

St. Lawrence College
Position Description Form (PDF)

Effective Date: 26-Jun-2024

Campus: Tri-Campus Responsibilities
Incumbent's Name: Vacant
Position Title: Reporting Analyst
Payband: H
Position Number: New
NOC: 21223
Hours per Week: 35
Supervisor's Name and Title: Bryan Eburne, Associate Registrar, Systems, Scheduling and Reporting
Completed by: Bryan Eburne, Associate Registrar, Systems, Scheduling and Reporting

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-over-one: _____

Date: _____

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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.

Reporting to the Associate Registrar, Systems, Scheduling and Reporting, the Reporting Analyst is responsible for the following:

Incumbent acts in a Quality Control role responsible for collaborating in the assurance that data across Student Information System (SIS) modules is accurate and coordinates the reporting functions to ensure consistency and that deadlines are met. In addition, the incumbent will provide problem solving assistance to front line users.

Accountable to ensure the accuracy of the reconciliation of Campus Solutions data for Reporting/Auditing for Ministry/Internal Requirements. Compiles and analyzes complex student data to support business processes and meet regulatory requirements as required. Creates and tests student reports, communications, and process improvements which provide support to front line users who work directly with students, staff, and academic partners that use Campus Solutions.

The Reporting Analyst will provide relevant communication, training support and assistance, as well as guidance to ensure that the partner requirements are met. This may include provision of departmental backup as necessary to meet the organizational objectives.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

Approximate
% of the Time
Annually*

<p>Functional Systems Analysis and Support</p> <ul style="list-style-type: none"> • Supports Integrity and maintenance of student data, including: <ul style="list-style-type: none"> ○ Running various queries for regular reporting ○ Ensures appropriate checks and balances are developed and implemented ensuring accuracy of setups, such as integrity queries, delivered validation functions, etc. ○ Assists in the creation of functional specifications representing detailed user requirements. ○ Assists Student Financials Analyst with T2202 data clean up and responds to related queries. ○ Runs PeopleSoft jobs to update student data as required. ○ Verifies and processes student related data adjustments as required. ○ Ensures the accuracy and correctness of student data related to Admissions, Records and Student Financials. ○ Responds to front line staff queries related to student data. 	<p>50%</p>
<p>Data Auditing and Quality Control</p> <ul style="list-style-type: none"> • Develops and maintains a critical path with clear deadlines and responsibilities that all involved management agree to and can be held accountable for. • Develops queries and review processes for all user groups with defined timelines for completion. • Participates as a contributing member of the SIS team in the reviewing and developing of processes and policies and troubleshooting. • Maintains student data for use in other integrated systems. • Maintains foundational Campus Solutions tables. • Identifies need for enhancements/communications and collaborates with SIS Functional Analysts to identify options that will minimize risk and errors and provide a positive student experience. • Delivers training opportunities to address common issues that are affecting business processes within the SIS. 	<p>30%</p>
<p>Business Operational Support</p> <ul style="list-style-type: none"> • Ensures data integrity within CS modules. • Implementing the enrolment guidelines and reporting requirements for regulatory and internal Reporting. • Investigates and resolves SIS process anomalies. • Collaborates with SIS staff on new or changed requirements that involve changes to reports. • Advises college personnel regarding the application and interpretation of the guidelines and other college policies. (Registrar, Admissions staff, registration staff, Financial Aid, College auditors and Ministry of Colleges and Universities (MCU) staff). • Determines eligible student activity for inclusion in the audit report. • Creates, organizes, and maintains accurate and timely official electronic and hard copy records for student activity eligible for enrolment and continuance. 	<p>10%</p>

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<ul style="list-style-type: none"> • Certifies that enrolment information is accurate and correct for funding and Ministry reporting purposes. • Prepares and provides regular internal data reports and ad hoc reports as requested and approved by Registrar. Provides interpretation and analysis as required. 	
<ul style="list-style-type: none"> • Provides departmental backup for the entire Registrar's Office department during busy periods, vacations, etc. and as necessary to meet departmental objectives. 	5%
<ul style="list-style-type: none"> • Other related duties as assigned. 	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.

- Up to High School or equivalent
- 1 year certificate or equivalent
- 2 year diploma or equivalent
- Trade certification or equivalent
- 3 year diploma/degree or equivalent
- 3 year diploma / degree plus professional certification or equivalent
- 4 year degree or equivalent
- 4 year degree plus professional certification or equivalent
- Post graduate degree or (e.g. Masters) or equivalent
- Doctoral degree or equivalent

Field(s) of Study:

3 year College diploma in Accounting, business, information technology, or equivalent required.

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No Additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirement obtained by course(s) of a total between 101 and 520 hours
- Additional courses obtained by course(s) of more than 520 hours

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

- Experience organizing, prioritizing, and scheduling a high volume of tasks and information, typically under strict time constraints.
- Experience working in a self-directed and collaborative environment with minimal supervision.
- Experience interacting professionally and constructively with internal staff and external MCU and auditors.
- Excellent organizational, communication and time management skills.
- Experience as a team leader.
- Experience using Campus Solutions or equivalent Enterprise Resource Planning system in a daily capacity.
- Ability to analyze and interpret student records and enrolment data.
- Experience in managing projects of different scope, magnitude, and significance.
- Experience in conducting variance analysis and development of associated processes to resolve issues.
- Understanding of student data and it's downstream impacts to other Campus Solutions modules.
- Experience dealing with sensitive and confidential information appropriately and keeping with the Support Staff Position Description Form College policies related to confidentiality and the Protection of Privacy (Freedom of Information and Protection of Privacy Act (FIPPA)).
- Experience working in General Ledger to understand how student financial data flows throughout the institution.

Minimum of five (5) years

Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	The incumbent will work on multiple requirements and projects involving different systems and processes. As a result, the incumbent is subject to frequent interruptions that require quick adjustment from one task to another.
How is it identified?	By users, new requirements/changes arise, or in a existing system processes. Outside agencies via newly written specifications. Issues logged by Business Owners in the TOPDesk ticketing system.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, typically, to identify the problem's cause and its implication on the organization or computer systems. Analysis and recommended options will be presented to partners on how to meet the business requirement best
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Discussions are held with Business Owners affected to determine the effects of the problem and solution or to discuss the new specification and its impact on business processes. Finally, a review of the solution result needs to be tested. Each process phase will require coordination with various Support Staff PDF business partners and users.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Personal past experiences and detailed knowledge of the applications are the largest sources of assistance. The Functional Application Owners and contacts made at other institutions and vendors are another. The IT Systems team is available to help conduct research and code solutions. Websites help the application's customers find resolutions to known problems or log new issues.

3. Analysis and Problem Solving

#2 regular & recurring	
Key issue or problem encountered.	Student level is not calculating correctly.
How is it identified?	During analysis of students' records, the incumbent discovers the enrolment information is incorrect.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent will write the queries to understand the root cause which could be caused by people, Process or technology.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<ul style="list-style-type: none"> • Analyze students' record and course registrations. • Review system customizations that could be incorrectly updating core Student Records fields. • Determine root cause and establish processes to correct issue if repetitive; Review and correct any records impacted by the root cause. • Test new processes to validate accuracy and completeness of process improvement.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	<ul style="list-style-type: none"> • College Policies. • Refer to past practices in correcting and resolving these types of situations.

#3 regular & recurring	
Key issue or problem encountered.	Integration issues between Student Records and Student Financials. Erroneous charges on Student Account. Refund policy not being executed by the system.
How is it identified?	The incumbent develops monitoring Queries, which identify possible data integrity issues.
Is further investigation required to define the situation and/or problem? If so, describe.	Based on system knowledge the incumbent will look for and search out the possible sources of system/data errors. This is a proactive requirement to ensure that issues are not visible to the client/student. For example, core system configuration and rule setup may be the source of poor functionality, i.e. Academic Calendar setup is incorrect.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Once the error or required new functionality is identified the incumbent must work with SIS Functional team determine if the core configuration/rules in the

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

PeopleSoft System are working to adhere to policy. They would need to investigate the configuration of the Student Financials adjustment calendars to ensure alignment. The data would need to be checked throughout the PeopleSoft system after each configuration setup. Corrections are made to the system rules (Academic Calendar, Dynamic Dates, Adjustment Calendars) and data retested.

This position must understand assessment of Business Procedures, SIS Procedural Documentation and established standards or guidelines. Troubleshooting can be accomplished in collaboration with SIS functional team, accessing PeopleBooks, Oracle Customer Connection and Higher Education User Group websites..

3. Analysis and Problem Solving

Key issue or problem encountered.

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

Student T2202 tax forms not calculating correct amounts and months of eligibility.

How is it identified?

During analysis of students T2202 records, the incumbent discovers the information is incorrect, and identifies bugs in the T2202 application system package.

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

Incumbent will request reports with certain parameters relating to the tax information files.

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

- Analyze students' accounts and course registrations.
- Define new parameters for IT to correct tax reports.
- Establish processes to correct tax reports.
- Test new processes to validate accuracy and completeness of tax reports.

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

- CRA guidelines.
- College Fee Policies.
- Refer to past practices in correcting and resolving these types of situations.

Key issue or problem encountered.

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

Periodically consults with Information Technology Department (ITS) and academic schools for data validation within the student records system.

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How is it identified?

Reported by Academic departments or identified from student reports.

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

Verify student information is specific to the problem reported, which could involve multiple modules within SIS

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

Validate core student information SIS to isolate the cause and resolution.

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

- Information Technology Department
- Student Information System
- College Fee Policy
- College Guidelines
- Past Practices
- MCU guidelines

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Training coordination, which includes training material preparation, scheduling and delivering sessions for staff. The incumbent is responsible for the creation and updating procedural documents used for training sessions and as a resource for front line staff. Preparation of training materials is required.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Attention to detail and effective time management skills are required. A proactive leadership role and solid communication and collaboration skills are required in order to initialize contact with managers and supervisors regarding the type of training required and the number of participants. In addition, the incumbent is required to be highly organized and pay attention to details when preparing training documents and sessions in order to correctly portray each step of a particular procedure. A high level of verbal and written communication skills are required and strong presentation skills and teaching techniques are needed.
List the types of resources required to complete this task, project or activity.	Extensive system, business process and product knowledge is required to train the end user. The incumbent will utilize a variety of tools to prepare and present effective training sessions such as: Microsoft PowerPoint, Word, and Snag It (screen capture software).
How is/are deadline(s) determined?	The incumbent would determine deadlines based on the College cycle, urgency of training request, lab availability, trainee and trainer schedules and software availability. Top priority is given to the needs of our clients in order to provide training in an efficient and timely manner.
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.	raining coordination, which includes training material preparation, scheduling and delivering sessions for staff. The incumbent is responsible for the creation and updating procedural documents used for training sessions and as a resource for front line staff. Preparation of training materials is required.

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

#2 regular and recurring

Accountable for the planning and coordinating entry and auditing of college Curriculum accuracy and currency in the system.

The incumbent would analyze all active program curriculum and review pre and co requisite set up to ensure accuracy as determined by ministry approvals and regular program review and sustainability activities.

The incumbent would investigate any discrepancies. The incumbent would make any adjustments to ensure all information is accurate before released to academic areas for review

- College policy and Procedures Reports from College Records System MCU and Credential Validation Services (CVS) documentation

Incumbent provides a time frame to complete this process based on the knowledge of what is required in collaboration with the Academic division.

Special exceptions or anomalies would be referred to Registrar or Dean Program Planning, Development and Renewal Department (PPDR) with a recommended course of action.

#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?

The incumbent is responsible for the data integrity and configuration of Student Records processes to ensure alignment and efficiency between Academic, finance and system operational procedures.

Considering that the base line configuration tables are accessed by other PeopleSoft modules, any changes to these core rules must be clearly planned and coordinated between all partners. For example, an institutional decision to alter fees or reporting structures may result in extensive base line configuration changes to the Student Records core process. (e.g. Creation of new programs and curriculum) The timing of visibility of these changes in the PeopleSoft system needs to be coordinated with the deployment date of the other Campus Solutions modules. The incumbent is responsible for defining the

List the types of resources required to complete this task, project or activity.

sequence/order in which the changes must occur. The order in which they occur impacts other department timelines. This requires a high level of attention to detail and accuracy. This also requires excellent verbal and written communication to verify all data is current and request changes or clarifications to fees and their policies.

Extensive knowledge of Registrar, Academic and Finance business procedures plus PeopleSoft system base level functionality and table structures.

How is/are deadline(s) determined?

The incumbent works in consultation with SIS Functional Team to determine college priorities. Depending on the size and scope of the project, deadlines are determined by availability of staff involved in the project, availability of database systems, and timing within the overall demands of the college at large.

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 often functions independently working with the SIS Functional Team, clients and ITS to develop a solution in most situations. If the incumbent cannot resolve the issue or it involves policy changes or staffing issues, the change would be referred to the Associate Registrar or the Applications Manager.

4. Planning/Coordinating

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

List the project and the role of the incumbent in this activity.

Review and analyze previous audit reports to determine if additional funding is available for specific programs.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Research previous audit enrolment reports for specific program details. Research data to determine if activity meets the criteria for additional funding which can be claimed from MCU.

List the types of resources required to complete this task, project or activity.

Ability to understand audit enrolment process and the impact on College funding. Consult with Academic departments to confirm the information is correct. Prepare a reconciliation of the additional enrolments eligible for funding.

How is/are deadline(s) determined?

Ministry audit guidelines for the submission of adjustments for funding. Given dates set by the Registrar.

Who determines if changes to the project or activity are required? Who determines whether

Incumbent will estimate cost-benefit and will advise

these changes have an impact on others? Please provide concrete examples.

the Registrar

Registrar will decide based on incumbent's analysis and recommendations.

List the project and the role of the incumbent in this activity.

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

The incumbent is responsible for the data integrity and configuration of Student Financials processes to ensure alignment and efficiency between Academic, finance and system operational procedures.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Considering that the base line configuration tables are accessed by other PeopleSoft modules, any changes to these core rules must be clearly planned and coordinated between all partners . For example, an institutional decision to alter fees or reporting structures may result in extensive base line configuration changes to the Student financials tree. (e.g. implementation of the new fee, process, ministry directive such as the Student Choice initiative) The timing of visibility of these changes in the PeopleSoft system needs to be coordinated with the deployment date of the Academic Structure. The incumbent is responsible for defining the sequence/order in which the changes must occur. The order in which they occur impacts other department timelines. This requires a high level of attention to detail and accuracy. This also requires excellent verbal and written communication to verify all data is current and request changes or clarifications to fees and their policies.

List the types of resources required to complete this task, project or activity.

Extensive knowledge of Registrar, Academic and Finance business procedures plus PeopleSoft system base level functionality and table structures.

How is/are deadline(s) determined?

The incumbent works in consultation with SIS Functional Team to determine college priorities. Depending on the size and scope of the project, deadlines are determined by availability of staff involved in the project, availability of database systems, and timing within the overall demands of the college at large.

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 often functions independently working with the SIS Functional Team, clients and ITS to develop a solution in most situations. If the incumbent cannot resolve the issue or it involves policy changes or staffing issues, the change would be referred to the Registrar or the Applications Manager.

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	The incumbent would provide reminders or clarification to all tricampus Student Services and other college departments on student data related issues arise; especially if it becomes clear a process or step is not being performed correctly.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The incumbent uses expertise to assist others in completing tasks - advising departments of the action required to correct/adjust information in order to maximize student success. The incumbent also recommends the correct processes to follow and provides direction impacted service areas.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	The incumbent is expected to analyze system functionality and recommend the best course of action for others, e.g. Student withdrawals – depending on the timeframe and student circumstance, the procedure for withdrawals in the system has different impacts.
<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)
Day to day activity/work is performed independently following established guidelines and past practices	Verbal/written instruction with suggested work methods and timeframes are provided for new or special 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)
Ministry issued guidelines - College fee Policy - Past Practices - Ministry staff - Canada Revenue Agency Guidelines	Consultation with other team members, other colleges, and MCU

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)
Day to day work is reviewed by the incumbent Ministry staff verify course/program and enrolment data Self-verifications checks are completed on an ongoing basis to verify the accuracy of system setup/configuration.	Periodic checks for accuracy are conducted by Supervisor for various projects.

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)
Incumbent will consult with Registrar and/or Academic and PPDR depts. For interpretation of program of study and enrolment activity	Incumbent will consult with Fee Protocol Committee, SIS, Academic and Finance depts. For interpretation of student fees and enrolment activity.

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)
Changes to established procedures Difficulties meeting deadlines or setting work priorities Issues requiring a decision that is beyond the scope of the position Requests made for POS changes the college's established deadlines. Requests made for refunds outside the college's established deadlines.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
If further analysis and/or ministry consultation is required Work priority Initiates corrective action or carries out instructions to resolve student data issues..	

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?		
Direct e-mail or verbal request received for operational support for a student account	The incumbent will receive phone call, email, IM, requesting assistance. The incumbent will either resolve the request personally or refer request to the applicable functional area.	Students Academic Departments Finance PPDR Customer Service	D
Direct e-mail or verbal request received for interpretation of tax forms.	Incumbent must interpret and understand the College and MCU policies related to PQAAP, CVS and MCU approvals, Fee Policy, Canada tax guidelines and POS changes	Academic Departments Finance PPDR Customer Service	D
Direct e-mail or verbal request received for determination of funding status of student.	Incumbent interprets audit guidelines pertaining to full-time and/or part-time registration/funding requirements.	Academic Departments Finance Fees Clerks PPDR Customer Service	D
Direct e-mail or verbal request received for a specific reporting requirement	Designs and configures reports and queries to satisfy the requirement.	Academic Departments Finance Admissions Records PPDR Customer Service	D
Direct e-mail or verbal request received for a	Incumbent confirms the student is registered correctly in courses and	Students College Departments College Insurance Administrator	W/M

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student insurance clarification.	analyzes students' advisements for correct registration procedures.		
Direct e-mail or verbal request received for details of student fees and related program information.	Analyze students' customer accounts/payments, item types and ascertain where revenue has been allocated.	Budget Officers	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	Advise RO and CE departments of students who have not registered in courses or have not paid appropriate fees.	Academic Departments Continuing Education Registrar's Office Finance	D
Explanation and interpretation of information or ideas.	Explaining/interpreting the College Policy, and MCU binding policy for student enrolment.	Academic Departments Student Services Registrar's Office Staff	D
Imparting technical information and advice	Provides technical advice and orientation on an informal basis regarding student systems and procedures. Demonstrates step-by-step process for calculating and verifying T2202 tax forms.	Tri-campus Academic, Customer and Student Service Departments Fees Clerks	W W
Instructing or training	Provide training as needed – this can be as simple as providing detailed transaction instructions via discussion, email, MS Teams or through more formal workshops	Student Service Clerk Fees Clerk Tri-campus Academic & other Service Departments.	W
Obtaining cooperation or consent	The incumbent must use a high degree of communication and interpersonal skills to change the point of view of others to implement changes to the approach or methodology, gain commitment regarding the process changes/procedures for the registering and recording of student activity on the records system, making improvements to accommodate the changing academic environment, etc.	Academic/Customer Service Departments Registration	As Required

Support Staff PDF

Negotiating			
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* 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/Keyboarding	D			X	X		
Standing, walking, bending	D	X			X		
Data Entry	D			X	X		

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

If lifting is required, please indicate the weights below and provide examples.

Light (up to 5 kg or 11 lbs.)

Medium (between 5 to 20 kg and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Analyzing and validating reports in time for key ministry deadlines. (e.g. Sept 10 Nov 1, Dec 31, etc.)	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Extensive concentration is required for long periods of time when analyzing system issues, writing Specification documents, developing complex queries and reports	D (for 4 months)			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Calculation of Student Fees (e.g. on audit reports, comparing data in the on-line student record system).	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

* 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)	Standard Office environment	D
<input type="checkbox"/> accessing crawl paces/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	Occasional travel for tri-campus responsibilities and activities.	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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