

## Update

Ministry

Advanced Education

### Describe: Basic Job Details

#### Position

Position ID

Position Name (200 character maximum)

Manager, Data Collections

Current Class

Manager (Zone 2)

Job Focus

Corporate Services

Supervisory Level

01 - Yes Supervisory

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

#### Employee

Employee Name (or Vacant)

#### Organizational Structure

Division, Branch/Unit

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Senior Manager (Zone 2)

### Design: Identify Job Duties and Value

#### Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

## Job Purpose and Organizational Context

Why the job exists:

The Data Management and Governance (DMG) unit's mandate is to develop, implement, and evolve

1. collection and stewardship of the Department's major administrative datasets.
2. provision of data and data products based on those data sets to government, stakeholders, and the public.
3. enterprise-wide data management and governance.

The Collections Manager operates in a complex environment of government and stakeholder relationships, and must balance many conflicting needs, all while guiding the collection team to produce the meaningful results Advanced Education depends on.

This position guides four core data collections from post-secondary institutions - enrolment, application, operational financial, and tuition data - enabling the Department to fulfill key analytics, accountability, decision-making, and policy development functions.

The Manager ensures that these collections yield relevant, high-quality data that evolves as Advanced Education's data needs change over time, while maintaining the data continuity that enables long-term trend analysis and remaining mindful of the administrative effort these collections require of post-secondary institutions.

Additionally, the Manager ensures these data are appropriately available to and usable by department and government staff, post-secondary institutions, and the public.

The Manager must understand and apply the *Tuition and Fees Regulation*, the *Protection of Privacy Act*, and the *Post-Secondary Learning Act*.

## Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

### 1. Key administrative data are relevant, of appropriate quality, timely, well documented, and secure.

- a. Oversee data collection and management, ensuring data are high quality (relevant, accurate, timely, complete, consistent, and standardized) through robust submission guidelines, data review processes, and element reviews.
- b. Direct development and maintenance of comprehensive
  - i. metadata documentation for each dataset including a data dictionary and business glossary.
  - ii. procedural documentation for each collection to enable knowledge transfer
- c. Safeguard data privacy and security so that data are managed according to Government of Alberta privacy and security standards.
- d. Identify and lead major element or process reforms driven by significant policy, IT, or resource changes.
- e. Automate collections as much as possible, leveraging AI tools appropriately in the Government of Alberta environment.

### 2. Users get the data they need quickly and easily.

- a. Increase self-serve options for internal and external users to reduce reliance on staff for specific data requests, while ensuring consultation is provided for appropriate cases.
- b. Work with the Data Operations manager to automate data product updates using the data warehouse or other

tools including AI where appropriate.

- c. Ensure submissions to Statistics Canada are correct, on time, and developed using automated processes including AI where appropriate.
- d. Working with Technology and Innovation, contribute to GoA-wide data and data product initiatives so that AE data and data products are available to government colleagues as appropriate.

### **3. Constructive relationships enable effective collaboration and change management.**

- a. Build and sustain productive and collaborative relationships with institutional stakeholders so that data submissions are correct and timely, data and system changes are managed well, and institution perspectives are heard and understood.
- b. Direct and collaborate with Application Maintenance Services (AMS) teams so that key applications meet the Department's data collection, management, and reporting needs.
- c. Build strong collaborative relationships with the Data Operations team so that data management and reporting are well managed through the data warehouse rather than through legacy applications.
- d. Collaborate closely with research, policy, post-secondary program approvals, workforce planning, and post-secondary financial oversight to ensure data are provisioned and used well.
- e. Develop an effective network of contacts at Statistics Canada and the Council of Ministers of Education Canada (CMEC) to ensure Alberta's data and policy contributions are informed and influential.
- f. Connect regularly with Technology and Innovation colleagues to ensure the unit contributes to and understands policy and operations that affect data management work including data infrastructure, privacy, information management, access management, and identity management.
- g. Develop relationships with colleagues in apprenticeship and program approvals program areas, and health and education ministries to support effective data sharing and aligned data management.

### **4. Executives receive timely, relevant information about data-related topics.**

- a. Develop effective executive briefings on data topics, including briefings for each data collection cycle describing trends.
- b. Prepare presentations for Executive Team on data topics as required: for example, how data systems work together or value and limitations of datasets.
- c. Operationalize reporting for repeated requests so that responses are fast and consistent.
- d. Proactively coordinate with colleagues in other business areas to ensure information is not contradictory and effort is not duplicated.

### **5. Department data management is coherent at the enterprise level.**

- a. Ensure DMG data collections conform to GoA, Canadian, or international standards as much as possible to enhance data linking.
- b. Identify opportunities to improve governance over upstream data elements: for example, location codes, funding codes, and apprenticeship program records in PaPRS.
- c. Work with colleagues and the Director to encourage the adoption of common data standards across the Department, leveraging opportunities for change such as data system rebuilds.
- d. Advise Department colleagues on structuring and governing new data collections.

## 6. Manage direct reports to ensure efficient, effective, coordinated operations.

- a. Collaborate with staff and DMG leadership colleagues to plan work and allocate resources effectively.
- b. Work with the DMG leadership team to identify resource needs and solutions.
- c. Support staff to achieve DMG goals through clear direction, open collaboration, and meaningful performance planning and management.
- d. Encourage staff to develop new ways to work that improve efficiency or outcomes.

## Problem Solving

Typical problems solved:

The Manager must meet a wide range of challenges, from granular information system problems to chronic, systemic culture issues. Examples include the following:

- *change*: Advanced Education is maturing as an information organization. The Manager will face resistance from inside and outside the organization and must find ways to ease concerns and rally colleagues and stakeholders to the cause.
- *opposing needs*: The Manager works with many individuals and groups across the organization and the advanced learning system, serving as a critical diplomat in brokering agreement among colleagues with conflicting needs and priorities. A long-term, enterprise view is essential in solving such problems.
- *complex, long-term problems*: Data management problems are often entangled and complex. The Manager will have the tenacity to tackle these issues and see them through to their conclusion, marshalling resources as needed.
- *working in an emergent space*: The organization knows it needs to modernize data collection and mature its data management, but not always what that means. The Manager is always looking for ways to improve the coherence and value of data management activities. When clear direction is not self-evident, the Manager envisions new ways to mature data management in the Department.

Types of guidance available for problem solving:

The Manager works within the policies and guidelines set by Cabinet, Treasury Board, the Minister, the Deputy Minister, and legislation with associated regulations including the *Post-secondary Learning Act* and the *Tuition and Fees Regulation*, the *Protection of Privacy Act*, and the *Personal Information Protection Act*. Additionally, the Manager has access to the Director for guidance.

Within these parameters, the Manager has autonomy and authority to determine priorities and approaches to work, communication, and relationships.

Direct or indirect impacts of decisions:

Working with the Director, the Manager ensures Advanced Education has reliable, usable data about the post-secondary system in Alberta, and is accountable for resolving issues that arise in pursuit of that goal. The position has the freedom to develop and implement frameworks and policies aligned with the GoA's data management guidelines and the Department's strategic objectives. The position is expected to act independently to ensure a coordinated approach at the department level.

The role has a significant impact on the Department's core business functions which all depend on the quality, availability, and usability of data. For example, these data feed metrics in post-secondary institution funding agreements (Investment Management Agreements) and in the Department business plan.

In this way, the position has significant direct influence on all business areas and stakeholders that generate and use administrative data.

## Key Relationships

Major stakeholders and purpose of interactions:

**Publicly-funded post-secondary institutions:** For each data collection, staff who prepare data submissions and key decision-makers who influence institution buy-in for data provision.

Daily to Weekly

Purpose: Engagement and problem-solving to ensure institution concerns and ideas are heard, and data is prepared well and submitted on time.

**Business areas:** for each dataset and digital service, expert staff who understand and depend on the data and its systems

Daily to Weekly

Purpose: Engagement and problem-solving to ensure coordination, improved data management, and enterprise data standards.

**Digital Services staff:** product owners, IT contractors, data architects, data consultants

Daily to Weekly

Purpose: Engagement and problem-solving to provision data as digital services are developed

**IT colleagues:** staff who understand and maintain particular data systems, enterprise architects, data architects, application owners groups

Daily to Weekly

Purpose: Design, coordination, strategy, problem-solving to develop and maintain good data management

**Users/Consumers:** Department and GoA

Daily to Monthly

Purpose: Service delivery, use cases

**Governance bodies:** GoA- and department-level data management bodies

Monthly to Quarterly

Purpose: Guidance, coordination, strategy, decision-making

**Executive:** Executive Director Council, Executive Team

Ad hoc Approvals

**External:** national bodies (e.g., Statistics Canada, Council of Ministers of Education Canada), external contractors

Ad hoc Coordination, influence, and learning

## Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Other		

If other, specify:

Library Science, Data Science, Arts, Public Administration, Economics

Job-specific experience, technical competencies, certification and/or training:

The Manager should be knowledgeable in the following areas:

### Data management

- Best practices in data management and governance, including the Data Management Body of Knowledge (DAMA-DMBOK) and Government of Alberta standards and policies.
- Working with databases and data warehouses, including writing and automating queries in SQL, Python, etc.
- Tools for creating data documentation (data dictionaries, business glossaries, data models, entity relationship diagrams) such as Purview or AI-enabled

### Advanced Education and the advanced learning system

- Concepts related to learning delivery, measurement, credentials, etc.: for example, off-campus, full-load equivalent,

university transfer

- Relevant legislation and regulations (for example, the *Post-Secondary Learning Act* and the *Protection of Privacy Act*)
- Department data systems, IT support structures, and IT projects
- Department structure, operations, and programs; Alberta's advanced learning system (providers, sectors, governance)

**Change management**

- Change management principles and their application

**Behavioral Competencies**

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes a long-term view towards organization's objectives and how to achieve them:</p> <ul style="list-style-type: none"> <li>• Takes holistic long-term view of challenges and opportunities</li> <li>• Anticipates outcomes and potential impacts, seeks stakeholder perspectives</li> <li>• Works towards actions and plans aligned with APS values</li> <li>• Works with others to identify areas for collaboration</li> </ul>	<p>Understands and acts with an awareness of the many stakeholders involved in data management across the department's business areas and IT supports. Demonstrates strong analytical skills and sound judgment to bring siloed data systems and processes into a more integrated model. Articulates the desired future state to bring partners on board with change.</p>
Creative Problem Solving	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Engages the community and resources at hand to address issues:</p> <ul style="list-style-type: none"> <li>• Engages perspective to seek root causes</li> <li>• Finds ways to improve complex systems</li> <li>• Employs resources from other areas to solve problems</li> <li>• Engages others and encourages debate and idea generation to solve problems while addressing risks</li> </ul>	<p>Encourages creativity in him/herself and in staff to enable novel solutions.</p> <p>Asks the right questions to deepen understanding of human, business, and IT issues.</p> <p>Demonstrates strong communication skills in all arenas.</p>
Drive for Results	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> <li>• Uses variety of resources to monitor own performance standards</li> <li>• Acknowledges even indirect responsibility</li> <li>• Commits to what is</li> </ul>	<p>Plans for and delivers results, from concrete deliverables to process improvements, managing resources effectively, and ensuring attention to detail.</p>

		good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction	
Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	Collaborates across functional areas and proactively addresses conflict: • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates communication and collaboration • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment	Focuses on authentic relationships that leverage expertise, ingenuity, and effort from staff and colleagues across the Department, Government, and advanced learning system.
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**Benchmarks**

List 1-2 potential comparable Government of Alberta: [Benchmark](#)