

St. Lawrence College

Position Description Form (PDF)

Effective Date: February 4, 2019

Revision Date: November 2020

Campus: Kingston

Incumbent's Name: Vacant

Position Title: Program Support Clerk, Faculty of Applied Science, Technology and Trades

Payband: E

NOC Code:

Position Number: #00000646

Hours per Week: 35

Supervisor's Name and Title: Leslie Benecki, Manager of Academic Operations

Disclaimer: Specific positions functions are currently under review

Completed by: Leslie Benecki

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.

Reporting to the Manager, Academic Operations, the incumbent provides academic administrative support services primarily for the programs and students in the Faculty of Applied Science, Technology and Trades. Supports students by providing program information, registration and enrollment through to graduation. Assists with ensuring the integrity and reconciliation of fee collection.

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*
1. In support of the Academic Schools , assists with student registration by: <ul style="list-style-type: none"> collecting and accurately preparing registration information for all semesters including custom plans, registering students and processing course additions/deletions, internal transfer credits, withdrawals/change of status; understanding curriculum requirements and communicating the process to students and staff regarding transfer credits / course substitutions; responding to specific and general queries concerning courses, programs of study and payment of fees; maintaining a record of all current program offerings and up-to-date course information; processing all documentation for graduation and producing final graduation lists. 	40%
2. Provides student enrolment and fee collection services in cooperation with the School Academic Services Assistant and Receptionist/Clerk by: <ul style="list-style-type: none"> accurately matriculating, term activating and calculating fees; opening, closing and balancing registers; processing fee payments by several different methods (Point of Sale (POS), PeopleSoft SIS); accessing PeopleSoft to confirm OSAP application; processing fees for manual charges, fee deferrals, and refunds; confirming students' status and applying Registrar's signature to external forms, and preparing confirmation of enrolment letters; processing official name, address, email and telephone number changes; setting up and applying third-party contracts; posting service indicators; analyzing and troubleshooting student accounts and making any necessary corrections and/or adjustments within the scope of the role and in conjunction with the Registrar's Office. 	45%
3. Ensures program information updates to the College website are in congruence with PeopleSoft.	5%
4. Provides day-to-day support to the School by: <ul style="list-style-type: none"> responding to student/faculty and external requests for information, explaining College policy; preparing reports and other documents, and composing routine correspondence as required; maintaining relevant school and student records as required. 	5%
5. Performs other related duties as required, such as but not limited to <ul style="list-style-type: none"> assisting other departmental support staff during peak work periods; providing support staff coverage during vacation and other absences. 	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.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input checked="" 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 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:

Office Administration

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.

<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	Progressively responsible work experience in a computerized office environment providing secretarial/clerical support. Experience working in a post-secondary educational setting and exposure to the applicable software programs will be preferred.
<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.	Student does not have prerequisites necessary to be enrolled in future courses; needs to maintain full-time status.
How is it identified?	Student self-identifies; incumbent identifies based on review of advisement report; program coordinator identifies based on communication with student and/or review of advisement report.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes; incumbent must clarify if course substitutions are available on-site or on-line and if enrollment in future courses will be out-of-sequence. Investigate if transfer credits apply.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Course availability, enrollment limits, scheduling restrictions are analyzed in order to formulate suitable alternative enrollment.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Master academic schedules, on-line course offerings, program plan requirements, discussion with coordinator.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Potential graduate missing required course(s.)
How is it identified?	By reviewing academic advisements and identifying missing courses.
Is further investigation required to define the situation and/or problem? If so, describe.	Checking transfer credits, substitutions that may have been incorrectly posted (or used by another program) and ensuring program plan and/or catalog year is correct for the student.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review of similar credits that the student might have that could be used as substitutions and careful review of transcript history. Additional review of external transcripts and analysis in conjunction with the Program Coordinator may be required to find missing equivalent transfer credits.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practices; Coordinators are available for consultation when solutions cannot be found or are questionable.

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.	Ensuring that students entering a program with advanced standing and having an academic plan that differs from their cohort are correctly enrolled each semester and are following the plan laid out by the program coordinator.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must draw on and assimilate information from multiple sources, including program of study, coordinator advisement, course scheduling.
List the types of resources required to complete this task, project or activity.	Course scheduling, PeopleSoft, custom academic plans housed on the S-drive.
How is/are deadline(s) determined?	Deadline for enrollment is established in agreement with other school/campus administration.
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 determines whether changes are required and achievable within existing timelines. Program Coordinator determines necessary changes based on student achievement of required courses.

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

Fee processing and student enrollment – incumbent ensures fee payment and refund processes are followed and reconciled daily; ensures students are enrolled in correct program/level/courses.

The incumbent must draw together data from several sources in order to accurately enroll students and ensure proper fees and student status are in place (e.g., Full-time or Part-time)

PeopleSoft Student Administration, Fee Policy, timetable input, coordinator input.

Payment deadlines are determined by College Registrar. Student enrollment and refund deadlines are established by Financial Services.

Enrollment audit staff, fees/user support officer, OSAP clerks.

#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.

Ensuring programs of study and courses continue to be accurate across multiple platforms (PSoft, College web-site, s-drive)

Excellent communication skills to include all resources is necessary.

PSoft, program coordinators, associate dean, updated course offerings and program of study based on formal program reviews.

Registrar establishes start of the academic year; Marketing department establishes deadline for changes to the web-site.

Changes are necessary as a result of formal program reviews (QA).

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	#1 occasional (if non, please strike out this sections) Production of final graduation lists – incumbent ensures graduates are properly processed and Convocation lists are accurate.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	In order to meet Convocation deadlines, the incumbent must establish and adhere to timelines for review of applications and clearance of graduates.
List the types of resources required to complete this task, project or activity.	PeopleSoft Student Administration (records) External transcripts (transfer credits) Archived course catalogues.
How is/are deadline(s) determined?	Records Department (Registrar) determines deadline for submission of final graduate clearance forms.
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 identifies applicants whose qualifications for graduation are incomplete; seeks advice from coordinators for solutions; advises students of coordinators' decision. Coordinators and/or Associate Dean (occasional) make final decisions about eligibility/provisional status in situations where students have not been cleared to graduate, but are currently enrolled.

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 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	Incumbent provides guidance to School staff in matters related to student financial processes.
<input 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.	
<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)
Most assignments are cyclical and incumbent requires minimal instruction.	Associate Dean provides verbal instructions related to special projects. Program Coordinators provide instructions related to student course enrollment.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	
<ul style="list-style-type: none"> • PeopleSoft SIS and Student Administration manuals; • Level 2 Administrative Calendar • Fee Policy • Academic Policy & Procedures • Existing clerical procedures (departmental and college-wide) 	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional
<ul style="list-style-type: none"> • Feedback from supervisor and others (faculty, students) • Reviewed by the incumbent • Work is checked intermittently by the Manager of Academic Operations and/or Associate Dean through discussion of progress or process as appropriate 	<ul style="list-style-type: none"> • Annual performance appraisals are conducted

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)
<ul style="list-style-type: none"> • Course equivalency and substitution • Tuition refund under special circumstances • Corrections to student account 	

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)
<ul style="list-style-type: none"> • Establishing of timelines for completion of time-sensitive tasks • Difficulty meeting deadlines • Issues requiring a decision that is beyond the scope of the position 	<ul style="list-style-type: none"> • Changes to established procedures

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
<ul style="list-style-type: none"> • Changes to comply with College policies • Student status • Determining work priorities • Time/workload management 	

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?		
Request for verification of academic records received by phone, email, fax or face-to-face.	At request of enrollment auditor, Incumbent reviews students' course loads, program plan, history and fees paid for accuracy; reviews academic history and outstanding program requirements at request of current and former students; confirms status to external agencies/sponsors with students' permission; confirms student enrollment to faculty and administration.	Staff, students, external agencies/sponsors, faculty, administration	D
Verification of amounts or status of student's T2202A. Requests are usually made in person.	Incumbent verifies data in PeopleSoft and confirms correct amounts. Makes adjustments manually and reprints form.	Student	I
Verbal request for specific student data.	Determines which PeopleSoft report will provide the most applicable information to meet a specific requirement. Runs report and provides to requestor.	Associate Dean Coordinators Manager	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	Production of alternative course schedules for students wishing to make changes to their personal timetables.	Students	D (cyclical)
Explanation and interpretation of information or ideas.	Providing history or background information regarding academic situations involving students.	Associate Dean, Manager	W
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, 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		
Keyboarding	D		X		X		

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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
Enrolling students in courses according to custom plans; determining which courses will fit together for students out of sync with their cohort and alternatives for course completion.	W	X (Ongoing)	X (during semester start-up)	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – “drop-in” visits from faculty, students, other staff, especially during semester start-up (i.e. taking fees and registering students in classes).				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Completing graduate clearance process.	M		X (cyclical)	X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – “drop-in” visits from faculty, students, other staff				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Processing fee payments, fee deferrals, refunds, sponsorships	W		x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – “drop-in” visits from faculty, students, other staff, especially during semester start-up				

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11. Working Environment

Please check the appropriate box (es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Normal office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Student upset about grades or with other area of college (i.e. OSAP).	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		
<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)		

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