

St. Lawrence College
Position Description Form (PDF)

Effective Date: April 8th, 2025

Campus: **Kingston**

Incumbent's Name: **Vacant**

Position Title: **Campus Recreation and Fitness Coordinator**

Payband: **H**

Position Number:

NOC Code:

Hours per Week: **35 (averaging of hours)**

Supervisor's Name and Title: **Kevin Biggs. Manager, Athletics & Student Engagement**

Completed by: **Kevin Biggs**

Signatures:

Incumbent: _____
(Indicates the incumbent has read and understood the PDF)

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

Support Staff PDF

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

The Recreation and Fitness Coordinator provides programming and operations in the areas of campus recreation, intramurals, outdoor recreation, strength & conditioning, fitness, wellness and Student Health and Activity Center (SHAC) operations.

Duties and Responsibilities

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

	Approximate % of the Time Annually*
Campus Recreation - Design, implement, and facilitate activities in the areas of intramurals; campus recreation; outdoor recreation; and fitness and wellness for various campuses. - Assess the needs of the student population, both domestic and International, and ensure the athletic activities reflect the diversity of student needs and interests on a semester basis. - Maintains and tracks the equipment and supply needs for non-varsity athletics and works collaboratively with the Manager to control, monitor, and distribute equipment and supplies as required. - Works collaboratively with the Athletics & Student Engagement Coordinator to schedule intramurals and other recreation opportunities in the gymnasium, including utilizing Athletic Assistant student staff to run various campus recreation and fitness activities, when needed. - Offer training during orientation weeks and promotion during school events. - Promotes and markets Athletics activities (including intramural, campus recreation, outdoor recreation, and fitness and wellness programs) to students and staff. - Acts as a College Representative for Any committee or group that governs college recreational athletics activities.	60%
Fitness Centre Coordination - Recruit, train, and assign tasks to student staff and placement students. - Develop and implement schedules for student staff and placement students. - Develop group fitness and wellness programming, led by 2nd year Fitness & Health students that hold required certification(s). - Provide basic maintenance and safety checks of all equipment in coordination with the Manager. - Coordinate with outside providers to service equipment. - Prepare inventory and usage reports for the Manager. - Track client participation and facility use and generate regular statistical reports for the Manager. - Educate students/staff on proper lifting techniques as well as critique and supervise their use of free weight equipment-based and body-weight resistive exercise. - Provide consultation and resources in the areas of conditioning, nutrition, fitness and exercise. - Provide research to the Manager on industry best practices and advancements. - Provide annual and multi-year equipment upgrade schedule.	30%
Budget - Prepare annual campus recreation and SHAC budget plan. - Purchase equipment, supplies, process invoices and reconcile expenses. - Schedule and pay for routine and maintenance and repairs.	5%
Other duties as assigned.	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- | | | |
|--|--|--|
| ☐ Up to High School or equivalent | ☐ 1 year certificate or equivalent | ☒ 2 year diploma or equivalent |
| ☐ Trade certification or equivalent | ☐ 3 year diploma/degree or equivalent | ☐ 3 year diploma / degree plus professional certification or equivalent |
| ☐ 4 year degree or equivalent | ☐ 4 year degree plus professional certification or equivalent | ☐ Post graduate degree or (e.g. Masters) or equivalent |
| ☐ Doctoral degree or equivalent | | |

Field(s) of Study:

Sports Administration, Fitness & Health Promotions, Recreation & Leisure, Kinesiology, Physical Education, and/or relevant professional experience in sport deemed to be equivalent.

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- ☐ No Additional requirements
- ☒ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional courses obtained by course(s) of more than 520 hours

Valid driver's license CPR / First Aid Certified Personal Trainer, or equivalent certification(s) through Ontario Fitness Council

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one(1) year

☐ Minimum of one (1) year

☒ Minimum of two (2) years

☐ Minimum of three (3) years

☐ Minimum of five (5) years

☐ Minimum of eight (8) years

Experience in a post-secondary and/or education environment. Coordinating recreation, wellness and fitness programming and events, and good knowledge of common computer software.

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Delivery of recreational and wellness activities, and SHAC operations that are responsive to the interests and needs of full time students, but within the bounds of safety; considers damage/wear and tear to the facility; considers expense of equipment and staffing; considers the amount and availability of trained staff to run/officiate the activity in light of the budget available.
How is it identified?	Input from students and staff, evaluation of previously run programs, and participation rates; A student or students approach the incumbent proposing a new activity to accommodate the need; Student Government, Club makes suggestions.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation is required to determine activity needs in terms of equipment, facility space, training needed, staffing, rules, etc.; Assessment of client needs and wants are continuously evaluated; Cost analysis, availability of physical and human resources, and current industry trends. Discussion with Manager.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must determine if the suggested activity has support by a broader base of students or is limited to a few. The incumbent must also investigate and analyses what the appropriate approved equipment would be, including the cost, quantity and storage implications. The incumbent may need to determine how to schedule two contrasting intramural programs at the same time within the gym.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues and fellow coordinators at other colleges; Department statistics and usage trends; Athletic Business Magazines; program evaluations; Sports equipment catalogues.

3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

#2 regular & recurring

Injury occurs to participant using the SHAC

Other user, student staff, placement student, incumbent or other user(s) that witnessed the injury

Follow basic first aid procedures to assess situation and determine severity.

Determine if injury requires ambulance or transportation to hospital.

First aid procedures. College and department guidelines.

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

#3 regular & recurring

Student Staff cancelling shift(s) has resulted in short staffing for intramural officiating and/or SHAC operations.

Insufficient staff to officiate a game or supervise the SHAC; or sign-in students into the SHAC.

Review the staffing needs for that shift to determine the scope of the problem

Determine if the commitments can be carried off with less staff. Can any of the events scheduled be self-officiated? If the SHAC is involved, provide other options for participants (gym time or dance studio) so that people can still use the space. Determine if other staff members can work a partial shift, or if current desk staff and/or incumbent can fill-in.

Staff. Past practise and experience. Officiating guidelines. Safety policies.

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)	
Key issue or problem encountered.	Cancellation/rescheduling of campus/outdoor recreation activity or event due to emergency (i.e. inclement weather, facility issues).
How is it identified?	Emergency situation results in Incumbent working with Manager to decide if cancellation or rescheduling must occur.
Is further investigation required to define the situation and/or problem? If so, describe.	Determine the root cause of the emergency and what, if any, steps could be taken to address/prevent future occurrences.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Follow established critical path and policies: to determine appropriate action responses to immediate situation; to determine appropriate steps moving forward with programming
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practices; established organizational guidelines; established industry standards of care; department Manager, College EAP plan
#2 occasional (if none, please strike out this section)	
Key issue or problem encountered.	Fitness equipment in the SHAC not functioning properly.
How is it identified?	Reported by SHAC user, observed by student staff, placement student and/or Incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Inspection to take place by the Incumbent. Decision to be made if equipment can be modified to allow for safe continued use, or if equipment needs to be taken out of service.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If equipment cannot continued to be used as designed/instructed, it needs to be taken out of service and maintenance/repair is to be scheduled.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past Practice, equipment manuals, direction from Manager if necessary, feedback from equipment provider.

4. Planning/Coordinating

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

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

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Oversee operations of the SHAC, offering relevant group fitness classes, wellness programming through utilizing student staff and placement students from the Fitness and Health Promotions program
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Planning and Coordination skills. Communication skills. Time Management skills.
List the types of resources required to complete this task, project or activity.	Scheduling & usage tracking software. Fitness & Health faculty. Athletics Staff.
How is/are deadline(s) determined?	Schedule prepared each semester. Bi-weekly student staff scheduling.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	All involved can make suggestions/recommendations for the schedule. Conflicts would be discussed with Manager.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Schedule campus recreation activities (including intramurals) each semester. Incumbent will work with the Athletics & Student Engagement Coordinator to schedule time for the intramural programming.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Planning and Coordination skills. Communication skills. Time Management skills.
List the types of resources required to complete this task, project or activity.	Scheduling & usage tracking software. Athletics Staff.
How is/are deadline(s) determined?	Established deadlines. Schedule prepared each semester.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	All involved can make suggestions/recommendations for the schedule. Conflicts would be discussed with Manager.

	#3 regular and recurring
List the project and the role of the incumbent in this activity.	Schedule group fitness and wellness related programming for the St. Lawrence College community
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Planning and coordination skills. Communication. Time Management skills.
List the types of resources required to complete this task, project or activity.	Scheduling & usage tracking software. Athletics Staff. BPC department.
How is/are deadline(s) determined?	Established deadlines. Schedule prepared each semester. New programming added mid-year if possible.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	All involved can make suggestions/recommendations for the schedule. Conflicts would be discussed with Manager.

4. Planning/Coordinating

#1 occasional (if non, please strike out this sections)	
List the project and the role of the incumbent in this activity.	Preparing annual budget for campus recreation, wellness, and other fitness programing
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Detail orientation. Critical thinking/evaluation skills. Communication skills.
List the types of resources required to complete this task, project or activity.	Excel. Previous year's actual expenses. Manager.
How is/are deadline(s) determined?	Manager and college fiscal year.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Manager and incumbent input from SHAC committee

#2 occasional (if non, please strike out this sections)	
List the project and the role of the incumbent in this activity.	Planning recreation, wellness and/or fitness programming to boost opportunities and participation among female students
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Detail orientation. Critical thinking/evaluation skills. Communication skills.
List the types of resources required to complete this task, project or activity.	Manager. Usage and participation rates from previous years. OCAA, OCR and NIRSA program sharing.
How is/are deadline(s) determined?	Established deadlines. Schedule prepared each semester. New programming added mid-year if possible.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Manager and incumbent input from SHAC committee

5. Guiding/ Advising Others

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

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☒	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Advise student staff and placement students on different procedures that are to be followed. League disciplinary actions.
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Guides and assists student staff for everyday operations of the SHAC.
☒	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Leads student staff in following program plans in order that they may perform and complete their day-to-day activities
☐	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
☒	☐	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	The incumbent oversees the fitness centre staff and those assisting with rec events. The incumbent allocates tasks and recommends actions to ensure the smooth operation of the centre and events.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Performs work independently	New or special projects are provided with verbal and/or written instructions including suggested work methods and recommended timeframes.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Department policies and guidelines College policies and guidelines Past Practices and experience Professional guidelines. Health and safety regulations	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Feedback from students, staff and Manager. Weekly department, and 1on1 meetings	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Maintenance plans of fitness equipment Group fitness programming and scheduling Intramural scheduling Programming for residence students	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Decisions that carry financial impact Cancelled events within program plan Student discipline/conduct issues SHAC operating hours	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Annual program, events. Supervising/scheduling SHAC student staff and placement students	

7. Service Delivery

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

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

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Student requests information regarding intramural events. Ex: how do I register? What is the schedule? Who is eligible to participate?	Incumbent provides the policy or procedural information as requested and directs student to the promotional material, website, or activities book for more info.	Student	D
Staff request information regarding using the SHAC and group fitness classes Ex: Are staff allowed to use the SHAC? How do I find the group fitness schedule?	Incumbent provides the staff the information to purchase a staff SHAC pass to be able to allow access to the space and group fitness classes	Staff	D
Monthly usage reports of students and staff using the SHAC, which is broken down hourly and daily.	Reports generated through membership tracking software. Presented in a format the easily interpreted by others	Manager	M
Behaviour incident or conduct issue reported to Incumbent by a SHAC user, student staff and/or placement student	Incumbent collects and documents all relevant information. Shares report with Manager	Student. Staff. Manager.	I

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Verbal and written communication regarding pertinent Campus Recreation program information as well as Fitness facility hours of operation and services	Students, Staff/Faculty	D
Explanation and interpretation of information or ideas.	Verbal and written clarification of Athletics Dept protocols and policies to clients.	Students, Staff/Faculty	D
Imparting technical information or advice	Clearly identifying and explaining specific exercise theories and methods to clients looking for ways to further their personal fitness Providing student staff with the information and knowledge of services, rules and procedures, both verbally and written, to train them for their responsibilities	Students. Staff/Faculty. Students.	D D, W, M
Instructing or training	Provides thorough onboarding for all student staff, placement students and group fitness instructors that are Fitness & Health students.	Students	I
Obtaining cooperation or consent	Faculty and/or EBS will request the use of facility and equipment – the incumbent is responsible for reviewing the request and determining if the request can be granted, based on schedule and bookings. If the request cannot be granted, the incumbent will work with the faculty to provide a mutually acceptable alternative option.	Students. Staff/Faculty.	I
Negotiating	Balancing time off requests from student staff, placement students. Requests for using the dance studio by internal groups. Rulings for intramural programs in the event of an incident or conflict.	Students. Saff/faculty	I

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D		X		X		
Standing	D		X		X		
Walking/Running	D	X			X		
Lifting/carrying objects	D	X			X		

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

☒ Light (up to 5 kg or 11 lbs.)

☒ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☒ Heavy (over 20 kg. or 44 lbs.)

Carrying equipment to/from Campus Recreation programming venues; office supplies; etc. (D)

Moving Fitness Centre weights and; carrying supplies and equipment during Recreation and intramural programming (D)

Moving fitness centre weights (D)

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Computer work – program scheduling, staff scheduling, budget and usage reports, email communication	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☒ Usually ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Attention-monitoring games/events for rules, procedures, student safety.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually ☐ No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually ☐ No				

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below)	Office/working space	
☒ accessing crawl spaces/confined spaces	SHAC Laundry/storage room	D
☒ dealing with abusive people	Clients becoming verbally abusive (Fitness Centre members; Campus Recreation/Outdoor Recreation participants)	I
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☒ handling hazardous substances	All Athletic Staff: Potential for exposure to health risks/bodily fluids while administering first aid. Cleaning products	I
☒ smelly, dirty or noisy environment	General body odor, particularly in the changerooms.	I
☒ travel	Local-pick-up supplies/equipment Campus Recreation to off-campus site Annual OCAA AGM	I M I
☐ working in isolated or crowded situations		
☒ other (explain)	Requires flexible schedule for evening and weekend events, utilizing averaging of hours	M

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