

**APPEAL OF POSITION CLASSIFICATION FOR EMPLOYEES COVERED  
BY UWOSA COLLECTIVE AGREEMENT  
(Reference Collective Agreement Article 44)  
Attention: Job Evaluation Appeals Committee**

**(A) Contact Information:**

Name of person requesting appeal: **Susan Weekes**  
Title: **Undergraduate Internship Co-ordinator**  
Phone: **ext 88495**  
Email: **sweekes@uwo.ca**  
Department: **Faculty of Information and Media Studies (FIMS)**

**(B) Position Information:**

Current Incumbent: **Susan Weekes**  
Current Classification: **Salary Grade11**  
Classification Being Appealed: **Salary Grade 11**  
Date Evaluation Results Letter Received: **August 23, 2010**

**(C) Information Required For Job Evaluation Appeals Committee**

Reason for the appeal:

This position, responsible for every facet of the internship process, has become a critical element of the Media, Information and Technoculture (MIT) program. The scope of tasks undertaken by the Undergraduate Internship Co-ordinator is unique at Western. It is, therefore, difficult to compare with others although positions in Career Services, Engineering and Science are leveled above the SG 11 category.

The incumbent is fully accountable for success at every level of the (primarily) self-administered MIT internship program including: student preparation, sourcing placements, employer contact and satisfaction.

The complexity, autonomy, and demands of this position – using sound judgement to represent Western – far surpass the usual definition of “office support”.

Supporting Information (Optional):

This results-driven position requires a very high degree of: job knowledge and experience; responsibility; initiative to source and generate student placements; critical thinking and problem-solving skills; professional interpersonal and writing skills to interact with an extensive list of employers and MIT students, while counselling all parties involved to ensure the best possible outcome for the MIT program and Western.

**A letter supporting this appeal from the Faculty’s Associate Dean and the Director of Administration is attached.**

**(D) Approvals:**

Signature of Person Appealing: *Susan Weekes* Date: *August 31, 2010*

*The appellant shall send one copy of the material to Human Resources and one copy to JEAC c/o UWOSA.*



*Faculty of  
Information and  
Media Studies*

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August 31, 2010

Ms. Donna Chute-Dolan  
Human Resources  
SSB, Room 5100

Dear Donna,

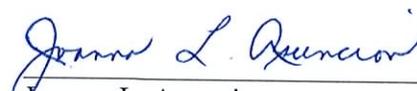
Below is our support for the appeal requested by Susan Weekes, FIMS Undergraduate Internship Coordinator.

Reason for the appeal:

The FIMS Undergraduate Internship Coordinator position is a results-driven position, responsible for every facet of the internship process, has become a critical element of the MIT program. It requires a high degree of: job knowledge and experience; responsibility; initiative to generate student internship placements; critical thinking and problem-solving skills; professional, interpersonal and writing skills to interact with external employers and undergraduate Media, Information and Technoculture students while counseling everyone involved to ensure the best possible outcome.

Based on the complexity, autonomy, and demands of this position, including using sound judgment to represent FIMS and Western, we support this appeal.

  
Nick Dyer-Witheford  
Associate Dean

  
Joanna L. Asuncion  
Director of Administration

**UWOSA JOB EVALUATION RECORDING FORM**

**Office Support Plan**

(APPEAL)

**Dept:** Faculty of Information and Media Studies  
**Dept. Num.** 290100  
**Incumbent:** Susan Weekes  
**Citite Mem.Present:** UWOSA: K. Foullong, L. Johnson,  
 ADMIN: L. Brock, C. Zrini

**Job Title:** Admin. Asst

**Eval. Date:** February 16, 2011

	FACTOR	COMMENTS	SUB FACT	DEGREE	PTS	Profile		
						-	=	+
I	Job Knowledge	Post secondary degree required Minimum of 3 years of experience with students	Educ	4				
			Exper.	G	165			
II	Initiative	Some independence, some check in with supervisor. Defined Objectives		4	55			
III	Complexity/Judgement	Matching students to placement and evaluates eligibility		4	35			
IV	Contacts	Securing cooperation from external operations		4	70			
V	Errors	Move to supervisor for adjudication - effect on students		3	45			
VI	Supervision of Others	Not applicable	Char.	1				
			Scope	Any	5			
VII	Effort/Demands	Some deadlines to work, needs organization		2	30			
VIII	Physical Environment	Typical office		1	10			

CLASSIFICATION ASSIGNED

**Total Pts:** **415**

**Group:** \_\_\_\_\_ **Salary Grade** \_\_\_\_\_

**Level:** \_\_\_\_\_ **11** \_\_\_\_\_

**Co-Chair Signatures:** UWOSA: Lori Johnson \_\_\_\_\_

ADMIN: Linda Brock \_\_\_\_\_

POSITION DESCRIPTION  
QUESTIONNAIRE

THE UNIVERSITY OF WESTERN ONTARIO  
EMPLOYEE RELATIONS

U.W.O. ID NUMBER	PRESENT INCUMBENT		POSITION IDENTIFICATION	
	SURNAME	INITIALS	DEPT. NO	P.S. JOB CODE
	<u>Weekes</u>	<u>S</u>	<u>290160</u>	

BASIC POSITION INFORMATION

DEPT. NAME FIMS

SECTION NAME \_\_\_\_\_

LOCATION NCB 230

WORK WEEK HRS. 35

**FOR SALARY ADMINISTRATION USE**

CLASS'N \_\_\_\_\_

CLASS'D \_\_\_\_\_ EFFECT \_\_\_\_\_

Date                      Date

ANALYST \_\_\_\_\_

SUPERVISOR            SURNAME Dyer-Witheford            INITIAL N.            PHONE 88505

OVERALL PURPOSE OF THE JOB

This position, predating the university's "experiential education" mandate, develops "internship" opportunities for students in MIT (Media, Information and Technoculture) by initiating and maintaining an infrastructure to shape the success of such ventures through a ground-breaking model.

The goal of experiential education is to increase knowledge, develop skills and clarify values to enhance learning from academia. MIT internships are designed to enhance the integration of theory and knowledge with practice in a real workplace.

MIT's internship program which is ultimately overseen by the Associate Dean and the Undergraduate Affairs Committee (UAC) has gained respect and recognition with potential employers and it is an important recruiting tool for prospective students. In the 2010 graduating class, 38% of the students in the four-year programs had completed an internship.

**MAJOR ROLES (This is a completely integrated process.)**

90%

As the first-line contact for students and employers, this position exists to:

1. Create, develop, arrange and expand internship opportunities (approximately 500 to date) for MIT students through new and established employers. The average annual number of placements is 50-70 over three terms.
2. Constantly source and engage employers, organizations and community partners, through cold calls, research, networking, and positive history, to provide MIT students in the internship program with "mutually beneficial" education-related experiences (current contact list is over 350 employers).
3. Develop and apply best practices for academic and professional internships resulting in success for students and good relationships with employers resulting in a positive image for the Faculty of Information and Media Studies at UWO.

4. Inspire students to pursue an internship experience during their academic years in order to move forward in their career paths.
5. Prepare MIT students through self-awareness and an intensive resume writing process to find internships that will provide a solid basis for writing the required academic/theoretical paper.
6. Ascertain a student's professional readiness through: his/her interactions in group and personal meetings; assigned research in searching for potential employers; writing skills used for resumes and cover letters; ability to follow instructions; and, checking academic eligibility.
7. Address student issues/concerns and ensure adherence to the internship requirements, which may involve the decision to ask the Associate Dean to disallow his/her eligibility.
8. Create and administer systemized support with knowledgeable expertise for students and employers to ensure a smooth, safe and productive placement with all government and university documentation in order and filed. (This includes WSIB forms, Acknowledgement of Risk, Student Contract, Add/Drop forms, Evaluations, Grade submission to Registrar).
9. Assist students with the transition to a professional position by modelling good business practice and etiquette, communication, and discussing employer expectations at group and individual meetings.
10. Co-ordinate the evaluation process (sending/receiving forms); monitor the evaluation of student progress through forms, telephone discussions with employer and/or student.
11. Design and maintain an Access database (using multiple tables, forms, queries and reports) to oversee the management of all applicants, internships, placements, employers, supervisors, HR personnel, and other contacts.

#### Challenges:

- Independent action is required to meet the growing demand for students seeking degree-related work experience in an increasingly competitive environment (within UWO and with new programs at other universities or colleges).
- Working alone to achieve the goal of placing as many students as possible, primarily using a one-to-one approach (not simply posting and receiving applications).
- Increase the number of participating employers.
- Balance personal calendar to schedule 3-4 one-hour resume writing appointments daily with internship candidates in addition to maintaining contact with students on work terms and potential employers.
- Identifying skills, abilities, goals and dreams to find suitable placements for potential interns.
- Schedule group information and resume writing sessions that will fit into each student's timetable.
- Careful attention must be paid when doing routine procedures to ensure that all documentation is complete and accurate for students and employers, throughout the placement.
- Necessity to work within a committee (Undergraduate Affairs Committee) structure that determines the overall undergraduate program goals, including internships and experiential learning.

- o Hours may be irregular to accommodate group or individual meetings with students and to meet deadlines at peak times.

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**OTHER (less than 10%)**

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1. Effectively contribute and support the Undergraduate Team with marketing the MIT program to prospective students and their parents at UWO recruitment events (Fall Preview Day, Spring Open House and the Ontario Universities Fair in Toronto).
2. Brainstorm ideas with Undergraduate Team to provide student services in a more effective way.
3. Assist with placement and paperwork for the Media and the Public Interest (MPI) academic internships and the fourth-year practicum, if required.
4. Assist with FIMS' administrative support as required (e.g.: front reception backup, faculty events).

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**2) PLEASE COMPLETE THE FOLLOWING TABLE CONCERNING STAFF MEMBERS WHO REPORT DIRECTLY AND FORMALLY TO YOU. N/A**

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**3) PLEASE CHECK THE SUPERVISORY DUTIES WHICH YOU PERFORM REGULARLY.**

**\*\* This "supervisory" role does not pertain to UWO employees.**

1. Clarify concerns regarding an intern's performance and defines an action plan for improvement.
  2. Coach students on the development of strategies to solve problems (real or perceived) in the internship.
  3. Pre-screen mid-term and final reports to ensure that they meet the minimum requirements before forwarding to the Associate Dean (or designate) for grading; advise students to make necessary changes.
  4. Compose e-mails to students regarding concerns (e.g., missed deadlines, poor evaluations); if necessary, arrange a personal meeting to discuss issues.
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4) IF YOU COMPOSE (originate) WRITTEN MATERIAL, PLEASE COMPLETE THE FOLLOWING TABLE:

Type of Composition	Method of Composition	Brief Description of Content
<u>Correspondence:</u>		
<input checked="" type="checkbox"/> Complete Composition	E-mail personalized letters of approach to potential employers describing FIMS and the MIT internship program. E-mail response for program information requests  Formal letters to employers: placement confirmation and thank you Formal letters to students: confirmation of internship placement E-mail correspondence with employers and students regarding placement (performance issues, reports, deadlines) E-mails to Associate Dean (or designate) to document any concerns or issues	
<input checked="" type="checkbox"/> Partial composition	Disciplinary letters to students regarding performance Follow-up letters to employers to document placement concerns drafts composed for approval by Associate Dean (or designate)'s approval, incumbent's signature)	
<input type="checkbox"/> Prescribed format		
<u>Reports:</u>		
<input checked="" type="checkbox"/> Complete composition	Annual report on internships for Dean's annual budget document	
<input checked="" type="checkbox"/> Partial composition	Frequently Asked Questions for employers and students – drafts for approval	
<input type="checkbox"/> Prescribed format		
<u>Other:</u>		
<input checked="" type="checkbox"/> Complete composition	Variety of forms, data reports	
<input checked="" type="checkbox"/> Partial composition		
<input type="checkbox"/> Prescribed format		

5) WHAT ARE THE **MINIMUM** SKILLS, EDUCATION, SPECIAL TRAINING AND/OR EXPERIENCE **REQUIRED** TO PERFORM SUCCESSFULLY THE DUTIES OF THIS POSITION?

1. Post-secondary education is required and three (3) years of experience working with students in a work/education environment.
2. Ability to relate to students, employers and university contacts in a consistently professional manner that builds confidence and trust.
3. Demonstrates ability to work independently using sound judgement.
4. Communicates with sensitivity, tact and a commitment to confidentiality.
5. Minimum of five (5) years of experience in an academic setting.
6. Experience with corporate and volunteer work environments.

7. Strong problem-solving skills and demonstrated initiative to generate and implement changes for ongoing improvements to services and processes.
8. Ability to work independently using sound judgement.
9. Outstanding organizational and administrative skills; ability to handle multiple tasks with competing priorities in a fast-paced environment
10. Excellent oral skills and comfort level to speak in front of large groups.
11. Superior grammar and spelling skills to edit resumes and cover letters, as well as to instruct students on proper use of words and terms.
12. Tenacity and creative thinking to source a wide-variety of placements.
13. Proficiency with Microsoft Office (especially Word and Access), e-mail and Internet.
14. Knowledge of the university computer network, PeopleSoft (Higher Education) and web development are an asset.
15. Familiarity with co-op and internship programs within UWO and at other colleges and universities.
16. Marketing skills and enthusiasm for experiential learning are an asset.
17. An understanding of FIPPA – Privacy Legislation and Human Rights and Employment Standards, WSIB is beneficial.

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6) PLEASE DESCRIBE THE **NATURE AND FREQUENCY** OF THE SUPERVISION YOU RECEIVE.

Expected to work autonomously conferring with the Associate Dean, as required or at weekly Undergraduate Team meetings, to gain approval or to discuss suggestions for items that require action.

Proposed major changes and serious problems need to be addressed at the policy level through the Faculty's Undergraduate Affairs Committee (UAC) which is ultimately responsible for internship policy. This is usually accomplished through items placed on the agenda in consultation with the Associate Dean. (The UAC meets 6-8 times annually.)

Vacation scheduling, leaves and other faculty administrative policies are supervised by the Faculty's Director of Administration, as required.

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**7 & 8) PROBLEMS OR INQUIRIES**

**Initiative**

**(a) Act on own to:**

- o Inform undergraduate FIMS students, employers, and the university community about the MIT Internship program.
- o Counsel students regarding potential placements and strategies to achieve personal goals

- Present the principles of resume and cover letter writing in bi-annual sets of information sessions
- Work intensely one-on-one with students (30-50 per term) to prepare an approved application package ready to submit to employers.
- Decide which placement(s) would be best suited for each student; which applicants best meet an employer's request.
- Consult with employers on their needs for an intern and the requirements of a job description.
- Identify and increase the number of employers who have taken MIT interns (about 150) by communicating with current contact list (about 400) and sourcing new ones
- Mediate problems between employers and students using proactive listening skills and a collaborative, strategic technique.
- Communicate with employers and interns to ensure placements are progressing well
- Assess the Preliminary and Final Evaluation to determine each intern's success in a placement.
- Solicit feedback from students and employers on the internship process.
- Increase knowledge of job market and employment issues.

(b) Act and Report to:

- Decide which job descriptions meet the internship criteria and present to Associate Dean for final approval.
- Recommend to employers how job descriptions should be changed to meet criteria for Associate Dean's approval.
- Address student issues and concerns.
- Inform students that a mid-term or final report does not meet the minimum standard and suggest that they edit it before submission to the Associate Dean (or designate) for grading.
- Review poor performance evaluations and discuss ways or strategies to improve.
- Revise/update written material (FAQ, Employer Brochure, Student Contracts, correspondence, etc.).

(c) Act on Consultation

- Draft disciplinary memos outlining consequences and action plan when serious issues arise in placement (attitude, performance, attendance) in consultation with the Associate Dean (or designate).
- Discuss concerns regarding academic eligibility and professional readiness with Associate Dean and/or Academic Counsellors.

(d) Refer to Another Source

- Inquires regarding degree requirements and course descriptions to Academic Counsellor.
- Problems that have not been resolved through initial discussion and action plans.

- Appeals regarding academic eligibility or professional readiness are referred to the Associate Dean.
- Suggestions for changing critical elements of the process or requirements are first discussed with the Associate Dean who decides whether it should be a UAC agenda item.

9) WHAT ACTIVITIES DO YOU PLAN OR ORGANIZE? PLEASE INDICATE THE LENGTH OF TIME INVOLVED (e.g. daily planning of assigned work, monthly ...)

#### SPECIFIC ACCOUNTABILITIES:

**Coordination and management of the MIT Undergraduate Internship Program from start to finish by identifying, developing, implementing and monitoring experiential learning opportunities, with employers, for MIT students. The Undergraduate Internship Coordinator must:**

1. Continuously self-manage time and initiate daily activities to accommodate overlapping semester schedules resulting in the long-term success of a fast-paced cycle which always includes students in preparation for, or actively engaged in, internships.
2. Plan each day's activities to ensure that deadlines are met in order for the FIMS Internship program to function smoothly. This is very demanding because each term is only four months in length and start-up and term-end must be constantly co-ordinated.
3. Allow time for interruptions, requests, problems throughout the course of the day.
4. Locate and source internship opportunities that will result in quality learning experiences upon which to write theoretical papers.
5. Recruit and build relationships with organizations and employers to participate in the MIT internship program using e-mail correspondence and telephone calls.
6. Organize mandatory information meetings / resume writing workshops [two sets of 3 sessions] annually to instruct students on the application process for undergraduate internships in the Faculty of Information and Media Studies. The challenge is to find at least one time that will allow every interested student to attend. The usual attendance is 25-60 students per session.
7. Present to large groups of undergraduate students the essentials on resume building, cover letter writing, job search techniques, interviews and networking. These may be formal or informal sessions.
8. Select and schedule 3-5 former interns, per information meeting, to share their experiences, observations, and portfolios with potential interns; facilitate discussion and Q&A.
9. Counsel and coach students daily (approximately 30-50 per term) to individually prepare them for the internship search and application through: self-awareness, goal-setting, resume and cover letter writing; and, interview preparation.
10. Act as a liaison between MIT and approximately 125 employers annually to accurately portray the process, services and abilities of MIT internship candidates.
11. Develop a protocol preparing MIT students for potential internships and tracking their progress throughout the process – from information meetings and resume writing workshops to submission of final grades

12. Monitor experiential learning activities within the faculty, university and beyond: report to the Associate Dean and Academic Counsellors at weekly meetings.
13. Liaise with colleagues at UWO who are providing experiential learning opportunities and career services.
14. Clarify for students their job role, performance expectations, time commitment and academic requirements before they commence their placements.
15. Act as first point of contact with employers to discuss performance evaluations for interns.
16. Respond collaboratively and strategically with employer and student to effectively resolve performance or job description issues in order to maintain a positive and professional relationship.
17. Address student issues/concerns and ensures adherence to the internship requirements, which may involve the decision to ask the Associate Dean (or designate) to disallow eligibility or issue a warning.
18. Maintain and continually develop an Access database for MIT internships to
  - a. track student's interest, eligibility, approvals and progress through the process
  - b. identify employers – contact information, supervisors, interest, participation
  - c. prepare necessary paperwork
19. Provide web page content regarding internship program for the FIMS website.
20. Solicits feedback on placements from employers and interns to evaluate the educational merit of a placement and to identify potential areas of concern and ensure that they are being addressed.

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**10) MOST IMPORTANT CONTACTS** (in person, by telephone, or in writing). PLEASE EXCLUDE CONTACTS WITH YOUR SUPERVISOR AND YOUR SUBORDINATES. INCLUDE GROUPS AS WELL AS INDIVIDUALS.

The incumbent collaborates with the following individuals, groups and organizations to develop, coordinate and oversee MIT internship opportunities.

**Potential and Current Interns – Daily, in person or by e-mail – FIMS students**

- Correspond with up to 80 students per term to:
  - Impart information on the internship process and eligibility.
  - Counsel students through an intensive resume and cover letter writing to secure the best-suited placement.
  - Update a student's status regarding resumes and application process.
  - Identify progress and in a placement.
  - Set and enforce deadlines for applications, reports, evaluations.
  - Provide acknowledgement/feedback on academic papers and performance evaluations.
- Informs MIT student body of the internship opportunities and e-mail updates on the process

- Post, by e-mail, any “open-call” internship opportunities to the MIT, MPI and MTP students.
- Reply to students in other faculties seeking information about guidelines that disallow them from undertaking an MIT internship for credit.

### **Companies and Volunteer Organizations – Daily, by e-mail or telephone [External]**

- Provide initial impression and information regarding the undergraduate internship program in FIMS resulting in good will and future success.
- Clarify the parameters of an acceptable job description and advise on possible changes.
- Maintain positive communication to ensure that employers have confidence and a constructive experience with FIMS, resulting in repeat requests for undergraduate interns.
- Contact internship supervisors at least twice during each placement, always upon receipt of Preliminary and Final Performance Evaluations.
- If necessary, brainstorm strategies to make improvements in either the placement or the student's performance to ensure a successful outcome.
- Receive job postings and judge the relevance to MIT, MPI or MTP students before sending notice to student body.

### **Employer Supervisors – Site Visit – occasionally, in person**

- Visit placement sites when possible, to review an employer's requirements and to promote good will or solicit new opportunities.

### **Academic Counsellors – [Internal]**

#### **Daily**

- Confirm each student applicant's eligibility and discuss *professional readiness*.
- Share updates on graduates and relevant newsworthy items.
- Ensure protocol is followed regarding failures, incompletes, extensions, as needed

#### **Once a term (three times a year)**

- Prepare lists of students to be enrolled in academic and/or professional internship for submission to the Registrar's Office.
- Submit grades for uploading to Registrar's Office.

**Undergraduate Team** (Associate Dean, Senior Academic Counsellor, Academic Counsellor and Undergraduate Assistant – [internal])

**Weekly meeting**

- Participate in a weekly meeting to become apprised of undergraduate issues (e.g., medical documentation, appeals, timetabling, courses, MIT Student Council initiatives, etc.)
- Provide reports on number of internship applicants, placements secured, feedback from employers.
- Identify trends and issues that may affect other team members (e.g., appeals)
- Give updates from Career Partners meetings and Student Success Centre initiatives such as webinars or professional development training.
- Contribute ideas for recruitment events such as *Fall Preview Day*, *March Open House*, and *Intent to Register* sessions.
- Brainstorm for career events.

**Upper Year Students – Information Session & Resume Writing Workshop** (approximately 100 students each session)

**Three meetings in September and three in January [two sessions]**

- Create and present an informative session to clearly explain the application process and discuss the advantages and opportunities of the internship program.
- Answer questions in a public forum regarding internships.
- Facilitate discussion with former interns and attendees

**Undergraduate Affairs Committee – Ex-officio member** (about 6-8 meetings yearly)

- Provide committee with updates and statistics on the internship program
- Contribute internship perspective on agenda items.

**First-year class – “Intent to Register” session – annually**

- Prepare and present opening segment of the mandatory session to prepare approximately 300 students for further studies, highlighting career services and internship opportunities.

**Campus Career Partners** – monthly

- Represent FIMS on the *All Campus Career Services Group* (connects those on campus who manage career development/co-ops/internships to open the avenues of communication).
- Actively share activities and discuss strategies to co-ordinate services and information for students, faculty, alumni and potential employers.

**Career Services (Student Success Centre)** – weekly [external]

- Receive job postings.
- Answer questions regarding MIT internship program by e-mail or telephone.
- Refer students to workshops and resources available through Student Success Centre.

Faculty – once each term – email [internal]

- Surveys the faculty members and Academic Counsellor regarding each applicant's *professional readiness* and advises the Associate Dean (or designate) of any concerns.

THIS COMPLETED QUESTIONNAIRE IS AN ACCURATE DESCRIPTION OF THE WORK BEING PERFORMED.

Staff Member:

Present Classification SG 11 Signature Susan Weeks Date June 29/2010

Supervisor:

Signature N. Dyer-Wilkeford Date June 29, 2010

# POSITION DESCRIPTION QUESTIONNAIRE

# THE UNIVERSITY OF WESTERN ONTARIO EMPLOYEE RELATIONS DEPARTMENT

## A. PURPOSE

University Personnel Policy requires the maintenance of up-to-date job information on all staff positions for use in job evaluation and other programs (e.g. staffing, orientation, etc.) This form is designed to encourage direct participation by the staff member in providing information about the position. Your co-operation in completing the attached questionnaire is appreciated.

## B. USE

This Questionnaire **must be used** to describe all staff positions covered under the U.W.O. Staff Association. Should you require assistance in completing this form, contact Salary Administration at extension 82198.

## C. INSTRUCTIONS

1. The information must be authorized (signed & dated) by both the staff member, the immediate supervisor, and the Dean or Director before it is forwarded to the Salary Administration in Employee Relations Department.
2. The following table may be helpful in determining annual time percentages:

1 hr/day (14%)	1 day/week (20%)	1 day/year (0.4%)
1 hr/week (3%)	1 day/month (4.5%)	1 week/year (2%)
3. If necessary, please attach an extra page for additional information which you feel is required to provide a complete understanding of your position.

## D. NOTES

1. A change in duties and/or responsibilities does not automatically imply a change in classification and salary.
2. A job description is not intended to measure an increase in the volume of work; rather it should only reflect the areas of responsibilities and the nature of duties.

**Please complete below and forward with the Questionnaire.**

### Reason(s) for requested review

Classify new position

Change in responsibilities

Check current classification

Update your records

### Routing approvals: I agree that this review is required

Immediate Supervisor

N. Dyer-Wilford  
Associate Dean

Department Head

Josanna L. Runcion

Dean's Office

Josanna L. Runcion

Date June 29, 2010