



BARRISTERS SOLICITORS

Reynolds
Mirth
Richards
& Farmer LLP

WRITER'S EMAIL
YOUR FILE

mwoodley@rmrf.com

WRITER'S DIRECT PHONE
OUR FILE

780.497.3307

77596-051-MAW

December 18, 2017

Alberta Labour Relations Board
501, 10808 99 Ave
Edmonton, AB T5K 0G5
Attention: Chuck Toth

Dear Mr. Toth:

Re: Designation Application brought by Northern Lakes College Faculty Association
affecting Northern Lakes College – Board File No. GE-07658

POSTED	
GE-07628	8
File No.	Support Doc. No.
12/18/17	AF
Date	Posted By

VIA COURIER

I. Introduction

1. We are legal counsel for The Board of Governors of Northern Lakes College (the "College") in relation to the above-noted application. The contact information for the College is:

Bag 3000
Grouard, AB T0G 1C0
Attention: Madeline McVey, Vice President Academic

2. The College's address for service is as follows:

c/o Reynolds Mirth Richards & Farmer LLP
3200, 10180 101 Street
Edmonton, AB T5J 3W8
Attention: Matthew Woodley
Phone: 780.497.3307
Email: mwoodley@rmrf.com

II. Preliminary Objections

3. The Application brought by the Faculty Association is premature, and should be dismissed. The *Post-secondary Learning Act*, SA 2003, c P-19.5 ("PSLA") contemplates that decisions relating to designations for academic staff members should be made by the relevant board of governors, following consultation with the academic staff association.

4. This approach reflects the unique collegiate governance structure of post-secondary institutions, and the traditional model of an autonomous community of scholars. This approach is reflected in the composition of boards of public colleges, technical institutes and universities in Alberta, and in the statutory requirement for boards to consult with academic staff members on issues relating to designations.
5. The Labour Relations Board (the "LRB") is without jurisdiction to consider this application. The Employer submits that an application to the LRB pursuant to section 58.6(1) of the *Labour Relations Code*, RSA 2000, c L-1 (the "Code") must follow a "designation", a "change in designation" or a "failure to designate" by a board of governors. The effect of permitting a bargaining agent to apply to the LRB without having requested that a board of governors review a designation issue means that the board of governors (comprised of representatives from each of the post-secondary institution's constituent bargaining units and the student body) is deprived of the opportunity to consider the matter and attempt an internal resolution based on consultation and collaboration.
6. Further, the only "designation" undertaken in relation to the academic staff at the College occurred more than two decades ago, prior to the enactment of the PSLA. On May 29, 1997, the initial governing authority of Alberta Vocational College – Lesser Slave Lake, passed a motion designating certain categories of employees for the bargaining unit.
 - Minutes of Interim Governing Committee dated May 29, 1997 [Tab 1]
7. This designation was undertaken by the initial governing authority pursuant to section 3(6) of the *Colleges Act*, RSA 1980, c C-18, not pursuant to sections 5(2), 42(2) or 60(2) of the PSLA. While section 58.6(4) makes the section applicable to a designation or a failure to designate that occurred prior to the coming into force of the section, the designation must have taken place pursuant to the PSLA for it to be reviewable by the LBR. That is not the case here.
8. This interpretation also accords with intention of the Legislature in enacting the new provisions in the *Code*. The Legislature wanted to ensure a greater degree of collaboration and consultation with academic staff in matters relating to designations. This collaboration and consultation is impossible where a bargaining agent can bypass the body which has the ability to consider a designation (the Board of Governors) and apply directly to the LRB.
 - *Alberta Hansard*, 29th Leg, 3rd Sess (3 May 2017) at 828 [Tab 2]
9. The LRB ought to conclude that it is incumbent on a bargaining agent to raise a concern with a designation with the Board of Governors prior to applying to the LRB. The College notes that one of the factors that the LRB may consider in such an application is "the results of any consultation

referred to in section 5(2), 42(2) or 60(2) of the [PSLA]". Here, there never was a consultation pursuant to those sections. The legislation clearly contemplates the value of such a consultation and the results in considering a designation application.

10. The College is unaware of any request being made by the Faculty Association at any time to consider the current designation for the Chair positions. This is not a matter that has been raised by the Faculty Association, including by the Faculty Association's member on the Board of Governors.
11. For the reasons set out above, the Employer requests that the application be dismissed for want of jurisdiction, or as being premature. The matter should be raised with the Board of Governors of the College in the spirit of collaboration and consultation before the matter is addressed by the LRB.

III. Particulars

A. Admissions

12. The College admits the allegations set out in paragraphs 1 and 2 of the Application.
13. The College operates 26 campuses across 164,000 square kilometers in north-central Alberta. The College serves the largest service region of all of the comprehensive community institutions, including more than 50 communities. The College has active, full-time employees at each of its 26 campuses during the academic year. The College operates under a Mandate prepared by the Board of Governors and approved by the Minister of Advanced Education.
 - Northern Lakes College, Mandate [Tab 3]
14. With respect to paragraph 3 of the Application, the number of faculty association members employed by the College varies; there are currently 94 full- and part-time faculty positions, and approximately 24 sessional faculty members are retained annually.
15. With respect to paragraph 3, there are currently 10 Chair positions at the College. The organizational chart submitted by the Faculty Association is outdated. The current Chair positions at the College are:

Title	Department	Location	Supervise Faculty Members	Educational Requirement	Campus Responsibility
Chair, Academic Upgrading	Business & Academics	Slave Lake	Yes	B.Ed, Masters Degree	Atikameg, Gift Lake, Grouard, High Prairie, McLennan, Peavine, Valleyview and Loon River
Chair, Academic Upgrading	Business & Academics	Slave Lake	Yes	B.Ed, Masters Degree	Athabasca, Driftpile, Peerless Lake, Slave Lake, Wabasca
Chair, Academic Upgrading	Business & Academics	High Level	Yes	B.Ed, Masters Degree	Cadotte Lake, Chateh, Fort Vermillion, High Level, Peace River, Peace River Correctional Centre
Chair, Health Practical Nurse & Community Health	Health	Slave Lake	Yes	Registered Nurse or License Practice Nurse	Slave Lake, Peace River, Grande Prairie, High Level
Chair, Allied Health	Health	Slave Lake	Yes	Registered Nurse or License Practice Nurse	Slave Lake, Peace River, Grande Prairie, High Level
Chair, Resource Technology & Trades	Trades & Resource Technology	Slave Lake	Yes	Bachelor degree and graduate degree	
Chair, Human Services and University Studies	Academic Quality and University Studies	Peace River	Yes	Graduate degree	
Chair, Continuing Education and Corporate Training	Continuing Education and Corporate Training	Slave Lake	No	Bachelor degree	
Chair, Counselling	Student Services	Slave Lake	No	Masters degree in counselling	
Chair, Dual Credit and Recruitment	Student Services	High Prairie	No	Bachelor degree	

16. With respect to paragraph 6, two of the Chairs do not serve in an academic unit. Both the Chair, Counselling and the Chair, Dual Credit, serve in non-academic units.

17. With respect to paragraph 7, the Dean of Students Services does not oversee an academic unit.

B. Chairs at Northern Lakes College are not a homogenous group

18. Unlike other post-secondary institutions, Chairs at the College work in both academic and non-academic units. The academic requirements are not the same for all Chair positions at the College as indicated in the chart above.

19. Until 2013, the position of "Chair" (as it is currently known) was referred to as "Director". The position title "Chair" was adopted in 2013 to reflect the common use of that title in other post-secondary institutions. The duties of these positions are materially the same.

- Job Posting for "Director, University and Professional Studies", 2008 [Tab 5]
- Job Posting for "Chair, University Studies", 2017 [Tab 6]

C. Chairs at Northern Lakes College are managers

20. Including the Chair positions in the faculty association bargaining unit would be wholly inconsistent with the significant managerial and supervisory functions of Chairs at the College.

21. Chairs have significant responsibility for recruitment of employees reporting to them, and are responsible for reviewing and recommending adjustments to job descriptions, or interviewing and assessing candidates, and for selecting successful candidates.

- Northern Lakes College, *Recruitment and Selection Manual* [Tab 7]

22. Pursuant to the Recruitment and Selection Manual, Chairs at the College serve as the "Recruitment Panel Chairperson" for all positions reporting to them. This position has a great deal of discretion in relation to screening candidates, interviewing candidates, and selecting the successful candidate.

23. The employment duties of the Chair positions involve significant managerial and supervisor duties, including budgeting and participating in strategic discussions relating to programs.

- Job Posting for "Chair, University Studies", 2017 [Tab 6]

24. The posting for the Chair, University Studies position states that the Chair "is responsible for the overall supervision, administration and operation of the department". Further, the job involves the following responsibilities (among others):
- Recruiting employees,
 - Implementing College policies, procedures and regulations,
 - Planning and implementing program initiatives,
 - Setting and monitoring program delivery standards,
 - Preparing and monitoring department budgets,
 - Strategic planning for specific program units and for the department ...
25. Similar job descriptions with similar managerial duties exist for other Chair positions, including those in academic upgrading.
- Job description for "Chair, Academic Upgrading" [Tab 8]
26. The College has created a Delegation Matrix based on the various delegations of authority by the Board of Governors. That Delegation Matrix includes Chairs and sets out the various responsibilities delegated to Chairs by the Board of Governors. These responsibilities include:
- Designated on the "HR Supervisors List"
 - Chairing Recruitment Panels (as noted above)
 - Approving employee attendance records, recommending overtime
 - Imposing verbal discipline
 - Preparing performance reviews
 - Making recommendations on staffing requests.
- Northern Lakes College, Delegation Matrix [Tab 9]
27. The Chairs do not have the ability to make an offer of employment, nor to terminate the employment of an employee. However, it is important to note that at the College, that power is limited to only two positions: the President and the Senior Director, Human Resources (for wage employees only). The Vice Presidents, Deans, and other managers at the College do not have the authority to hire and fire.
28. Educational requirements of Chairs depend on the relevant program area. Chairs in Academic Upgrading must have a Bachelor of Education because part of their role is the management and supervision of certificated teachers. The Chair of Academic Upgrading must have a graduate degree. The Chairs in Health must be either a Registered Nurse or a Licensed Practical Nurse.

29. The analogy drawn by the Faculty Association to Coordinators (who are members of the bargaining unit) is inapt. Coordinators are properly considered to be faculty members because they teach students or can be required to teach students – instruction is a part of their job descriptions. Further, Coordinators do not supervise or manage faculty members or other staff, unlike Chairs who supervise and manage faculty members and AUPE staff members.
30. The Faculty Association incorrectly suggests that Chairs teach as part of their job duties. As far as the College is aware, over the past year there were only two instances where a Chair assisted his or her faculty with a teaching assignment resulting from a specific request from the faculty member for assistance, or where a faculty member was away sick. These instances were not scheduled, and were undertaken in emergent situations or at the request of a faculty member for assistance.

D. Chairs at Northern Lakes College have greater managerial responsibilities due to geography

31. Chairs at the College have greater managerial responsibilities due to the multi-campus model employed by the College. At many of the smaller campuses, there are only two employees on site during the academic year: an instructor (faculty member) and an access facilitator (an AUPE member). Chairs are responsible for overseeing the operations of a number of campuses, and are required to either travel to those sites or to utilize remote access technology.
32. In traditional post-secondary institutions, chairs are located on the same campus as their deans, the provost or vice-president academic. There may be fewer managerial and supervisory responsibilities for similar positions at other institutions.

E. Alleged Lack of Consultation

33. The Faculty Association suggests at paragraph 29 of its Application that the failure of the College to consult with the faculty association about the designation of the Chair should be considered by the LRB in this application. This request ignores the fact that the designation at issue took place (a) more than twenty years ago; (b) by the initial governing authority; and (c) under a previous piece of legislation. In the circumstances, the Faculty Association cannot say that there was no consultation at the time, nor suggest that there was some failure by the Board of Governors to do so recently.
34. For the reasons set out above, the LRB should consider the failure by the Faculty Association to raise the issue in any way with the Board of Governors prior to making its application.

IV. Remedy Requested

35. The College respectfully requests that the Faculty Association's application be dismissed:

- a. Due to a lack of jurisdiction to consider the matter under section 58.6(1) of the *Code*;
- b. As premature having regard to the Faculty Association's failure to request that the Board of Governors consider a request for re-designation of the Chairs; and
- c. On its merits having regard to the factors set out in section 58.6(2) of the *Code*.

36. The College estimates that its case will take two days, including 5 witnesses.

All of which is respectfully submitted this 18th day of December 2017.

REYNOLDS MIRTH RICHARDS & FARMER LLP

Per:



Matthew A. Woodley
Solicitors for The Board of Governors of Northern Lakes College

cc: Chivers Carptener/ Attention: Gordon Nekoliachuk
Via Email: gnekolaichuk@chiverslaw.com

ONGOING BUSINESS:

3. Terms and Conditions of Employment

a) Employee Compensation

MOTION #12-97 Moved by Richard
that the Employee Compensation terms be accepted in principle.
CARRIED

Discussion:

- Learning modifier section to be completed for July meeting.

b) Excluded Employee Compensation

MOTION #13-97 Moved by Peter
that the Excluded Employee Compensation terms be accepted in
principle.
CARRIED

c) Management Employee Compensation

MOTION #14-97 Moved by Peter
that the Management Employee Compensation terms be accepted in
principle.
CARRIED

Discussion:

- Review rates at July's meeting
- Staff need to be rewarded for job well done and terms need to be reviewed periodically.

d) Guiding Principles - Human Resources

MOTION #15-97 Moved by Peter
to adopt statement number 1 of Guiding Principles and Human
Resources.
CARRIED

Discussion:

- Recognize successor rights agreement.

MOTION #16-97 Moved by Peter
to authorize the President to make offers of employment with reference
to items 2 and 3 of Guiding Principles and Human Resources.
CARRIED

e)

Agenda Package

Discussion:

- IGA request for specific information in agenda packages

(financial report (monthly), Enrollments in programs (monthly),

new courses/programs considered (quarterly), recommendations from other groups, minutes from Student Council, CCBC, Academic Council (monthly), KPI progress internally (quarterly), and by comparison (annual), transportation reports

- Monthly meeting dates to be set for the year
- Staff presentations, and business sessions scheduled for each meeting
- Harvey to have policy and guidelines for June meeting

4. Staff Designation

MOTION #17-97

Moved by Peter

that the employee designation for the Faculty Association includes Instructors, Senior Instructors, Counsellor Aides, Educational Assistants, and Counsellors with the exception of Continuing Education Coordinators, Community Learning Services Coordinators, and Community Learning Facilitators

CARRIED
(1 OPPOSED)

Discussion:

- Purpose: to promote a learning team

MOTION #18-97

Moved by Peter

that President's personal staff be excluded.

CARRIED

MOTION #19-97

Moved by Linda

that Instructor Supervisors be excluded.

CARRIED

MOTION #20-97

Moved by Peter

that existing management and selected unit supervisors be excluded.

CARRIED

NEW BUSINESS:

5. College Business Plan

MOTION #21-97

Moved by Linda

to defer College Business Plan discussion to June 12 meeting.

CARRIED

6. Grant Letter

MOTION #22-97 Moved by Linda
to approve no increase in the Supplies and Services from the 1996-97
budget guidelines.
CARRIED

7. Order in Council
a) Employment

Discussion:

- Agreed to leave it out; covered in item #3

b) Remuneration

MOTION #23-97 Moved by Peter
to accept remuneration guidelines for IGA members and that the IGA
deal with meals consistent with common practices of CECs, Council
and Staff.
CARRIED.

8. Appointment of President

Discussion:

- Committee to review draft contracts.

MOTION #24-97 Moved by Peter
that the Terms of Conditions of the appointment of President to a sub-
committee of Linda, Richard and Peter to report back to June 12
meeting.
CARRIED

9. Invitation from Council of CECs

MOTION #25-97 Moved by Peter
refer request to chair and place on June 12 agenda.
CARRIED

Discussion:

- Chairman to speak for IGA at Council meeting.
- Respond to Councils questions and concerns over role.

10. Designation and Compensation - Mr. Purdy

Discussion:

- Designation and compensation presentation by guest presenter R. Purdy. Questions and discussion followed.

Transfer - Bert Seinen

Discussion:

- Questions and concerns over transfer of supplies and services discussed with guest Bert Seinen
- Public Works to supply evaluation of buildings
- Equipment transfer to take place September 1, buildings to be transferred April 1/98

Adjournment:

Chair adjourned at 3:20

Tab 2

Some Hon. Members: Backroom.

The Speaker: Quiet, please.

Mr. Rodney: And that makes my point. Thank you. Under 23(h), (i), and (j)

a Member will be called to order by the Speaker if, in the Speaker's opinion, that Member ...

(h) makes allegations against another Member;

(i) imputes false or unwavering motives to another Member;

and especially this:

(j) uses abusive or insulting language of a nature likely to create disorder.

We just saw disorder. The disorder occurred at that moment, and it's occurred, Mr. Speaker, with great respect, in the last number of weeks when references are made to "dance partner," "slow dancing," "BFFs." [Interjections] Yeah, think about it, folks.

This side of the House must be accountable, Mr. Speaker, to you. The government side must be accountable as well. We have had from Albertans the point that this sort of language is immature at best. It's unprofessional, it's undignified, and it's unbecoming of an elected official. I'm going to guess that there will not be a point of order here, but what I would ask for you to do is to ask the government side to use words that do not contravene 23(h), (i), and (j).

Thank you.

Mr. Mason: Well, perhaps the hon. member, Mr. Speaker, would prefer it if we used the term "courtship," but there's no question — and I don't know why he's even trying to deny it — that there are talks ...

The Speaker: Hon. member, get to the point.

Mr. Mason: Well, the point is that it's a ridiculous suggestion that this violates any of those three clauses in the standing orders that the hon. member mentioned. This is entirely within the scope of parliamentary language and is not different — it's, in fact, much milder than many of the allegations, suggestions, and connotations that the opposition uses. I just would submit, Mr. Speaker, very humbly and with respect that it is an absurd point of order, and I don't know what they're trying to hide.

The Speaker: Thank you, hon. member.

Hon. member, I have been provided, if I understand correctly — and I apologize if I didn't see the point of order initially. I thought it was withdrawn by the Opposition House Leader. I believe you might have thought that the comment was: the bathrooms of the Federal building. I do have a copy of the Blues, which say, "the backrooms of the Federal building." I would use that as a reminder that when there are fewer comments made, clarity of the actual fact is easier to hear. You're corrected. Be conscious of that so that all members can hear.

I think we are now at Orders of the Day.

2:50

Orders of the Day

Government Bills and Orders Committee of the Whole

[Ms Jabbour in the chair]

The Chair: Hon. members, I'd like to call the Committee of the Whole to order.

Bill 7

An Act to Enhance Post-secondary Academic Bargaining

The Chair: Are there any questions, comments, or amendments with respect to this bill? Athabasca-Sturgeon-Redwater.

Mr. Piquette: Yeah. I'm privileged to rise in the House today to speak in favour of Bill 7, an amendment to postsecondary labour relations legislation. I think it's very fortunate that I get to do this because, well, as one reason, I have a major university in my riding. I'm very happy that Athabasca is the home of Athabasca University. As well, I have experience teaching at Alberta postsecondary institutions. I used to be an instructor in Education at the University of Alberta, so I not only have that experience; I've had the opportunity to make a lot of friends that share similar experiences. So I'll, you know, maybe give a bit of insight into why this is, some elements in particular, so necessary.

What Bill 7 does is basically to put Alberta in accord with the law of the land and with every other province in Canada. It, you know, restores to instructors at postsecondary institutions their constitutionally protected right to strike. How it does that is actually pretty straightforward. What it does is to repeal sections of the existing PSLA and create a new postsecondary sector, a specific division within the labour organization.

It impacts bargaining in the following ways. Number one, mandatory binding arbitration provisions in the PSLA will be repealed. Going forward, academic staff, graduate students, and postdoctoral students, which is something I'm going to highlight a bit later, will be moved under the LRC. This extends the right to strike to employees but also restores lockout provisions for institutions as well as brings them at the same time under essential services legislation. The academic designation process will be updated to include more consultation with academic bargaining units and will also add the provision to take disputes to the Labour Relations Board. There will be a five-year minimum transition period provided for bargaining agents. As it stands now, all current bargaining agents will retain their membership, and no outside agents will be allowed for that five years. This can actually be extended at the discretion of cabinet.

Now, this bill has been, you know, sort of out for a bit now. I have to say that the reaction has been pretty positive from the feedback that I've been getting. Of course, there are some concerns. There's no legislation change that's going to be able to make everybody absolutely happy. This is really fundamental to the nature of change itself. The existing system: no matter how dysfunctional, no matter how much change is overdue, you're always going to be having some parties within it that benefit from the old way. The people that would benefit from changes haven't experienced those changes yet. That's why change tends to be very controversial.

Now, the fact that this isn't, I think, speaks very well to just how fulsome the consultative process has been. When you have a situation where stakeholders feel heard and respected and where the minister is, you know, fully engaged in ensuring that they take people along the way with them, that tends to cause a lot of concerns you would otherwise see to get diminished.

The minister is actually in the House right now, and I'd just like to extend ... [Interjection] Oh, is that unparliamentary? Okay. I would like to congratulate the minister on the very hard work that I know he has done in his consultation process and in reaching out to faculty and students across the province. I was actually at a recent meeting with university students from across the province, and one of the delegates from the University of Alberta made the comment:

Tab 3

Northern Lakes College Mandate

Northern Lakes College is a public, board-governed college operating as a Comprehensive Community Institution under the authority of the *Post-Secondary Learning Act* of Alberta.

Northern Lakes College is a dynamic college that contributes to continuous improvement in the lives of students in rural communities. Innovative program and service delivery models are designed to overcome access challenges for students in remote communities. As a member of Campus Alberta, Northern Lakes College offers and facilitates programs and educational services in a large rural region of Northern Alberta that includes many First Nations and Metis communities. Working within the framework of Campus Alberta allows North Lakes College to provide opportunities from other educational institutions, to reach out to other regions where requested, share services, improve transfer options for students, and participate in applied research, typically with partner institutions.

The College contributes to community development, leadership capacity and vibrant communities through a unique partnership with a network of local Community Education Committees. The Board recognizes the Council of Community Education Committees as the principal advisory body of the College through a Statement of Mutual Respect. The committees and their council identify program and service needs for their communities and regions, support individual students, and advise each other about best practices in community education. The College plays an important role in the communities by providing facilities, leadership, and activities that contribute to the educational, social, cultural, recreational and economic development of the region.

The College offers certificates and diplomas leading to careers in health and human services, education, information and technology, technical occupations, culinary arts, business, creative fine arts, and resource-based industries. The College also offers pre-employment programs and apprenticeship training. A University Studies diploma is offered which leads to degree completion opportunities in partnership with degree-granting institutions. Preparatory programs include second language instruction, adult basic education, adult high school, life management and employability preparation. Preparatory programs are a key factor in preparing students for post-secondary education and long-term meaningful employment.

The College also responds to workforce development and cultural awareness needs. Non-credit offerings including supervisory and safety related certificates, contract and in-service training, and customized employability programs. The College sponsor Aboriginal cultural events and offers educational programming from the Native Cultural Arts Museum.

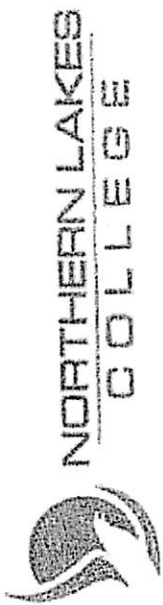
The College is committed to student support services that reflect the communities served and the needs of local students. Student success is encouraged by providing a supportive learning

environment and strong counselling services in Community Learning Centres and regional campuses. All sites are equipped with technology for on-line learning and additional student support. Family support is available when the College delivers education close to home or in regional campuses where student housing is available.

As a Comprehensive Community Institution within the post-secondary system, Northern Lakes College is a regional steward with a defined role: to provide or facilitate access to a range of adult learning services and opportunities across the College's geographic service area. The College collaborates with industry, agencies, community groups, local governments, school divisions, and post-secondary institutions to provide access to quality programs, services and courses. This collaboration includes post-secondary programs offered through Campus Alberta partners and high school courses offered jointly with public schools. The College is a member of the Woodland Operations Learning Foundation, an industry-driven partnership which aims to standardize quality training for forest occupations.

Approved by the Minister of Advanced Education, January 27, 2015.

Tab 4



Organizational Chart

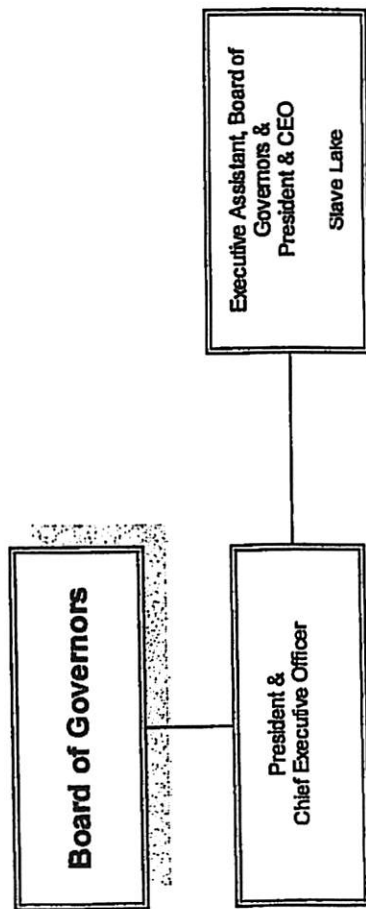
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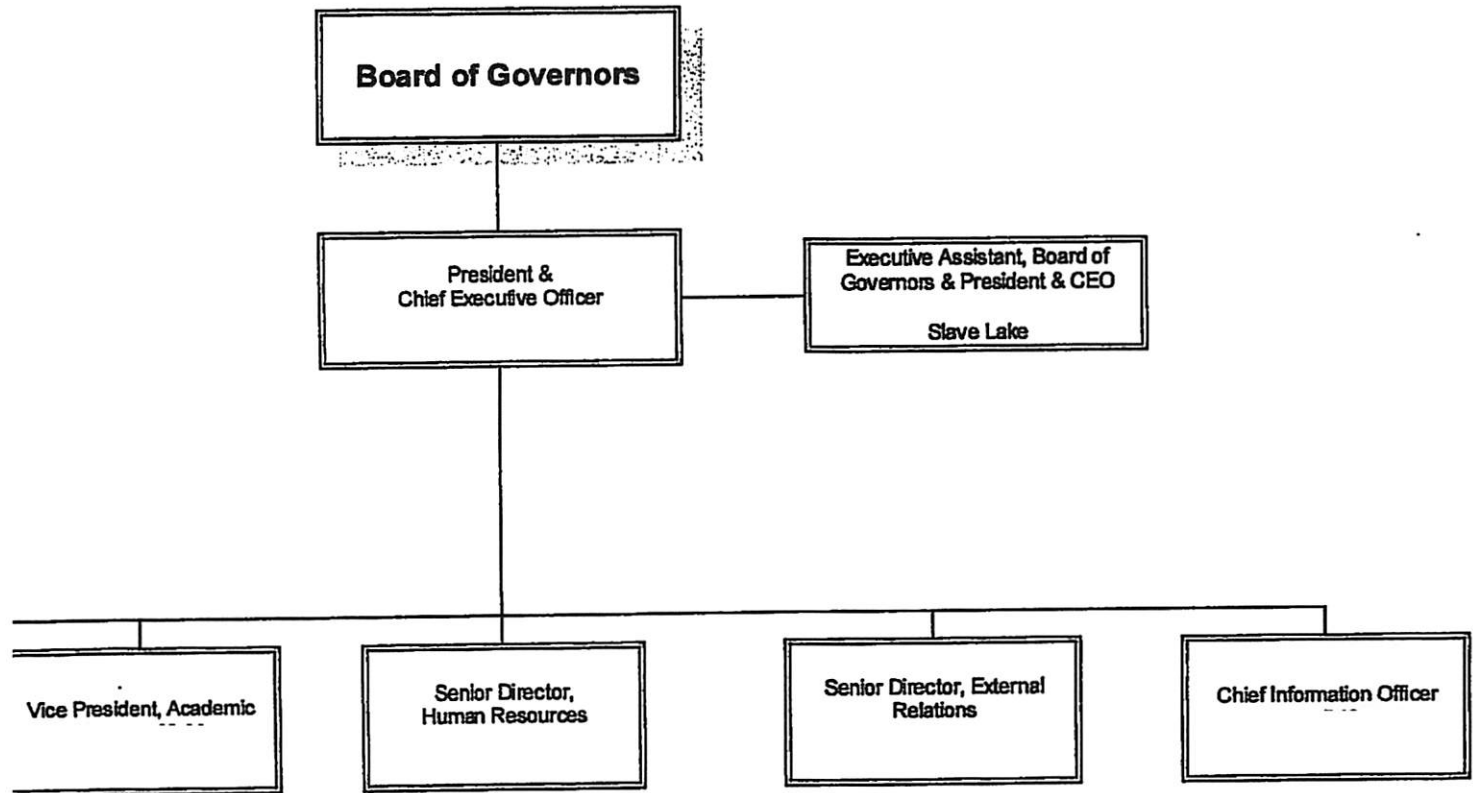
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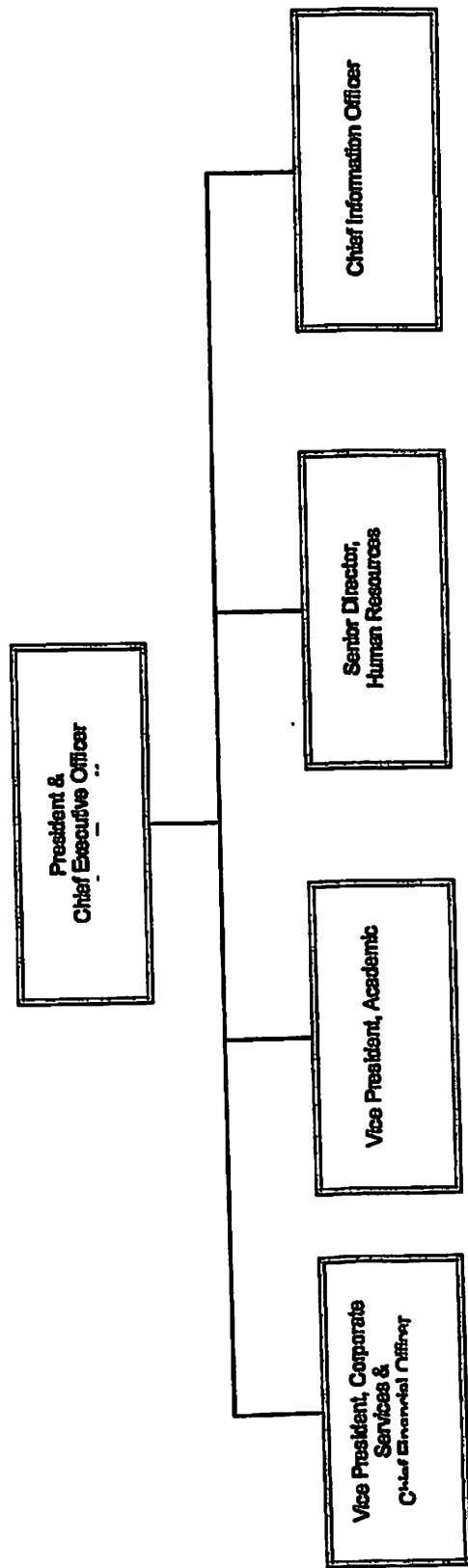
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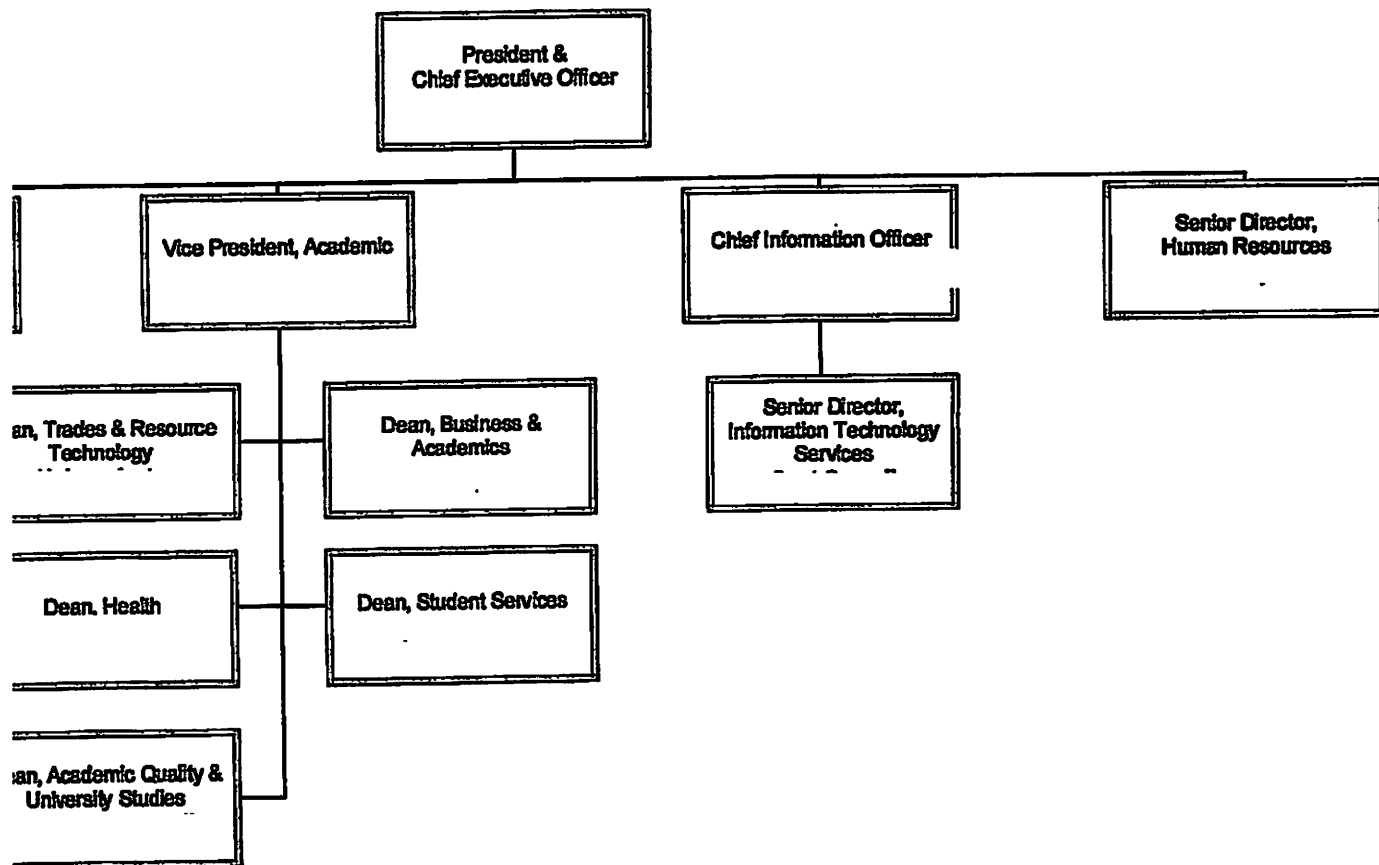
PRESIDENT OFFICE



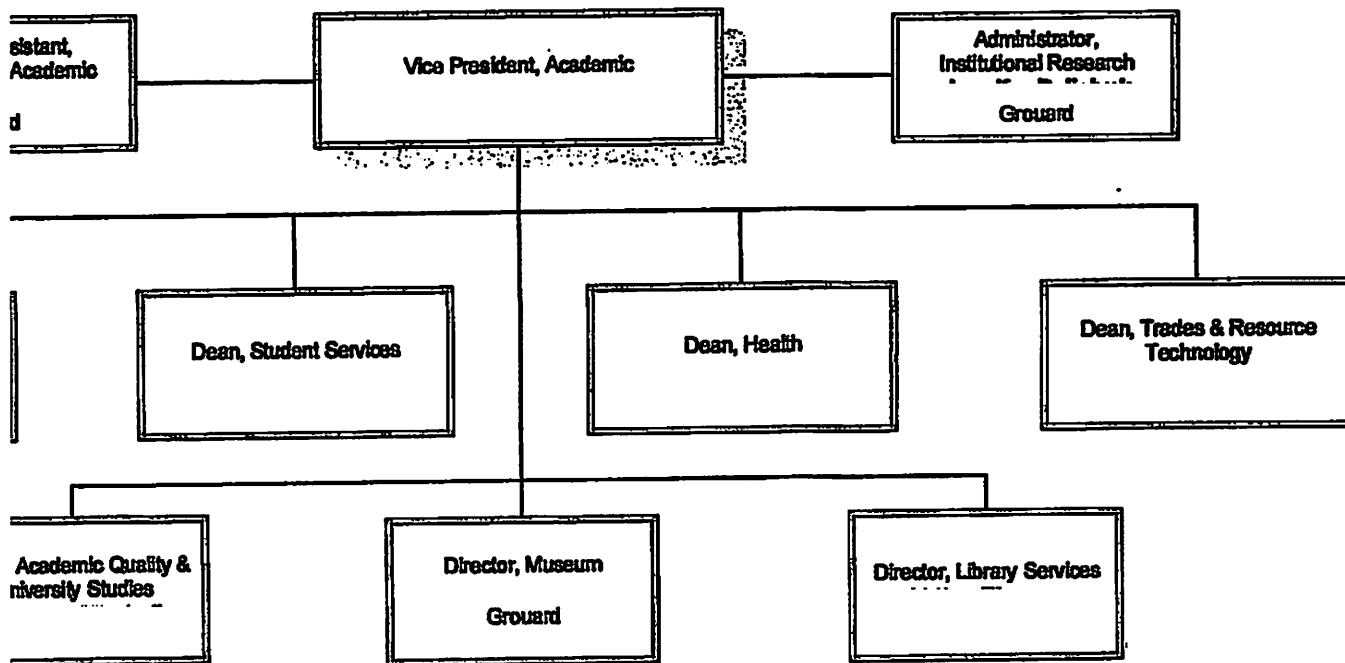
SENIOR LEADERSHIP TEAM



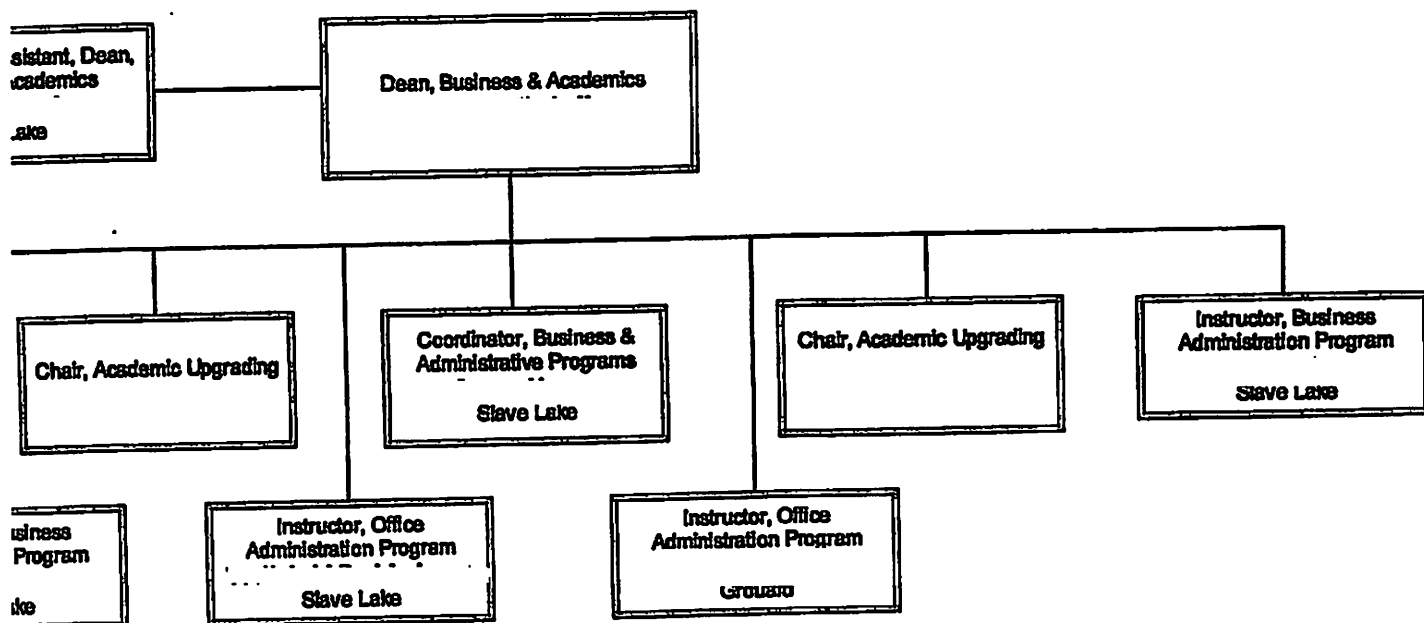
OPERATIONS COMMITTEE



LEARNER SERVICES

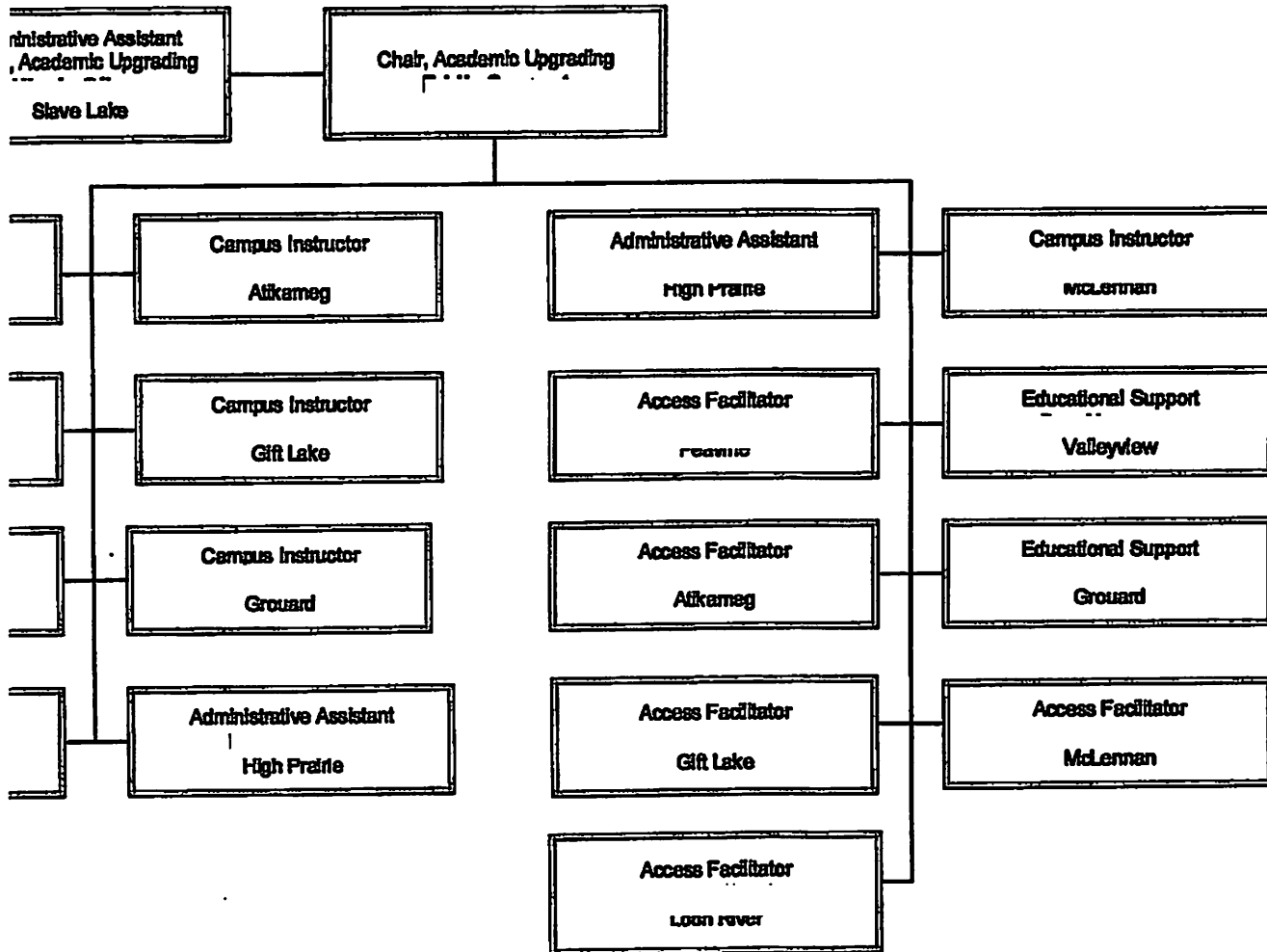


LEARNER SERVICES



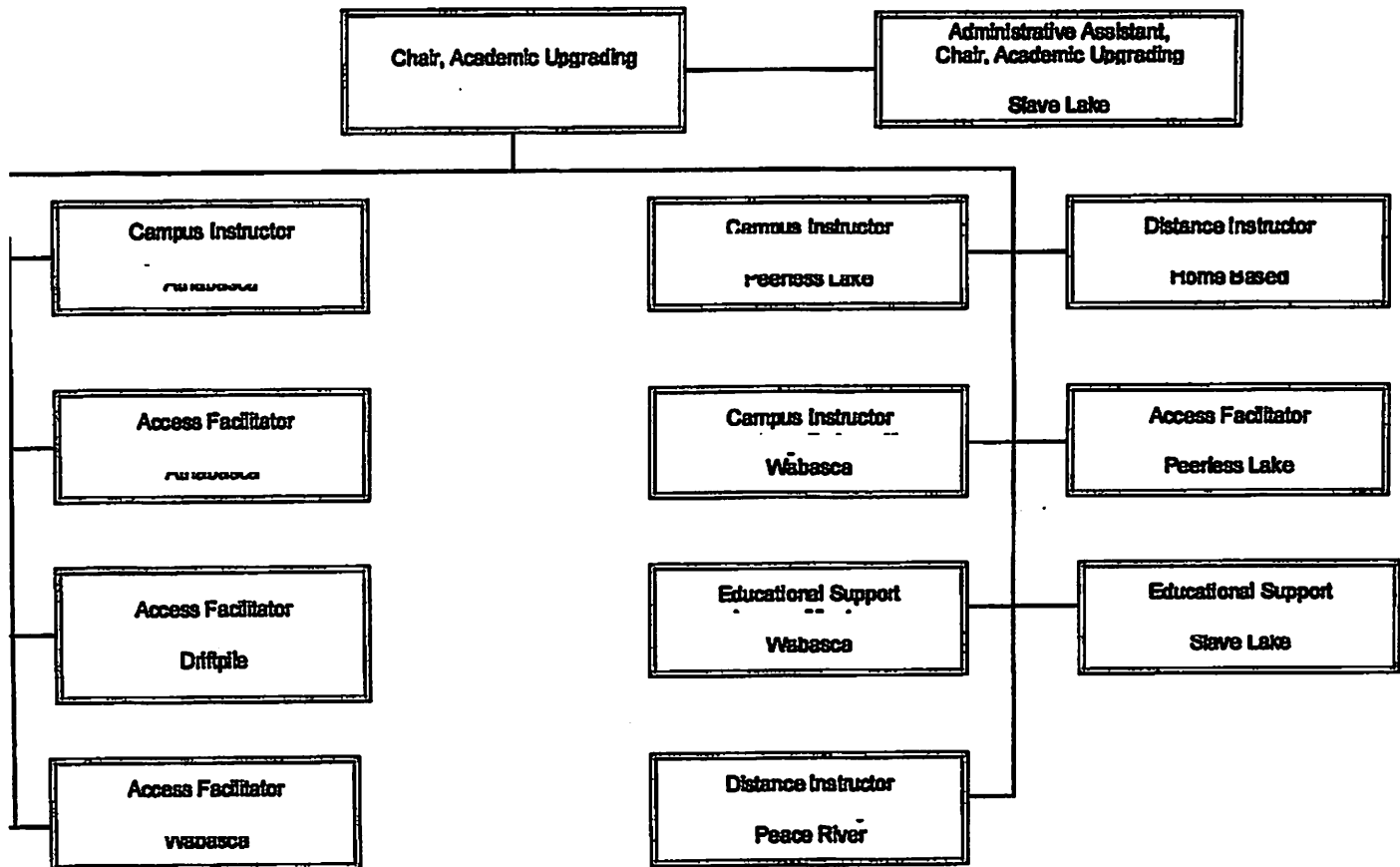
LEARNER SERVICES

(ACADEMIC UPGRADING)



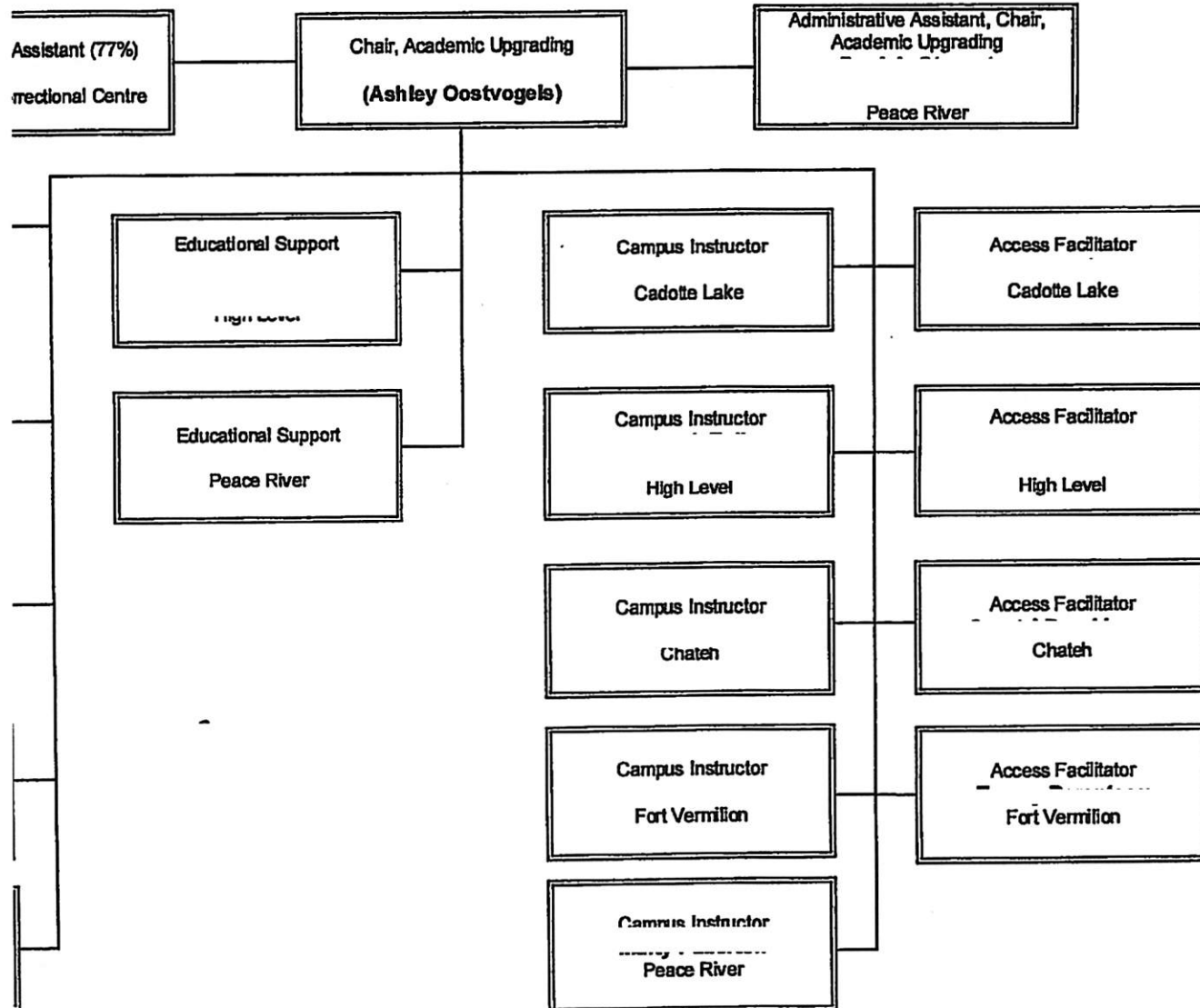
LEARNER SERVICES

(ACADEMIC UPGRADING)



LEARNER SERVICES

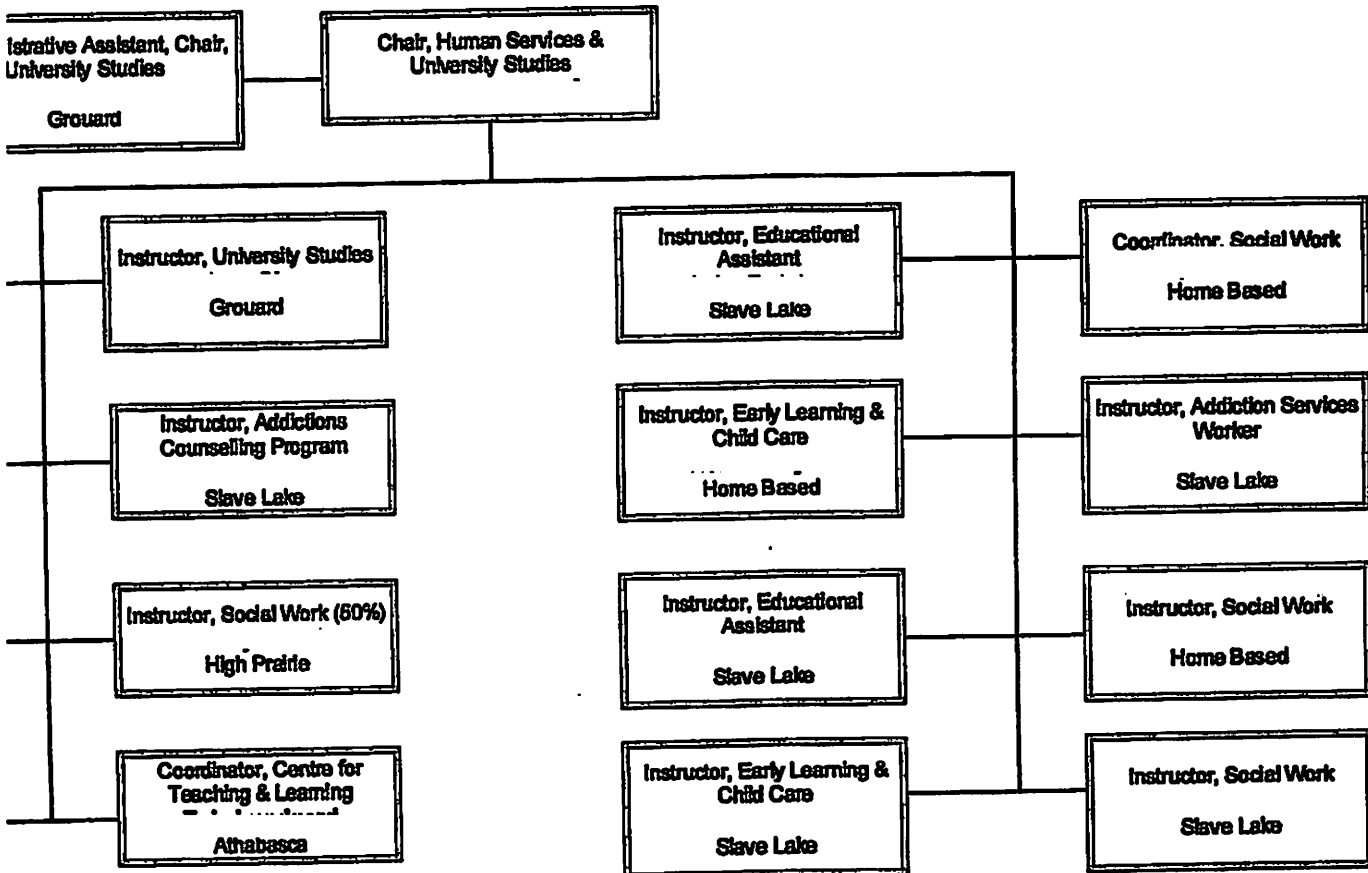
(ACADEMIC UPGRADING & PEACE RIVER CORRECTIONAL CENTRE)



**Administrative Assistant, Chair,
University Studies**

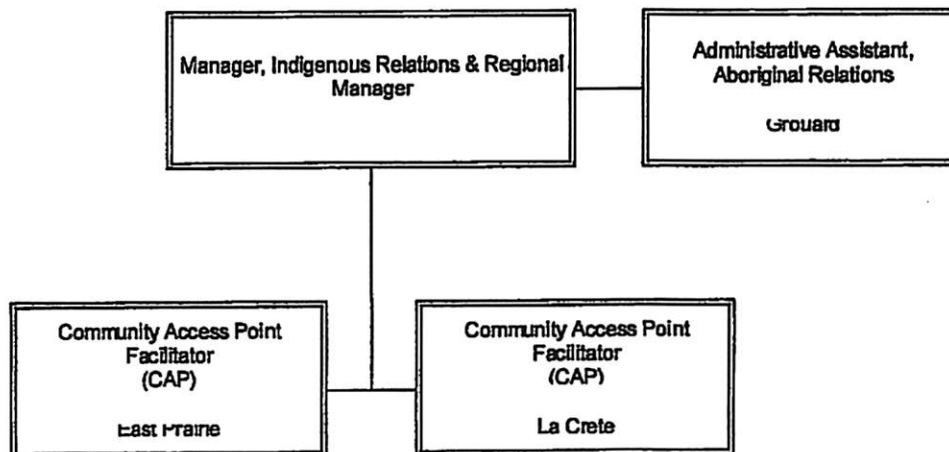
Grouard

**Chair, Human Services &
University Studies**

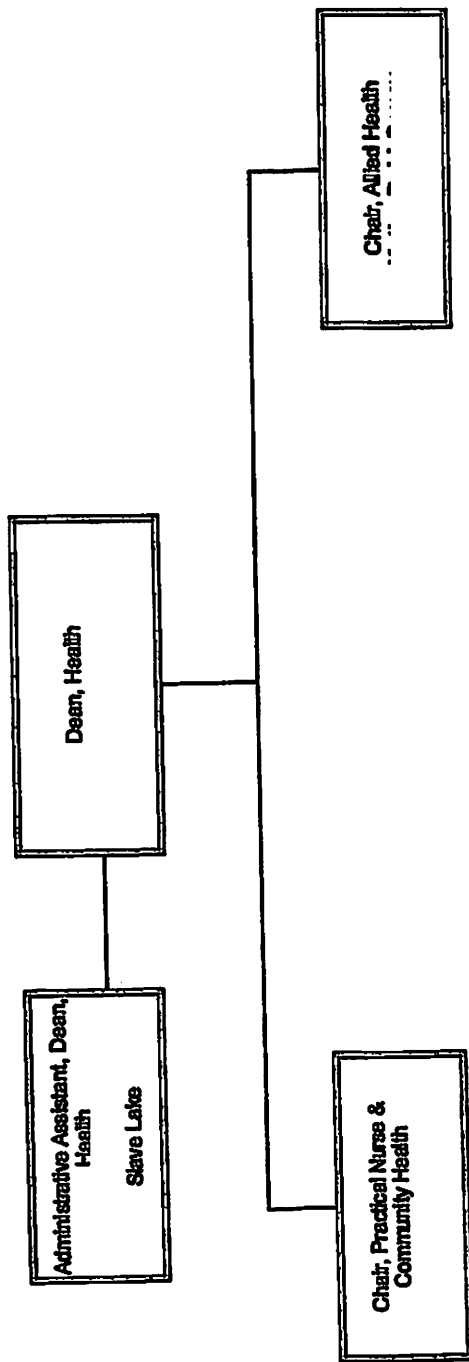


LEARNER SERVICES

(COMMUNITY ACCESS POINTS)



LEARNER SERVICES (HEALTH)

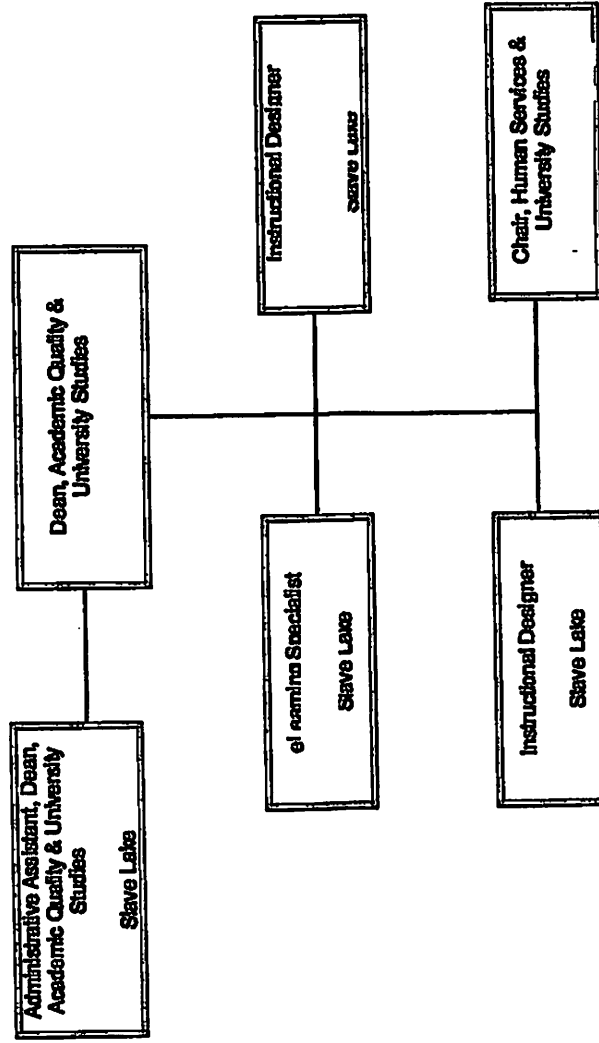


(HEALTH)



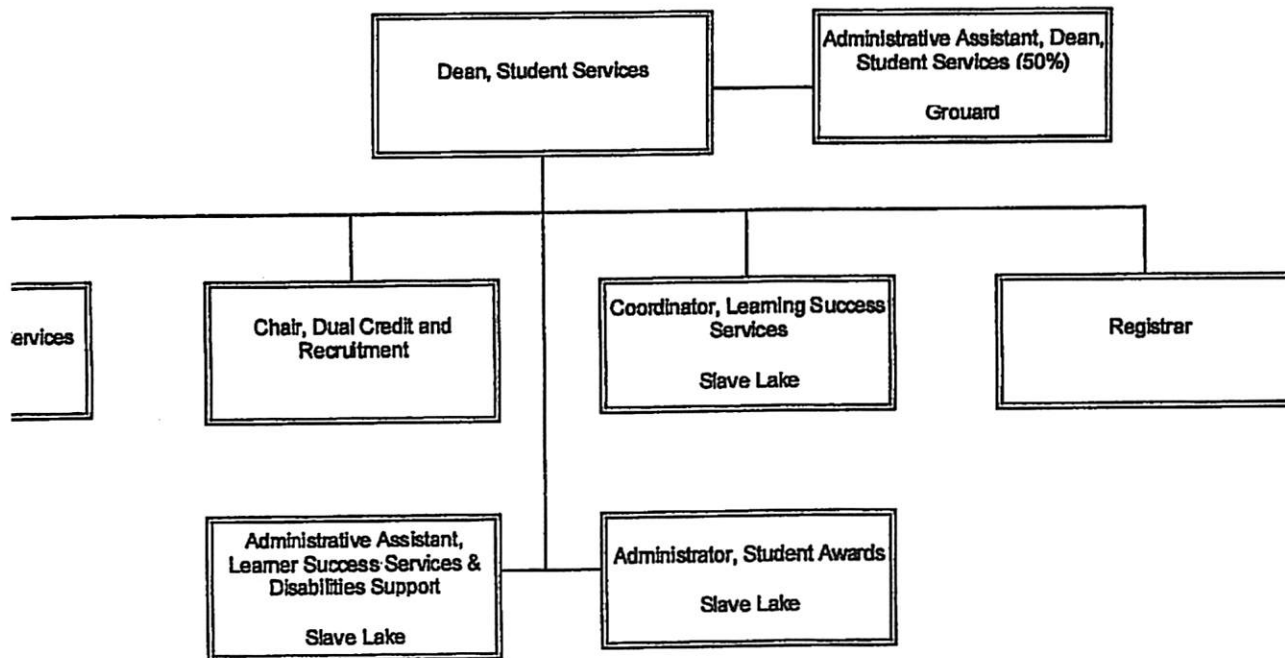
LEARNER SERVICES

(CENTRE FOR TEACHING AND LEARNING & HUMAN SERVICES)

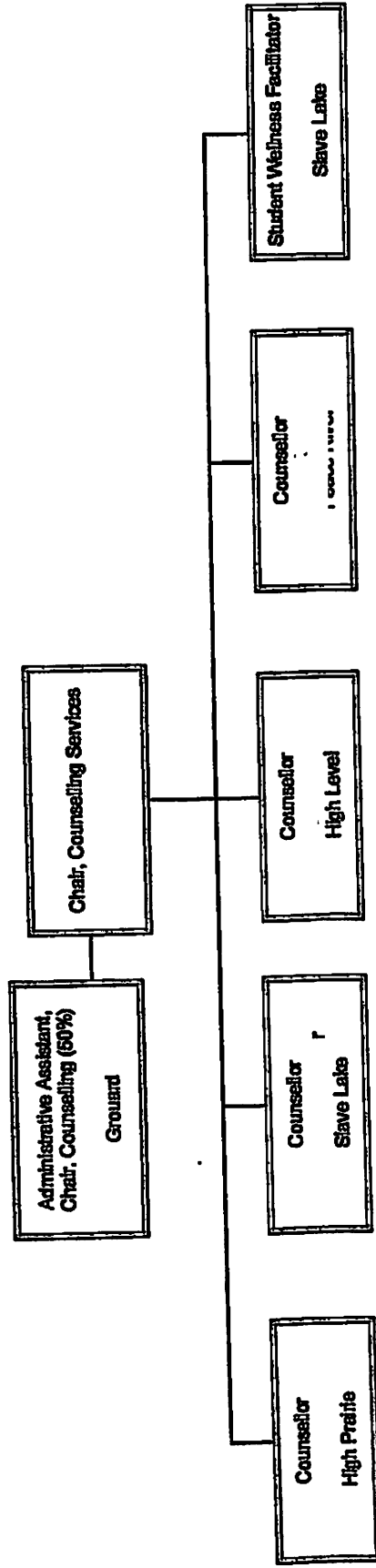


LEARNER SERVICES

(STUDENT SERVICES)

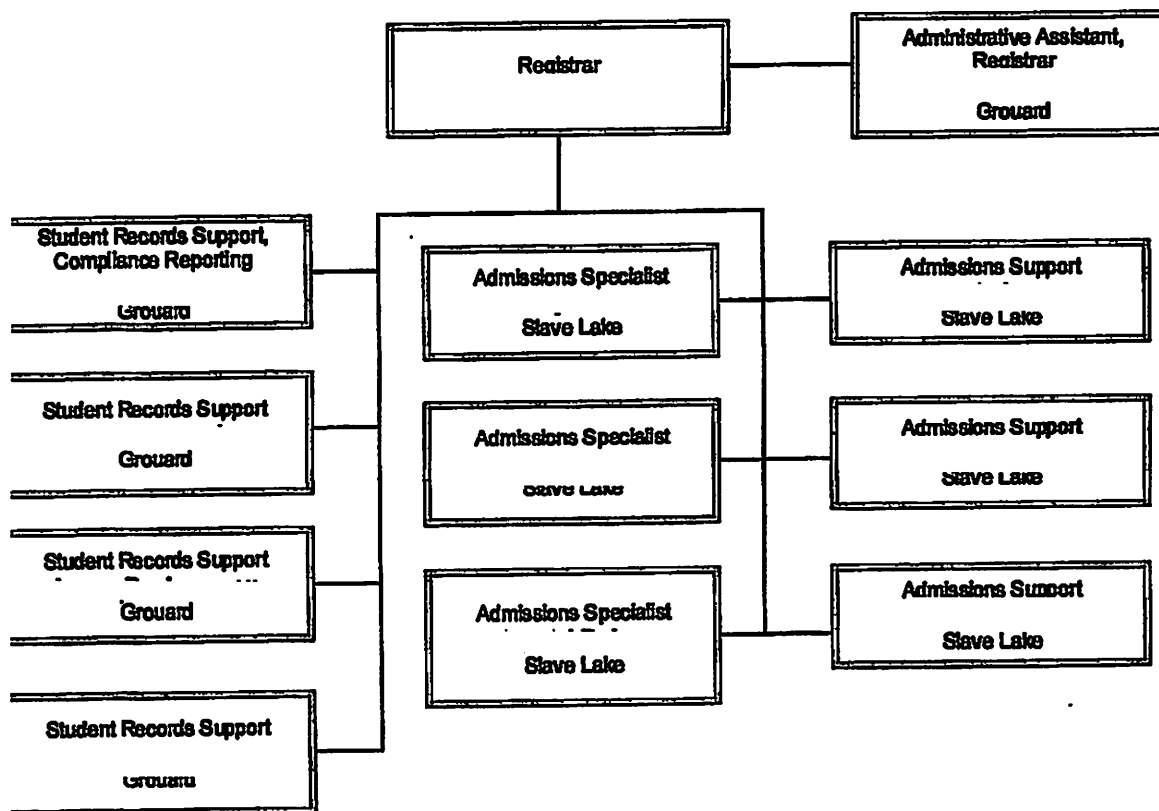


LEARNER SERVICES (COUNSELLING)



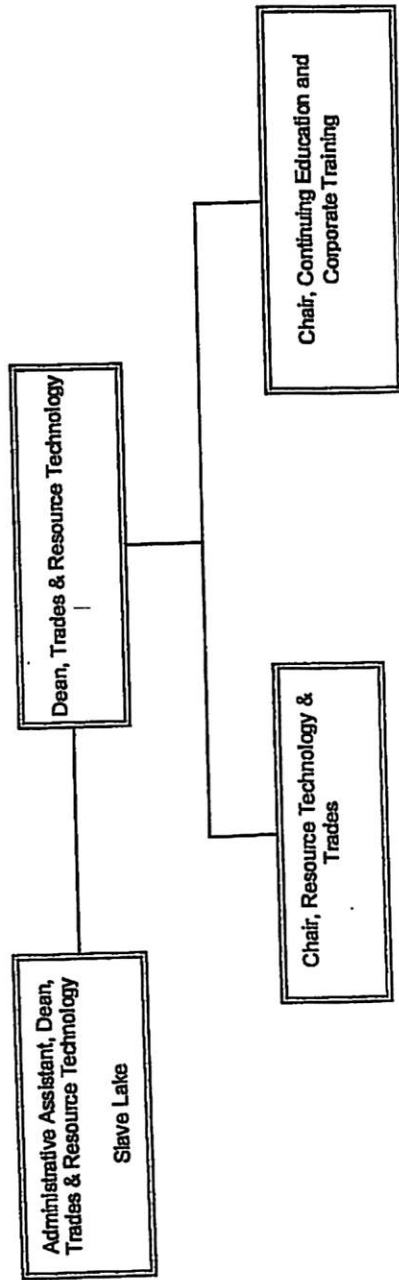
LEARNER SERVICES

(STUDENT SERVICES)



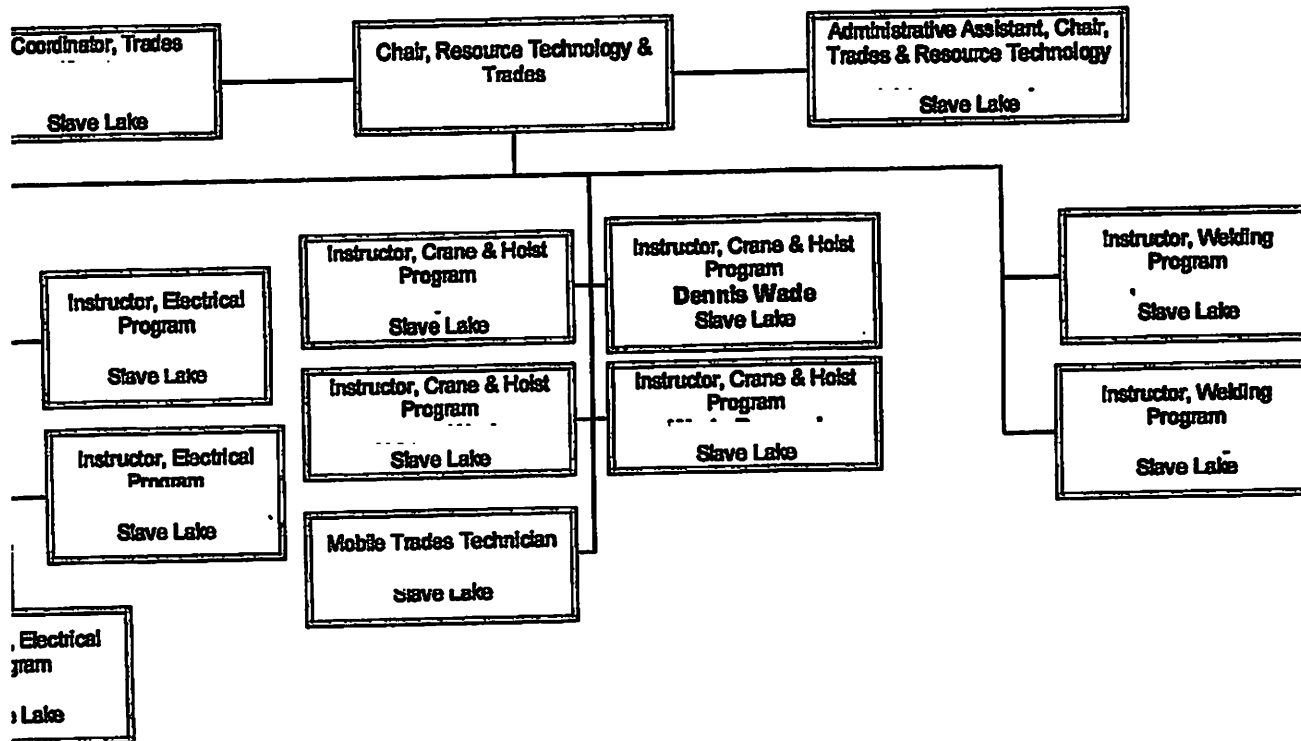
LEARNER SERVICES

(TRADES & RESOURCE TECHNOLOGY & CONTINUING EDUCATION & CORPORATE TRAINING)



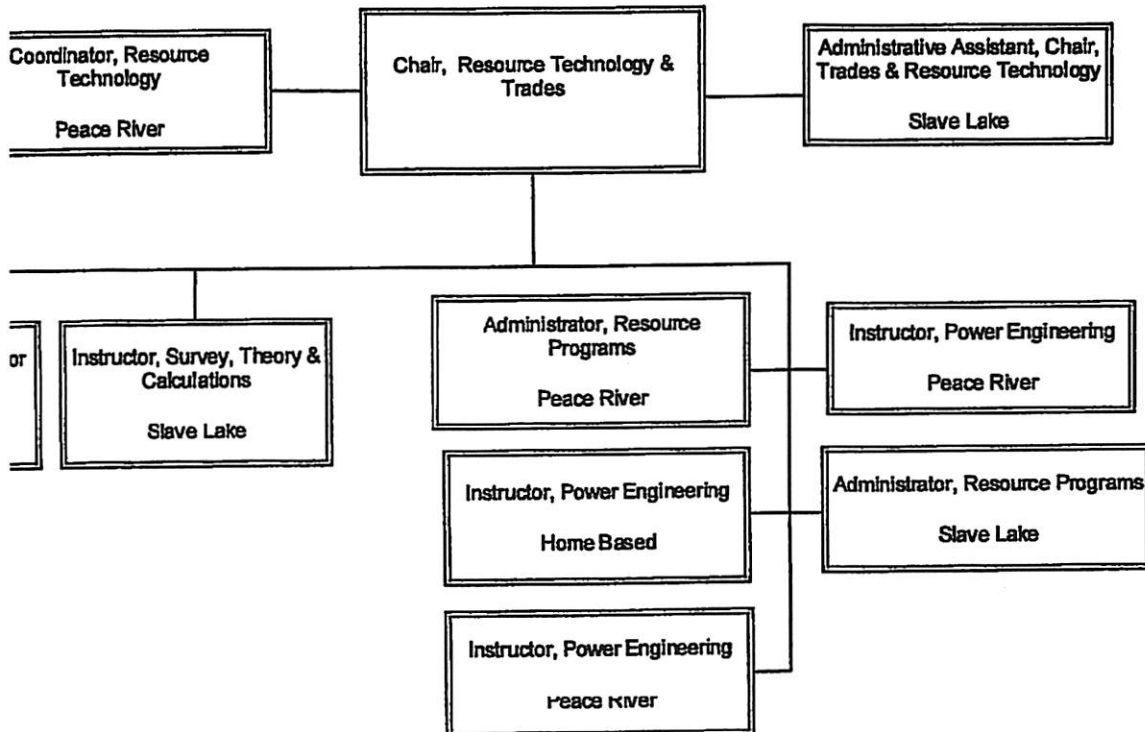
LEARNER SERVICES

(TRADES)



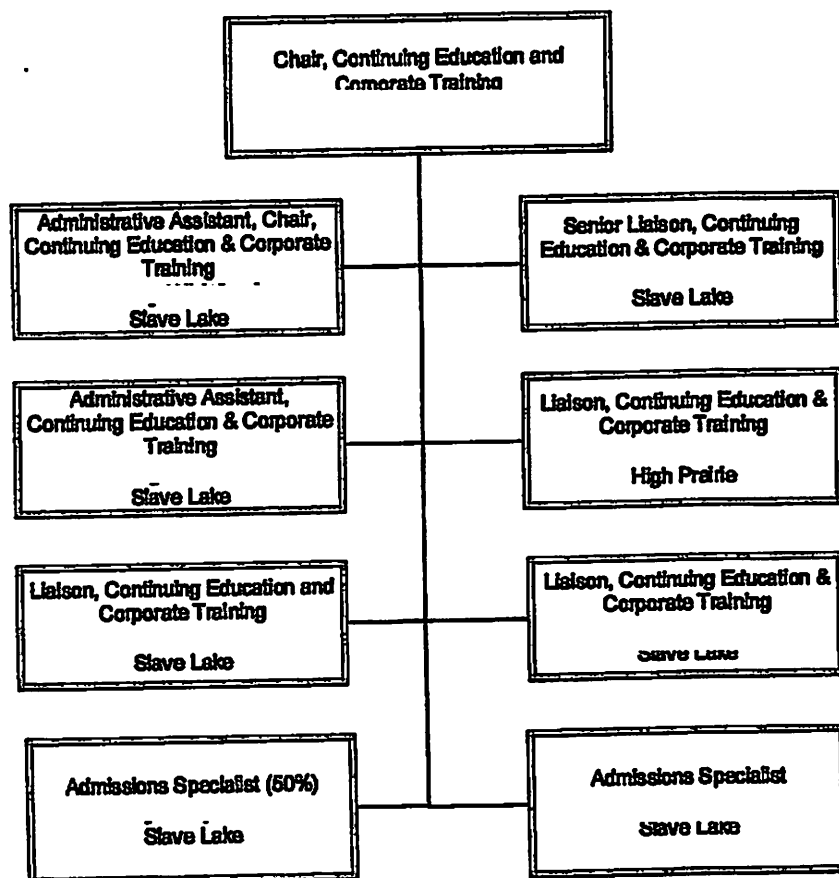
LEARNER SERVICES

(RESOURCE TECHNOLOGY)



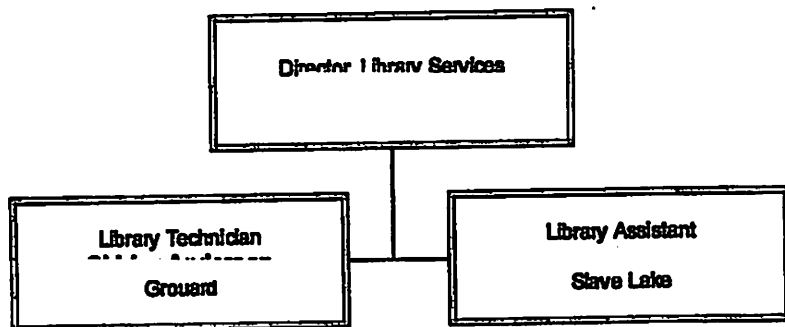
LEARNER SERVICES

(CONTINUING EDUCATION & CORPORATE TRAINING)



LEARNER SERVICES

(LIBRARY SERVICES)



CORPORATE SERVICES

Vice President, Corporate Services &
Chief Financial Officer

Executive Assistant, Vice President,
Corporate Services & CFO

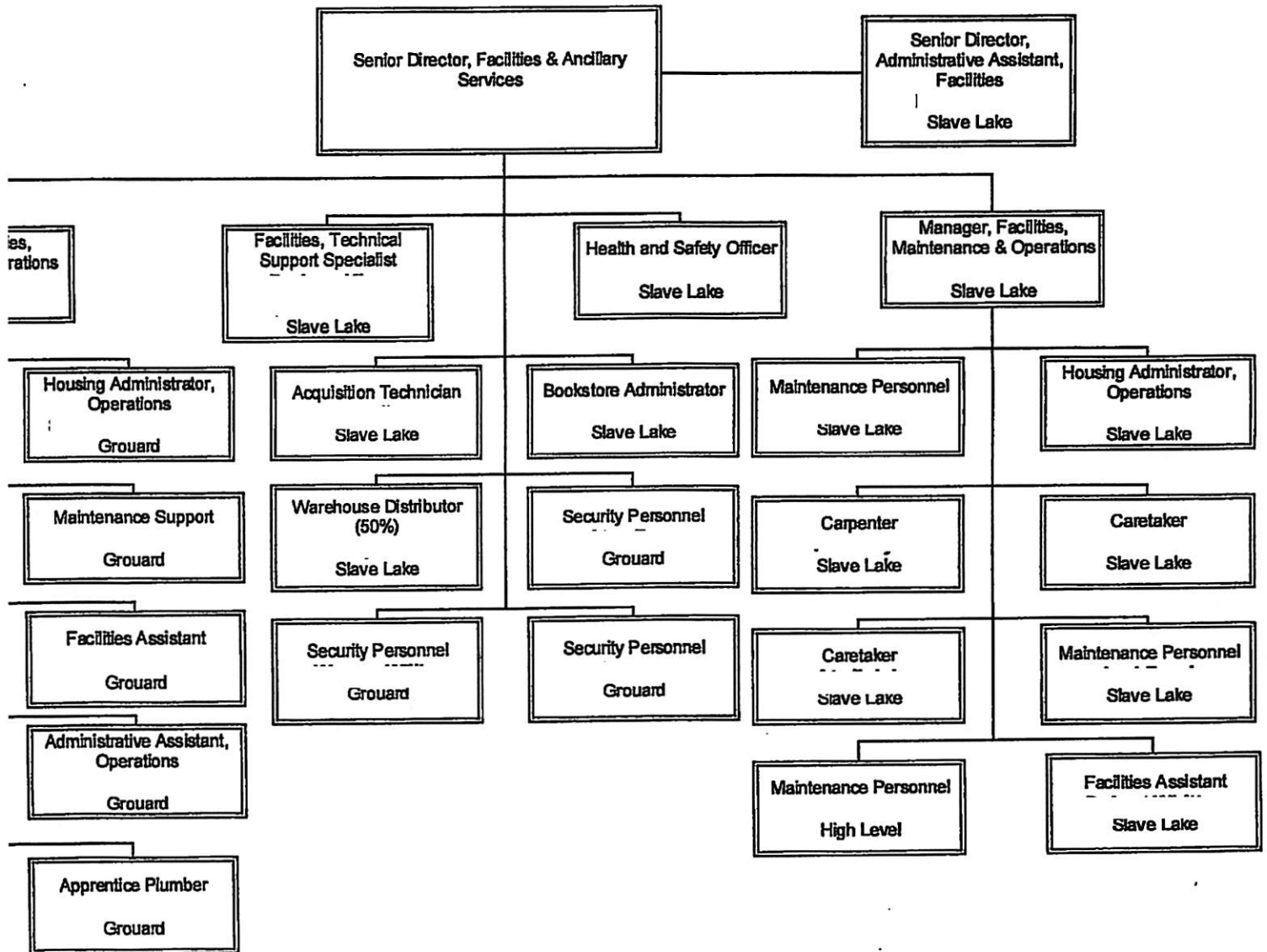
Grouard

Senior Director, Facilities &
Ancillary Services

Senior Director, Finance
Services

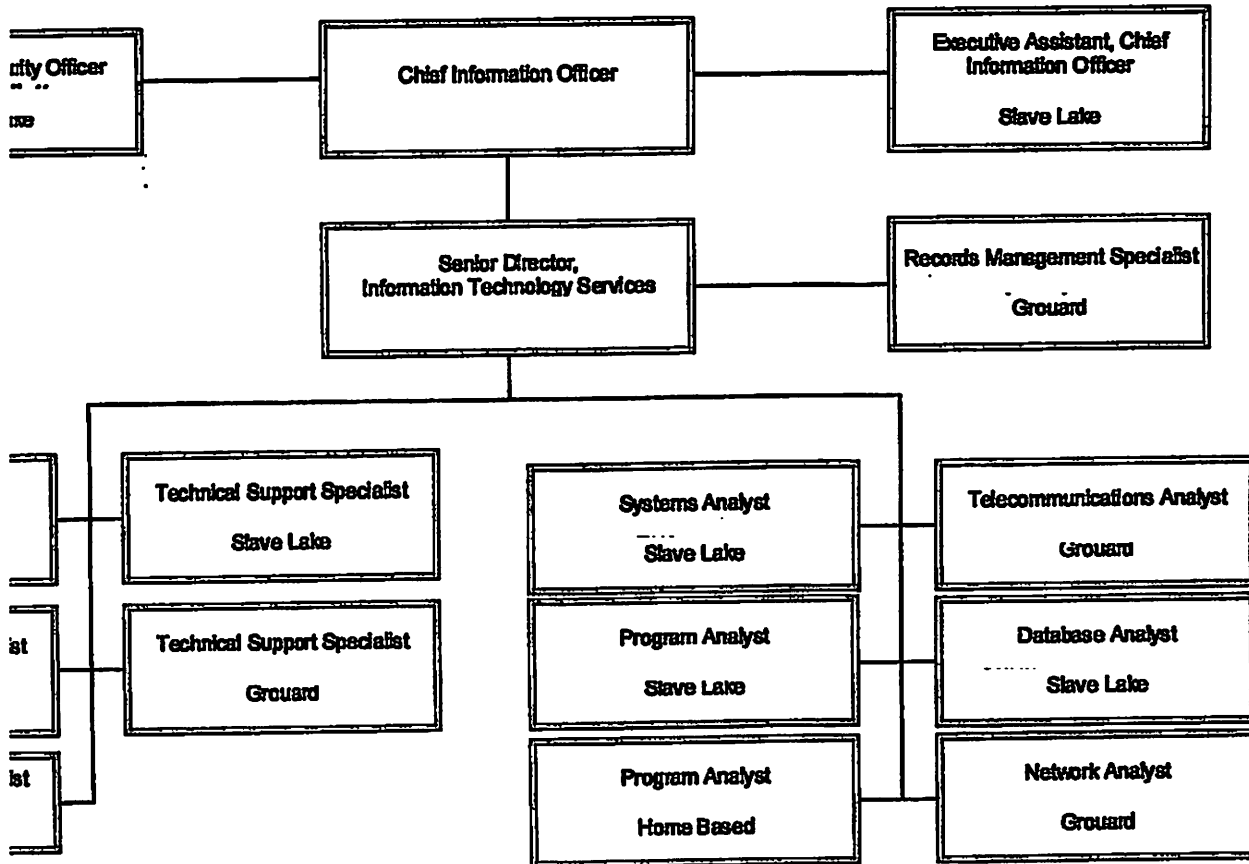
CORPORATE SERVICES

(FACILITIES & ANCILLARY SERVICES)



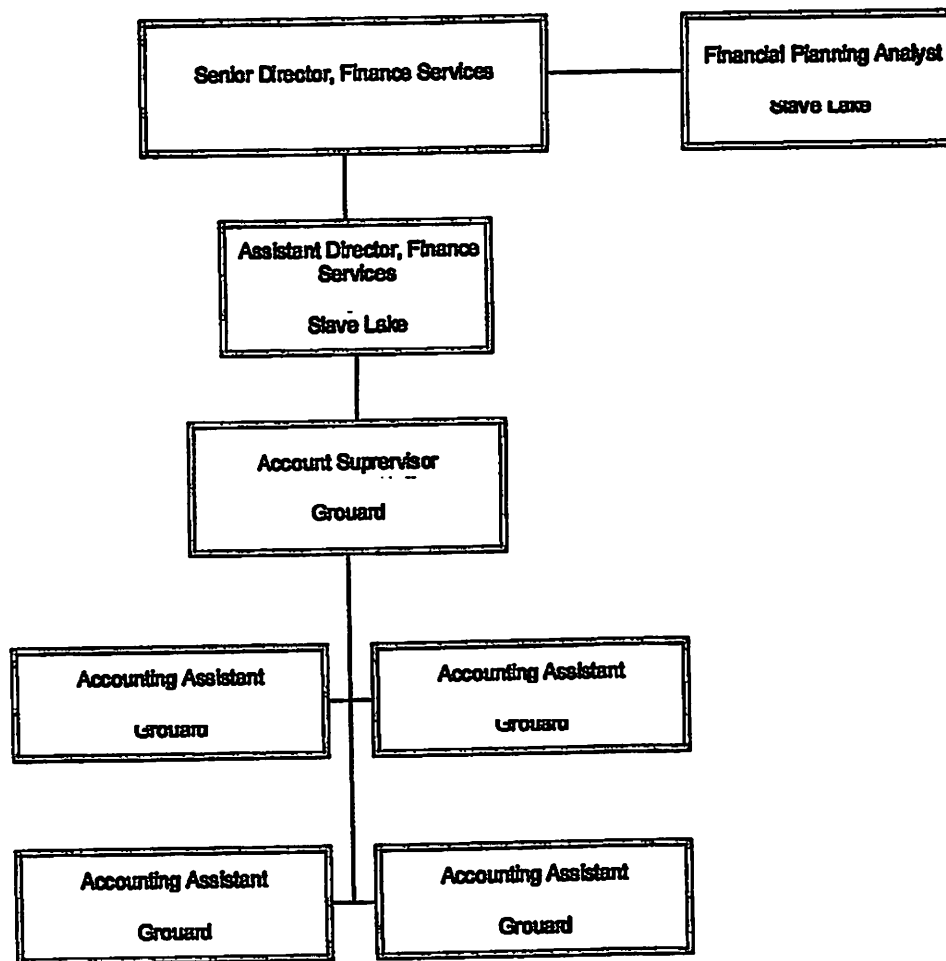
CORPORATE SERVICES

(INFORMATION TECHNOLOGY SERVICES)

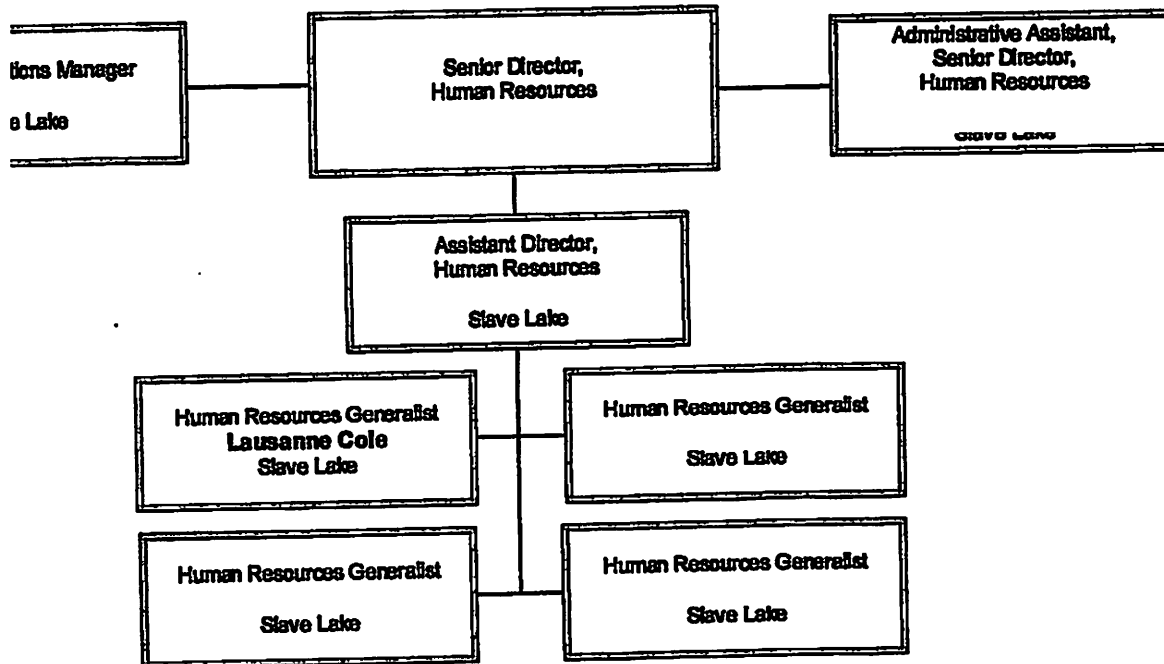


CORPORATE SERVICES

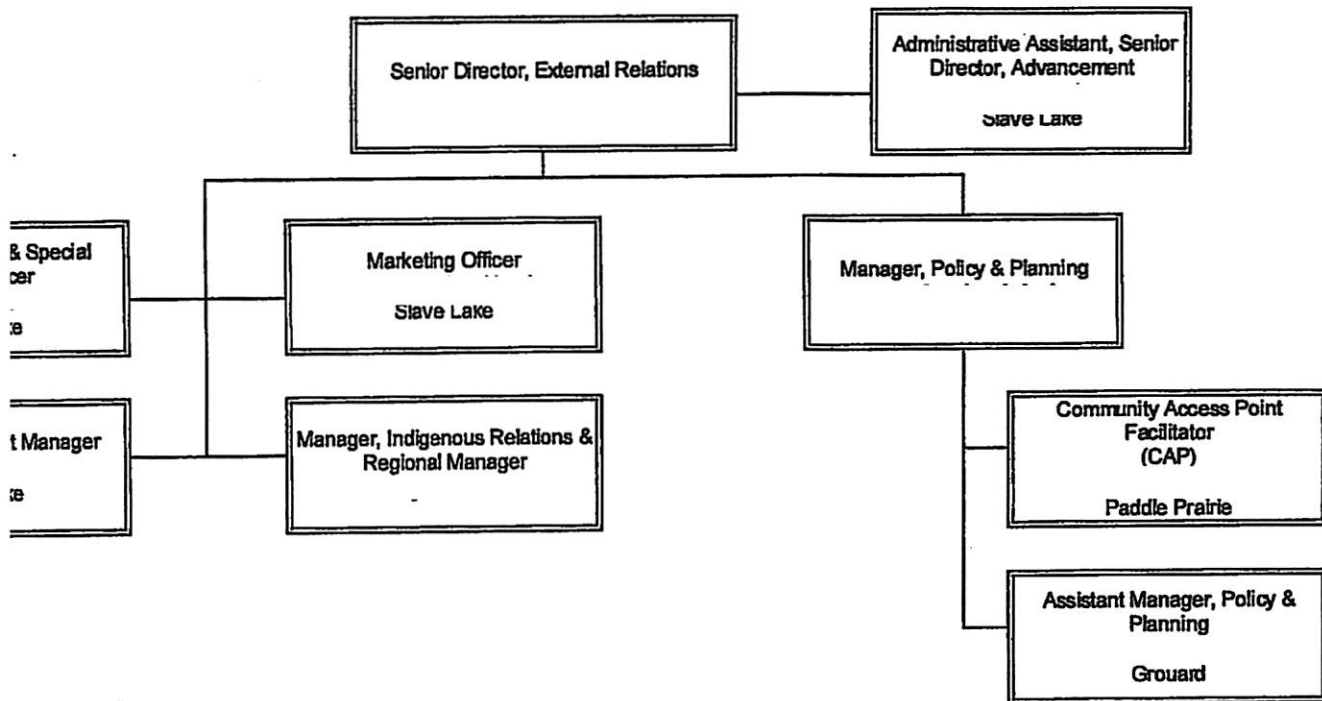
(FINANCE SERVICES)



HUMAN RESOURCES



EXTERNAL RELATIONS



Tab 5



INTERNAL POSTING Employment Opportunity

Director, University and Professional Studies

Salary Range: \$71,016 to \$100,704 per year
(Full-time ongoing, Grouard Campus)

**For complete details on this employment opportunity visit us online at: www.northernlakescollege.ca
click on join our team then career opportunities.**

Closing date: December 2, 2008

Northern Lakes College is committed to a smoke free environment.

Position Summary

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The Learner Services Director is responsible for the overall administration and supervision of the University and Professional Studies department; the programs include University Studies, Mental Health, Social Work and facilitated degree completion programs. The work unit also plans and supports the delivery of university transfer and preparation courses across a variety of program areas. The Incumbent assumes responsibility for the following:

- ◆ General Office and Department Management
- ◆ Quality Programs/Instruction/Curriculum
- ◆ Budget Officer
- ◆ External Communication/Liaison for Department
- ◆ Recruitment, Retention and Supervision of Personnel
- ◆ Student Recruitment, Student Admissions into Programs, Student Expulsion from Programs
- ◆ Staff and Faculty Professional Development

Detailed Responsibilities

General Office and Department Management

- facilitate division and department communications
- communicate and advocate staff and faculty needs, concerns, and proposals
- encourage staff and faculty ideas for division improvement
- provide flow of information to staff and faculty to inform them of plans, activities, and expectations
- establish Ad Hoc division committees
- resolve problems and follow up on requirements related to document processing
- resolve problems and follow up on staffing issues
- ensure structures and personnel are in place for the smooth operation of the department

Quality Programs/Instruction/Curriculum

- plan for and assist faculty in planning and updating curriculum, courses, and programs
- hire and supervise resource people for curriculum development
- establish policies and procedures for ensuring courses and programs meet quality standards
- monitor/supervise courses/programs to ensure quality standards are met
- ensure transfer agreements to other post-secondary institutions are in place and maintained
- recommend membership to and chair advisory committees for various programs
- mentor for improvement of teaching and classroom management
- foster teaching excellence

Director, US

Budget Officer

- facilitate discussion on division priorities for budget, personnel, equipment, supplies, student help, and shared use of resources
- present division budget priorities
- advocate division budget priorities
- prepare/project budget requirements, including capital, for department/programs, monitor department and program budgets, and address any budgetary concerns

External Communication/Liaison for Department

- promote a positive image for College and department
- establish and maintain partnerships with external institutions, organizations, and/or departments
- prepare documents (proposals/contracts) for partnership organizations, curriculum development
- with direction from senior management, negotiate contracts with external partners

Recruitment, Retention and Supervision of Personnel

- prepare staffing requests
- develop position descriptions
- work with Human Resources to prepare advertisements for recruitment
- develop questions for interviews
- identify panel members for interviews; chair the panel
- make hiring recommendations
- mentor, support and evaluate staff and faculty, including coordinators (completion of performance appraisals and identification of performance goals)

Student Recruitment, Student Admissions into Programs, Student Expulsion from Programs

- coordinate department student recruitment plans as needed
- work with College staff and faculty to manage applications, requests for information, program and course registration and new student advising
- serve as liaison between students and faculty during registration
- facilitate transcript evaluation
- ensure policies for Student Conduct and Academic Grievance procedures are followed
- expel students from programs, if required

Director 115

Staff and Faculty Professional Development

- encourage the development of staff and faculty talents and interests
- facilitate discussion on department priorities for professional development
- plan development activities as required

Special Skills and Knowledge Required

- knowledge of adult education principles
- knowledge of program planning/development
- knowledge of instructional methods used in traditional and distributed delivery
- ability to use distance education technology
- ability to manage projects and co-ordinate project teams
- ability to effectively and efficiently solve problems
- strong interpersonal and teamwork skills
- administrative skills
- supervision skills
- teaching skills
- knowledge of related disciplines and university procedures

Policies, regulations, statutes, procedures, manuals used in the position

- Advanced Education Templates for New Program Changes and Approvals
- Northern Lakes College Operations Manual
- Program Specific Instructor and Student Handbooks
- University Calendars
- Transfer Alberta (formerly ACAT) Policies and Processes
- Competency Profiles for related disciplines (e.g. Social Work)
- ACSW Standards Documents

The Director for University and Professional Studies is judged on abilities to exercise problem solving skills on a daily basis and abilities to contribute to establishing the future directions of the College. The Director of University and Professional Studies can expect to be evaluated on and is responsible for the following:

- the effectiveness and efficiency of administration, the timeliness and appropriateness of employee recruitment, the effectiveness of procedures used for department administration, planning and program implementation
- the quality of programs through the results of student satisfaction surveys, student transfer rates, employment opportunities and employment rates
- the effective resolution of student issues
- the effectiveness of financial management
- the participation in strategic planning and the implementation of the strategic plan
- the timely submission of well-written internal documents
- the effective marketing and representation of programs

- the effectiveness of employee supervision and mentorship
- the timeliness of performance appraisal submission and quality of the documents and overall processes
- the effective resolution of employee issues and timeliness of follow up activities
- the effectiveness of performance management
- the effectiveness and efficiency of corporate administrative responsibilities
- the appropriate use of college policies and procedures
- the effective inter-department, inter-agency and community liaison
- the participation in the general management of the College and Learner Services

Director:45

Tab 6

I. Objective of Manual

This manual is intended to support and facilitate the staffing process by providing information on roles, policies, procedures, and processes. The manual is written primarily for step by step guidance for College staff that are involved in the staffing process.

The manual is issued and maintained by Human Resources. The manual exists for the benefit of its users and any flaws in its contents may not become apparent until it is subjected to day-to-day usage. It is important that any deficiencies, contradictions, omissions or obsolete material be brought to the attention of the Human Resources Generalist together with any suggestions for improving clarity, usefulness or ease of reference.

II. Roles

It is an essential function of management to recruit, select and promote the best possible candidates. The success of the College depends ultimately upon the skills and abilities of those employed to carry out these staffing functions.

1. Senior Manager

Senior Managers contribute the essential detailed knowledge of position and employee requirements upon which all recruitment and selection activities are based.

It should be noted that this further involvement is under the general direction of Human Resources.

2. Senior Leadership Team

The Senior Leadership Team is comprised of the President & CEO, Vice President, Corporate Services & CFO, Vice President, Academic, Senior Director, Human Resources and the Chief Information Officer.

3. Senior Director, Human Resources

The primary role is to develop College wide policies and regulate procedures to promote the hiring of suitable candidates. In support of this function Human Resources collects statistics, analyzes trends and monitors the application of standards. The Senior Director, Human Resources provides the final approval of staffing requests if the request is in the current year's budget. If the request is not budgeted for, the staffing request must be approved by the Senior Leadership Team. Upon completion of the competition the Senior Director, Human Resources signs the offer of employment. The Senior Director also participates in the training and orientation of Recruitment Panel Chairs and can chair interview panels.

4. The Human Resources Generalist

The role of this individual is first and foremost to provide staff assistance to Recruitment Panel Chairs through the application of specialized knowledge or training. A second function is to administer the system through which applicants are screened, brought in for interview and regretted. Thirdly, the Human Resources Generalist has a responsibility to ensure College wide fairness and equity, are followed. The Human Resources Generalist also participates in

training and orientation of the Recruitment Panel. They are also part of the Interview Panel wherever possible.

5. The Panel Chair

Working closely with Human Resources, the Panel Chair will provide leadership in the recruitment process. This individual will chair recruitment panels including creation of a job posting and job description, develop interview questions as well as screening criteria. Selection of successful candidates will be the responsibility of the Panel Chair.

III. Authorities

1. Scope of Competition and Exemptions

A) Filling of positions

In consultation with the Senior Managers, the Senior Director, Human Resources shall designate the positions to be filled by:

- (a) Internal promotions where
 - (i) due to the necessity for prior experience in the College or due to the existence of a formal internal training plan it is unlikely that better applicants can be found outside the College and
 - (ii) the eligible employees are sufficiently well known that competition procedure is unnecessary,
- (b) Internal competitions where the type of work is such that a number of well qualified applicants exist within the College,
- (c) Open competitions where a broad search is required to provide the greatest selection of candidates.

B) Exemptions from Competitions

The Senior Director, Human Resources may exempt an appointment from competition if she/he is satisfied that:

- (a) the urgency of the requirement renders the competition procedure impracticable, or
- (b) transfers within units (if more than one employee requests a transfer, then a competition is required)

2. Conduct of Competitions

The appropriate Recruitment Panel Chairperson in accordance with the rules and procedures prescribed by Human Resources shall conduct all competitions.

3. Certification and Appointment

Candidate certification means that recruitment standards have been met. Certification by the panel shall be made in accordance with the Recruitment and Selection manual.

The Senior Director, Human Resources, shall make all employment appointments.

IV. Preparation for Recruitment

1. Position Analysis

The position analysis forms the foundation of the recruitment process. It is the first step in developing a candidate profile against which to recruit and select. While this step may seem tedious or unnecessary, it lays the groundwork for all that follows. Over or under-response to advertising, screening errors, inappropriate interview questions and disagreements over interview ratings can often be traced back to a lack of thoroughness in position analysis.

Conducting a position analysis consists of three steps:

- i) determining the principal tasks and duties, guidelines and legislation affecting the position, supervision received, equipment necessary, consequences of error, reason for the position, how it fits into the total organization, the contribution to the College as a whole and special conditions such as physical demands, hazards, pressures, location and place in career path (if any),
- ii) determining the knowledge, abilities, skills and aptitudes required for the performance of the tasks and duties as described in step (i) above and any special requirements such as licenses
- iii) translation of the knowledge, abilities, skills and aptitudes identified in step (ii) into the education and experience, which would normally produce them.

2. Candidate Profile

The product of position analysis is a candidate profile, which will form the basis for all ensuing recruitment activity. In writing such a profile, it is important to differentiate between the knowledge, abilities, and skills, which constitute the minimum requirement, and those which are desirable.

3. Recruitment Standards

3.1 Education

The standards set out in Staff Learning Modifier Steps describe the preparation steps required for entry into each class or position within a class.

The interrelationship between recruitment standards, band and advertised qualifications are outlined in the following section.

3.2 Standards, Advertised Qualifications and Class Specs

The standards outline only the formal educational qualifications which candidates must possess. A standard does not provide sufficient detail to encompass the varying requirements of every position. Standards frequently need to be supplemented with additional detail. This helps to attract the most suitable candidates for specific positions under recruitment and, in plentiful markets, to discourage an overly large response. The advertised qualifications, tailored to the requirements of a position, cannot be less than the formal recruitment standards.

4. Identification of Special Requirements

4.1 Medical Examinations

Neither medical examinations nor health questionnaires are normally required for College positions. Occasionally the practice is necessitated by legal requirements or by sound occupational health practices.

4.2 Operator's License and Driver's Abstracts

Production of a valid operator's license for the class of vehicle to be driven and a driver's abstract are requirements when recruiting to positions in which the duties require the incumbent to regularly operate a motor vehicle in the course of their duties.

4.3 Bona Fide Occupational Requirements

It is the responsibility of the College to determine whether or not a specific staffing situation constitutes a bona fide occupational requirement.

4.4 Criminal Record Check

A clean criminal record check and/or vulnerable record check may be requested prior to commencement, if stated in the position requirements.

5. Scope of Competition

5.1 Categories of Competitions

Internal Competition - Used when the supply of potential candidates within the College is sufficient to ensure the selection of a suitably qualified applicant; or if knowledge of the department or program is a highly weighted part of the candidate profile. Applications are accepted from all current College employees. The posting period is a minimum of five (5) working days.

Open Competition - Used when a broad search is required to provide the greatest selection of candidates. The posting period is a minimum of ten (10) working days.

6. Exemptions from Competition

Some staffing requests may result in an exemption from the competition process. The exemption from competition procedure provides a means of recognizing exigencies, or of reacting to unusual circumstances, while still having due regard for the merit principle and the career advancement concept.

6.1 Required Conditions for Exemption

In most cases, the proposed candidate must meet the qualifications of the position, go through a full interview and have two positive supervisory reference checks.

6.2 Criteria for Allowing Exemptions

If the above conditions are met an exemption may be requested on one or more of the following criteria:

A) Hard To Recruit To Class Or Position - A qualified candidate is identified, by means other than competition, for a position for which previous competitions have not attracted qualified applicants. "Lack of supply" should not be used to justify an exemption unless the cited recruitment activity is reasonably current. Information on recruitment experience can be obtained from Human Resources.

B) Hard To Recruit To Location - A qualified applicant is found who is already in, or willing to relocate to a location where it has been consistently difficult to recruit. Such exemption requests must be backed by specific recruitment experience.

C) Urgency - A qualified candidate is available and an alternative method of recruitment would cause severe difficulty or delay in the implementation of a critical program or service. This includes temporary cover off while a competition is being held and a candidate is available immediately.

D) Applicable articles from the Faculty Association and Alberta Union of Provincial Employees (AUPPE) Agreements - A qualified candidate is available as a result of position abolishment. The normal certification requirements will apply.

Article 13.02 of AUPPE Agreement - The Employer shall attempt to place abolished employees in comparable positions at no loss of pay or benefits.

Article 13.04 of AUPE Agreement – An Employee whose job has become redundant may be vested at the Employee's option with the right to be appointed to the first available, comparable job through competition limited to such Employees, such vesting to last twelve (12) months commencing with the day following the release of the Employee. The Employer shall undertake to notify those Employees of all such available positions. The Employee shall notify the Employer promptly of any change in contact information, including mailing address, telephone number, e-mail address.

Article 13.2 of Faculty Association Agreement – During the notice period the Employer shall attempt to place affected employees in comparable employment at no loss of pay or benefits.

Article 13.4 of Faculty Association Agreement – A continuous Employee whose job has become redundant shall be vested with the right to be appointed to the first available, comparable job through competition limited to such Employees, such vesting to last twelve (12) months commencing with the day following the release of the Employee. The Employer shall undertake to notify those employees of all such available positions. An Employee who chooses to be vested shall not be entitled to severance pay until the vesting period has expired.

E) Certified Through Previous Competition - A qualified candidate is available from a competition for the same band and level of position conducted within the previous six months.

F) Lateral Transfers – The College wishes to move an existing employee to another job of the same band and type of position. Lateral transfers may be used for staff development purposes or other considerations related to efficient utilization of staff.

G) Redeployment - The placement of employees who have become surplus as a result of downsizing, technological change, privatization, reorganization, or similar program change.

H) Secondments – There may be times when a secondment is the most effective method of temporarily filling a vacancy. An employee is seconded to another position for a temporary period. Upon expiry of the temporary period, the employee returns to his/her normal duties.

I) Developmental Assignments – A developmental assignment provides on the job experience for a specific period of time to achieve identified developmental needs.

V. Recruitment

1. Developing a Recruitment Strategy

Labour market conditions, traditions in certain occupations and specific skill shortages may require special recruitment strategies. The Recruitment Panel Chair will discuss media strategies with the Human Resources Generalist.

2. Advertising Sources

An advertising plan may include the following:

♦ Alberta Rural Weeklies

- newspapers local to the area where the position is located can be effective and relatively inexpensive

♦ Daily Press (Alberta)

- major city dailies, such as the Edmonton Journal cover large areas of the Province outside of the metropolitan areas and are also read by job seekers from out of province who wish to relocate
- these newspapers offer classified advertising and provide an inexpensive alternative to display advertising when labor supply is plentiful for a specific vacancy

♦ Out of Province Newspapers

- certain cities may be selected because they are known to have potential applicants for a specific vacancy

♦ Human Resources Development Canada (HRDC)

- These free postings can be made available to applicants across Canada or to specific provinces. This source generally receives a very good response from applicants and is used for all full-time open competitions.

♦ Northern Lakes College Website

- all competitions are posted on the College website

♦ Northern Lakes College Email

- all internal and open competitions are distributed to employees using the College email system

♦ Employment Websites

- this source of advertising is generally for full-time ongoing positions that require a broader search than what newspapers can offer and may be used for open competitions

- the websites may be private where advertising is purchased or through universities or colleges who will post the ad on their internal system for students to view. Often, this service is free.
- ♦ **Professional and Trade Journals**
- such publications can be extremely effective in reaching specialized audiences, however, the lead time can be long, in some cases as high as three months and the cost may be very high
- ♦ **Professional Associations**
- such associations are often a good source of information regarding the state of the market in their professions and often know of the location of prospective applicants for referral purposes
- often these associations may advertise for free

3. Requesting Advertising

When writing the advertising copy the body of the ad should be written in narrative form. The ad must be approved by the Senior Director, Human Resources.

4. Foreign Recruitment and the Consideration of Non-Canadians

4.1 Eligibility for Employment

All open competitions that are advertised abroad will include the following statement "In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents".

Persons who are not Canadian Citizens may be considered for permanent or temporary employment if they have landed immigrant status.

Persons who are not Canadian Citizens and who do not have landed immigrant status, can be considered for temporary employment (up to one year) providing they can obtain a Work Permit. A Work Permit is a document issued by immigration that allows an individual to enter Canada for a period of time to do work (e.g. contract employment, consultants, seminar speakers, etc.). Application for a Work Permit must be made outside of Canada.

4.2 Foreign Recruitment Requests

If it appears that foreign recruitment may be a solution to a difficult recruitment problem, Human Resources will contact Employment and Social Development Canada (ESDC)/Service Canada) who will advise on the process and requirements prior to submitting a written proposal.

4.3 Evidence of Recruitment Efforts

It is the policy of the Government of Canada that citizens and permanent residents have the first opportunity of filling job vacancies in Canada. It is only when employment and career opportunities for Canadians will not be adversely affected, that foreign workers will be admitted to take permanent employment or jobs for temporary periods.

The ESDC/Service Canada office must be advised of the intention to recruit workers from other countries, before making job offers to residents of other countries, or conducting recruiting trips to other countries. A Labour Market Impact Assessment (LMIA) may be required to gain permission to hire a temporary worker.

VI. Setting up the Competition

1. Receipt of Applications

1.1 Recording of Applications

All applications, whether received by mail, fax, email, internal courier or personal delivery, are date stamped for the date received by Human Resources. This date is the official date of receipt of the application.

Regardless of which office the applications are sent to, all applications are forwarded to Human Resources who are responsible for making up the competition file.

1.2 Late Applications

If a resume is received after the closing date, the resume is date stamped and noted that it was received late. If the competition has not been screened, the resume will be forwarded to the Recruitment Panel Chair for screening. If the screening process has been completed, the late applicant will not be considered.

2. Acknowledgement of Applications

All job advertisements indicate that Northern Lakes College thanks all applicants for their interest in employment; however, only those candidates selected for interviews will be contacted.

3. Composition of the Panel

3.1 Size of Panel

A panel is comprised of a minimum of three (3) members including the Recruitment Panel Chair. All panel members must be present for all of the interviews. Sometimes, large panels are difficult to organize, reduce the participation of each member and may intimidate the candidate. However, there is an advantage of greater objectivity through shared judgement in larger panels.

All panels must include the immediate supervisor of the position and a delegated Recruitment Panel Chair. The Senior Director, Human Resources may chair any panel and the designated Human Resources Generalist may chair panels as required.

The third person on the panel usually includes the Chair/Director of the area and should be someone with a good knowledge of the position and a vested interest in the selection of the most suitable person. The counsellor who is assigned to the campus where the vacancy exists may be asked to sit on the panel when hiring

academic upgrading instructors. Sometimes it is necessary to bring in a technical expert or a representative of another organization with which the successful candidate will be required to work. Such persons may be from outside the College.

When a panel member does not show up for the scheduled interviews thereby leaving the panel with only two panel members, the Recruitment Panel Chair must notify Human Resources immediately. The chair will be given instructions on how to proceed with the interviews.

3.2 Community Education Committees (CEC) Representation

The Community Education Committees (CEC) and their representatives will assist in the recruitment and selection of staff whose positions directly relate to or impact upon the community or the region. Their role in the recruitment and selection of staff is to participate in the determination of the applicant's suitability and commitment to meeting the needs of the students, their families, and the communities and in the selection of the applicant(s) recommendation for appointment.

3.3 Honoraria

CEC representatives and individuals from outside of the College are eligible for honoraria. The fees are determined by College policy. An expense claim form is completed by the panel member and submitted to Human Resources.

3.4 Conflict of Interest

Wherever possible, close friends of any of the candidates to be interviewed should not be appointed to the panel. The prime objective is selection of the most suitable candidate against equitable and understood criteria.

Immediate family members are not permitted to be members of the same employee recruitment panel within the College. Immediate family members shall include a spouse (including common-law spouse as defined in the College Employee Benefits Program), children, parents, guardian, grandparent, brother or sister.

Employees who find themselves in a conflict situation or a potential conflict situation must notify the respective Recruitment Panel Chair and declare a conflict.

4. The Screening Process

4.1 Initial Screening

Persons who apply on internal or limited competitions but are not currently employees of the College are not considered for the position.

With respect to former employees, if the individual was an employee at the time they applied on the competition, they are eligible to be considered.

Normally, the Recruitment Panel Chair completes the screening or delegates this responsibility to the immediate supervisor in accordance with rules and procedures outlined by Human Resources. The Chair may also ask the panel to meet and screen applicants. Initial screening should be conducted on the basis of the factors developed in the Candidate Profile and must conform to the advertised qualifications.

The initial screening will result in four (4) groups of applicants:

Code 1 – meets all screening factors – to be interviewed

Code 2 – some question about meeting one or more of the factors – possibly considered for an interview

Code 2D – meets the experience but education is at a developmental level

Code 3 – does not meet the screening factors

The Recruitment Panel Chair will advise Human Resources if Code 2 and/or Code 2D are to be selected for interviews.

4.2 Re-Screening for Interviews

If the qualified group is too large a group to interview, then it will be necessary to re-screen against a more specific definition of “related experience” and “related education”.

4.3 Previously Interviewed Candidates

If a candidate was interviewed but not certified on a recent competition for a similar job, it may not be necessary to re-interview that person.

4.4 Canadian Experience Requirements

Screening applicants out because of a lack of Canadian experience and/or education is considered to be in contravention of the Human Rights Act unless such experience is a bona fide job requirement.

4.5 Out-of-Province Candidates

Applicants from outside Alberta must be considered on their merits and not screened out on the basis of their place of residence.

4.6 Volunteer Experience

For screening purposes, volunteer experience should be evaluated and credited in a similar manner as salaried experience. Through an interview, clarification of the quality of the experience and how well it is suited to the vacant position can be obtained.

5. Use of the Telephone Screening Interview

The telephone-screening interview is normally used to clarify details of an applicant's experience and education so as to make a better determination of whether or not an interview is warranted.

6. Use of Tests

The development of a testing program is the responsibility of Human Resources. Divisions are asked to consult with the Senior Director, Human Resources prior to the use of any test as part of the selection process. Tests in this section would include those of personality, interest, intelligence, aptitude, technical proficiency, skill, knowledge or any of a similar nature. They do not include those used for clerical recruitment or unstructured performance tests such as providing examples of written, drafting or artistic work.

Properly used, tests can provide an invaluable supplement to panel interviews and reference checks. They must always however, be defensible against demonstrated position requirements.

7. Alberta Human Rights Act

The merit principle requires giving consideration to all qualified individuals, while the Alberta Human Rights Act prohibits discrimination of employment practices.

The philosophy is of equal opportunity rather than affirmative action. Emphasis is placed on abilities, rather than disabilities and selection decisions must be based on actual, rather than assumed ability or inability to perform a job. Artificial barriers (e.g. non bona fide occupational qualifications, unrealistic recruitment standards, and restrictive job advertisements), should not be created to impede this process. This extends to all areas of recruitment and selection including advertising, screening and interviewing. An example of inadvertent

discrimination is a job advertisement which states "valid driver's license required" when driving is not a principal duty or function of the position.

VII. The Interview

1. Evaluation Factors

1.1 Purpose of Evaluation Factors

The evaluation factors of Knowledge, Abilities/Skills, and Personal Suitability are a vital part of the selection procedure since they are used to distinguish between a group of interviewees. It is evaluation factors, which provide the objectives for the interview plan.

1.2 Sub Factors

Sub factors must be established for each of the evaluation factors of Knowledge, Skills/Abilities, and Personal Suitability. The primary sub factors listed are mandatory requirements for fully satisfactory job performance. They must be job related and measurable, and it must be possible to develop questions around them which allow the panel to measure and rate the candidate's answers.

1.3 Role of Recruitment Panel Chairperson

It is essential that all panel members have a uniform understanding of both the screening and evaluation factors. The role of the Recruitment Panel Chairperson is critical during this phase to ensure the panel members fully understand the evaluation sub factors and how to rate each interviewee.

1.4 Weighting

It is necessary to weight the evaluation factors of Knowledge, Skills/Abilities and Personal Suitability according to their relative importance in the selection process. This weighting is at the discretion of the panel and will vary according to the kind and level of the position under recruitment.

2. The Interview Plan

It is necessary to develop an interview plan to ensure that all of the evaluation factors are covered during the interview and that sufficient information is gathered to accurately evaluate and rank candidates against the job requirements.

2.1 The Question List

A complete interview plan will consist of a question list for each of the sub factors identified. The framing of questions is a learned skill and the chairperson is therefore an important resource to the other panel members.

2.2 Behavioral Descriptive Interview Questions

The Recruitment Panel Chairperson is provided training on developing questions during Chair Training and should be able to produce questions, which are both complete and relevant.

2.3 Attention to Individual Rights

The Alberta Human Rights Act should be discussed during the framing of questions. Panel members must understand that the Recruitment Panel Chairperson is expected to protect the College from claims of discrimination and may be compelled to interrupt questioning during an interview in order to advise candidates that they need not answer.

2.4 Use of the Resume

Once the general interview plan has been developed, the panel members should study the individual resume in order to develop specific questions for each candidate. Such questions will supplement the general plan by clarifying specific points on the resume, such as education or eligibility to work in Canada.

2.5 Roles and Responsibilities

During this phase it is useful to clarify who will answer questions from the candidate. In most panels the supervisor will answer the candidate's questions about job duties and expectations while the Recruitment Panel Chairperson will handle general inquiries on policies and conditions of service while directing specific personnel inquiries to Human Resources.

3. Arranging the Interview Schedule

3.1 Interview Schedule

It is important that interview schedules allow sufficient time between interviews for evaluation or to catch up on interviews which may have run over the allocated time. It is the Recruitment Panel Chairperson's responsibility to keep an eye on the interview schedule and not keep candidates waiting.

3.2 Skype or Telephone Interviews

The Recruitment Panel Chairperson will decide if skype or telephone interviews are acceptable to the panel when completing the Interview Information form. If the skype or telephone interview candidate is certified and deemed by the panel as the most suitable candidate to fill the vacancy, then Recruitment Panel Chair must obtain two positive supervisory work related references. Prior to the offer of employment by the Senior Director, Human Resources, a second interview may be required for telephone interviews. The candidate may have to attend a

personal interview in the community in which the vacancy exists. If the second interview is positive, then an offer of employment may be extended.

4. The Interview Location

The location of the interview will be determined by the panel.

5. Payment of Interview Expenses

In keeping with the career advancement concept, internal candidates normally are allowed time off with pay when attending an interview with the College.

Candidates from outside the College may be paid travel expenses. Reference the Regulation "Payment of Interview Expenses" to determine the amount of the payment.

6. The Interview Setting

The surroundings are usually unfamiliar to the applicant so the room should be set up to increase the comfort level of the applicant as well as panel members.

A factor which is disruptive and discourteous to the applicant and unfair to other panel members is the interruption of an interview while one of the panel members receives a message or takes a phone call. Wherever possible front line staff should be instructed that panel members cannot be reached until the conclusion of the interview. Panel members will be requested to turn off their cell phones.

7. Briefing the Panel

A complete understanding by panel members of their role and responsibilities is essential to the smooth functioning of the selection process. It is important that sufficient time be allowed before the first interview for a full briefing by the Recruitment Panel Chairperson.

7.1 The Importance of the Interview Plan

The panel should be reminded of the importance of adhering to the interview plan so all candidates can be evaluated against the same set of sub factors. It is also appropriate for the chairperson to re-emphasize the importance of human rights concerns. The chairperson should remind the panel of his/her responsibility to provide continuity and technical expertise to the process, to ensure that all points are covered and that the treatment of each candidate is as fair and equitable as possible.

7.2 Involvement of all Panel Members

A well-run panel will have significant involvement by all members. They should be aware that as they become comfortable with the process they are encouraged to follow up on "red flags" (responses which need further clarification) within another member's area of questioning.

7.3 Timing

Another significant role of the Recruitment Panel Chairperson is to monitor the time. Since the time available is usually limited, the chairperson must be able to cut in on irrelevant lines of questioning (e.g. personal interests which coincide with those of a panel member) and redirect the questioning into more productive areas.

7.4 Questions Arising after Interviews

Finally, panel members should be cautioned that any questions which arise from candidates after the completion of interviews should be referred to Human Resources and the Recruitment Panel Chairperson. Such questions may require careful handling as they could lead to complaint and investigation.

7.5 Applicant's Questions

A selection interview is a two-way process since the applicant must also decide whether he or she wants the job. Time should always be reserved for an explanation of the position under recruitment and for the applicant to ask questions. Early turnover often results from newly hired employees having misunderstood the nature of the position they were accepting.

7.6 Concluding the Interview

In concluding the interview, the chairperson must ensure that candidates know what the next step is, i.e. how, by whom, and within what time frame will they be contacted. They should also be advised to contact the Human Resources on job-related queries and for all other types of queries.

VIII. Evaluation and Selection

1. Completion of the Interview Assessment Rating Guide

The Assessment Rating Guide provides documentation on the candidate's experience, education, rating levels, scoring of the evaluation factors and narrative comments on the interview. The Recruitment Panel Chairperson is responsible for the evaluation of each candidate, which should be performed immediately after each interview. The evaluation summarizes the interview and provides a record of the results of the interview. The Interview Assessment Rating Guide is a valuable tool in making the final selection, can be used if the selection is questioned, and is useful when hiring previously certified candidates.

2. Certification and Ranking

After completing the interviews there may be a number of certifiable candidates. The panel must be prepared to offer the position to these individuals, provided references and any other checks are positive. If this is not the case, the applicants are not certifiable.

When all candidates have been interviewed and evaluated, the evaluations are reviewed and potentially certifiable candidates identified. Prior to extending an offer of employment to an individual, the person must be certified, which entails meeting the education and experience requirements and must be rated at least "suitable" in all three factors and have positive references.

3. Reaching Consensus

There is seldom serious disagreement as to individual ratings or the final ranking order of candidates. Consensus is ideal, however, if the panel wishes to select a candidate for possible certification and the Recruitment Panel Chairperson is not in agreement, the matter should be referred to the Senior Director, Human Resources for resolution.

4. Reference Checking

The checking of references is an important contribution to the selection process and offers of employment will not be made until references have been checked. The Recruitment Panel Chairperson of the interview panel must complete reference checks. If they are unable to the Human Resources Generalist will. At least two supervisory references must be checked. If conflicting information

emerges, a third reference may be required. Reference checking on internal and former College employees should be as thorough as that for other candidates.

When there is an emergency hire only one reference is required.

When a sessional instructor is hired only one reference is required.

The Recruitment Panel Chairperson can only speak to the references provided by the applicant. Chairs are not allowed to obtain a reference check from other individuals in the organization in the absence of the person named as the reference.

A panel member cannot be contacted as a reference to a candidate who is being interviewed. If a candidate provides names of references and this includes a panel member, the Recruitment Panel Chair must ask the candidate to provide another reference.

5. Criminal Record Checks

Criminal record checks/vulnerable sector checks may be required to ensure new employees hired for specific work do not have a criminal record, which would create a conflict in their job responsibilities.

The advertisement or job posting will indicate that a condition of the offer of employment is to have a criminal record or vulnerable sector check conducted by the RCMP or a similar agency.

After the interview and two positive reference checks are obtained, if the candidate is certified, an offer of employment may be extended providing the candidate obtain an original statement of results from the RCMP (or similar agency) which meets the College's criteria. This is a condition of employment and must be met prior to the commencement of employment.

6. Pre-Placement Medical

As a general policy, medical examination of applicants for most College positions are not required. Discretion must be exercised in this area. When, in the opinion of the Senior Manager of the position, the nature of the employment demands a medical examination, this action should be implemented.

The employment offer can be made conditional upon the results of the medical examination being satisfactory. Pre-placement medical examinations shall be at the expense of the candidate.

Upon completion of the examination, Human Resources will arrange for the Recruitment Panel Chairperson to be advised of the applicant's suitability for

employment in the position to be filled. Human Resources will then advise the applicant, in writing, of the final status of the employment offer.

7. The Offer of Employment

An offer of employment constitutes a legal contract, therefore it is important that all offers of employment be made in writing and describe in detail the terms and conditions upon which the offer is made. This applies whether employment is offered to persons outside the College or results from the competition or transfer of a current employee. It is important to note that if an offer is made verbally, it still can be interpreted as creating a binding contractual relationship. All verbal offers will be followed by confirmation in writing.

7.1 Offer Letter

The offer letter will state the rate of pay, which is established from the grid according to the information provided in the resume. Upon receipt of transcripts, the candidate's education is evaluated and confirmed. If the evaluation results in a change to the pay level, the rate of pay will increase/decrease.

7.2 Amendments to the Offer Letter

Upon verbal acceptance of an offer, the supervisor contacts the candidate to work out a start date. The start date is included in the offer letter. If there is a change in the new employee's start date, the supervisor must notify the Senior Director, Human Resources in writing of the change of date. An amended letter will be sent to the new employee and the personnel file will be amended accordingly.

If other information changes in the original offer letter, such as the supervisor, the employee will receive written notice of the amendment.

8. Travel Relocation and Relocation Service Commitment

8.1 New and Current Employees

Current employees, who are successful candidates on competitions requiring relocation of residence, may be reimbursed for moving expenses. New employees hired into ongoing positions may be deemed eligible for reimbursement of moving expenses up the maximum determined by the College Relocation Regulation.

8.2 Relocation Service Commitment

Successful candidates or current employees who may be offered reimbursement for moving expenses are provided with information in their offer letter regarding the

terms of the return service commitment. The relocation service commitment states that if the employee resigns from employment with the College within 12 months of their starting date, the employee will be required to repay a percentage of the moving expenses paid by the College based on the number of months remaining in the 12-month term. The percentage is based on the following formula: Amount of moving expense allocation divided by 12 months multiplied by the number of remaining months to complete the term.

IX. Closing the Competition

1. Dealing with Unsuccessful Candidates

1.1 Response Timelines

Unsuccessful candidates who have been interviewed will be regretted by phone when the competition has been concluded.

1.2 Response to Telephone Queries

Often candidates will telephone, particularly those that have been interviewed, to discover in which areas they were lacking and how they might improve their future presentations. It is part of the Human Resources Generalist and the Recruitment Panel Chairperson's responsibility to be as helpful as possible to individuals seeking to enter, or advance within the College. Advice and counsel is often appreciated and may result in the person becoming a good candidate for a more suitable position, or may uncover inadvertent errors in the screening process.

2. Challenges to the Selection Decision

The activities of the College are open to queries from many sources, which must be accepted as a necessary part of the democratic process. All queries are referred to the Senior Director, Human Resources. The Senior Director will review the query and discuss the selection process with the candidate.

3. Recruitment and Selection Monitoring

The purpose of monitoring is to contribute to the ongoing development of the Recruitment and Selection function within the College, thereby ensuring a professional approach to Recruitment and Selection activities.

Human Resources monitors the recruitment and selection process of all employees hired and will provide, on a regular basis, chairperson feedback to Recruitment Panel Chairs on their activities. Recruitment Panel Chair training is also provided to all new chairs and refresher training is offered to existing chairpersons. Chair Training manuals are updated on an ongoing basis.

Tab 8



Job Description

Title:

Chair, Academic Upgrading

Department:

Learner Services

Major Job Function:

The incumbent will work with other Chairs to oversee the supervision, administration and operation of the department (Adult Basic Education and High School programming). This includes supporting, monitoring and evaluating faculty and staff performance including those in outlying campuses as assigned. Subsequently, frequent travel is required.

This Chair position also includes oversight of programming and Northern Lakes College faculty and staff at the Peace River Correctional Centre.

Duties and Responsibilities:

The chair is the academic and administrative leader of the department and serves as a representative of the dean. The chair guides and supports faculty and staff in carrying out the mission of teaching and other professional activities. The responsibilities of a chair include the following:

Leadership:

- Act as a role model for collegiality, collaboration, integrity, and professionalism across the organization
- Academic Leadership in Life Skills, Adult Basic Education, and High School programming
- Quality Assurance
- Technology Integration
- Provide strategic vision
- Support College strategic goals in department programming decisions
- Maintain an hospitable climate
- Encourage faculty engagement, participation, and collegiality
- Celebrate success

- Management**
- Overall operations and performance of the department
 - Personnel management
 - Financial planning, management and reporting
 - Liaison with potential and existing partners external to the college and other departments within the college
 - Manage resources including development, redevelopment, evaluation and maintenance
 - Articulate the goals of the department and the unit, both within and external to the department
 - Inform the department of the perspectives and actions of the dean and other administrators that have implications for the department
 - Create and maintain productive partnership with admissions offices
 - Work with the dean and other colleagues to ensure the department's goals are consistent with the Comprehensive Institutional Plan
 - Be receptive to questions, complaints and suggestions from the members of the department, staff and faculty from other areas, and students
 - Work with faculty to develop and implement plans for teaching
 - Develop, monitor and report on budgets
 - Conduct regular department meetings; establish department committees as needed; and represent department interests to the dean
 - Organize and oversee the work of department and program committees as needed
 - Keep faculty members informed of department, program, college, division, and institutional plans and activities
 - Oversee and ensure timely completion of program annual evaluations
 - Provide periodic feedback and coaching to faculty and staff as needed
 - Periodically visit all program sites to provide ongoing support
 - Contract initiation and management
- Faculty / Staff Development:**
- Plan, support and provide professional development opportunities
 - Manage the Performance Appraisal Cycle for employees within the unit.
 - Listen and communicate effectively with faculty and staff
 - Select and retain outstanding faculty and staff
 - Provide overall leadership and direction to department / program faculty
 - Identify staff and faculty for awards
- Professional Responsibilities:**
- Continuous learning and improvement in areas of program management, adult and distance education, learning technologies, e-learning and faculty development / supervision
 - Promote College programs and activities
 - Maintain personal professional development

- Initiate and oversee research projects

Student Responsibilities:

- Maintain open and responsive communication with students as needed
- Assist with student recruitment, admissions, and retention policies and activities
- Meet with students and student representatives as needed
- Participate in the student appeals process
- Encourage faculty and student interaction
- Support scholarships and awards and identify students for selection

Other duties as assigned

Skills/Knowledge:

Leadership Skills in:

- Strategic and operational planning
- Problem solving, including investigation and analysis

Academic expertise and ability to apply:

- Progressive, sound practices in teaching and learning
- Online, distance, classroom and blended delivery models
- Progressive, sound practices in academic leadership
- Progressive, sound practices in developing engaging curriculum for multiple modes of delivery
- The use of instructional technologies (synchronous and asynchronous)

Management abilities in:

- Results oriented project management
- Responsible fiscal management that balances budget and growth
- Productive performance management that builds team and capacity
- Progressive human resource management that uses effective delegation, facilitates professional development and optimizes productivity to meet specific timelines and other parameters
- Adopting current processes already in place and assisting with the development of new ones

Communication skills including:

- Active listening and accurate interpretation of messages
- Technical, curriculum, report and proposal writing
- Oral written and visual communications and presentations
- Ability to translate complex information into comprehensive and concise objectives

Proven ability and skills in:

- Leading and facilitating teams

- Affecting decisions through influence, cooperation and building consensus with diverse groups of stakeholders
- Resolving conflict through negotiation and conciliation
- Strategic and critical thinking

Staff and Professional development skills to:

- Encourage the development of staff and faculty talents and interests
- Facilitate discussion on department priorities for professional development
- Plan development activities as required

Special knowledge and skills required:

- Knowledge of adult education principles
- Knowledge of program planning and development
- Knowledge of instructional methods used in traditional and distributed delivery
- Ability to manage projects and direct project teams
- Ability to solve problems collaboratively and independently
- Interpersonal and teamwork skills
- Supervision skills
- Teaching skills
- Knowledge of related disciplines

Contacts (Internal and External):

- College faculty and staff
- Peace River Correctional Centre management and employees
- Students
- Representatives from school jurisdictions
- Representatives from bands, settlements and communities
- Applicants

Qualifications:

- Bachelor of Education
- Completed, or progress with ability to complete within two years, a graduate degree in a directly related field such as Education, Adult Education, Distance Education, Educational Leadership, Adult Learning, Curriculum and Learning, Interdisciplinary Studies, etc.
- A minimum of three years working in a directly related position
- A valid driver's license and Clean Criminal Record Check

Suggested Additional Qualifications:

- Five years of post-secondary work experience
- Five years supervisory experience
- Three years experience working and living in a northern, rural community.
- Three years experience working with diverse cultures and ethnic groups
- Three years experience developing /adapting curriculum for distance (synchronous and asynchronous) delivery

Tab 9



NORTHERN LAKES
COLLEGE

Delegation of Authority Matrix

Approved by Policy Review Committee effective September 12, 2017

Last Revised: September 12, 2017
Revised by VP Corporate Services & CFO

CONTENTS

Authorities Delegated To:

Senior Leadership & Operations Committee
Chairs, Directors and Unit Supervisors
Non Supervisors
Limited to Human Resources
Hospitality

[illegible]

Key Words

Go Salary

An Approval

Af + approval included position

*** Village (perhaps third) too others will be verified covered by Office Manager Facilities & Director Facilities.**

**** Example a certain document authorized staff, find respective G.T.**

Date Printed: 01/20/17
 The above information and Materials are not approved by the Federal Communications Commission. The above information and Materials are not approved by the Federal Communications Commission.

NORTHERN LAKES COLLEGE
CHAIRS, DIRECTORS AND UNIT SUPERVISORS - DELEGATION OF AUTHORITY

	ASST DIR HUMAN RESOURCES	ASST DIR FINANCE	CHAIR (chair)	CHAIR, DUAL CREDIT AND RECRUITMENT	CHAIR, CON ED CORPORATE TRAINING	CHAIR, RESOURCE TECHNOLOGY	CHAIR, TRADES	CHAIR, CENTRE FOR TEACHERS AND LEARNING	REGISTRAR	MANAGER (chair)	MANAGER, FACILITIES, MAINTENANCE AND OPERATIONS	FACILITIES TECHNOLOGY SPECIALIST	LIBRARIAN
ASST DIR HUMAN RESOURCES													
ASST DIR FINANCE													
CHAIR (chair)													
CHAIR, DUAL CREDIT AND RECRUITMENT													
CHAIR, CON ED CORPORATE TRAINING													
CHAIR, RESOURCE TECHNOLOGY													
CHAIR, TRADES													
CHAIR, CENTRE FOR TEACHERS AND LEARNING													
REGISTRAR													
MANAGER (chair)													
MANAGER, FACILITIES, MAINTENANCE AND OPERATIONS													
FACILITIES TECHNOLOGY SPECIALIST													
LIBRARIAN													
ASST DIR HUMAN RESOURCES													
ASST DIR FINANCE													
CHAIR (chair)													
CHAIR, DUAL CREDIT AND RECRUITMENT													
CHAIR, CON ED CORPORATE TRAINING													
CHAIR, RESOURCE TECHNOLOGY													
CHAIR, TRADES													
CHAIR, CENTRE FOR TEACHERS AND LEARNING													
REGISTRAR													
MANAGER (chair)													
MANAGER, FACILITIES, MAINTENANCE AND OPERATIONS													
FACILITIES TECHNOLOGY SPECIALIST													
LIBRARIAN													
ASST DIR HUMAN RESOURCES													
ASST DIR FINANCE													
CHAIR (chair)													
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CHAIR, CENTRE FOR TEACHERS AND LEARNING													
REGISTRAR													
MANAGER (chair)													
MANAGER, FACILITIES, MAINTENANCE AND OPERATIONS													
FACILITIES TECHNOLOGY SPECIALIST													
LIBRARIAN													

	ACCOUNTING SUPERVISOR, FINANCE SERVICES						9
HR Standard List	X						
Clear Recruitment Panel							
Make Offer of Employment	X						
Approve Attendance Records	X						
Record and Overwrite							
Approve Time Off for Absence Business	X						
Verify days available for Vacation Leave and that being is okay	X						
Verify need for Employment During Vacation							
Approve NL C-108 to recommend for Credit Courses							
Sign NL C-108 to recommend for non-credit							
Release employee from duties							
Discipline - Verbal (After HR Consultation)							
Verify performance management occurs for reporting units							
Prepare performance reviews	X						
Starting Request, Recommendation							
Finance Signing Limit							
Expense Claim Approval Limit							
Credit Card - single transaction (Credit Card is with approval of supervisor)							
Credit Card Monthly Limit							
Authorization of system upgrades (one level up)							
Authorization of access changes (one level up)							
Authorization or termination from system							
Authorization or emergency announcement							

DATA	9	XXXX	ACCOU
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NORTHERN LAKES COLLEGE
NON SUPERVISORS - DELEGATION OF AUTHORITY

	Check Interview Panels	Finance signing limit	Expense claim limit	Credit card limit - single transaction	Credit card - monthly
CARPENTER				2,500	5,000
PLUMBER/GAS FITTER				2,500	5,000
GENERALIST, HUMAN RESOURCES	X				
EXECUTIVE/ASSISTANT		5,000	1,000	10,000	15,000
BOARD/PRESIDENT					
MAINTENANCE SERVICE WORKER				2,500	5,000
COORDINATOR		500			
SR LIAISON, LIAISON		500			

**NORTHERN LAKES COLLEGE
DELEGATION OF AUTHORITY LIMITED TO HUMAN RESOURCES**

Limited to Senior Director, Human Resources

Appointing Acting Positions
Extend the use of continuous Wellness Days beyond 3 days (up to 10 days)
Additional wellness days over 20 days - as delegated by the president
Employment Agreements
Relocation Expenses
Sign Letters of Offer of Employment
Authorize Leave of Absence

