

St. Lawrence College
Position Description Form (PDF)

Effective Date: August 2025

Campus: tri-campus

Incumbent's Name:

Position Title: Research Support Officer

Payband: G

Position Number:

NOC Code:

Hours per Week: 24 hrs

Supervisor's Name and Title: Barb Le Blanc, Dean, Health, Wellness and Community Services

Completed by:

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.

Under the general direction of the Dean, Health, Wellness and Community Services, the Research Support Officer is responsible for supporting research activities for the College. These activities include administrative support to the Research Ethics Board; administering various internal and external research funding opportunities, including facilitating grant report submissions and supporting faculty and staff in submission of grant proposals, development of research activities and seeking approval for internal funding for research/ scholarship.

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*
Research Ethics Board <ul style="list-style-type: none"> • Supports the day-to-day operation of the SLC-REB with respect to established research policies/procedures and external agency requirements • Advises the SLC-REB on interpretations of the Tri-Council Policy Statement (TCPS) and other pertinent research regulations and best practices • Writes and reviews relevant policies, operating procedures, and reports related to REB activities • Organizes and delivers Research Ethics training to researchers and REB members • Liaises with internal and external researchers regarding TCPS and research ethics 	40%
Research Capacity Building <ul style="list-style-type: none"> • Develops and delivers training for new researchers such as research methods • Writes and reviews relevant policies, operating procedures, and reports related to research capacity building activities • 	10%
Internal Research Funding <ul style="list-style-type: none"> • Administers the application processes for internal research funds using Salesforce • Writes and reviews relevant policies, operating procedures, and reports related to internally sponsored research projects • Communicates and disseminates research and scholarship opportunities and successes to internal and external audiences 	20%
External Research Funding <ul style="list-style-type: none"> • Assists faculty and staff with application completion for external grant funding. • Assists in the tracking and reporting of any external research funding received. 	20%
General Administration <ul style="list-style-type: none"> • Liaises with and advises internal and external stakeholders such as: faculty, staff, and students; funding agencies; partners; researchers; and regulatory agencies. • Supports the broader College research activities as a point of contact, advisory person, or department representative on relevant internal and external committees • Ability to search out sources of funding/research information on the web, identify research opportunities and trends and to learn the policies and practices of various organizations or funding agencies 	10%

	100%
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* To help you estimate approximate percentages:

$\frac{1}{2}$ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

$\frac{1}{2}$ day a week is 10

$\frac{1}{2}$ 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 type="checkbox"/> 3 year diploma/degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input checked="" 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:

Social Sciences or Health Sciences required

- 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

Training courses taken in Council on Research Ethics (CORE)

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.

<input type="checkbox"/> Less than one(1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input checked="" type="checkbox"/> Minimum of three (3) years	REB administration experience, comprehensive knowledge of research methods, TCPS, RCR, PHIPA and PIPEDA. Ideal candidate would have high level of computer skills including CRM experience (salesforce).
<input type="checkbox"/> Minimum of five (5) years	
<input type="checkbox"/> Minimum of eight (8) years	

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.	The incumbent must liaise and consult with internal researchers to help them determine and be able to follow the steps required to conduct research at SLC. For example, the researcher might be interested in conducting research and wants to know whether they need research ethics board approval. Or, a researcher might want to know if funding is available to conduct a certain type of project.
How is it identified?	The researcher contacts the research office.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Through email and/ or teams meeting with the researcher as appropriate, the incumbent asks relevant questions to determine the researcher's research objectives, project details, and needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Based on each researcher's unique aims and current level of knowledge/ skill, the incumbent draws on their background knowledge of research ethics processes and requirements, internal and external policy, internal and external funding opportunities, and research methods to advise the researcher about next steps. For example, the researcher might need to apply to the research ethics board – the incumbent will advise them of this and will respond to any questions about the process. They will also provide resources and advice as needed to ensure the applicant is able to complete the application.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Internal and external policies and procedures (e.g. TCPS2; ethical conduct of research involving humans); research ethics board members; past practice.

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)? (eg. past practice, established standards or guidelines.)

#2 regular & recurring

An ongoing need to streamline and amend REB and other research related processes and practices to a) ensure consistency with (evolving) best practices and regulatory and funding agency requirements and b) to enable members of the College community to undertake research.

Gaps or areas for improvement are identified through discussion with users and stakeholders; review of written policies and procedures (internal and external); experience implementing policies and procedures.

Yes. Investigation could include comprehensive review of applicable policies and procedures to identify gaps, inconsistencies, grey areas, or areas for improvement; brief review of other Colleges' practices and materials; consultation with users and subject matter experts.

Analysis involves determining existing steps involved in the process under review; determining possible solutions through a) review of current best practices/ other College's practices b) regulatory and funding agency requirements c) consultation with experts (internal and external), users, or other stakeholders; piloting new practices and making amendments based on experience and feedback as needed.

Past practice in the area; other College's procedures or materials, stakeholder experience and recommendations, existing internal and external policy and procedures (e.g. TCPS2; RCR; Ethical Conduct of Research)

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.

#3 regular & recurring

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

#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)? (eg. 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)? (eg. past practice, established standards or guidelines.)

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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 is responsible for planning and executing processes for internal research and scholarship funding opportunities.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Consult with stakeholders; develop the process, coordinating the execution of the funding call, including processing, reviewing, and awarding funds
List the types of resources required to complete this task, project or activity.	Internal funding, salesforce tools, web forms, finance
How is/are deadline(s) determined?	In consultation with Deans, Directors
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.	Incumbent in consultation with Dean

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Planning and executing REB activities, meetings etc
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Developing and planning agenda. Attendance at REB, working with chair of the committee and members to ensure process is followed and applications are reviewed and responded too in a timely manner. Minutes of meetings.
List the types of resources required to complete this task, project or activity.	Previous meeting minutes; calendar; computer; research methods and ethics specific resources (policies, procedures, textbooks).
How is/are deadline(s) determined?	In conjunction with the chair of REB and the applicants.

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, in consultation with chair of REB, applicants and Dean

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.

#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

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

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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.

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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 checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Supporting internal applicants for research and scholarship funding
<input checked="" 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	Processing of REB applications
<input type="checkbox"/>	<input checked="" type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Supporting researchers in determining research methods to ensure properly submitted REB applications
<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.	Tracking of and Completion of grant reporting
<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)
Provide general outcomes and/or problem to be solved.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
TCPS, RCR and other governmental policy statements/frameworks. Current College policy and standard operating procedures. Examples of work generated by other Colleges.	

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)
Supervisor and REB	Deans, Directors, and Executive members

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 policy and operating procedures, recommendations related to research applications.	

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)
Final funding decisions for research projects	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)

The establishment of REB meetings times and agendas, assigning REB reviewers and timelines.

Training methods for research capacity building, communications related to research activities

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?		
e-mail notifications from funding agencies about opportunities, policy, etc		Government agencies	M
Discussion with supervisor about tasks, goals, projects		Dean	W
Discussion with REB members about applications, operating procedures		REM members	M
Discussions with researchers about applications or services		Faculty, staff, students	W
Inquiries from faculty, staff and students	Respond to inquiries about research services and associated work	Faculty, staff, students, external stakeholders	W

* 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 inquiries related to research activities	Researchers, faculty, staff, students, external stakeholders	D
Explanation and interpretation of information or ideas.	Advising researchers on policies and procedures	Faculty, students, researchers	W
Imparting technical information or advice	Supporting and guiding REB members	REB and researchers	M
Instructing or training	Training new researchers on research methods	Faculty, staff, and students	I
Obtaining cooperation or consent	Liaising and administering REB applications through REB approval processes	Internal and external researchers	M
Negotiating	Supporting and advising internal funding applications	Faculty, staff and students	M

* 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
sitting	D			X	X		
Focused and detailed work	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.)

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
REB and research applications review	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				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Policy review and writing	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
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input 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 computerized 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 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 W = Weekly M = monthly I = Infrequently