Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: **Vacant**

Position Title: **Curriculum Data Specialist – Academic Operations** Payband: H

Position Code/Number (if applicable): S00206

Scheduled No. of Hours_____35/w_____

Appointment Type: ____X_____12 months _____less than 12 months

Supervisor's Name and Title: Molly Westland, Director, Academic Quality, Planning and Operations

Completed by: S. Kloosterman

PDF Date: March 2007
Last Revision: October 2012

Signatures:

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

Supervisor: Date:

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 fo 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 representation 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.

Under the direction of the Leader, Academic Operations, the incumbent coordinates cross-college design, implementation and administrative functions of Curriculum Data Management. The incumbent uses query and report writers to develop primary and ad hoc reports and develops/maintains system tables, forms, queries and reports. The incumbent identifies and tracks system issues which could jeopardize the integral functioning of the system and ensures the ongoing data integrity of curriculum. The incumbent is the functional lead for Academic Advising and Program of Studies - Curriculum Data.

The incumbent, in the curriculum planning role, will develop systems, processes, and reporting tools to ensure accurate curriculum and enrolment information is available for academic delivery and operations at Sutherland campus. This role is required to liaise with other service areas (e.g. Registrar's Office) to review and revise operational systems and processes, as necessary, to ensure accuracy of curriculum data/delivery information within and across schools.

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 time annually*
1. Curriculum Reporting & Analysis Designs and implements tracking, analysis, and reporting mechanisms for on-going curriculum development and tracking for all academic schools. Provides AO Leader with regular reports, flagging and pro-actively following up on unusual variances. Works closely with the Registrar's Office to ensure academic policies and procedures as they relate to curriculum are adhered to and timelines are met. Designs systems necessary to ensure that curriculum and delivery data is available for use by administration for any variety of purposes (curriculum review and renewal processes, new program development, program costing, etc.) This requires the development of tools to extract and verify data from multiple, integrated systems and databases (Evolve, MAPS). Ensuring that curriculum is current in both Maps and Evolve for Academic Advising. The incumbent works closely with the other AO Officers, Registrar's Office and IT to collaboratively develop needs analysis, design/modify systems, identify necessary report-writing tools, etc.	30%

2. Curriculum Coordination & Distribution: Co-ordinates the curriculum verification process for Sutherland and Lakeshore Campuses in consultation with the Leader, AO, Deans,Chairs, and Program Coordinators. Liaises with Sutherland academic schools and consolidates overall curriculum data for review by Academic Leaders and Senior Management. Ensures the timely collection, evaluation and distribution of comprehensive academic delivery data for each of the three semesters. This function requires annual planning with continual adjustment for each of the three terms, as well as the incorporation of enrolment data for current year planning, one year out and two year planning for calendar. Responsible for ongoing collection, review, and maintenance of calendar information for each program at Sutherland and Lakeshore Campuses to ensure the most relevant program data is posted to the WEB and accessible by the external community. Due to the virtual nature of the WEB Calendar, it is critical that this information be continuously monitored and updated. Responsible for updating and maintenance of curriculum for all programs/courses offered at Sutherland and Lakeshore Campuses. Continuously monitors and updates as programs and/or courses are modified or new ones come on stream. Works with the Centre for Learning & Teaching to ensure updates are made as program changes are approved or adjusted.	30%
3. Enrolment Management/Monitoring: Develops processes and systems for compiling, analyzing, and entering accurate enrolment data supplied by the Strategic Enrolment Management Group. This involves working closely with AO Leader, Deans, the Registrar to manage the integration and verification of data for both existing and new programs. Interprets the raw enrolment projections and incorporate delivery patterns by course and by program, including any unique/special delivery requirements, section sizes etc. This role develops queries and reports to regularly monitor enrolment fluctuations, analyzes, and flags areas of concern. Works with other AO Officers to identify potential budget issues and recommend possible solutions. Key liaison with the timetabling staff to ensure effective and integrated processes are in place to meet submission deadlines for timetable production.	20%
4. Collaborates with the other AO Officers in the design, development, and enhancement of work processes associated with academic delivery systems and AO services across the college. Lead role for process redesign related to curriculum management procedures. Responsible for procedural documentation to support processes and systems (e.g. process maps, integrated critical timelines, annual planning cycle, etc.). Liaises with IT for the functional design, development and implementation of new curriculum systems within AO.	10%

5. Designated back-up for the other AO Officers for: the administrative functions; training; workload planning, timetabling and curriculum functionality.	5%
Other related duties as assigned	5%

*   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	□ 1 year certificate	□ 2 year diploma
□ Trade certification	X 3 year diploma / degree	□ 4 year degree or 3 year diploma / degree plus professional certification

□ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

□ Doctoral degree

Field(s) of Study:

Business Administration or Business/Commerce Degree

B. Check the box that best describes the requirement for 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 requirement 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	
x Additional requirements obtained by course(s) of a total of 100 hours or less	Advanced Excel (30 hrs) Crystal Reports or similar business reporting tools (40 hrs)
□ Additional requirements obtained by course(s) of a total between 101 and 520 hours	
□ Additional requirements obtained by course(s) of a total of more than 520 hours	

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 year 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 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	

x Minimum of five (5) years	**Technology** ▪ Expert-level knowledge of spreadsheets, databases and project planning tools ▪ Experience with database reporting tools **Project Management** - Previous project coordination experience - Understanding client needs, tracking progress toward completion **Application Development** • Previous experience defining functional requirements and identifying functional conflicts between systems during the development or integration of new business processes • User acceptance testing **End-User Support** - Ability to communicate effectively with technical/non-technical users for the purposes of knowledge transfer, troubleshooting, and requirements gathering - Proven experience with troubleshooting principles, methodologies and issue resolution techniques - Development of procedural documentation/end-user reference materials **Training / Presentations** ▪ Development of business, functional and/or technical materials for presentation and training purposes **General** ☐ Experience working independently in a customer-service focused team within a fast-paced business environment featuring critical deadlines, multiple projects and competing priorities ☐ Analytical problem-solving and decision-making skills to identify issues and determine potential solutions
☐ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement 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 judgement 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.	Enrolment fluctuation from early enrolment projections. The change in projected student numbers has an impact on sections planned, faculty workloading, and scheduling.
How is it identified?	Incumbent continuously monitors application and enrolment numbers. EMSC (Enrollment Management Steering Committee) reports, Meetings with Deans, chairs. R.O.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Must determine impact to number of sections required which impacts workloads, timetabling and budgets.. The question is whether the enrolment fluctuation is large enough to change all of these dimensions of workloading etc.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review of program curriculum and individual course attributes (often required by a number of programs). Develop reports containing historical enrolment numbers, space utilization needed, budget impacts, impacts to connected courses and future semester planning - for attrition rates and flow of numbers.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Past practice, timetabling principals, collective agreement, application stats. Historical data, queries and reports.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Data reconciliations is required on the Faculty Workload/Student Contact Hours (SCH) semester report resulting from discrepancies between planned data (MAPS-Master Academic Planning System) and actual enrolment data (Schedule of Classes).
How is it identified?	By incumbent; completes comparison of faculty data between two report s (SCH report and Faculty Workload report)
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Requires multiple levels of comparison & analysis at school, faculty, course & component levels to determine the location of the discrepancy and appropriate method of resolution.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Discrepancy identification & further investigation to determine best method for resolution. Sometimes, the appropriate resolution is to allow the discrepancy to stand and then to note it as an exception in reporting mechanism.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Previous Faculty Workload/Student Contact Hours (SCH) semester reports, HR/RO/ITS Analysts , forms & reports (SWF teaching contact summary, curriculum grids, data integrity queries & mismatched section query). The incumbent will also refer to past practices.

#3 regular & recurring

Key issue or problem encountered	Inaccurate data stored within the MAPS gets published to various queries/reports and departments. E.g. Assigned/Unassigned inaccurate reporting to schools identifying courses that are not fully assigned, yet in actual workloading, the course sections are fully staffed)
How is it identified?	Incumbent is informed about inaccurate data by end users, chairs, deans or workload officers find inaccurate data
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent must perform a review to determine the inaccurate data identification at the course and section level.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will develop queries to assist with identification of errors. These errors may be due to process, data, or keying. Some errors will be referred to workload officers. The incumbent will verify that the data has been corrected, repeating the process if it has not.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Past practices, key leaders or staff to problem solve.

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)

Key issue or problem encountered	Accelerated program offering to incorporate degree or dual diploma course requirements. This involves a non-standard mode of delivery that must be fit into the standard way in which the college plans curriculum delivery, assigns faculty workloading etc. by manipulating systems etc.
How is it identified?	CHAIR/DEAN or Coordinator generates idea and brings to incumbent. APDC or other coordinating college committee.
Is further investigation required to define the situation and/or problem? If so, describe.	Meet Dean/CHAIR or Coordinator and Registrar's Office to identify resources required and operational logistics. Attend meetings and develop reports to give analysis and summary of impacts to operational roll-out of new or changing programs
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Impact on current operations, timetabling, budget.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Past practices, case-by-case. Academic Initiatives Team, Registrar's Office, Systems Analyst for A.O. timetabling principals, collective agreement, application stats. Historical data, queries and reports.

#2 occasional (if none, please strike out this section)

Key issue or problem encountered	Requirement identified for specialized report for distribution of data contained in the MAPS. e.g., a school requires report on students completing Dual Diplomas (taking 2 programs concurrently)
How is it identified?	Request received from end users, Chair or Dean.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Identify scope of report, data inputs, data table locations, timing of request, data extraction & consolidation methodology.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Once report requirements have been defined, the incumbent will decide how to gather data, conduct data testing, draft initial report & then finalize for distribution.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Previously designed reports, discussions with end users and Technical Business Analysts.

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.

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

#1 regular & recurring

List the project and the role of the incumbent in this activity.	Plans post-secondary course offerings by incorporating delivery patterns, room requirements, timetabling needs, and graded components; this forms the 'building block' for budget, timetabling and workload processes each semester.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Skills required to coordinate large volume of information paying attention to detail.
	Ability to clearly communicate impacts and detailed reports to academic schools and co-ordinators. Ensure that key dates in cycle are met.
	Ability to analyze data from different perspectives to meet the needs of various stakeholders (e.g. budget, RO, timetabling, Bookstore).
List the types of resources required to complete this task, project or activity.	Curriculum grids. HIstorical data, EMSC planning numbers, Queries and reports.
How is/are deadline(s) determined?	Timetabling and Scheduling Task Force Policy. Annual planning cycle. Academic Operations lead academic planning for the division. Ability to adjust timelines for changes and late program intakes and changes.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Jointly with AO Leader, Dean/CHAIR determines plan to identify total academic requirements.
	Impacts on others regarding staffing changes.
	If occurs during planning, less impacts. During operations implications to budget, timetabling and workloading. Increased addendums will put pressure on deadlines to complete work and develop workloads and timetables in a timely manner.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Coordination with Registrar's Office, Deans on the selection processes for general education and elective courses. Works with General Education Coordinator to plan general education course offering for 1500 students each term. Ensure all courses are identified on RO student assistance page within the student centre - audit and control
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Attention to detail, excellent organizational skills to compile all required information, detailed analysis to identify discrepancies.
List the types of resources required to complete this task, project or activity.	Past semester offerings Dean and Chair, School of General Arts and Science Calendar Curriculum Grids Registrar's Office Systems Analyst
How is/are deadline(s) determined?	Timetabling and Scheduling Task Force Policy. Annual planning cycle. Academic Operations lead academic planning for the division. Ability to adjust timelines for changes and late course additions and program changes.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent working jointly with the schools and coordinators to determine impacts. To ensure that 1500 students are provided ample choice for their elective courses.

#3 regular & recurring

List the project and the role of the incumbent in this activity.	Plans, organizes and implements modifications to existing systems and business processes to support academic delivery redesign & business cycle. E.g. Dual Credit courses - off cycle courses, outside regular term and semester.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organizational & coordination skills for project completion.

List the types of resources required to complete this task, project or activity.	Annual Planning Cycle, historical data; current business processes; ITS; extensive knowledge of MAPS Academic System.
How is/are deadline(s) determined?	Deadlines are determined by academic leadership or the Annual Planning Cycle, new offerings may be introduced to cycle at late date and require adjustments of process, impacts to workloading, scheduling and budgets as well as planning cycle dates.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Academic leadership. Incumbent determines impacts on Service Partners and communicates with those areas for resolution, impacts to their operations.

4. Planning/Coordinating

#1 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.	Software upgrade / bundle installation. Incumbent must consider integration impacts with MAPS and Evolve system.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent must develop project plan to ensure appropriate testing of bundles. This includes coordinating testing and modification to testing scripts to ensure appropriate testing of bundles.
List the types of resources required to complete this task, project or activity.	Published System Documentation (Evolve) and documents pertaining to curriculum data structure
How is/are deadline(s) determined?	Deadline would be determined in collaboration with ITS and other user departments.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent evaluates changes & determine scope; identify the impacts on other departments. Major shifts in the schedule would be referred to Leader, Academic Operations. EOLT determines overall priorities.

#2 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or 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 others. The incumbent may be required to explain procedures to other employees or students.	
X	□	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Functional lead for the curriculum data management system. Daily requirements for the incumbent to explain/demonstrate how to process transactions/enter data. First point of contact for processing errors.
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Assists user department by designing system procedures. Must analyze system functionality and recommend the best course of action for others. Within the role of project coordination, the incumbent monitors progress ensuring completion within prescribed timeframes.
□	□	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.

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6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the 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)
Typical work assignments are carried out independently with broad objectives and outcomes previously agreed to in consultation with Leader, Academic Planning & Operations. The position has a great deal of autonomy working directly with other AO staff, DEAN/CHAIRs and departments as required to identify and resolve issues.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
College Policies & Procedures Academic Schedule Annual Planning Cycle College Calendar Faculty Collective and Local agreements Timetabling & Scheduling Rules	

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)
Work is checked periodically as required depending on the project and cycle timing. Checked by report and/or discussion on an as needed basis; by detailed review at key periods (e.g., enrolment monitoring). Process redesign work is reviewed at critical decision point through update reports and discussion.	

- **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)
Works directly with ACADEMIC Leaders and Coordinators regarding the impacts of changing curriculum and fluctuations in enrolment.	

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)
Major program delivery issues with possible solutions identified. Staffing issues related to curriculum and academic programming. Major deadline/workload conflicts that require significant time commitment and be assessed against other priorities. Major systems issues that will require major procedural changes.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

Development of curriculum grids – by semester, by year . Enrolment reporting/analysis tools – ongoing. Proactively identify and follow-up on unusual situations. Providing resolutions or recommendations for process improvement and design reports. Data integrity and reasonableness.	

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 the 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 fulfil 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?		
In person, e-mail, phone – request from functional areas	Reviewing curriculum, enrolment, delivery patterns to determine staffing plans. – Incumbant investigates to identify true nature of the issues. Examine process, data and other systems elements and impacts of the issue. Recommend solutions.	Deans/CHAIRS, Its, Academic Leaders	W
In person, e-mail, phone, Planning Cycle – New Business need identified	Determines timetabling and workload requirements. Consults with user department to detail functional requirements. Research and assess solutions. Impacts to other areas must be considered.	AO functional staff, Timetabler & Workload Officer; RO, ITS, other campuses	D/W

Planning – Request from a functional areas	Determines academic delivery needs & provides customer with requirements. Responds to presenting needs and looks beyond those to anticipate changes over the entire business cycle. Designs and configures reports and queries to meet functional needs.	AO functional staff, Budget Officer	M
In person, e-mail, phone, Planning Cycle requirements – system configuration and acceptance testing	Diploma Audit, course selection processes.- engages rigorous functional and acceptance testing to ensure the integrity of business process and data. Documents as appropriate.	Registrars Office; AO functional staff	W/M

*   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			
Explanation and interpretation of information or ideas	Provide detailed information to facilitate the academic staffing process, ongoing clarification, problem identification and resolution. Clarifies curriculum delivery and potential impact on workloads, budget, and course selection.	AO Team members Timetablers	D
	Provide information, clarification and interpretation of academic programming delivery data. Review and provides feedback on draft enrolment fluctuations before projections are finalized.	Registrar's Office Deans/CHAIRS	W
	Educates/provides direction for new DEAN's, coordinators re process & policy as they move into these positions.	Dean/CHAIRS & Coordinators	I

Imparting technical information and advice	For consultation and process coordination in the planning of academic programming each semester/year; requires providing, interpreting, and clarifying comprehensive data for accurate planning, budgeting and delivery roll-out. This involves translating complex Evolve technical information to non-technical employees such as academic Chairs, so that they can understand the impact of changes in enrollment, intake timing, delivery patterns etc.	Deans/CHAIRS/program coordinators	D
	. Academic delivery requirements –when considering delivery requirements must consider the system impacts and limitations of the system, downstream impacts on workloading timetabling etc. Taking these issues into consideration, Incumbent identifies recommendations to achieve consensus to finalize requirements for academic delivery (e.g. capped enrolment, sectioning).	Deans/CHAIRS/Coordinators	M
Instructing or training	Development and delivery of formal systems training sessions in a classroom or workshop setting. E.g. (module launch)	End-users of all technical levels	I
Obtaining cooperation or consent			
Negotiating			

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

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, 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 at desk/workstation	D			X	X		
Lifting large files and supplies, curriculum verification binders.	M	X			X		

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

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

X   Light (up to 5 kg or 11 lbs)

□   Medium (between 5 to 20 kg or 11 to 44 lbs)

□   Heavy (over 20 kg or 44 lbs)

Large files and supplies, curriculum verification binders.

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 a task and the duration of the task, including breaks (eg. up to 2 hours 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 (eg. 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 mins	Long up to 2 hrs	Extended > 2 hrs
Data extraction, manipulation, analysis and updating. This person is the lead for this function at the college and failure to complete the work with a high level of accuracy and within tight timelines can lead to serious disruption in meeting critical milestones in the academic planning cycle (workload/timetabling).	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Developing 18 annual curriculum planning grids for four different Schools, each with unique delivery requirements and dependent on the semester cycle. This person is the lead for this function at the college and failure to complete the work with a high level of accuracy and within tight timelines can lead to serious disruption in meeting critical milestones in the academic planning cycle (workload/timetabling). This person is the lead for this function at the college and failure to complete work on time can lead to serious disruption in meeting critical milestones in the academic planning cycle (workload/timetabling).	D			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
X   Usually
□   No.

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	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

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

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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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
□ accessing crawl spaces/confined spaces		
□ dealing with abusive people		
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
X travel	Intercampus	I (less than 10%)
□ working in isolated or crowded situations		
□ other (explain)		

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