St. Lawrence College
Position Description Form (PDF)

Revised: September 2025

Campus: **Brockville**

Incumbent's Name: **Vacant**
Position Title: **Academic Operations Assistant**
Payband: **D**
Position Number:
NOC Code:
Hours per Week: **Up to 24 hours**
Supervisor's Name and Title: **Manager - Academic Operations**
Completed by:

Signatures:

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

Supervisor: _____   Date: _____

One-Over-One:_____   Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representative for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

The incumbent delivers front-line customer and clerical services in support of the students and staff of the assigned portfolio.

The Academic Operations Assistant, answers both routine and complex inquiries from potential, current and former students, College employees and the general public. Clerical support services include general office administrative assistance and assisting part-time and partial-load faculty in the onboarding process of their employment.

Support Staff PDF

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 then detailed work routines.

	Approximate % of the Time Annually*
Clerical Support Provides various general clerical support services related to the operation of the academic school office such as: ◆ Opens and sorts all incoming mail, dispatches all outgoing mail, both physical and electronic, in personal and shared inboxes, checks for accuracy/completeness of documents as appropriate; ◆ Assists with maintaining a variety of office filing systems, faxing and photocopying; ◆ Coordinates textbook orders, updates corresponding textbook lists prior to posting on the College website for on-line student access; orders complimentary texts for faculty; ◆ arranges catering and parking passes for guests; ◆ Assists with updates faculty/staff directories each semester; ◆ Assists with updates course outlines/learning plans for semester start-up and maintains current and archived filing systems. ◆ Takes notes, builds schedules and takes minutes ◆ Prepares documentation at the request of the MAO and Associate Dean in the organization of both physical and digital files ◆ Assist with downloading/locking fields in Input Sheets from PeopleSoft ◆ Assist with scheduling block off info.	45%
Communications / Point of Initial Contact Functions as the first line of contact for inquiries for the academic school office; provides knowledgeable information and direction by phone and/or in person: ◆ Greets visitors (including current and potential students) and responds to routine inquiries both in-person and via e-mail, assisting whenever possible or making appropriate referral;	15%
Human Resources Planning • Assists with confirming teaching assignments with Academic Planning Assistants and Academic Services Clerks for Bookstore and Learning Plan follow-up. • Assists with maintaining an approved part-time faculty resource including all contact information, step progression and other related documentation.	35%
OTHER DUTIES • On occasion may respond to student inquiries for access to College services and resources. • Performs other duties as assigned.	5%

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* 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:

Office Administration

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

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

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one (1) year	
☐ Minimum of one (1) year	
☒ Minimum of two (2) years	Relevant work experience within a service sector. PeopleSoft experience required.
☐ Minimum of three (3) years	
☐ 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.	Maintaining efficient and timely flow of payroll and related documentation to Human Resources ensuring its accuracy to avoid compensation challenges and pay delays to staff and resolving any errors.
How is it identified?	- The incumbent must draw together data from several sources. - Coordinate the production, approval, and distribution of payroll documentation to ensure that deadlines are met. - Frequent review of assignments and amendments to ensure accuracy of information.
Is further investigation required to define the situation and/or problem? If so, describe.	- Yes, the incumbent must reach out to the below listed sources for assistance in determining the gap and in making the appropriate and required corrections so that the process may continue appropriately.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	- Review original contract and determined rate of pay from contract. Review timesheets if necessary. Contact the appropriate Human Resources consultant for confirmation. Escalate to Manager of Academic Operations if solution or appropriate information cannot be located.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	- Program information spreadsheet - Human Resources - Manager Academic Operations - Associate Dean - Program Coordinator

3.   Analysis and Problem Solving

	#2 occasional & recurring
Key issue or problem encountered.	Inaccurate or incomplete payroll documentation is submitted to Human Resources resulting in inaccuracies that impact timely compensation of staff.
How is it identified?	- Staff/MAO/Associate Dean/HR - ASA discovers during regular activity
Is further investigation required to define the situation and/or problem? If so, describe.	- On-going reference to confirm part-time, partial load and sessional staffing plan prepared in conjunction with the Associate Dean. - Confirm rate of pay and status. - Investigate cross departmental activity.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	- Determine appropriate lead time to accurately prepare documentation for signature by all parties and submit to Human Resources by specified due date for each pay period. - Assess assignments to determine status and appropriate financial coding. - Ensure that any changes to delivery details have been captured. - Determine the process needed to resolve any issues depending on the circumstances. - Adhere to school-based practices regarding payroll processing and communicate this to employees in question; email individuals to provide documents and obtain signatures once information regarding terms and conditions of employment is received.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established	- Associate Dean - Manager of Academic Operations - Clerks & APA's with other portfolio's - Resumes - Human Resources - Payroll Services - Planning information

3.   Analysis and Problem Solving

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

Key issue or problem encountered.	A faculty member or staff has not provided their timesheets and the deadline for the current pay period is approaching.
How is it identified?	The clerk provides a reminder to the staff member if identified and the manager / associate dean if appropriate about the upcoming deadline.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Clerk should attempt to contact individual, if possible, to remind them of the deadline and inform them of the consequences of not meeting the deadline.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The clerk can utilize the EA spreadsheet and other items as a resource to determine overall employee lists within their portfolio. Should timesheets not come in as expected and reminders provided the Clerk will escalate to the MAO.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	EA Spreadsheet Human Resources MAO Associate Dean

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

Key issue or problem encountered.	A new faculty member indicates that they are having issues with their technology and don't think that they are fully setup at the college.
How is it identified?	Review of employment agreement spreadsheet and communication with HR & IT.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Review to see if request to IT was sent out so individual has access to college systems and campus. Reach out to HR to ensure employee file and information has been generated.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If individual employee does not have access to certain resources or technologies on campus it could mean an error in the onboarding process. The Clerk would liaise with the employee and assist in resolving by collaborating with the appropriate ancillary departments.

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

Peoplesoft
Human Resources
IT
Payroll
Safety & Security

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.	Creates and maintains a comprehensive, semester specific, employment agreement spreadsheet.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	PeopleSoft computer skills Planning and time management skills - This process must be started and completed in order for faculty to receive their employment agreements and be paid. Attention to detail - Often there are multiple sections to be kept balanced. Collaboration with Human Resources and the Academic Planning Assistants is key. Coordinating - Incumbent brings together several sources of data in order to ensure the process continues.
List the types of resources required to complete this task, project or activity.	PeopleSoft Human Resources Academic Policy manual Payroll
How is/are deadline(s) determined?	Deadlines are set by Human Resources and Payroll.
Who determines if changes to the project oractivity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Human Resources Payroll MAO Dean

4. Planning/Coordinating

#2 regular and recurring

List the project and the role of the incumbent in this activity.	Maintain current and outdated course outlines and learning plans for every course within the assigned portfolio.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	File management skills - Current and former versions of all course outlines and learning plans must be maintained/archived for access. Time management/Priority setting - Incumbent must have current course outlines on file and signed by the Associate Deans for all courses in the current semester. Course outlines must be available for faculty and ready for distribution to students on the first day of class. Attention to detail - Incumbent must ensure that as programs change, and new courses are added that course outlines are on file for all courses and version numbers are correct.
List the types of resources required to complete this task, project, or activity.	Program maps Course outline log PeopleSoft (i.e., Program of Study, Curriculum Report)
How is/are deadline(s) determined?	Incumbent establishes deadlines in accordance with semester startup dates and copy centre guidelines.
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.	Full time faculty determine necessary changes of course outline information. Incumbent informs other faculty impacted by any course outline changes when initially informed by a faculty member (many faculty may be teaching the same course to different sections/programs).

#3 regular and recurring

List the project and the role of the incumbent in this activity.	Maintain current and prior textbook lists within the assigned portfolio.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Time management/priority setting - Process for completing textbook lists for each program must be started in time for Bookstore to order and receive textbooks for semester start up. Booklists must be posted to slc.me in a timely manner for students' reference. Coordinating - Incumbent acts as a liaison between faculty, program coordinators, Copy Centre and the Bookstore to ensure appropriate textbooks are ordered and will be available for sale in the Bookstore. Communication skills - Incumbent must follow up with faculty to ensure textbooks are ordered. Incumbent

	needs to contact new faculty and explain the textbook ordering process and deadlines.
List the types of resources required to complete this task, project or activity.	Past textbook lists Program faculty and coordinators Campus Bookstore staff Copy Centre
How is/are deadline(s) determined?	Campus Bookstore staff determine textbook order deadlines. Manager establishes posting date for booklists to slc.me in consultation with the Bookstore and CAAS staff. Copy Centre provides guidelines for course pack preparation Semester start up dates
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.	Campus Bookstore - Change of process/deadlines. Copy Centre - Change of processing due dates. Faculty - Change/addition of textbook order(s).

4.   Planning/Coordinating

	#1 occasional
List the project and the role of the incumbent in this activity.	Scheduling KPI Surveys
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Working with the Research Department and Faculty to schedule KPI Surveys.
List the types of resources required to complete this task, project, or activity.	PeopleSoft, Outlook, Excel
How is/are deadline(s) determined?	Research Team provides 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.	Work with Faculty to confirm survey dates. Once the dates have been reported to the Research Team and scheduled, any changes to dates must be confirmed at the convenience of the Research Team.

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
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Provides information to faculty as to onboarding process and is familiar with policies and employment contracts given. Guides them and assists in the setup of technology, rooms and other items required by faculty. Informs students of fees due and posts fees for students to pay in their accounts. Assists with faculty inquiries and transfers appropriate questions to APA's, MAO and Associate Deans as required.
	☐		
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	

☐ 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 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 or written instructions 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)
Past practice Calendar of Events Semester start-up dates Operation/procedures manuals Fee Policy Established HR/Payroll Processes	.

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 checked for accuracy by the incumbent. Feedback from others (faculty, students, human resources) Manager Academic Operations Associate Dean Dean	

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 works with minimal supervision and makes decisions within the scope of the position's expertise. Consults others (faculty, program coordinators, APA's other College staff) to gather more information in determining if a decision can be made.	

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)
Issues requiring a decision that is beyond the scope of the position. Changes to established procedures. Prioritizing workflow to meet requested deadlines.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Number of textbooks required and determination of most current version for each course, each semester to accurately process orders.	

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?		
Front-line contact person: all inquiries are initially handled by the incumbent. Inquiries received in-person, by email and telephone.	Follows established processes and clarifies requests where necessary. Contacts other staff for information to assist.	Students, faculty, staff	D
Requests for various forms for faculty (ex. contracts, timesheets). Inquiries received in-person, by email and telephone.	The process is carried out by following an onboarding process which involves working with Human Resources, IT Service Desk, and the School office to ensure faculty are fully setup within the Colleges systems and able to perform their duties.	Faculty, Staff	D
Posting of fees on student's accounts.	Incumbent processes requests and posts items for payment using POS and PeopleSoft.	Students, Coordinators, Faculty	W
Inquiries about class lists or textbook orders.	Incumbent provides information and/or consults PeopleSoft records or School files.	Full-time and part-time faculty	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	Responds to inquiries regarding faculty availability and course scheduling.	Students	W
	Answers routine inquiries from faculty and staff.	Faculty, staff	D
Explanation and interpretation of information or ideas.	Clarifies processes regarding fee payment.	Students	W
	Initiates memos to faculty re: class lists, course outlines and appendices, textbook requirements. Informs and	Faculty	W
	explains processes of onboarding and HR / Payroll documents to faculty upon request.	Faculty, staff	D
	Provides assistance to staff with the photocopier, printer and fax machine.		D
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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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
Keyboarding	D		X		X		
Sitting	D		X		X		
Lifting/carrying	M	X			X		
Standing/walking	D	X			X		

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

X 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.)

Photocopier paper, textbooks, mail, boxes of archived files.

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
Prepares Human Resources/payroll contract documentation for part-time, partial load and sessional professors and payroll salary and status changes for overload payments and coordinator's allowances for full-time faculty. Monitors, documents, and informs HR of any changes that result in an adjustment in pay.	D/I	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? No Interruptions are frequent and cannot be avoided.				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Preparing textbook orders and lists each semester	3 semesters per year			Approx. 1 month from start to finish
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ No Interruptions are frequent and cannot be avoided.				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Collecting, distributing, and storing course outlines and learning plans	3 semesters per year	X		X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ No Interruptions are frequent and cannot be avoided.				

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11. Working Environment

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

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below	General office duties.	D
☐ accessing crawl spaces/confined spaces		
☒ dealing with abusive people	Student upset about grades or frustrated about having to pay fees.	I
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g., freezers)		
☐ handling hazardous substances		
☐ smelly, dirty, or noisy environment		
☐ travel		
working in isolated or crowded situations		
☐ other (explain)		

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