriate person as required.

Schedules and attends meetings and discussions related to the TLC’s Communication activities and provides feedback and information as required.

Updates and maintains the TLC’s communications filing system of administrative, events, announcements, advertising files, and records.

Assists the Communications Officer with the preparation of reports and correspondence by conducting background research, performing web-based research, gathering and summarizing information, drafting agendas, coordinating materials and documents, liaising with staff, students and faculty members, etc., to ensure materials and resources are available for meetings, conferences, presentations, and other events.

Provides secretarial duties such as answering the phones, redirecting calls, answering general inquiries, opening mail, etc. as required.

**WEEKLY:**

Assists with special communications projects and other requests within the TLC’s mandate as directed by the Communications Officer

Schedules interviews, photo and video shoots for Communications activities.

Maintains e-mail and membership lists and databases and prepares materials for printing and distribution.

Takes minutes of TL-related meetings, transcribes notes, distributes minutes of meetings, and files the minutes.

Assists in compiling information, facts, and statistics for internal and external communications by making phone calls, looking at records for the events (e.g., attendee numbers), maintaining information on a spreadsheet, and record keeping.

**MONTHLY:**

Compiles, maintains, and updates the promotional and TL database, user account information, and mailing list.

Uses web analytics tools to obtain feedback and make recommendations on improvements to the website and other communication strategies.

Assists in the maintenance and revision of TLC style guide (which provides the guidelines for the websites and rules for communications), as required.

Supports special projects by providing administrative support as required (e.g., sending out announcements for the WebCT Replacement Project).
Maintains templates for communications and promotional materials by making editorial changes to templates, organizing and filing electronic materials, etc.

Maintains and monitors supply of promotional materials (e.g., pens, umbrellas) and sends requisitions to replenish when inventory is low.

Maintains the TLC staff photo library by uploading photos to a file management system and the TLC website.

Assists the Communications Officer in preparing the monthly TLC email update by researching and gathering news items that involve teaching and learning, preparing the newsletter from a template, and distributing it via email.

**SEMESTERLY:**

Provides support in planning events and Faculty awareness campaigns as needed.

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

Provides administrative support to members of the TLC Communications team and other duties consistent with the job description and classification.

Relieves other support staff in the TLC office during illness and vacation as required

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.

   - [x] 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>Faculty</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Staff</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
<tr>
<td>Media</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Students</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Organizations</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Members of the public</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>On/off-campus groups</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.

- Errors in proofreading material intended for publication or posting to the web which affect perceptions about the TLC.

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

- Errors in record-keeping on news and information which result in misrepresentation of activities or the people involved
- Wrong information given out to queries.
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>Non-confined sitting</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Auditory (answering the phone)</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Perceptual</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Physical dexterity (finger/hand movements)</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Working on computer</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Labelling and stuffing envelopes</td>
<td>1-2 hours</td>
<td>Occasional</td>
</tr>
<tr>
<td>Composing correspondence</td>
<td>1-2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Walking around to make deliveries</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
<tr>
<td>Bending, stooping to file; lifting 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>Office</td>
<td>35 /35</td>
</tr>
</tbody>
</table>

b) Describe any uncomfortable and/or distracting conditions in the work place(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>
</tbody>
</table>
11. WORKING CONDITIONS

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 (internal and external callers)</td>
<td>Occasional</td>
</tr>
<tr>
<td>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.
- [x] 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 or equivalent) including courses in communications, web-content management, word processing, proofreading/editing and office practices.

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

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

3 Years

Check one:

- [x] An equivalent combination of formal education, certificate/program of study ad 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.

- 60 wpm keyboarding skill with a high degree of accuracy;
- Ability to use web-authoring applications (such as Dreamweaver) at an intermediate level;
- Ability to use image editing applications (such as Photoshop) at a basic level;
- Ability to use word processing, spreadsheet, and database applications at an intermediate level;
- Ability to compile information and to prepare draft documents for approval;
- Ability to work independently and to meet deadlines;
- Ability to deal with high volume of work;
- Ability to handle confidential material with discretion;
- Ability to draft, proofread and edit written materials;
- Good knowledge and ability to use Social Media (i.e. Facebook, Twitter and LinkedIn);
- Ability to conduct web-based research;
- Excellent organizational skills;
- Excellent interpersonal, oral, and written communication skills.

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 work flexible hours, occasional evenings and weekends if required.
## 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>
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</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**