

St. Lawrence College
Position Description Form (PDF)

Effective Date: 15-Apr-2024

Campus: Kingston (with tri-campus responsibilities)

Incumbent's Name: Vacant

Position Title: Capstone Project Coordinator – Mobilize

Payband: G

Position Number: New

NOC Code:

Hours per Week: 35

Supervisor's Name and Title: Robyn Saaltink, Executive Director of Research and External Innovation

Completed by: Dr. John Conrad, Director, Innovation & Business Engagement

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

Support Staff PDF

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.

Reporting to the Executive Director of Research and External Innovation and with operational oversight and guidance from the Research Services Officer and Industry Liaison, the Capstone Project Coordinator is responsible for developing, implementing and overseeing internal research capstone-related processes, managing relationships with St. Lawrence College (SLC) faculty and external industry contacts, tracking and reporting on capstone activity, and providing expert support and advice to faculty and industry contacts with the aim of increasing opportunities for SLC students to undertake research projects focused on external collaborator's problems. The Capstone Project Coordinator is accountable for expanding applied research activity and bringing real world problems into the classroom at SLC. The Capstone Project Coordinator role focuses primarily on increasing industry-focused capstone research in applied sciences, technology, and trades programs, but processes developed will be applicable College-wide. In addition to working with industry and faculty to identify, scope, and support research projects for capstone courses, the Capstone Project Coordinator will work with industry, faculty, and SLC's Industry Liaison to identify opportunities for future principal investigator-led applied research projects.

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>Develop and maintain processes and resources to support high quality research capstone projects with external collaborators</p> <ul style="list-style-type: none"> • Develops and implements client and project intake mechanisms and strategies. • Develops, implements, and oversees internal processes for courses, faculty, and students conducting a capstone project with an external collaborator. • In collaboration with applicable SLC departments and ensuring compliance with external and internal policies and guidelines, develops resources, materials and requirements for capstone research projects with external partners (e.g. Capstone agreements, student IP acknowledgement documents, project scoping, deliverables and milestones). • Develops, identifies, assembles, and/ or delivers materials targeted at external collaborators to a) market capstone opportunities externally and by) ensure and understanding of capstone roles, rights, and responsibilities. • Develops, identifies, assembles, and/ or delivers materials targeted at faculty, students, and other internal partners to a) promote capstone opportunities and b) ensure internal understanding of capstone roles, rights, responsibilities. • Identifies and acts as an internal expert for faculty and other internal partners on best practices and recommendations for research capstone planning and implementation. • Monitors and revises the above processes and resources to ensure they promote high quality applied research experiences for students, adherence with internal and external policies, funding agency agreements, efficient implementation for faculty, and excellent relationships with external collaborators with the potential for future externally funded research projects. 	20
<p>Industry Liaising and project triaging</p> <ul style="list-style-type: none"> • Ensures potential external collaborators understand capstone project purposes, deliverables, roles, responsibilities, and milestones. • Supports the identification, vetting, and on-boarding of external collaborators. • Clarifies potential collaborator needs and triages opportunities to the appropriate program, department, or course. • Works with external collaborators to understand and document their problems and scope associated capstone research projects. • Communicates regularly with relevant internal departments (e.g. placement) to promote referral of industry collaborators for capstone projects. • In consultation with faculty and industry contacts, troubleshoots issues that arise during the capstone process, and seeks, facilitates, and/ or implements solutions to maintain excellent relationships with external contacts and companies. • Working with industry contacts, faculty, and SLC' s industry liaison, identify industry challenges or industry capstone projects that have potential to lead to externally funded principal investigator led applied research projects. • Ensures that projects are aligned with and follow Health and Safety requirements of the College. 	20

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<p>Collaboration with Faculty and Academic Departments</p> <ul style="list-style-type: none"> • Serves as an internal expert for faculty developing and implementing capstone projects with external collaborators. • Guides, advises, coaches and supports individual faculty, technicians, and academic program teams to effectively plan capstone courses involving research projects with external collaborators. • Provides faculty with materials and information to support student learning so that students are well prepared to undertake excellent capstone research. • Collaborates with faculty to match potential capstone projects with appropriate courses. • Educates faculty and technicians on internal capstone processes and requirements, and monitors and supports compliance. • Maintains communication with faculty throughout the course of a project to ensure projects are on track and problems impacting external collaborators can be solved. • Works with faculty to identify process strengths and areas of need 	<p>20</p>
<p>Project management and administration</p> <ul style="list-style-type: none"> • Completes detailed file documentation on external collaborators and internal courses. • Tracks and documents leads and opportunities within Salesforce. • Maintains up to date records for all capstone projects conducted with external partners Oversees administrative processes for all capstone research projects with external partners. • Responsible for capstone budgets; allocates budget to courses and projects as needed. • Ensures complete and accurate project files by maintaining appropriate records, training agreements and correspondence. • Contributes to the overall reporting requirements of the Research Office, funding agencies, or the College. • Produces reports as requested. 	<p>20</p>
<p>Other duties as assigned</p>	<p>20</p>
	<p>100%</p>

* 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.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input checked="" type="checkbox"/> 3 year diploma/degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

Project management, science, technology, trades

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

Recent experience with research in a post-secondary environment; relationship management; experience with work integrated learning.	

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 issue or problem encountered.	Through the intake process the incumbent must be thorough and precise to ensure that external partner problems are accurately identified to be able to a) create excellent matches between potential partners with relevant capstone courses and b) work with the partners to scope capstone projects.
How is it identified?	Through an intake process, involving a formal procedure (written application submissions to be reviewed by the incumbent) and conversations between the incumbent and potential partners.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent may seek clarification via email or verbal conversation to further understand and help the partner articulate the problem(s) that could be addressed in a capstone project. The incumbent must accurately convey the roles, responsibilities and risks associated with taking part in a capstone project so that partners enter the relationship with a clear understanding of anticipated contributions and outcomes.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Through probing questions, knowledge of good research questions, and knowledge of student capabilities and requirements, the incumbent will ensure problems are well identified and matched with appropriate capstone courses.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Consultation with coworkers in the research office, established procedures and tools (some to be developed by the incumbent), previous practice, consultation with faculty members or researchers with technical expertise if needed.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	The incumbent will develop and maintain processes and resources to support high quality research capstone projects with external collaborators. There is currently no process in place at SLC for capstones with external collaborators.
How is it identified?	The incumbent will develop appropriate processes based on faculty and student needs, regulatory requirements, SLC policies, and leading-edge practices in relationship management with external collaborators.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent may consult and seek feedback back from internal experts in various areas (e.g. research agreements and contracts; intellectual property; responsible conduct of research), faculty, students, and external partners to further understand gaps and needs. The consultant may conduct their own research in various areas (e.g. best practices in responsible conduct of research) to understand needs and options.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will develop, assess, and alter processes and resources based on best practices, regulations, and trends in research, work integrated learning, and relationship management as well as internal partners and expert input and feedback.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Internal expertise, some existing templates and models, past practice.

#3 regular & recurring

Key issue or problem encountered.	The incumbent will monitor projects and partner relationships and challenges to determine capstone projects and partners that might lead to larger, externally funded principal investigator led projects. The incumbent will scope the larger projects.
How is it identified?	The incumbent will identify projects and collaborator relationships that have strong potential to lead to large, externally funded principal investigator led projects by developing and maintaining strong familiarity with capstone projects progress and findings, available internal expertise to identify potential PI's, and external funding options and requirements; through relationship and discussions

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

with external partners, including informing partners about external funding opportunities; and through discussions with faculty, SLC researchers, and industry liaison.

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

Once a potential project is identified, the incumbent will work with the industry liaison, the external partner, and the identified PI to scope the project and write a funding proposal.

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

In consultations with internal and external project partners and funding agency requirements, the incumbent will identify capstone projects that have strong potential to lead to larger, externally funded, PI led projects and will work with partners to scope the projects.

Past practice, funding agency guidelines.

3. Analysis and Problem Solving

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

Key issue or problem encountered.

How is it identified?

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

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

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

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

Key issue or problem encountered.

How is it identified?

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

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

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

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.	The incumbent will coach and guide individual faculty, technicians, and academic program teams to effectively plan research capstone courses when projects will focus on external collaborator problems by planning and delivering workshops, training programs, and individual supports.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to plan and work within the constraints of academic timelines in the college environment, communication skills to share resources, considerations, and requirements for capstone courses with faculty members; relationship development skills; project tracking and monitoring skills to ensure planning is on track and all required activities and documents are completed in a timely manner; listening skills to determine faculty members' needs.
List the types of resources required to complete this task, project or activity.	Templates for capstones (e.g. research agreements with external partners, information for students, checklists for faculty); internal process for engaging external partners in research capstone projects.
How is/are deadline(s) determined?	The incumbent will determine deadlines based on academic timelines (e.g. planning training program course start up, faculty availability etc.).
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.	The incumbent may determine that faculty need more, less, or different support or coaching based on faculty feedback and incumbent experience. The incumbent will survey faculty, students, and external collaborators and reflect on their own experiences to determine whether changes to the overall process for supporting and implementing research capstones are required.

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

Documentation, data tracking, and monitoring of activity and documents relating research capstones with external partners. Data tracking is needed for reporting to external funding agencies, academic program accreditation, and internal decision making and reporting. Tracking and monitoring documentation is required to ensure compliance with internal and external policies and regulations.

Time management, follow through, attention to detail, communication skills.

Calendar, computer, data monitoring forms/ system (e.g. salesforce), Teams, email.

The incumbent determines the deadlines based on the academic timelines (e.g. course start) and internal and external regulations and requirements.

Changes to data collected and tracked would be made based on internal or external reporting requirements. The incumbent or their supervisor would determine the need for changes in data collected and tracked based on knowledge of external reporting requirements and internal priorities and needs. Changes to the tracking process will be determined by the incumbent based on their past experiences.

#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.

The incumbent will plan and carry recruitment of industry partners to collaborate on capstone research projects. The recruitment process will be determined by the incumbent and will entail marketing capstone opportunities, determining collaborator eligibility, matching collaborator problems with academic courses, scoping collaborator problems/ projects.

Time management, communication, research, attention to detail.

Email, salesforce/ webform for problem intake, relationships with internal and external partners who can share or respond to the call for industry projects.

By the incumbent based on academic timelines.

The incumbent based on consultation with faculty members and their past experience or the supervisor in consultation with the incumbent.

4. Planning/Coordinating

#1 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.

#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 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 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.	The incumbent provides information and advice to faculty members or other members of academic teams (e.g. program coordinators, Associated Deans) outside of applied science, technology, and trades when these partners are seeking to implement research capstones with external collaborators.
<input checked="" 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.	The incumbent provides direction and information about procedures to industry collaborators to ensure industry partners understand a) how to apply to be a collaborator for capstone projects b) collaborator roles and responsibilities, and c) to ensure external collaborators complete documentation follow processes to ensure consistency with internal and external policies and requirements. The incumbent provides direction and information about procedures to



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.

faculty members to ensure documentation and processes follows internal and external policies and requirements.

The incumbent provides faculty with tasks that must be completed and decisions that must be made to ensure capstones involving external partners are well planned and executed.

The incumbent makes recommendations to faculty about external collaborators that may be a match for capstone projects and ensures faculty make decisions about which external partners to include in each course.

The incumbent works closely with potential external collaborators to ensure collaborators prepare and submit all information necessary to determine whether the collaborator would be a good fit for a capstone project.

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)
After initial onboarding and training, the incumbent will plan and complete work independently	When a problem occurs the supervisor/ manager will provide direction

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Funding agency requirements, College policies, practices within the research department, materials/ documents developed within the research department, leading edge practices in industry-based education in Canada, procedures used for piloted research capstone with external partner. The incumbent will be developing process and materials based on their determination SLC' s specific needs.	

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)
The incumbent will gather feedback from faculty, students, and external collaborators. The supervisor will conduct performance reviews.	

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)
Developing and revising external collaborator intake mechanism Developing and revising internal process for research capstones involving external collaborators Resources for faculty implementing capstone projects Scoping projects that would lead to larger, externally funded, PI led projects Developing data and document tracking, monitoring, and reporting mechanisms	

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)
Substantial changes to intake process for external collaborators Substantial changes to training programs for faculty	Response to a problem with an external collaborator

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Problem solving with respect to faculty challenges with capstones with external collaborators Presentations, workshops, training programs for faculty Presentations for external collaborators Referrals to other internal services (for faculty developing capstones) Relationship building and maintenance with potential or ongoing external collaborators Determining if external collaborators are eligible for capstone projects Responses to external collaborator requests and questions Responses to faculty or academic leadership requests and questions Presentations, workshops, training programs for faculty	

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?		
Faculty members in Applied Sciences, Technology, and Trades teaching capstone courses may seek support or advice from the incumbent. The incumbent may solicit faculty members to engage in industry-focused research capstones through presentations or direct communication. Academic leadership (e.g. Associate Deans) may request support from the incumbent for priority capstone courses.	The incumbent will work closely with faculty, beginning the semester before a capstone course begins, to coach, guide, and support faculty members as they plan research capstone courses involving external collaborators. The incumbent will ensure all required decisions are made, and all documentation in place prior to capstone course start date. The incumbent will provide advice on relationship management before and during a capstone course and will follow up with faculty at the completion of a course to seek feedback on the process and support received.	Faculty	D
The incumbent will solicit external collaborators to share their challenges with SLC so that students can seek and develop solutions through capstone projects. External collaborators for capstones will be identified through capstone intake mechanism, referrals from faculty or other departments (e.g. placement), and the coordinator and research department’s network.	The incumbent will develop a mechanism for external collaborators to share their challenges with SLC. The incumbent will work closely with potential external collaborators to a) ensure collaborators are a good fit for capstone projects and b) ensure clarity of roles, responsibilities, and deliverables. The incumbent will match external collaborators to appropriate courses, and will work closely	External collaborators (e.g. industry partners from for profit, not for profit or government organizations)	W

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	with the collaborator to scope challenges and projects further if needed.		
The incumbent will identify projects that have the potential to lead to future larger, externally funded, PI led projects. The incumbent will scope the larger externally funded research projects, and will identify PI's.	Faculty, external collaborators, or the incumbent (based on their knowledge of specific capstone projects) will identify capstone projects and external collaborations that could lead to larger externally funded research projects. The incumbent will consult with the external collaborator and the PI to scope the potential project and to write the grant for the project. The incumbent will also work with the industry liaison.	Faculty, Research Staff, External Collaborators	W
Faculty members from across the College and will seek support and advice from the incumbent when planning and implementing capstones with external collaborators.	The incumbent will be an internal expert on industry focused capstones. Faculty members and Academic teams from across the College will seek support, advice and guidance from the incumbent when developing, planning, or revising industry focused-capstones.		M
Faculty or external collaborators experiencing challenges in research capstones with external collaborators will seek advice and support from the incumbent.	Faculty members in Applied Sciences, Technology, and Trades will seek support and guidance from the incumbent. The incumbent will problem solve and provide guidance and/ or implement solutions.		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	Responding to straightforward questions about process, timeline Following up with potential external collaborators who expressed interest having their challenge(s) addressed in a capstone project	Faculty, Associate Deans, external collaborators	W
Explanation and interpretation of information or ideas.	Communication with external collaborators to determine whether collaborator challenges are an appropriate fit for capstone courses Communication with external collaborators to ensure clarity in roles, responsibilities, deliverables	External collaborators	W
Imparting technical information or advice	Responding to questions about capstone project requirements Explaining and providing advice about research methodology Explaining or providing advice about other considerations for projects with industry collaborators (e.g. intellectual property, EDI, data storage, research ethics)	Faculty, External Collaborators	W
Instructing or training	Developing and leading workshops and training programs for faculty implementing research capstone projects with external collaborators	Faculty	W
Obtaining cooperation or consent	Obtaining agreement from external collaborators to have their challenge(s) be the subject of research capstone projects. Obtaining agreement from faculty to implement projects with external collaborators, Obtaining agreement from external collaborators and PIs to apply for funding for a larger, externally funded project Obtaining agreement from Associate Deans to enable faculty to work with the	Faculty, External Collaborators	W

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	incumbent to plan capstone courses with external collaborators		
Negotiating	Scoping project timelines, budgets, deliverables with external partners and PI's in the case of PI led projects Scoping project timelines, deliverables in the case of capstone projects	Faculty, PIs, External collaborators	W

* 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
Working at computer	D			X	X		
Standing	D			X	X		
Walking	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.)

Heavy (over 20 kg. or 44 lbs.)

Occasional lab work that may require lifting of supplies and moving of equipment

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
Working at computer to prepare training materials, project scopes, or related resources	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Working in lab environment	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Working at computer to review documentation and data tracking	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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

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