

St. Lawrence College
Position Description Form (PDF)

Effective Date: April 29, 2026

Campus: Kingston (With Tri-Campus Responsibilities)
Incumbent's Name: Vacant
Position Title: Audio Visual Technician
Payband: G
Position Number:
NOC Code: 22311
Hours per Week: 35
Supervisor's Name and Title: Jeff Hoekstra, Associate Director, IT Operations and Services

Completed by: Jeff Hoekstra

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

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 representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

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

This position is funded through the Strategic Initiatives (SI) portfolio and is approved as a three-year term appointment. Continuation beyond the term is subject to review and institutional priorities.

This position provides technical services and operational support to assist in the effective day-to-day operation of the College’s teaching, meeting, and gathering facilities. The incumbent supports the maintenance, setup, and troubleshooting of audio-visual, electronic, computer, and multimedia presentation systems in classrooms, meeting rooms, and common areas, following established standards, documented procedures, and approved configurations.

The position provides frontline audio-visual support to programs, faculty, staff, and students by assisting with the use and operation of College-provided equipment. Support activities are performed under the direction of the Associate Director IT Operations and Service and technical guidance of the College’s Audio-Visual Specialist and in coordination with other ITS staff.

In coordination with the Audio-Visual Specialist, the incumbent maintains records of audio-visual components and peripherals required for classroom and event support and contributes equipment information to inventory tracking and budget planning processes as requested.

The position assists with the deployment of approved classroom and event audio-visual equipment and provides basic operational assistance to academic and administrative staff for instructional, event, and special project use, in accordance with established standards and procedures.

The incumbent works independently on assigned tasks or as part of the ITS team, exercising sound judgment, initiative, and attention to safety while following established policies, escalation processes, and supervisory direction.

Duties and Responsibilities

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

	Approximate % of the Time Annually*
<p>Audio Visual/ Teaching, Learning Technologies Classroom Support</p> <ul style="list-style-type: none"> • Troubleshoots and resolves audio-visual support issues in classrooms, labs, and common areas across the College. Many spaces have varying configurations and equipment, requiring practical knowledge of audio-visual, computer, and basic network connectivity to restore service. • Provides tri-campus audio-visual support in coordination with IT Campus Technologists and Audio-Visual Specialist, following established processes and escalation procedures. • Assist faculty and staff with the use of college-provided audio-visual, computer, and related classroom equipment, including responding to call-out requests while classes are in session. • Uses approved enterprise audio-visual management and monitoring tools to observe system status, perform routine adjustments, and provide remote support to instructional spaces, in accordance with established standards and procedures. 	50%
<ul style="list-style-type: none"> • New / Upgrades to Audio Visual Systems (Deployment & Configuration) • Requests for new or upgraded audio-visual systems are received through approved projects, renewals, or service requests. Working in coordination with the College’s Audio-Visual Specialist, the incumbent supports the installation, setup, configuration, and testing of audio-visual equipment in classrooms, meeting rooms, and common areas, in accordance with established College standards, documented designs, and approved project requirements. • The incumbent works with faculty, staff, ITS colleagues, Facilities, and external vendors to deploy and commission approved AV equipment, ensuring systems function as intended and are ready for use. This includes configuring control systems using approved templates or existing configurations, performing functional testing, and providing basic operational assistance to users as required. • Coordinates with Facilities Management Services (FMS), external contractors, scheduling, and other ITS areas to arrange or perform the physical installation of new and upgraded teaching, learning, and collaboration equipment in classrooms and common areas of the College. • Maintains accurate audio-visual asset inventory records and contributes information to equipment renewal and replacement planning processes. 	20%
<p>Live Events</p> <ul style="list-style-type: none"> • Provides audio-visual support for live events across all College campuses, working with staff and faculty to assist with event setup and operation. • Assists with identifying and confirming audio-visual equipment requirements for events based on standard College equipment inventories and established event support procedures. 	10%

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<ul style="list-style-type: none"> Coordinates and performs the installation, setup, testing, and teardown of approved audio-visual equipment for live events, including supporting equipment testing and rehearsal activities as required. Provides technical assistance and coordination with contracted event service providers and ancillary operations staff for college-supported events, and, where applicable, for non-College-booked events, in accordance with established policies, contracts, and support guidelines. 	
<p>Guidance</p> <ul style="list-style-type: none"> Provides basic operational guidance and assistance to faculty and administrative staff on the use of college-provided audio-visual equipment, in accordance with established standards, procedures, and documented instructions. 	5%
<p>Hardware</p> <ul style="list-style-type: none"> Assists faculty and staff with computer-related support issues in classrooms, labs, and common areas where systems are connected to or integrated with audio-visual equipment. Sets up, deploys, and supports podium computers and other AV-connected computer systems in accordance with established standards, configurations, and documented procedures. Works in coordination with the Desktop Services group to support approved hardware initiatives and rollouts, performing assigned tasks as directed 	5%
<p>Digital Signage</p> <ul style="list-style-type: none"> Supports the deployment and installation of approved College digital signage displays and related hardware, following established standards, purchasing processes, and documented designs Works in coordination with Enterprise Services and other ITS staff to assist with software configuration and enrollment of new digital signage displays, in accordance with approved configurations and procedures. Troubleshoots day-to-day digital signage issues related to displays, connected computers, cabling, or basic network connectivity, and escalates or coordinates with other ITS teams as required to resolve issues. Maintains accurate digital signage asset inventory records and contributes relevant information to renewal, replacement, and budget planning processes as requested. 	5%
<p>Other</p> <ul style="list-style-type: none"> Other duties as assigned. 	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

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

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

Field(s) of Study:

Diploma in Computer Sciences, Electronics Engineering Technology, Computer Engineering Technology, Computer Programming, Computer Systems Technician, or Information Technology.

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

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

2. Experience

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

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

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

A minimum of two (2) recent cumulative years of experience providing audio-visual support in a large institutional or enterprise environment. Experience includes the installation, setup, maintenance, troubleshooting, and repair of a variety of audio-visual, electronic, and computer-based equipment used in classrooms, meeting spaces, common areas, and live event settings. This may include providing operational audio-visual support for events, such as equipment setup, testing, and on-site technical assistance. Proficient computer skills relevant to audio-visual support.	

3. Analysis and Problem Solving

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

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

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

	#1 regular & recurring
Key issues or problems encountered.	Audio-visual and teaching/learning equipment issues in auditoriums and classrooms that may disrupt scheduled classes or events if not resolved in a timely manner.
How is it identified?	Issues are reported by students, faculty, or staff, or identified through approved monitoring and alerting systems via the IT Service Desk or ticketing system. Initial reports typically describe visible symptoms and may be vague or incomplete.
Is further investigation required to define the situation and/or problem? If so, describe.	<p>Yes. Submitted information often reflects only surface-level symptoms. Further investigation is typically required to accurately identify the cause of the issue. This may involve troubleshooting equipment, verifying connections, checking system status, and reviewing recent changes.</p> <p>Some issues may be more complex in nature and require collaboration with other ITS teams or external vendors in accordance with established escalation processes.</p> <p>Issues occurring in classrooms or labs may have a direct impact on students and instructional activities and may require work to be performed while classes are in session. Judgment is required to determine whether the issue can be resolved immediately, addressed through an approved workaround, or escalated for further action in accordance with established procedures.</p>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent performs systematic testing and troubleshooting of audio-visual equipment and related software to determine whether the issue is hardware-related, software-related, user-related, or associated with external systems such as networking or centralized services.</p> <p>When issues involve systems at other campuses or require additional expertise, the incumbent</p>

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

works in coordination with IT Campus Technologists or other ITS staff as appropriate. Potential corrective actions are evaluated based on urgency, impact to instructional activities, and alignment with documented standards and procedures. Where immediate resolution is not feasible, approved workarounds or escalation to senior technical staff are implemented.

Documented standards and procedures

Manufacturer documentation and support resources

Past experience with classroom and meeting room audio-visual systems

Collaboration with ITS colleagues and senior technical staff

3. Analysis and Problem Solving

#2 regular & recurring	
Key issues or problems encountered.	Technical audio-visual support for live events, including sound, lighting, projection, and computer-related issues, which occur regularly and may present unique technical challenges during scheduled events.
How is it identified?	Issues are identified through direct notification from the event contact or organizer, or through observation by the incumbent while monitoring or supporting event operations. Some issues may be identified before they become apparent to event attendees.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Live event environments provide limited opportunity to consult documentation or additional personnel. Investigation typically requires real-time assessment of equipment, connections, and signal flow to determine the source of the issue. Troubleshooting is often performed while the event is in progress and may require coordination with contracted service providers or other ITS staff as appropriate.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent applies practical troubleshooting techniques to isolate the cause of the issue, using available testing tools and visual or auditory indicators. Corrective actions are selected based on urgency, impact to the event, and alignment with established procedures. Where immediate resolution is not possible, approved workarounds or escalation to senior technical staff are implemented to minimize disruption.
What sources are available to assist the incumbent in finding solution(s)? (e.g. past practice, established standards or guidelines.)	<ul style="list-style-type: none"> Prior experience supporting live events Knowledge of standard College audio-visual equipment and configurations Established event support procedures Coordination with ITS colleagues or contracted service providers as required

#3 regular & recurring	
Key issues or problems encountered.	Computer hardware and software issues in classrooms and labs where systems are connected to or integrated with audio-visual equipment.
How is it identified?	Issues are reported by students, faculty, or staff through the IT Service Desk or monitoring

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

systems. Initial reports often describe basic or visible symptoms and may lack detailed technical information.

Yes. Further investigation is required to determine whether the issue is isolated to a specific user or device or affects multiple systems or spaces. Diagnostic testing is used to determine whether the issue is related to hardware, software, configuration, or external systems such as networking or security tools

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

The incumbent reviews reported symptoms, perform diagnostic checks, and tests equipment or user scenarios to confirm the issue. This may include reviewing system or antivirus logs, check recent updates or changes, and attempt to reproduce the issue on other systems. Findings are evaluated against established procedures to determine whether the issue can be resolved locally or requires escalation to another ITS team.

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

Manufacturer documentation and support resources

Documented College procedures and standards
Past experience with classroom and lab systems
Collaboration with ITS colleagues as required

3. Analysis and Problem Solving

Key issues or problems encountered.	<p>#1 occasional (if none, please strike out this section)</p> <p>Day-to-day digital signage issues related to display operation, connected computers, cabling, or basic network connectivity.</p>
How is it identified?	<p>Issues are reported by students, faculty, or staff, or identified through approved monitoring and alerting systems via the IT Service Desk or ticketing system. Initial reports typically describe visible symptoms and may be vague or incomplete.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	<p>Yes. Troubleshooting, diagnostic testing, and visual inspection of signage hardware and connections are required to confirm whether the issue persists and to identify the likely cause.</p>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent performs basic troubleshooting to determine whether the issue is related to hardware, configuration, cabling, or connectivity. Where issues cannot be resolved within defined support scope, the incumbent escalates or coordinates with other ITS teams or approved vendors in accordance with established procedures and under the technical guidance of the Audio-Visual Specialist.</p>
What sources are available to assist the incumbent in finding solution(s)? (e.g. past practice, established standards or guidelines.)	<p>Manufacturer documentation and support resources</p> <p>Documented College procedures and standards</p> <p>Previous experience supporting digital signage systems</p> <p>Collaboration with ITS colleagues as required</p>

Key issues or problems encountered.	<p>#2 occasional (if none, please strike out this section)</p> <p>Technical audio-visual support issues during live events, including sound, lighting, projection, and computer-related problems that may arise during scheduled events.</p>
How is it identified?	<p>Issues are identified through notification from the event contact or organizer, or through observation by the incumbent while providing on-site technical support. Some issues may be identified before they become apparent to attendees.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	<p>Yes. Live event environments provide limited opportunity to consult documentation or additional personnel. Investigation typically requires real-time assessment of equipment, connections, and signal flow to determine the source of the issue while the event is in progress.</p>

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

The incumbent applies practical troubleshooting techniques to isolate the issue using available testing tools and indicators. Corrective actions are selected based on urgency, impact to the event, and alignment with established procedures. Where immediate resolution is not possible, approved workarounds are applied or the issue is escalated to senior technical staff or the Audio-Visual Specialist to minimize disruption.

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

Prior experience supporting live events

Knowledge of standard College-owned AV equipment and configurations

Established event support procedures

Coordination with ITS colleagues or contracted service providers as required

4. Planning/Coordinating

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

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

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Supporting the deployment of new or replacement audio-visual and related hardware in classrooms and offices, in accordance with approved projects and documented plans.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organizational and time-management skills are required to coordinate assigned tasks, follow deployment schedules, and communicate status updates while balancing routine support responsibilities.
List the types of resources required to complete this task, project or activity.	Approved project documentation and deployment schedules College-standard hardware and tools Communication with ITS colleagues, Facilities, and external contractors as required
How is/are deadline(s) determined?	Deadlines are established through approved project schedules, academic timetables, and College or Ministry requirements.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Changes to scope, timelines, or priorities are determined by project leads, management, or senior technical staff. The incumbent communicates observed issues or constraints and adjusts assigned work in coordination with ITS colleagues and external groups as directed.

4. Planning/Coordinating

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

#2 regular and recurring

Daily planning and coordination of assigned audio-visual support tasks, including responding to changing priorities, urgent service requests, and unexpected technical issues.

The incumbent applies organizational skills, adaptability, and effective communication to re-prioritize assigned tasks in response to urgent requests, while following established service delivery and escalation procedures.

Knowledge of available tools, equipment, and approved procedures
 Access to Service Desk systems and documentation
 Coordination with ITS colleagues as required

Deadlines are guided by established service level expectations, urgency of the issue, and impact to teaching, events, or operations.

The incumbent adjusts the sequencing of assigned tasks within established guidelines and communicates priority changes to relevant parties. Decisions that may affect other services, schedules, or users are escalated to supervisors or senior technical staff for direction.

#3 regular and recurring

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? Who determines whether

these changes have an impact on others? Please provide concrete examples.

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

#1 occasional (if non, please strike out this sections)

Maintaining and updating audio-visual and related equipment records within the IT Asset Database to reflect the installation, relocation, or removal of equipment

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

Attention to detail, basic asset tracking practices, and the ability to follow established data entry procedures and documentation standards.

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

Access to the IT Asset Database and related tools
Equipment records and deployment information
Coordination with ITS colleagues as required

How is/are deadline(s) determined?

Updates are completed in accordance with established procedures and timelines following equipment installation, movement, or decommissioning activities.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to asset tracking requirements, data fields, or reporting practices are determined by the Associate Director of IT Operations and Services or other designated management staff. The incumbent updates records as directed and communicates any discrepancies or issues through established channels.

#2 occasional (if non, please strike out this sections)

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? 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 the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise “others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describes 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 type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
<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 certain tasks	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Provides basic operational guidance and procedural assistance to faculty, staff, students, and occasional student workers on the use of College-provided audio-visual and related technology. Guidance is limited to explaining established procedures, demonstrating correct equipment operation, and directing users to documented resources or appropriate ITS contacts as required.
<input type="checkbox"/>	<input type="checkbox"/>	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.	
<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 this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Day-to-day activities are performed independently within established guidelines, documented procedures, and assigned priorities. Work assignments are typically initiated through service requests, approved project plans, or standard operational processes.	Specific directions may be provided verbally or by email for non-routine tasks, priority changes, or special assignments.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent follows documented College policies, ITS procedures, approved technical standards, manufacturer documentation, and established past practices related to audio-visual and technology support.	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Work is reviewed through service desk ticket completion, user feedback, functional verification of systems, and routine follow-up by supervisors or project leads.	Work may be reviewed by a supervisor or senior technical staff when issues involve non-standard situations, escalations, or exceptions.

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)
The incumbent consults with ITS colleagues, the Audio-Visual Specialist, and other technical staff to clarify technical requirements, confirm appropriate support approaches, and coordinate the resolution of assigned audio-visual and technology support issues. This includes confirming compatibility with existing standards and coordinating work that involves multiple ITS teams.	The incumbent may consult with vendor or manufacturer technical support, in coordination with ITS colleagues, to obtain troubleshooting guidance or clarification related to supported equipment. The incumbent may also seek input from peers on more efficient ways to complete assigned tasks, within established procedures and approved 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)
The incumbent consults with the supervisor regarding work priorities, task sequencing, and the handling of non-routine support issues that may impact scheduled classes, events, or services. This includes confirming appropriate next steps when issues fall outside established procedures or require escalation.	The incumbent consults with the supervisor on matters that involve spending approval, service interruptions, significant system issues, or situations requiring policy interpretation, additional resources, or coordination across multiple teams. The incumbent also consults with the supervisor when work requires extended periods of focused attention that may affect the completion of other assigned duties.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent makes day-to-day decisions related to the sequencing and completion of assigned audio-visual support tasks within established procedures and priorities. This includes determining the most appropriate troubleshooting steps to resolve routine issues, selecting approved tools or methods to restore service, and managing time effectively to address multiple support requests. The incumbent determines when issues can be resolved independently using documented processes and when escalation to senior technical staff or the Audio-Visual Specialist is required.	The incumbent may determine appropriate short-term workarounds for technical issues when immediate resolution is not possible, in accordance with established guidelines, and communicates these actions to relevant parties. Decisions that may impact other services, schedules, or systems are escalated to the supervisor or appropriate senior staff for direction.

7. Service Delivery

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

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

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
<p><u>Audio-visual and classroom technology support</u></p> <p>Service Desk ticket or direct request</p>	<p>Troubleshoots reported issues, verify system operation in person or remotely, and restores service using established procedures. Provides basic operational assistance to users as required.</p>	<p>Faculty, students, staff; IT Service Desk</p>	<p>D</p>
<p><u>Technical coordination with ITS teams</u></p> <p>Service Desk request or approved work order</p>	<p>Provides technical input related to AV-supported systems, assists with troubleshooting, and coordinates resolution within defined support scope. Escalates issues as required.</p>	<p>Faculty and staff</p>	<p>W</p>
<p><u>Classroom and office equipment assistance</u></p> <p>Staff/Faculty request consultation on technology choices/feasibility</p>	<p>Incumbent meets with staff/faculty and gathers information in regard to specifications/requirements and procedures. Based on the information provided, the incumbent gives an expert opinion that would best support current and future needs</p>	<p>Staff and Faculty</p>	<p>M</p>
<p><u>New or replacement equipment support</u></p> <p>Approved work order or project request</p>	<p>Supports the installation and configuration of approved equipment. Equipment selection, pricing, and purchasing decisions are handled by designated ITS staff.</p>	<p>College employees</p>	<p>M</p>

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<p><u>Live event audio-visual support</u></p> <p>College, employees; contracted event services</p>	<p>Sets up, tests, and supports College-owned AV equipment for events, following established procedures and coordinating with contracted service providers as required.</p>	<p>IT Service Desk, faculty, staff</p>	<p>D</p>
<p><u>New or upgraded AV systems (deployment support)</u></p> <p>Approved project or renewal request</p>	<p>Supports the deployment, configuration, testing, and verification of approved AV system designs, following documented plans and under the guidance of the Audio-Visual Specialist.</p>	<p>College employees</p>	<p>M</p>

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

8. Communication

In the table below indicates 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	Communicates availability of audio-visual support, service request processes, and general operational information related to College-provided AV equipment.	Faculty, staff, students, ITS colleagues	D
Explanation and interpretation of information or ideas.	Explains the basic operation and functionality of College-provided audio-visual equipment to users, including how to start, stop, or connect to systems, following documented procedures.	Faculty, staff, students	D
Imparting technical information or advice	Provides clear, task-focused technical information related to the setup, use, or troubleshooting of approved AV equipment and systems within established standards.	ITS colleagues, faculty, staff	D
Instructing or training	Demonstrates correct operation of audio-visual equipment on an as-needed basis during support calls, classroom assistance, or event setup. Instruction is limited to operational use and does not include formal training delivery.	Faculty, staff, students	M
Obtaining cooperation or consent	Coordinates access, scheduling, and on-site support activities with faculty, staff, Facilities, ITS teams, and contracted service providers to complete assigned work.		I
Negotiating	<i>Not applicable to this position.</i>		

* 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, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Standing at workbench while fixing/setup of electronic equipment.	D		X		X		
Walking – moving equipment/parts between different areas, responding to requests	D	X			X		
Standing, stooping, crouching – classroom repairs/upgrade, AV and security installations.	D	X			X		
Lifting speakers, large screen displays and other AV equipment.	D	X			X		
Crouching under tables and equipment.	D	X				X	
Pushing/Pulling pallet trucks for large shipments	M	X			X		
Climbing ladders to install equipment/troubleshoot issues	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 and 11 to 44 lbs.)

Examples include handling small audio-visual accessories, laptop computers, compact AV devices, cables, and unpacking small shipments.
Examples include lifting or positioning small speakers, amplifiers, medium-sized displays, desktop computer systems, and boxed audio-visual equipment.

Heavy (over 20 kg. or 44 lbs.)

Examples include assisting with the movement or positioning of large displays, speakers, podiums, projection equipment, screens, and mounting hardware. Some items may exceed 20 kg and are handled using team lifting techniques, lifting aids, or mechanical assistance in accordance with health and safety guidelines.

Occasionally, the incumbent may assist with moving larger computers or network-related equipment (e.g., printers, multi-function devices, servers, or uninterruptible power supplies) as part of coordinated delivery or installation activities.

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Troubleshooting, repair, maintenance, and testing of audio-visual and related technology equipment in classrooms, auditoriums, and common areas. This may include in-class repairs or scheduled maintenance activities.	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually - Tasks are often performed during or between scheduled classes or in occupied spaces, requiring work to be completed efficiently. Concentration may be interrupted by urgent service requests or changing priorities, requiring the incumbent to pause and resume work while maintaining accuracy and safety
 No

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Configuring, adjusting, or verifying approved audio-visual system settings using documented configurations, templates, or established procedures during classroom or space setup.	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually – Other support requests, user interruptions, or operational demands may require temporary shifts in attention. Focus is maintained by following documented procedures and resuming tasks as conditions allow.
 No

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Responding to classroom callouts, support requests, and on-site assistance during teaching or event activities.	D	X		

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually
 No These activities often require frequent task switching, rapid assessment, and response to multiple concurrent issues, resulting in regular interruptions and shifts in focus.

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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 type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Accessing classrooms, labs, and meeting rooms for routine maintenance, setup, and troubleshooting of audio-visual and related technology.	D
<input type="checkbox"/> accessing crawl spaces/confined spaces	Running or troubleshooting cables and equipment in ceilings, under desks, within cabinets, or in equipment closets.	M
<input type="checkbox"/> dealing with abusive people	Managing occasional stressful interactions with faculty, staff, or students when technology issues impact classes or events.	I
<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 very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances	Work may involve routine cleaning and basic maintenance of electronic and audio-visual equipment using approved cleaning agents and materials, and the application of consumables (e.g., thermal paste) were required, in accordance with established procedures and safety guidelines.	I
<input type="checkbox"/> smelly, dirty or noisy environment	Working in ceilings, AV/data closets, or equipment rooms where dust or equipment noise may be present.	W
<input type="checkbox"/> travel	Travel between College campuses to provide audio-visual support and, or provide event equipment setup is required	W
<input type="checkbox"/> working in isolated or crowded situations	Supporting large events where spaces may be crowded during equipment setup, operation, or teardown.	I
<input type="checkbox"/> other (explain)		

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