

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Enterprise Applications Administrator (I/O)

Payband: I

Position Code/Number (if applicable): S00756

Scheduled No. of Hours \_\_\_\_\_ 37.5 \_\_\_\_\_

Appointment Type:  12 months  less than 12 months

Supervisor's Name and Title: Director, Enterprise Applications

Completed by: Paul Marchant

PDF Date: March 6, 2026

### Signatures:

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

Date:

Supervisor:

Date:

Supervisor's 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 for 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.

Lead the work group's support for the College's use of Information Application Services including but not limited to Modern Campus Lifelong Learning and D2L Brightspace Learning Management System (LMS) by coordinating communications (primarily work requests, status updates and meeting correspondence) between the client departments college-wide and the IT division with the purpose of prioritizing assigned tasks, challenging and clarifying requirements and performing initial analysis and assessment.

Provide Technical and Business Analysis support for the College's Modern Campus Lifelong Learning Registration Portal and D2L Brightspace Learning Management System (LMS) by deploying and configuring purchased modules.

Support the client departments by gaining understanding of their business processes and system requirements through consultation. Research solutions to meet these requirements that fit the priorities and resources of the College and promote and deploy these solutions that may involve deploying a new module from the Registration Portal (currently Modern Campus Lifelong Learning) and/or Learning Management System (LMS) vendor (currently D2L Brightspace) and managing vendor contracted services.

Support client departments with product knowledge transfer by assisting in training, preparing training materials and researching product capabilities.

Provide direct technical support to students and training facilitators through work requests, delivery of training, and preparation of training materials.

Further support is provided by maintaining an awareness of current industry standards and assisting the College in evolving and developing information systems that can remain compatible with, and take advantage of, the developing trends in the information processing industry.

## 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*
<p>1. RECO Application Administration</p> <ul style="list-style-type: none"> <li>• Provides business &amp; technical administration of RECO specific software applications, modules, content and reporting including Meazure Learning</li> <li>• Documents requirements, processes, configuration and design decisions.</li> <li>• Documents end-user and technical instructions.</li> <li>• Acts as an application subject matter expert (SME) and provides application awareness, guidance and training.</li> <li>• Implements application specific service requests and changes.</li> <li>• Analyzes design and implementation options and makes recommendations.</li> </ul>	50%
<p>2. RECO – IT Service Desk Support</p> <ul style="list-style-type: none"> <li>• Service Desk incident and service request fulfillment</li> <li>• Responsible for the point of contact, troubleshooting, and resolution for all RECO student and staff requests and relating to IT services.</li> <li>• Contact with users will be via the ticketing system, phone, email or in person. Ensure effective, timely and accurate resolution of tickets.</li> <li>• Identifies and documents incidents &amp; problems as they arise in applicable RECO application and related IT infrastructure.</li> <li>• Escalates individual tickets to EAS team, IT management or SaaS vendors as required.</li> <li>• Demonstrates appropriate use of software applications to users as required. E.g. using Microsoft Teams in an academic delivery setting.</li> <li>• Provides ongoing process and implementation support to projects, as assigned.</li> <li>• Includes: point-of-contact coordination, communication with key users, support as defined, project feedback.</li> <li>• Dispatch tickets on a rotational basis with team members</li> </ul>	40%
Other related duties as assigned	10%

\* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

# 1. Education

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

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

Field(s) of Study:

Preferred in one of the following areas: Computer Science, Programming, Business Analyst

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
- 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

ITIL4 Foundation Certification

## 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

Extensive experience providing front-line technical customer service experience in an enterprise environment to a variety of clients.

Experience administering and configuring and supporting SaaS and web-based platforms.

Experience prioritizing, organizing and problem-solving own work, and the work of others, within a customer service team-based environment.

Experience working with clients to evaluate needs, consider time estimates, set task priorities, track progress through implementation, and ensure client department's original needs are met before deeming a project complete.

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.	An issue is reported which affects the normal operation of a software platform.
How is it identified?	Issues are identified when a user reports that a system is unavailable. The user will submit an issue through the ticketing system or through an electronic reporting mechanism.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation may be required to determine the nature of the issue. This entails working with the user and/or other system administrators and/or the vendor. Diagnostics include: <ul style="list-style-type: none"> <li>• Hardware</li> <li>• Network</li> <li>• Internet connectivity</li> <li>• Application issue</li> <li>• User error</li> </ul>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine diagnosis through the use of troubleshooting checklists, past experience, vendor consultation, etc. If unable to immediately repair the problem the incumbent may recommend and implement a temporary solution to minimize the “down time” Repair the problem, if not then provide all gathered troubleshooting methodologies in documented format and escalate to IT Leadership.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices/experiences Discussion with Network Support Analysts Research on the internet/news groups, manuals Contact the vendor

### 3. Analysis and Problem Solving

Key issue or problem encountered

Data integrated between systems is not flowing at all or one-way.

How is it identified?

Student/Staff/Faculty finds that the information in a system is inaccurate or not updated. A request is made via ticketing system, phone, email, or walk-in.

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

Consult with Students/Staff/Faculty to determine which system(s) are not updating as expected. Conduct a thorough diagnostic of integration components:

- System logs
- Network
- Hardware
- Application

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

Determine diagnosis through the use of troubleshooting checklists, past experience, other system administrators, vendor consultation, etc.

If unable to immediately repair the problem the incumbent may recommend and implement a temporary solution to minimize the “down time”

Repair the problem, if not then provide all gathered troubleshooting methodologies in documented format and escalate to IT Leadership.

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

Past practices/experiences

Discussion with Network Support Analysts

Research on the internet/news groups, manuals

Contact the vendor

#### #3 regular & recurring

Key issue or problem encountered.

Student or Faculty does not have access or the appropriate access to a system.

How is it identified?

Student/Staff/Faculty finds they cannot login to a system, or they do not have the appropriate access. A request is made via ticketing system, phone, email, or walk-in.

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

Consult with Students/Staff/Faculty to determine the access they need and what is appropriate for their role. The incumbent will review best practice and follow college policy to determine appropriate access.

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

The incumbent will diagnose if the issue is due to a system failure, user error, account issue, or permissions issue. They will examine error and system logs and college policy. They will work with Staff/Faculty to assist in determining appropriate access when the request falls outside of the college's typical policies.

What sources are available to assist the incumbent finding solution(s)? (i.e.: past practices, established standards or guidelines).

Past practices/experiences/college policy  
Vendor documentation, manuals, consultation with Network support analysts.

### 3. Analysis and Problem Solving

#### #1 occasional

Key issue or problem encountered

Staff/Faculty/Student finds that they are encountering poor performance when accessing a system.

How is it identified?

Student/Staff/Faculty finds when they access a system that the performance is poor. A request is made via ticketing system, phone, email, or walk-in.

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

Consult with Students/Staff/Faculty to determine where performance issues are being experienced (specific modules, functions, etc.). Conduct a thorough diagnostic of:

- System logs
- Network
- Hardware
- Application

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

Determine diagnosis through the use of troubleshooting checklists, past experience, other system administrators, vendor consultation, etc.

If unable to immediately repair the problem the incumbent may recommend and implement a temporary solution to minimize the "down time"

Repair the problem, if not then provide all gathered troubleshooting methodologies in documented format and escalate to IT Leadership.

What sources are available to assist the incumbent finding solution(s)? (i.e.: past practices, established standards or guidelines).

Past practices/experiences  
Discussion with Network Support Analysts  
Research on the internet/news groups, manuals  
Contact the vendor

#### 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.

Coordinating with application administrators to ensure appropriate access to systems are granted to students, faculty, and staff based on the college's cycles (semesters, established and finite dates, etc.).

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Coordination with application administrators and faculty to ensure access is granted at the right interval (content created and available).

Strong time management skills

Organization of required resources

Incumbent will deal with exception cases, often requiring implementing temporary solutions

List the types of resources required to complete this task, project or activity.

Administrator access to appropriate systems.

Access to network resources.

Access to application administrators and faculty.

Access to the vendor.

How is/are deadline(s) determined?

Incumbent works with application administrators and faculty, based on predetermined schedules to ensure system access is granted at the correct time.

Incumbent must be able to manage their time to meet the deadlines of the college program's schedule.

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.

The incumbent, application administrators, and faculty determine any changes.

Simple changes are confirmed by this team and college-wide changes affecting multiple user groups are determined by leadership.

##### #2 regular & recurring

List the project and the role of the incumbent in this activity.

The incumbent is responsible for application upgrades and is the project lead.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Incumbent will coordinate, facilitate and organize activities with the project team and end users.  
 Incumbent must be able to have excellent communication skills to ensure all stakeholders are engaged and updated.  
 The incumbent is responsible to work with the vendor to ensure upgrades are completed using best practice.

List the types of resources required to complete this task, project or activity.

Project Team  
 Vendor  
 Application administrators  
 Other system and network analysts

How is/are deadline(s) determined?

Determined by vendor application upgrade cycle and coordinated with appropriate college teams.

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.

Project team confirms changes are required and IT Leadership confirms change.

## 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Incumbent instructs students and faculty on appropriate system access.
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	

X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Incumbent advises end users on proper utilization of D2L and makes recommendations regarding system changes and enhancements.
<input type="checkbox"/>	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.	Incumbent is subject matter expert for D2L and is responsible for providing ongoing direction and guidance to other IT staff involved in supporting D2L to build their knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	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

For internal assignments the individual is given only a brief description of the desired outcome.

For external assignments, this individual initiates discussions with the client representatives to determine their project requirements.

Occasional (if none, please strike out this section)

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring

General directional guidelines are available through the senior executive of the College and the department's management. Guidelines are in the form of industry trends and standards that must be interpreted and carefully applied locally to the College situation.

Occasional (if none, please strike out this section)

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?

Regular and Recurring

Meetings with users and internal project groups, checks the overall system performance on a regular basis. The system in production is also self-checked on a regular basis and the essential criterion of success is whether or not the system development meets the articulated user requirements, was delivered on time and within cost estimates.  
Supervisor reviews work by exception only.  
Supervisor reviews overall outcomes once projects are completed.

Occasional (if none, please strike out this section)

## 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)

All issues involve decision that client departments are required to make especially regarding the configuration of D2L Brightspace modules being used to support operational business practices.

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)

Competing strategic requests from different departments where a decision is required and decisions that have major budget implications or impact on users.

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring

Occasional (if none, please strike out this section)

Evaluates current priorities for projects, analyzing requirements, consulting with user groups, developing solutions, creating or modifying programs, testing and implementing solutions, and evaluating outcomes and processes.

On some multi-departmental projects, the incumbent would select a solution option when an Information Technology Analyst has identified some alternatives.

## 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?		
Admin system production issues.	Consulting with client department to determine requirements.  Research solutions to meet these requirements and then promote and deploy solutions that may involve deploying a new module and managing vendor contracted services.	Faculty Students	D
First point of contact for account management	By demonstration, effective communication skills, documentation, delivered through email, or face to face	Staff Faculty Students	D
Software updates	Using Software project management methodology.	Staff Faculty Students	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	Conferences, Product user groups	Peers at other institutions	M
Explanation and interpretation of information or ideas	Sharing information, offering solutions, guidance, follow up.	Coworkers and technical staff	D
	Application data exchange, Liaison, reporting	Government officials	M
	Sharing solutions	Peers at other institutions	M
Imparting technical information and advice	Discussions regarding service requests or implemented systems.	Administrative Managers	W
	Discussions regarding problems with systems or possible changes to systems, how to use system, troubleshooting.	Users in all departments	D
	Administering Support contracts Information System Changes, Service outages, updates.	Maintenance reps. Faculty, Staff, Students	I M
Instructing or training	Delivery of internal training. Module launches	Faculty, Staff, Students	M
	Academic Administrative Process updates (Grade Processing)	Faculty	I
Obtaining cooperation or consent	Getting consensus on priority setting with the leaders in the College business units. Launching new modules. Getting acceptance of delivered functionality to meet business needs of clients that may involve changes to business processes	Leaders in College business units Technical leads in client departments	I
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 a computer	D			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
Listening to clients, assessing problems and quickly identifying solutions	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - Client telephone calls, coordinating ticket resolution with coworkers				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Report generation	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - Client telephone calls, coordinating ticket resolution with coworkers				

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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)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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