Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Curriculum Data Specialist – Academic Operations – (Temp)   Payband: H

Position Code/Number (if applicable): S00206

Scheduled No. of Hours: ____35_____per week

Appointment Type: □ 12 months   X Less than 12 months (please specify # months:_____)

Supervisor's Name and Title: Sue Kloosterman, Director, Business Improvement

Completed by: Molly Westland   PDF Date: October 2021

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 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 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.

Reporting to the Director, Business Improvement, this position participates as a member of a dynamic academic administration planning team with responsibility for the design, creation and, implementation and administrative functions of the Master Academic Planning System (MAPS) 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 MAPS and ensures the ongoing data integrity of MAPS. As the primary support specialist for the MAPS, the incumbent supports the Academic Division and service partners with functional knowledge transfer and by assisting in training by preparing training materials and researching functional capabilities as well as representing Academic Operations on cross-college project teams that involve the MAPS and/or Evolve systems. The incumbent is the lead on all work loading system tool creation and implementation as well as project coordinator for all swf and contract related projects.

The incumbent will develop systems, processes, and reporting tools to ensure curriculum, enrolment and work loading information is available for academic delivery, service partners and operations for all campuses. Reviews and revises operational systems and processes to ensure accuracy and timeliness 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. Functional MAPS System Administration, Research and Analysis Research, analyze, report and recommend the best configuration regarding the Academic Division Maps system as it relates to business functionality (e.g. bolt-on applications; taking into account the needs of divisions, current processes, legislative requirements and possible future direction to give the Division the most flexibility when changes occur. Working both as a functional and cross-functional team member, the incumbent consults with end users to analyze system performance and define new system requirements/enhancements to meet a variety of academic planning and delivery strategies. . Prepares functional design specifications including design scope, design details and development details (including components, pages, tables), testing plans, and test data. Maintains system tables, forms, queries/reports and tracks/escalates system issues which could jeopardize the functioning of the MAPS. The incumbent ensures ongoing data integrity of the MAPS. Supports the Academic Division and Service Partners with product knowledge transfer by conducting training sessions (formal and informal), preparing training materials and researching functional capabilities. Is the primary support for the Master Academic Planning systems – MAPS on system related technical issues and projects. Represents AO on cross-college project teams related to academic information systems.	50%
2. Operational Support for MAPS to Academic Division/Academic Operations Monitors the day-to-day operation of the MAPS including system modifications, patch/upgrade windows, maintenance of business rules and associated system table configuration. Functions as a general technical resource to the Academic Division supporting MAPS and Evolve systems and is a point of contact for the initial identification of end-user issues including initial scoping, logging of issues, testing coordination and follow-up. Designs and/or recommend changes or enhancements to business processes and/or system configuration to meet the requirements for unique circumstances. Makes specific recommendations with respect to the appropriateness of a variety of system patches/bundles or upgrades as they related to MAPS/Evolve systems. Coordinates installations (test and production instances) with ITS and the Academic Business Analyst and conducts acceptance testing for software patches/fixes and major design upgrades. The incumbent develops, implements and trains administration within the Academic Division on tools and resources to create efficiencies in Academic processes.	20%
3. Curriculum Coordination and Distribution Responsible for the ongoing collection, review, maintenance of curriculum data, reporting and tracking mechanisms at Frost (School of Environmental & Natural Resource Sciences and General Arts & Sciences), Sutherland (School of Trades & Technology) and Haliburton (post-secondary programs) Campuses for current and future year planning. Ensures Course Catalog, Program of Study and Academic Advisement reflects current course information. Configures Academic Advisement to enable correct reporting of curriculum for grad audit purposes. Co-ordinates, through the Curriculum Verification process, the collection, evaluation and distribution of academic delivery data for each of the three semesters. Requires annual planning with the incorporation of enrollment projections and continual amendment for all planning years. Collaborates with Division and Service Partners to ensure consistent application of tracking mechanisms.	15%
4. Procedural Documentation and Report Generation Responsible for documentation for the MAPS and related academic processes. Development of relevant reports/queries (primary or ad hoc) as they relate to the activities of the Academic Operations office.	10%

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)
> Advanced Access (30 hrs)
> Crystal Reports or similar business reporting tools (40 hrs)
> BI Publisher

□ 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

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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.	Data reconciliations is required on the Faculty Workload/Student Contact Hours (SCH) semester report (aka HR Data Suite) resulting from discrepancies between planned data (MAPS) and actual enrolment data (Schedule of Classes).
How is it identified?	By incumbent; completes comparison of faculty data between two reports (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. Each level must be completed prior to proceeding with next level.
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. Further analysis would include determining type of individual faculty course-load discrepancies (hours, prep, evaluation, # of students, release) and proper method of resolution. All possible scenarios to be investigated for resolution. Sometimes, the appropriate resolution is to allow the discrepancy to stand and then to note it as an exception in reporting mechanism. Multiple instances of Evolve/MAPS are utilized at the same time throughout different levels to identify discrepancies and resolution.
What sources are available to assist the incumbent finding solution(s)? (eg. 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. Analysis and Problem Solving

#2 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 work loading, 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 detailed review and analysis to determine the type and location of the inaccurate data.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Understanding of the business needs, curriculum/work loading relationships and the database structure is required. The incumbent will follow data through tables, queries and report to identify the root location and level of error. Where feasible, the incumbent will develop queries to assist with identification of errors. These errors may be due to process, data, or keying. High-level errors are rectified by incumbent; other errors will be referred to workload/curriculum officers for resolution. 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)? (eg. past practices, established standards or guidelines).	Previous semester data & reports. Past solutions used to inform resolution.

#3 regular & recurring

Key issue or problem encountered	Troubleshooting system issues within Master Academic Information System (MAPS).
How is it identified?	Identification by the incumbent and/or end-users of MAPS.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Investigate the problem within MAPS determining where the issue lies to determine if issue arises from data input error; if this is the situation then contact with end-user is required to correct input of data. If issue resides in report/query structure, incumbent must resolve and redistribute query/report. If issue is within system structure then an issue must be logged with ITS identifying problem.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent would examine the MAPS system to determine where issue is occurring. If incumbent can identify and determine why issue is occurring or if unable to determine then an issue is logged with ITS for resolution. Logged issues should include any findings as well as table names, fields, samples, etc. Incumbent would work with ITS Developer to ensure resolution of issue. Incumbent will test and signoff the completed product.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Previous tickets logged & resolved. May review with Business Analysts to jointly problem-solve.

3. Analysis and Problem Solving

#1 occasional

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)? (eg. past practices, established standards or guidelines).	Previously designed reports, discussions with end users and Business Analysts.

#2 occasional

Key issue or problem encountered	Operationalizing unique delivery of curriculum as a result of academic redesign (e.g. modularized delivery of semester curriculum) within constraints of Evolve/ MAPS.
How is it identified?	Discussions with DEAN, Chair, program co-ordinator
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Incumbent needs to determine best way to record the data. The incumbent would review proposed curriculum and total program hours to determine impacts from academic redesign. Determines how this would impact other schools for cross-school courses.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must address uniqueness of delivery while maintaining the system structure. Data gathering and analysis of course, deliveries and staffing models to determine best method for implementation. Some instances require change to existing system functionality to operationalize as intended. Identification and notification of other areas where impacts would result (calendar, level load, course catalog, timetabling, workload assignment).
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, discussion with DEAN, Chairs, program co-ordinators, timetablers

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 within the Academic Division incorporating delivery patterns, room requirements, timetabling needs, and graded components; this forms the 'building block' for budget, timetabling and workload processes each semester. Further tracks the curricular changes by academic year for schools. (Risk to the school budgets if changes not identified)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Must have strong attention to detail be able to coordinate large volumes of information. 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, enrollment reports
How is/are deadline(s) determined?	Annual planning cycle determines the deadline.
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.	Dean or Chair determines the overall plan and any major changes such as additional staffing, budgetary and timetabling impacts.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Coordination and generation of the Faculty Workload/SCH Report each semester for distribution to Academic Division and Human Resources
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 SCH Reports. AO staff to verify curriculum, workload & timetabling data
How is/are deadline(s) determined?	Annual Planning Cycle
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.	AO Director & HR Operations Leader. Eg., Fall work stoppage impacted the published date for release; determined adjusted timeline; timeline impacted budget development resources.

#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 change management within the academic delivery redesign & business cycle. For example: the development and implementation of reports to assist Chairs with Faculty assignments. The incumbent's work is the first step in business processes and timelines. For example s/he lets the chairs know when the report is available, conducts annual training and then refreshes throughout the process. S/he also advises W/O's when rollover is ready including the steps they must take to follow the timelines needed.
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; ISG; extensive knowledge of MAPS Academic System.
How is/are deadline(s) determined?	Deadlines are determined by academic leadership or the Annual Planning Cycle
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

List the project and the role of the incumbent in this activity.	Vendor software upgrade / bundle installation. Incumbent must consider integration impacts with MAPS 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 MAPS 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 Director, Business Improvement 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.	Coordination, design, implementation and training of all new tools for Academic Operations/curriculum and Work loading (ie budget tools, work loading tools
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent collects ideas from chairs, staff, creates scoping document, creates and implements tools
List the types of resources required to complete this task, project or activity.	ISG, Chairs, Academic Schedule, curriculum grids, work loading data.
How is/are deadline(s) determined?	Annual Planning Cycle. EOLT priorities, ALT timelines
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 feedback from Chairs and Workload Officers, pilots tools for feedback, creates business process for updates annually – Incumbent must determine if changes will be made in time for academic cycle or wait till the next round

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 MAPS 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	Creates, implements and trains in new processes for Workload officers to complete their daily work in an efficient manner – to catch any errors or gaps that have risk to the college form the CA
x	☐	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.	
☐	X	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.	When data fixes or configuration changes (e.g, mass changes to Course Catalogue; data cleansing with the Workload Officers to run the data for Faculty Workload/SCH report; and supporting implementation of new curriculum delivery models including models that do not fit current system and business processes) are necessary the incumbent is responsible for leading a system-related project, allocating tasks to others to ensure the completion of project. The incumbent makes decisions regarding configuration strategies and responsible for ensuring that the tasks allocated are completed accurately.

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 minimal instructions. Objectives and outcomes are previously agreed to in consultation with Supervisor or other College leader (e.g. Dean). Timelines established in keeping with key system processes and initiatives and as required to meet the deadlines established in the Academic Schedule. The position has a great deal of autonomy working directly with other AO staff and service departments as required to identify and resolve issues, complete projects. Incumbent meets with users to ensure exact requirements are incorporated into workflow.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
• Academic schedule/calendar • College policies/procedures • Academic collective agreement/local agreements • Scheduling rules & guidelines • Past practices in Academic Operations • Legislative requirements	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Meetings with user groups and internal project groups. Progress and projects are checked via discussions when a deadline approaches or upon completion. Supervisor review work by exception only. The system (in production) is also self-checked on a regular basis and the essential criterion of success is whether or not system development meets the articulated user needs. Projects delivered on-time, within budget.	When supervisor is off-site and unreachable, will need to proceed with work without approvals.

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)
Functionality or business process needs for the MAPS and other system tools that impact Academic Operations (e.g. changing curriculum; enrolment fluctuations, and/or other integration points in College systems.	

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)
Significant functional issues/problems. Changes to project scope/budget/timelines. Staffing/resource issues related to project planning and deadlines. Decisions related to appropriate business/audit controls. Decisions related to assignment of user profiles/security access for the MAPS.	

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 data analysis tools, reporting mechanisms as required for business and functional needs. Troubleshoot MAPS system errors and determines appropriate solution or action. Issues escalation to IT Department or to other systems support roles. Determines the most appropriate solutions to recommend to decision-makers to address an identified business/functional need. Project involving system functionality frequently require in-depth research, analysis of findings and creativity in recommending next course of action Determines components of functional test plans. Establishes metrics regarding project outcomes.	Identifies process design issues; data flow mapping and makes recommendations for process improvement.

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?		
Request from a functional area regarding a system issue.	Incumbent investigates to identify true nature of the issue. Examine process, data and other system elements and impacts of the issue. Recommend solutions (e.g. data fix)	AO/other end-users; ITS; Academic Leaders; Management; other campuses	W
	Primary College-wide contact for the MAPS requiring discussions regarding problems with the system, possible enhancements, complex explanations, instruction, negotiations and general troubleshooting. i.e program of study	Service Partners; ISG; Business Analysts	D
New business need identified.	Consultation with user department to detail functional requirements. Research and assess solutions (e.g. reconfiguration; custom development). Impacts to other areas must be considered.	AO functional staff; ITS;RO; HR; Finance; Faculty; Management; other campuses	M
Request from a functional area regarding a custom reporting requirement.	Responds to presenting needs and looks beyond those to anticipate changes over the entire business cycle. Designs & configures reports and queries to meet functional needs.	AO functional staff; academics; Service Partners.	W / M
System configuration and acceptance testing.	Engages rigorous functional and acceptance testing to ensure the integrity of business process & data. Documents as appropriate.	AO functional staff; ITS; Finance; RO; HR	M
Curriculum/ Academic Delivery Planning	Reviewing curriculum, enrolment, delivery patterns to determine staffing plans	*Dean's* Chairs	D

* 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	Networking at conferences or with product user-groups.	Peers at other institutions.	I
	Current academic delivery requirements (sectioning, curriculum delivery and curriculum changes)	Deans/Chairs /Co-ordinators	D/W
	Informal meetings	AO Team Members; Service Partners; Business Analysts	D/W
Explanation and interpretation of information or ideas	Directions and instructions regarding functional/technical aspects, project priorities, deadlines, and acceptable standards.	AO end-users; ITS; Management.	D
	Project status reporting; consultations.	End-users; project teams; ITS; Mgmt	W
	Imparting general functional or procedural clarifications or facilitating informal learning opportunities.	AO end-users; academics; service partners – HR, Finance etc.	W / M
Imparting technical information and advice	Informal training on aspects of MAPS to new or existing individuals (one-on-one opportunities)	Chairs; end user	I
	Instruction of new system tools or enhancement of existing tools that reside outside of Evolve		
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
			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 / computer	D			X	X		
Personal computing (typing; mousing)	D			X	X		
Lifting	W	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 when travelling between campuses weekly

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
Process redesign to map current processes, determine potential modifications, perform User Acceptance Testing, implementation and document. (e.g, due to Evolve upgrade, patches, change in Collective Agreement SWF template in MAPS)	M (each semester)			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
☐ Usually
X No – Incumbent is the primary contact for the MAPS troubleshooting and functional enquiries. When engaged in complex data analysis during peak times, may often be interrupted by direct inquiries for current, urgent process or system problems.

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data input or extraction, manipulation, and analysis require extensive concentration and close attention to details	D/W			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
Usually

x No - - Incumbent is regularly interrupted by in-person requests, telephone and email. Interruptions may be for a completely different task requiring incumbent to re-direct attention and focus to other area(s) of responsibility.

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

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)		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	To Frost two days per week on average for curriculum support work	W
☐ working in isolated or crowded situations		
☐ other (explain)		

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