

# St. Lawrence College

## Position Description Form (PDF)

Effective Date: August 24<sup>th</sup>, 2026

**Campus:** Tri-Campus  
**Incumbent's Name:** Vacant  
**Position Title:** Records Clerk  
**Payband:** D  
**NOC Code:** 14100  
**Position Number:**  
**Hours per Week:** 24  
**Supervisor's Name and Title:** Associate Registrar  
**Completed by:** Associate Registrar

### Signatures:

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

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

One-Over-One: \_\_\_\_\_

Date: \_\_\_\_\_

## Support Staff PDF

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### 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.

As a member of the student records team, the incumbent is responsible for records duties such as entering student, program and course data into the student information system (SIS), including loading class information, processing change forms, verifying and producing credential documents, processing grade discrepancies, generating enrollment reports, and other records related functions. This role is also responsible for assisting with graduate clearing and processing, preparing credentials and other convocation related records duties.

## 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<br>% of the Time<br>Annually* |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>RECORDS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>40 %</b>                               |
| <p>Records duties:</p> <ul style="list-style-type: none"> <li>• Loading class information for full-time and part-time classes, as per planning sheets;</li> <li>• In accordance with established policy, process Records Change Forms, i.e., grade changes, official name changes, i grades, PLA grades;</li> <li>• Load grades for academic areas unable to post grades</li> <li>• Respond to inquiries regarding grade discrepancies;</li> <li>• Respond to requests and take appropriate system action related to course updates;</li> <li>• Respond to requests for printing board-approved College credentials;</li> <li>• Prepare and distribute various queries and reports as required, such as: I grade query report; blank grade report;</li> <li>• Maintain archived documentation as required, including change of residency status (Permanent Resident, Canadian Citizen);</li> <li>• Provide back-up to faculty for loading grades, as required.</li> </ul> <p>Other Duties:</p> <ul style="list-style-type: none"> <li>• Look for opportunities for process improvements and automation;</li> <li>• Contribute to preparation and maintenance of Records Department Calendar;</li> <li>• Other related records functions as assigned.</li> </ul> |                                           |
| <b>TRANSCRIPT PROCESSING:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>40 %</b>                               |
| <ul style="list-style-type: none"> <li>• Prepares, processes, and tracks requests for both official and unofficial student transcripts made in person, through slc.me self-service, OCAS and via transcripts@sl.on.ca.</li> <li>• Handles tri-campus OCAS transcript requests and processes associated payments.</li> <li>• Utilizes Batch Processing for large batches of official transcripts when necessary.</li> <li>• Mails official transcripts accurately as per directions provided.</li> <li>• Monitors transcript requests and analyzes trends for better service delivery.</li> <li>• Ensures Student Services across all campuses have a sufficient supply of transcript paper from Records and envelopes from Shipping.</li> <li>• Regulates access to official transcript paper to ensure proper usage</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |
| <b>GRADUATE PROCESSING:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>10 %</b>                               |
| <ul style="list-style-type: none"> <li>• Preparing and printing of St. Lawrence College credentials, updating the Student Information System with the action taken;</li> <li>• Responding to inquiries for credential replacement including researching, verifying student information and maintaining files;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |
| <b>CONVOCATION:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>5 %</b>                                |

## Support Staff PDF

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <ul style="list-style-type: none"> <li>• Assist with clearing graduates as required;</li> <li>• Assists with preparation of diplomas, certificates, statements of achievement and for distribution at convocation ceremonies;</li> <li>• Assist with the preparation of convocation programs by proofreading and verifying information for accuracy;</li> <li>• Participate in convocation ceremonies as an integral team member;</li> <li>• Follow up with Academic Departments to ensure all provisional graduates are cleared or withdrawn if not continuing;</li> <li>• Mail out credentials to non-attendees.</li> </ul> |           |
| <b>Other related duties as assigned.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>5%</b> |

\* 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 checked="" 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 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

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**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

In a service or office environment.

### 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 is notified by the student or another staff member, either in person, via phone, or email, about an issue with their transcript.                                                                                                    |
| How is it identified?                                                                                                                 | The student points out possible discrepancies on their transcript, which could include inaccuracies in grades, a missing program, non-display of transfer credits, and other such concerns.                                                       |
| Is further investigation required to define the situation and/or problem? If so, describe.                                            | The incumbent collects details about the purported issue from the student and examines the Campus Solutions (SIS) system. If necessary, the student is then directed to a Registration Services Officer or faculty member for further discussion. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.                                                | Upon completing the preliminary investigation, the incumbent would reach out to the program enrolment officer or faculty. They would then assist and guide the student through the process of resolving the transcript discrepancy.               |
| What sources are available to assist the incumbent in finding solution(s)? (e.g. past practice, established standards or guidelines.) | Student Information System (SIS), staff, faculty                                                                                                                                                                                                  |

### 3. Analysis and Problem Solving

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 in finding solution(s)? (e.g. past practice, established standards or guidelines.)

#### #2 regular & recurring

Academic Department questions about a student's grade input on the Student Records System

Student receives and questions grade shown on their grade report

Required to determine source of grade input. Consult with faculty or academic department, or student record change form for review.

The information received is reviewed to ensure for accuracy

Past practice

#### #3 regular & recurring

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 in finding solution(s)? (e.g. past practice, established standards or guidelines.)

Academic Department submits a Records Change Form which doesn't apparently comply with policy

Visual review of Records Change form and knowledge of policy and process

Discussion with faculty and/or Associate Registrar

Discrepancies are identified and discussed with Associate Registrar; changes are then made accordingly

Past practice; established policy

## 3. Analysis and Problem Solving

| #1 occasional (if none, please strike out this section)                                                                               |                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Key issue or problem encountered.                                                                                                     | Students declared they are a previous graduate and the Student Records System doesn't show they are |
| How is it identified?                                                                                                                 | Self report of effected student confirmed by search on Student Record System showing no match       |
| Is further investigation required to define the situation and/or problem? If so, describe.                                            | Solicit additional information from student to determine area, timing and length of education taken |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.                                                | Review of prior convocation booklets, microfiche and previous Student Record computer system        |
| What sources are available to assist the incumbent in finding solution(s)? (e.g. past practice, established standards or guidelines.) | Investigation of past practices and historical understanding of business practices                  |

  

| #2 occasional (if none, please strike out this section)                                                                               |                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Key issue or problem encountered.                                                                                                     | Student raises concern of possible incorrect information produced on document and transcript                                |
| How is it identified?                                                                                                                 | Self report by Student when they receive their document and transcript                                                      |
| Is further investigation required to define the situation and/or problem? If so, describe.                                            | Solicit student number, name of program and area in question                                                                |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.                                                | Examination of student's record and other documentation are compared for accuracy against completed document and transcript |
| What sources are available to assist the incumbent in finding solution(s)? (e.g. past practice, established standards or guidelines.) | Established standards                                                                                                       |

#### 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.                                                                                                    | Process transcript requests from current students, affiliates, and alumni.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| What are the organizational and/or project management skills needed to bring together and integrate this activity?                                                  | <p>The incumbent meticulously analyzes and verifies data within the PeopleSoft system, coordinating the delivery of information to students or other departments as necessary. They manage the timely delivery of materials to fulfill student application needs, employment requirements, and more. The incumbent is responsible for ensuring all transcripts accurately reflect the necessary information and are dispatched accordingly.</p> <p>Occasionally, the incumbent may need to collaborate with several departments to ensure the delivery of precise and comprehensive information, fostering a cross-functional approach to efficient service delivery.</p> |
| List the types of resources required to complete this task, project or activity.                                                                                    | The incumbent utilizes data from the PeopleSoft system and historical records to perform their duties effectively. They manage student inquiries and forms through Outlook or Formstack, ensuring timely responses and accurate record-keeping. Furthermore, the incumbent leverages past practices and draws on input from various departments for effective coordination and strategic planning.                                                                                                                                                                                                                                                                        |
| How is/are deadline(s) determined?                                                                                                                                  | Deadlines are strategically set based on a combination of student needs, such as timelines for employment or certification, and key academic calendar dates, including graduation dates and grade posting schedules. This approach ensures that all tasks are completed in a timely manner to meet the diverse needs of students and academic operations.                                                                                                                                                                                                                                                                                                                 |
| 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 is responsible for deciding when to undertake specific tasks, prioritizing them based on their importance. They adapt timelines according to the requirements of each request, ensuring flexibility in operations. Both the student making the request and other relevant departments are notified of any changes, promoting transparency and effective communication.                                                                                                                                                                                                                                                                                      |

#### 4. Planning/Coordinating

|                                                                                                                                                                     |                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                     | <b>#2 regular and recurring</b>                                                                                                                           |
| List the project and the role of the incumbent in this activity.                                                                                                    | Updating procedural documentation as required due to System or process change                                                                             |
| What are the organizational and/or project management skills needed to bring together and integrate this activity?                                                  | Attention to detail, time management and prioritization skills.                                                                                           |
| List the types of resources required to complete this task, project or activity.                                                                                    | Access to new and previous procedure documentation                                                                                                        |
| How is/are deadline(s) determined?                                                                                                                                  | Implementation dates will be used to determine workflow and to set major milestones                                                                       |
| 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 would determine if changes in workflow are required in order for project to be complete in time for staff training prior to implementation date |

|                                                                                                                                                                     |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|                                                                                                                                                                     | <b>#3 regular and recurring</b> |
| 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. |                                 |

## 4. Planning/Coordinating

|                                                                                                                                                                     |                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| List the project and the role of the incumbent in this activity.                                                                                                    | <b>#1 occasional</b> (if non, please strike out this sections)<br>PeopleSoft projects – correct/update information currently in the Student Records System    |
| What are the organizational and/or project management skills needed to bring together and integrate this activity?                                                  | Attention to detail                                                                                                                                           |
| List the types of resources required to complete this task, project or activity.                                                                                    | Queries produced to identify areas to be corrected/updated                                                                                                    |
| How is/are deadline(s) determined?                                                                                                                                  | Ongoing cleanup projects, no deadlines                                                                                                                        |
| 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. | Supervisor determines if project is necessary                                                                                                                 |
| List the project and the role of the incumbent in this activity.                                                                                                    | <b>#2 occasional</b> (if non, please strike out this sections)<br>Review and completion of course description data field updates in PeopleSoft and web review |
| What are the organizational and/or project management skills needed to bring together and integrate this activity?                                                  | Attention to detail and review of multiple data sources for accuracy of records                                                                               |
| List the types of resources required to complete this task, project or activity.                                                                                    | Web site and the creation of a tracking/organizational tool to ensure all data is captured                                                                    |
| How is/are deadline(s) determined?                                                                                                                                  | Enhancement project undertaking during nonpeak cycle time                                                                                                     |
| 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. | Input from SIS Team in conjunction with supervisor                                                                                                            |

## 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                                                                         | Advise ASAs and other Academic School Staff on how to accurately complete class planning sheets.         |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks                                                                       | Advise faculty and Associate Deans on correct use and purpose of Record Change Forms and I grade queries |
| <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) |
| Once trained, work is largely ongoing and performed independently.                                       | Purpose and results expected on specific projects    |

|                                                                                                                                                                                                     |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| What rules, procedures, past practices or guidelines are available to guide the incumbent?                                                                                                          |                                                      |
| Regular and Recurring                                                                                                                                                                               | Occasional (If none, please strike out this section) |
| <ul style="list-style-type: none"> <li>• College policies and procedures, specifically Academic Policy;</li> <li>• PeopleSoft Procedural documentation;</li> <li>• Records Team Calendar</li> </ul> |                                                      |

|                                                                                           |                                                                     |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 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)                |
| System generated error report.<br>Feedback from supervisor.                               | Feedback from students by exception;<br>Feedback from team members. |

**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)          |
| Department processes discussed with co-workers                                                                      | Verification of student's grade discussed with academic staff |

|                                                                                           |                                                      |
|-------------------------------------------------------------------------------------------|------------------------------------------------------|
| 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) |
| Unusual Records Change requests                                                           | Ideas for process improvements                       |

|                                                                        |                                                      |
|------------------------------------------------------------------------|------------------------------------------------------|
| Describe the type of decisions that would be decided by the incumbent. |                                                      |
| Regular and Recurring                                                  | Occasional (If none, please strike out this section) |
| Awarding of academic credential based on criteria met                  |                                                      |

## 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<br>(D,W,M,I)* |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------|
| How is it received?                                                                                                                                                                                                                                          | How is it carried out?                                                                                                                                                                         |                  |                         |
| Application to graduate                                                                                                                                                                                                                                      | Update student's information on Student Records System                                                                                                                                         | Student          | W                       |
| Student transcript requests are accepted via email. The incumbent is responsible for receiving all these requests and prioritizing them based on their urgency. They also handle the receipt of payments and post charges on the Student Information System. | The incumbent is responsible for ensuring that written permission is received. They also handle the determination of priority placement and execute tasks according to the standard procedure. | Students, Alumni | D                       |
| Grade Reports/Records Change Form – hard copy                                                                                                                                                                                                                | Grades input and changed on Student Information System                                                                                                                                         | Staff            | D                       |
| Document Replacement Request Form – hard copy                                                                                                                                                                                                                | Verification of grad status and payment of request prior to production of document                                                                                                             | Alumni           | D                       |

\* 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 | Discussing scheduling or records change forms                                                                | Staff          | W                    |
|                                                           | Discussing how to replace graduation documents                                                               | Students       | W                    |
|                                                           | Communicate processes, both verbally and in writing, for students seeking appeals or transcript adjustments. | Students       | W                    |
| Explanation and interpretation of information or ideas.   | Occasional request to summarize and report on Records Team activities                                        | Staff/managers | I                    |
| Imparting technical information and advice                | Ad hoc telephone support for PeopleSoft procedures                                                           | Staff          | W                    |
| 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<br>(D,W,M,I)* | Duration               |                         |                         | Ability to reduce strain |    |     |
|---------------------------------|-------------------------|------------------------|-------------------------|-------------------------|--------------------------|----|-----|
|                                 |                         | < 1 hr<br>at a<br>time | 1-2 hrs<br>at a<br>time | > 2 hrs<br>at a<br>time | Yes                      | No | N/A |
| Sitting – Computer Work         | D                       |                        |                         | X                       |                          |    | X   |
| Standing – Convocation Ceremony | I                       |                        | 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.)

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## 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<br>(D,W,M,I)* | Average Duration |                   |                  |
|------------------------------------------------------------------------------------------------|-------------------------|------------------|-------------------|------------------|
|                                                                                                |                         | Short < 30 min   | Long up to 2 hrs. | Extended > 2 hrs |
| Preparation and accuracy of College credentials (transcripts, diplomas, etc.)                  | 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 – answering phone is necessary                          |                         |                  |                   |                  |

| Activity #2                                                                                    | Frequency<br>(D,W,M,I)* | Average Duration |                   |                  |
|------------------------------------------------------------------------------------------------|-------------------------|------------------|-------------------|------------------|
|                                                                                                |                         | Short < 30 min   | Long up to 2 hrs. | Extended > 2 hrs |
| Accurate keyboarding of class scheduling forms                                                 | D                       |                  | 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 – answering phone is necessary                          |                         |                  |                   |                  |

| Activity #3                                                                                    | Frequency<br>(D,W,M,I)* | Average Duration |                   |                  |
|------------------------------------------------------------------------------------------------|-------------------------|------------------|-------------------|------------------|
|                                                                                                |                         | Short < 30 min   | Long up to 2 hrs. | Extended > 2 hrs |
| Accurate keyboarding of grade changes.                                                         | I                       | 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 – answering phone is necessary                                     |                         |                  |                   |                  |

\* 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) | Normal 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 checked="" type="checkbox"/> travel                                                                          | Annual travel to other campus for Convocation ceremonies | I                    |
| <input type="checkbox"/> working in isolated or crowded situations                                                  |                                                          |                      |
| <input type="checkbox"/> other (explain)                                                                            |                                                          |                      |

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