Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Timetabling Officer   Payband: H

Position Code/Number (if applicable): S00263

Scheduled No. of Hours_____37.5/w____

Appointment Type: ____X_____12 months   _____less than 12 months

Supervisor's Name and Title: Manager, Dual Credit & Academic Operations

Completed by: Molly Westland   PDF Effective Date: 01 Sept 2014
                                               Last Revision: 26 Feb 2019

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.

Position is the primary contact in AO for specific schools, to ensure consistent planning, co-ordination, collection, verification, and production of timetables for all academic activities within their portfolio.

This role is required to liaise with other service areas (Registrar's Office, IT, Administrative Information System, Facilities) to produce academic timetables.

This role is responsible for the administration and maintenance of the EnCampus software and the Evolve Upload/Download processes.

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. Scheduling / Maintaining Database **Master File and** assigned portfolio Responsible for the set-up and preparation of the master EnCampus databases each term. This includes master grids, faculty constraints, program constraints, rooms etc. Responsible for the download(s) and upload(s) and validation of the scheduling information from Evolve to EnCampus and EnCampus to Evolve. This includes data integrity and synchronization between the systems. Ensures all academic scheduling (faculty, student and room) is completed by established timelines for all academic areas of the college. Responsible for continuous monitoring, updating and maintaining scheduling software for assigned portfolio. Designs and runs reports to ensure data integrity and that academic scheduling is completed within established timelines	25%

2. Timetable Production:	45%

Plans and coordinates the timetabling processes for assigned portfolio. Develops processes and reporting tools to ensure accurate timetabling/scheduling information is captured and displayed correctly for all stakeholders within incumbent's portfolio.

Building of academic blocks, all restrictions – faculty, program, room, mapping out of specialized programs – forcing of information into Scheduling Software; creates and distributes draft academic block timetables to Dean/Chair's for verification; creates student and course blocks in preparation for mass load, verifies academic blocks after upload from Scheduling Software to Administrative Information System is complete. Co-ordinates block enroll process with Registrar's office for assigned programs. Tests and verifies data for variety of programs as assigned.

Analyze, interpret, and resolve issues related to course sections/restrictions, faculty loading/restrictions, program loading/restrictions and room requirements/restrictions prior to scheduling timetables. Continuously monitors, updates and maintains Scheduling Software setup (faculty constraints, program constraints, room constraints) for specific academic areas. Identify problems, anomalies and discrepancies during scheduling process and provide solutions. Ensures program and course capacities are adequate in order to develop viable timetables, including liaison with Curriculum Officers, Chairs and Registrar's Office.

Participates in College Timetabling Taskforce and other College project teams as required.

Serves as back up for other AO staff for scheduling functions.

3. Coordination and Analysis	25%
Co-ordination, analysis and input of all data elements to initiate the scheduling process for all 3 semesters. Collaborates with the Registrar's Office for linkages with processes. Coordination and analysis of all data elements within assigned portfolio to initiate scheduling processes and validations required for each of the three semesters. Develops reporting queries to ensure accurate timetabling/scheduling information is captured and displayed for all stakeholders Collaborates with AO Team in the design, development, and enhancement of work processes associated with academic delivery systems and AO services across the college. Provides support and guidance to Registrar's Office during start-up activities, including analysis of student numbers, section enrollment, understanding of shared program courses, maximum section sizes and room capacities to provide solutions to RO for student enrollment. Flag identified issues with Chair.	
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. **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   X   2 year diploma

□   Trade certification   □   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:

> Computer Studies, Data management systems or Business including advanced database and advanced spreadsheets and report writing.

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.

X   No additional requirements

    Additional requirements obtained by course(s) of a total of 100 hours or less

☐   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	
X	Minimum of three (3) years	Relevant, progressive experience including using conceptual and analytical skills in the areas of business processes, generating and/or creation of data reports. Experience using various computer applications, i.e. word processing, advanced database and advanced spreadsheet applications, e-mail, Web Experience working independently, organizing, problem solving and prioritizing own work to meet critical deadlines, within a team based customer service environment with minimal supervision. Ability to proactively plan and prioritize a year in advance
□	Minimum of five (5) years	
□	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.	Academic programs that cannot be scheduled by Scheduling Software, due to numerous restrictions (i.e. faculty, room, program). System cannot handle the anomalies. Incumbent must manually determine schedule and force information into the scheduling files.

How is it identified?	Through analysis and review of all timetabling information received. Incumbent knowledge of system parameters and exactly what the system can or cannot handle.
Is further investigation required to define the situation and/or problem? If so, describe.	Must determine why program/course will not schedule and what the impact will be on other resources - faculty, room, program, and system constraints to make it fit.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Prior to Scheduling – The uniqueness of the programs and changes occurring each semester contribute to the complexity of the manual analysis of all curriculum, faculty including faculty restrictions, room and program requirements associated with the program/s that incumbent knows system cannot handle. Incumbent manually maps out all of the courses (times, rooms, faculty). Information is manually forced and locked into the scheduling system to ensure it is captured. Further analysis with respect to data consistency and system constraints takes place to ensure impact on other areas/programs/courses/faculty/students is minimal and no conflicts are created.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Discussions with other colleagues (ex AO, RO, etc)Past Practice Familiarity due to previous experience with problematic programs, however problems change semester to semester
	Data integrity queries, validation reports, adherence to timetabling principles, collective agreement.

#2 regular & recurring

Key issue or problem encountered	Pressure on institution to add/collapse/delete section(s) due to increase/decrease in student enrolment after scheduling already complete, and individual student timetables have been created and posted to Portal.
How is it identified?	Through consultation with Chairs, Registrar's office, Dean/Chairs, AO's continuous monitoring of applications stats, and budget, through student/faculty complaints received by incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Must determine impact on students already registered as well as impact on students waiting to register. Determine impact on faculty, physical space, and other schools.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Complete review of academic block timetables, faculty timetables, individual student timetables, room timetables, and enrollment numbers.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Incumbent develops potential solutions which are presented to stakeholders: Deans/Chairs/ Program Coordinators Leader, Academic Operations Scheduling Rules & Guidelines AO Staff:

#3 regular & recurring

Key issue or problem encountered	Pressure is put on schools/programs to become innovative in their course offerings or is required to cut cost and need to come up with innovative ways of delivering program material.
How is it identified?	Program Coordinator/Chair/Dean approach incumbent to request assistance with program redesign impacts on scheduling.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Incumbent meets with Program Coordinators/Chairs/Deans and other key stakeholders to clarify request and ascertain planning parameters. Incumbent scopes out issues and determines if the system can handle what they require. Incumbent must come up with a way to manipulate the system in order to handle request. Must determine impact to various parts in the process...ie. Scheduling, Upload, Student & faculty timetables.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Complete review of requested program redesign to identify impact to other programs/faculty/rooms/students. Scope out request, identify resources required and operational logistics. Problem-solve to determine feasibility or identify alternative solutions. Analysis of scheduling software and how the program will work within the Administrative Information Systems.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past Practice In-depth knowledge of Scheduling Software, MAPS and SIS. Situational analysis required on a case-by-case basis. Knowledge of academic delivery and room requirements. AO staff AO Leader

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

Key issue or problem encountered	Scheduling System Crash/ Freeze-Up
	Upload problems/Upload not working - Scheduling Software data to Administrative Information System and loading of student timetables.
How is it identified?	Scheduling System Crash – Incumbent
	Upload Problems – Incumbent, IT, Registrar's office
Is further investigation required to define the situation and/or problem? If so, describe.	Must determine reason for crash. Identify impact on stability and integrity of data.
	Contact with IT, Scheduling Software to identify resources required and operational logistics to fix.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Need to determine reason for crash in order to determine course of action. Through analysis determine whether crash was caused due to an internal hardware/software issue, or external software. Once incumbent gets scheduling system running again, incumbent needs to perform testing and analysis to ensure data integrity not compromised. Run reports, re-install backups, run validations. .
	Upload Errors – testing of information contained in upload file. Run reports/queries. Test fix identified to ensure it works. Need to determine whether error is due to course catalogue issue, table structure set-up in upload/download files,
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	IT if hardware/network issue, External Software Developer - Scheduling Software if software issue causing problems.
	IT if table structures in upload/download files are causing errors, works jointly with IT to fix. External Software Developer for table structures created in Scheduling Software.

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

Key issue or problem encountered	New program with non-standard delivery requirements, timelines, faculty & room restrictions.
How is it identified?	New program approved by College. Incumbent works with AO Curriculum lead, Dean/Coordinator, Chair to ascertain academic delivery needs.

Is further investigation required to define the situation and/or problem? If so, describe.	Meet with Dean, Coordinator, Chair, ~~AOO~~'s, Registrars Office to identify operational logistics on how to schedule within Scheduling Software and Administrative Information System (has to fit within parameters of both systems)
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Complete review of impact on current operations, timetabling, timelines, flags potential budget impacts, existing programs, students, space, timetabling rules, and other areas.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past Practise. On a case-by-case basis, as some are very new past practices or established guidelines will not help AO staff Scheduling Rules & Guidelines

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, organizes, and sets up scheduling files/database for assigned schools for each semester. These files form the basis and are the building blocks for input of data and production of program, faculty, room and individual student timetables, in Scheduling Software Incumbent conducts analysis of system constraints, making changes, adjustments where required.
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. Able to handle multiple deadlines all with detailed information. Priority setting and follow-up. Ability to collaborate and communicate with scheduling/planning team to set planning cycle timelines. Plans own work to ensure it meets these timelines. Ability to communicate clearly and concisely changes/adjustments made to scheduling software in relation to assigned schools
List the types of resources required to complete this task, project or activity.	Master timetabling grids, Academic Calendar, Previous Semester Information, Academic Ops staff for technical resource
How is/are deadline(s) determined?	Annual Planning Cycle & Scheduling Rules & Guidelines determine overall broad timelines; incumbent determines functional timelines for own work in order meet college approved 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 makes necessary adjustments to the activity as long as they stay within the Timetabling & Scheduling Rules and & Guidelines. ie. Requests from faculty/program coordinator or Dean/Chair for certain delivery/room adjustments which is different from the original timetabling grid information received by the incumbent. Incumbent assesses impacts and makes recommendation to Dean/Chair/Coordinator on adjustments. Supervisor is involved with extenuating circumstances.

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	**Plans and coordinates the timing of the database preparation the download of data, and subsequently the upload of the completed schedule.** For assigned schools, plans scheduling processes from start to finish for creation of faculty, program, individual student, and room timetables each semester. Incumbent gathers, consolidates, enters and manipulates data from multiple sources for input into scheduling system. Runs reports to validate data, schedules all data, validates, uploads info to Administrative Information System, validates, enters restrictions. Plans block enrol process with Registrar's office for creation of individual student timetables. Coordinates last minute requests to add/collapse course sections due to enrolment adjustments after timetables have been created and posted to portal, with Deans, Chairs, ~~AOO~~ Curriculum, Registrars Office, AO, IT.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to analyze data from different perspectives to meet the needs of various stakeholders – Students, Faculty, Dean/Chairs, AO, IT, Administrative Information System, RO, ensuring all fits within system parameters. Reviewing detailed information. Mapping out of entire programs. Determining all potential impacts on others as a result of forcing of information due to restrictions (faculty, facility, program, system) Communication of impacts to Dean/Chairs. Negotiate alternatives for better use of facilities.
List the types of resources required to complete this task, project or activity.	Timetabling Grids, Workload Addendums, Faculty Restriction Forms, current business processes, Annual Planning Cycle, IT, Scheduling Software dates
How is/are deadline(s) determined?	Annual Planning Cycle, Scheduling Rules & Guidelines to meet normal planning timelines Late change requests by Academic Leaders

| 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. | Changes & Impact: Incumbent, AO Staff or Academic leaders could identify needs for change / impacts which would be approved by leader

Example: Original planning for 60 students in particular programs (2 or 3 sections of all courses, along with shared courses). Just prior to mass load (last minute) of student timetables identified enrolment numbers appeared high and in consultation with Registrar's office and Dean/Chair target changed to 90. Analysis completed, worked with Dean/Chair to add sections based on determining staff changes, restrictions and utilization stats to have the least amount of staffing impact and best fit for students. Recreated student blocks and course blocks and mass loading of students occurred (individual student timetables produced). Co-ordinated notification of outcome to all stakeholders (Registrar's Office, Dean/Chair, AO, Co-ordinator, students, budget). |

#3 regular & recurring

| List the project and the role of the incumbent in this activity. | Reporting – incumbent runs utilization reports each semester. Incumbent creates/runs queries for data integrity checks within scheduling software for assigned portfolio. |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Prior report writing experience/knowledge.

Prior understanding of systems and how it functions (ie. tables, pages)

Analytical, Organizational, Time Management skills.

Attention to detail, ability to deal with large volumes of information |
| List the types of resources required to complete this task, project or activity. | Scheduling software |
| How is/are deadline(s) determined? | Annual Planning Cycle

Approved College Scheduling Rules & Guidelines

As requests come up, due dates are negotiated, while staying committed to above 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 makes necessary adjustments to the activity as long as they stay within the Scheduling Rules & Guidelines.
	ie. Verifying all data for room utilization or course distribution reports
	ie. creating/running reports to identify courses that have defaulted to campus 1, due to Administrative Information System default. These are generally due to no room/no time deliveries, and need to be corrected because they have fee implications.

4. Planning/Coordinating

#1 occasional

List the project and the role of the incumbent in this activity.	Schedule is complete and the Dean/Chair of a school comes in with a late hire and this hire has a faculty restriction. Current schedule does not allow for this faculty to teach this course/delivery where it currently falls.
	Incumbent must source out a solution that will allow this faculty to teach this course/delivery as they are the only option for instructor. This change is going to have a domino effect on other faculty schedules possibly faculty from other programs or schools.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to analyze and interpret using knowledge and understanding of system and processes
	Attention to detail
	Manipulate large volumes of information
	Ability to communicate clearly and concisely the required changes to the course/delivery, faculty, room and student schedules
List the types of resources required to complete this task, project or activity.	Master timetabling grids - to ensure course/delivery requirements are still met and if they cannot be met, communicate to school/program as required
	Faculty Restrictions
	Program/Faculty/Room timetables
	Scheduling Rules & Guidelines
How is/are deadline(s) determined?	At this point this situation occurs past the deadline time that had been previously determined and the incumbent makes the determination.

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 determines which change options are available and that it affects multiple faculty schedules and student timetables. Chairs approve any changes that may affect multiple schedules and student timetables. ie. Dean/Chair from one school has a late hire. This late hire has a faculty restriction as to when they can teach. The solution affects faculty from another school. Chairs from both schools have final approval and advise faculty of changes accordingly. Incumbent makes approved adjustments to the classes and faculty schedules and communicates to Dean/Chair what these changes are as well as to the Registrar's office so that students can be switched from the old classes to the newly set up classes.

#2 occasional

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
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Explains and clarifies Scheduling Rules & Guidelines and timelines to faculty and service department staff.
	X	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Notifies appropriate staff or department (e.g., Registrar's Office) of the error for correction of data. On occasion demonstrates to staff the correct process to follow.
X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Recommendations provided to Dean/Chairs re impact of faculty/room/program special requests, how to handle enrolment fluctuations (add/delete sections). Provides support and guidance to Registrar's Office during start-up activities, including analysis of student numbers, section enrollment, understanding of shared program courses, maximum section sizes and room capacities to provide solutions to RO for student enrollment. Identified issues are flagged with Chair. Decisions regarding requests to override course capacity from Records, faculty, students. Provides guidance re process & policy to new admin, program coordinators, faculty & support staff. (Including Deans and Chairs).
☐	☐	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.	

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 Operations (AO). The position has a great deal of autonomy working directly with other AO staff. Deans/Chairs, Registrars Office and departments as required to identify and resolve issues.	At the start of each planning cycle for a given term, the Timetabling Team meets to ensure readiness for the download of data from Evolve. They liaise with Curriculum Officers and Workload officers to capture the most accurate information possible.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Scheduling Rules & Guidelines Scheduling Principles Facilities Room Inventories College Policies & Procedures Academic Schedule Annual Planning Cycle Faculty Collective and Local Agreements Support Staff Collective and Local Agreements Scheduling Software System Administrator Guide Previous academic term timetables	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)

| Progress and project plans are reviewed periodically as required depending on the project and cycle timing. Work is reviewed by discussion on an as needed basis; by detailed review at key periods. Final product (academic block timetables) provided to Deans/Chairs at end of scheduling process. | |

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)
EnCampus System software issues Administrative Information System **Download / Upload Issues with IT** - Local System Issues – Crash/Freeze of system Works directly with Deans/Chairs and Coordinators, regarding impacts of delivery requirements, restrictions, forced timetables. Provides ideas, suggestions regarding delivery of new programs with very unique delivery requirements. Collaborates with AO & RO staff for EnCampus set ups that ease scheduling process	

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.	
Major faculty restriction issues with possible solutions identified	
Major deadline/workload conflicts that will require significant time commitment and be assessed against other priorities, and published timelines	
Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution. Issues/concerns with employees that cannot be answered by the incumbent or are outside the parameters of normal procedures	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Set-up of scheduling system by semester within Master File.	Design reports within scheduling software
Ensuring Timetabling and Scheduling Rules are followed and determining when exceptions to these rules are required. The incumbent then decides whether to independently make these changes or consult with others before implementing.	Identify steps which need to be taken within assigned portfolios to ensure compliance with system wide timetabling and scheduling rules.
The incumbent is frequently required to use judgment and independent action to streamline processes to ensure accuracy and timely schedules.	
Troubleshoots EnCampus Software, Maps to EnCampus Download, Evolve Upload, Administrative Information System Upload, Block Enrol, system glitches and determines appropriate solution or action for schools within assigned portfolio.	
Continuously peruses system data looking for inconsistencies in order to ensure 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?		
Requests for information on course or program delivery and restrictions	Reviewing course offerings, enrollment, delivery patterns, master grids, restrictions to determine timetabling needs, student record file, confirm course/room capacities.	Deans/Chairs, Coordinators AO Leaders Academic Ops. Officers & Workload Officers Registrar's Office	D
A non standard course/program delivery is needed	Speaks with customer to gain full understanding of need and develops custom solutions to complex academic / system delivery issues in relation to system capability issues and deliver a non-standard solution	Deans/Chairs Co-ordinators,	W
Timetable Analysis / Reporting	Responds to requests for information by sourcing, extracting and compiling data as required.	Deans/Chairs, Coordinators AO Leaders	D
Planning	Determines academic scheduling needs and provides customers with requirements.	Faculty, Students, Deans/Chairs Registrar's Office Coordinators, Facilities	D/W
System Reports Management Reports	Speaks with customer to gain full understanding of need and develops custom solutions for data extraction, analysis and report writing.	Deans/Chairs Senior Leaders AO Leader Facilities	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	Informal stand-up meetings	AO Team	D/W
	Provides information on timetabling process to assist staff in responding to student and faculty inquiries	Academics, Reg. Office, Facilities	D/W
	Check-ins, prior to, during and until 10th day of registration	AO Reg. Office	D
Explanation and interpretation of information or ideas	Provide detailed information to facilitate the scheduling processes, ongoing clarification, problem identification and resolution. Creation/design of ad hoc reports.	Deans/Chairs Facilities	D/M
	Troubleshooting, guidance re integrity of data within Scheduling Software and **Evolve.**	AO Team	W/M
	Troubleshoots software, upload, download issues	**Infosilem/IT**	**M**
	Provide information, clarification, and interpretation of academic timetabling data and reports.	Deans/Chairs, AO, Reg.Off., other departments	W/M
	Providing advice and recommendation to development of timetable and workflow process/deadlines; Resolve timetable requirements, issues, restrictions; clarifies timetabling process and final timetable version	Deans/Chairs & faculty	D/W(during intense scheduling periods)
	Exchange information re curriculums & workloads; curriculum adjustments required during timetabling processes; enrollment projections		D
	Receives workload changes & TBA's after the process has started and problem-solves to produce conflict-free timetables	AO Staff	
	Troubleshooting & sharing system knowledge in collaboration with Timetablers in order to resolve unusual timetabling situations that cannot be accommodated through regular timetabling production processes	Deans/Chairs Workload Officers	D (during scheduling process) M
			W/M

Imparting technical information and advice	Explains processes/systems for EnCampus and Evolve synchronization and processes around integrity related to course information and student schedules to various service areas that may not have the technical knowledge of the scheduling systems.	**IT, RO, Schools, Infosilem, Evolve partners**	**W/M**
	Explain system functionality and general troubleshooting during mass loading of student timetables. Provide advice re problems/processes to ensures student transaction can be completed. Ie. Student can't be loaded to a timetable or course. Review student record file, review course restrictions, confirm course/room capacities to determine solution with RO staff.	Registrar's Office Staff	D (during massloading till 10th day of class
	Required to explain the timetabling system to various clients with no technical knowledge of the timetabling system.	Faculty / Program Coordinators	D (during verification periods = 5 weeks/yr
	Educates new Deans, Chairs and Coordinators in incumbents' assigned schools re timetabling process and policy as they move into these positions	Deans/Chairs /Coordinators	I
Instructing or training			
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 workstation	D			X	X		
Standing and walking	D	X			X		
Travel	W/M	X			X		

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

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 or 11 to 44 lbs)

□   Heavy (over 20 kg or 44 lbs)

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 manipulation, analysis and updating to addresss any issues Scheduling process Set-Up– creating faculty, room and program timetables; Validation of information, processing of rejects (courses system cannot schedule). Manual manipulation of already scheduled data to fit in to schedule. During this time, ad hoc urgent request for utilization report is requested by supervisor.	D (during scheduling process) One month prior to start-up and until start-up is completed for each of three semesters			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 visits, telephone and e-mail. Interruptions may be for a completely different task requiring incumbent to re-direct attention and focus to other area(s) of responsibility. Task itself could be a re-direct of attention and focus from regular duties

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data entry of all curriculum and delivery patterns, faculty assignments and room requirements. However, some programs, at the same time, require mapping out of entire programs or specific courses due to complexity of delivery requirements, numerous restrictions on program, faculty and specialized lab space (manual manipulation required rather than allowing timetabling software to complete scheduling process)	D(Approx 2 mnths each of three academic terms)			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 visits, telephone and e-mail. Interruptions may be for a completely different task requiring incumbent to re-direct attention and focus to other area(s) of responsibility. Task itself could be a re-direct of attention and focus from regular duties

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Data extraction, manipulation, and analysis prior to the Scheduling Software upload to Administrative Information System for data verification (eg., start & end dates, correct course components)	D			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 visits, telephone and e-mail. Interruptions may be for a completely different task requiring incumbent to re-direct attention and focus to other area(s) of responsibility. Task itself could be a re-direct of attention and focus from regular duties.

*   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)	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		
☐ travel		
☐ working in isolated or crowded situations		
other (explain)		

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