St. Lawrence College
Position Description Form (PDF)

Effective Date: 3-Jan-2022

Campus: **Kingston**

Incumbent's Name: **Vacant**

Position Title: **Academic Planning Assistant**

Payband: **G**

Position Number: **00000420**

Hours per Week: **35**

Supervisor's Name and Title: **Manager of Academic Operations**

Completed by: **Academic Division**

Signatures:

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

Supervisor: _____   Date: _____

Supervisor's Supervisor: _____   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 Academic Planning Assistant is responsible for the administrative support functions as they relate to the delivery of all academic programs within the assigned portfolio. The incumbent is accountable for compiling, reviewing, and presenting accurate information related to the functions of academic planning, and other related administrative processes. The incumbent acts as a resource for Associate Dean(s), Program Coordinator(s), faculty and staff on academic policies and procedures and school or campus-based practices related to Academic Operations. The incumbent will report, receive guidance, and take direction from the Manager of Academic Operations and work effectively in collaborating with members of the administrative team of the College as functional guidance may be provided from other managers.

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*
ACADEMIC PLANNING: • Assembles and coordinates all semester planning information for the specified portfolio for scheduling and academic planning purposes including any related spreadsheets and input documents which includes information to build timetables and employment agreements. • Assists the Associate Dean with the compilation of data for program planning purposes including program hours, section sizes, common courses between programs, faculty workload, etc. • Creates and maintains a comprehensive, semester specific, program information spreadsheet which is used for academic planning. • Ensures the accurate and timely production of timetable information. • Prepares and submits all semester-specific planning sheets to the scheduling team and ensures any changes moving forward are provided in an equally timely fashion to ensure the accuracy of student timetables on an ongoing basis. • Under the direction of the Associate Dean & Manager Academic Operations, coordinates and provides accurate information to other departments to ensure conflict-free timetables which include all program schedules and related full-time and part-time faculty schedules within established timelines. • Confirms the program of study and program curriculum information in PeopleSoft is accurate and reflects the current approved program as confirmed by Program Planning Development & Renewal (PPDR). Notify PPDR of discrepancies so appropriate changes can be made. • Uses all planning systems including but not limited to PeopleSoft & SWF generation software. • Adapts to new processes in support of academic planning. • Works with faculty and the Associate Dean on the input and completion of surveys & reports in relation to the Ministry of Colleges and Universities as well as external professional agencies and accrediting bodies.	60%
ADMINISTRATIVE SUPPORT / PLANNING: • Assists the Associate Dean with finalizing faculty & support workload assignments according to the established program delivery model. • Ensures the preparation and distribution of the Standard Workload Forms (SWFs). • Assesses and calculates coordinator's allowances and SWF overload payments and prepares the appropriate payroll documents for payment. Updates SLIC with audited enrollment numbers. • Participates in ongoing academic program meetings to inform the timetabling process. • Regularly liaises with other College departments and provides input and data as required to ensure good communication flow as part of the effective overall operation of the College.	35%

• Deals with issues and complaints, referring matters to the Manager, Academic Operations or Associate Dean, as appropriate. • At the discretion of the Manager Academic Operations provides administrative support to program coordinators and faculty where appropriate. • Takes notes, builds schedules and distributes agendas for portfolio meetings as assigned Ex. (PAC Meeting, Department Meetings etc.). • Ensures the quality and accuracy of the PeopleSoft data by reviewing and adjusting enrollments as necessary, removing instructors no longer associated with courses, adding secondary instructors as requested by the Associate Dean or Dean, and any other necessary changes requested by the Dean or Associate Dean. Further ensures that the data in the Academic Offices Systems and the systems utilized by the Registrar's Office are reflective of one another in the Peoplesoft Audit Process by communicating effectively with the Registrar's Office. • Receives completed timesheets from the Academic Services Clerk and ensures all fields on sheet are completed prior to submission to the Associate Dean or Manager Academic Operations. • Ongoing development, training and utilization of new systems and processes will be required as assigned. • During peak periods may be required to support functions related to the Academic Services Clerk as assigned by the Manager of Academic Operations or the Associate Dean. • Works collaboratively with other College departments as required to support the student experience.	
OTHER DUTIES • On occasion may respond to student inquiries for access to College services and resources. • Performs other duties as assigned.	5%

* 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	
☒ Minimum of three (3) years	Minimum of 3 years of experience with a 2-year diploma in Office Administration or similar. Must have 3 years' experience in providing advanced administrative support in a computerized customer service environment (human resources or payroll preferred). Experience should include meeting multiple, competing deadlines, ensuring confidentiality, and providing exceptional client service in a high-volume service environment. PeopleSoft experience preferred.
☐ 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.	Faculty assignments have changed since the scheduling was completed and the timetables produced. These changes come with restrictions or accommodations that must be applied. The incumbent would develop options or solutions taking into consideration delivery requirements, faculty, room resources, course restrictions, etc.
How is it identified?	• Information from Associate Dean, Program Coordinator, faculty. • Inadvertently during the scheduling process and/or course delivery.
Is further investigation required to define the situation and/or problem? If so, describe.	• Review current timetable for potential impact. • Liaise with faculty to gain a better understanding of the issues and determine if there is any flexibility. • Review Scheduling Policy and Collective Agreement for adherence.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	• Analyze requirements, regulations, and available resources to determine possible solutions. • Be creative in developing solutions which are outside of normal protocol (i.e., Alternate deliveries, cross departmental exchanges). • Recommend potential solutions to partners.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	• Scheduling officer • Faculty • Program Coordinators • Associate Dean • Manager of Academic Operations • Scheduling Policy • Past practice

	#2 Regular & 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 • APA or ASC 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. • Review of assignments and the accuracy of program information spreadsheet. • Confirm rate of pay and status. • Investigate cross departmental activity. • Ensure information is accurate within submitted timesheet.
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 standards or guidelines.)	• Associate Dean • Manager of Academic Operations • ASC's & APA's in other Portfolio's • Resumes • Human Resources • Payroll Services • Planning information

3.   Analysis and Problem Solving

	#1 Regular & Recurring
Key issue or problem encountered.	Accepted applicants are over the cap limit.
How is it identified?	• Associate Dean notifies incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	• Further investigation/review is required IE: timetables due to classroom sizes, faculty requirements and if applicable, placement needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	• Review all timetables to find classroom capacity for rooms already scheduled. • Shuffle between programs and schools and times to fit courses with appropriate classroom size and times now with classrooms already set. • Assist Associate Dean with the process used to hire faculty to teach.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	• Past practices • Associate Dean • Program Coordinator • Scheduling Officer

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 & Recurring
List the project and the role of the incumbent in this activity.	Faculty and student timetable production and maintenance – the incumbent gathers faculty and course requirements for creation of comprehensive scheduling requests.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	• The ability to coordinate several different projects at the same time which have both intertwined and stand-alone aspects. • Review courses to be delivered, including number of sections, section sizes and enrolment numbers • Meet with program team and Associate Dean to develop initial faculty loading plan. • Complete full-time faculty course loadings • Determine part-time faculty requirements • Analyze, interpret and collate information to be submitted to scheduling officer; • Review draft timetables for errors and/or omissions and conflicts;

	• Ensure all activity meets college rules, guidelines and collective agreements; • Where there are errors or omissions, develop possible solutions and request changes where applicable; • Make changes as requested by faculty; • Distribute final copies to coordinators and faculty; • Review course requirements and recommend potential faculty to Associate Deans • Monitor teaching assignments to ensure coverage for all courses within each program • Ensure the integrity of timetabling information in PeopleSoft by updating and maintaining assignments, courses, meeting patterns, etc.
List the types of resources required to complete this task, project or activity.	• Original faculty loading plan • Program of study • PeopleSoft • Academic Collective Agreement • Faculty credentials and contact information • Manager of Academic Operations • Associate Dean
How is/are deadline(s) determined?	• Semester scheduling timelines • SWF deadline
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 makes the necessary adjustments to the project, providing that it stays within original approved specifications • Exceptions would be referred to Associate Dean

4. Planning/Coordinating

#2 Regular and Recurring	
List the project and the role of the incumbent in this activity.	Creates and maintains a comprehensive, semester specific, program information spreadsheet.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	• Coordinate all program offerings and details from many sources into one document. • Collect data including courses to be delivered, number of sections, class size, faculty requirements and room and lab requirements; • Access other sources for various information including faculty step assignments, pay rates, employee ID numbers. • Maintain all revisions and incarnations of information, ensuring data validity across all platforms.
List the types of resources required to complete this task, project, or activity.	• Associate Dean • Manager of Academic Operations • Faculty submissions • Human Resources information

	- PeopleSoft records - Academic Collective Agreement
How is/are deadline(s) determined?	- College - Manager of Academic Operations (critical path) - Academic Collective Agreement
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.	Associate Dean and then the incumbent makes the necessary adjustments to the data, providing that it stays within original approved specifications.

#3 Regular & Recurring	
List the project and the role of the incumbent in this activity.	The incumbent must assist in the completion of surveys and reports for professional organizations, the Ministry of Colleges and Universities and any other third-party partners.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	- Organize digital and physical files in a systematic fashion. - Pull data and information from the Program Information spreadsheet, Employment Agreements spreadsheet as well as other systems for the completion of reports. - Work with the MAO and Associate Dean on the establishment of the proper format of the reports to be completed. - Work with program coordinator and faculty to ensure that all necessary information from professors and instructors is received for the completion of the surveys and reports.
List the types of resources required to complete this task, project or activity.	- Program information spreadsheet - Human Resources - Manager Academic Operations - Associate Dean - Program Coordinator - Professors & Instructors
How is/are deadline(s) determined?	- Deadlines are determined by the third parties or by the Dean. - The Associate Dean determines process targets to adhere to these 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.	Incumbent makes the necessary adjustments to the project through consultation with the MAO and Associate Dean, providing that it stays within original approved specifications.

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	
☒	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Advises faculty, and other staff on how to proceed regarding a range of college policies and procedures by explaining/clarifying such things as what the specific requirements are and how the policy has been applied in a particular situation, next steps and potential consequences.
☐	☐	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)
• Incumbent works independently and autonomously with regards to day-to-day work schedule and activities.	• Verbal or written guidelines 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)
• Direction of Manager of Academic Operations, Associate Dean, Dean • Past practice • College policy and procedures • Full-time calendar • PeopleSoft – /SIS • Intranet • Departmental forms • Existing clerical procedures (departmental and College wide) • Scheduling Policy and Scheduling Critical Path	

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)
• Reviewed by the incumbent. • Feedback from supervisor and others (faculty, students, Registrar's Office, Human Resources, Payroll, Associate Dean, Dean). • Work is checked intermittently by the Manager of Academic Operations and/or Associate Dean through discussion of progress or process as appropriate.	• Annual performance appraisals are conducted.

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
• Timetabling issues.	

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)
• Establishing timelines for completion of time sensitive tasks. • Changes to established procedures. • Adjustment to established deadlines. • Issues requiring a decision that is beyond the scope of the position.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
• Determining work priorities. • Time/workload management. • Scheduling changes. • Changes to comply with College policies.	

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?		
Deadline for detailed timetabling submission is received from the Scheduling Officer	Coordinates all program schedules and related full-time and part-time faculty schedules within established timelines. Each program and faculty have specific needs and requirements which the incumbent has to determine and assess, in consultation with the Associate Dean, Program Coordinator, staff and faculty, then tailor the course delivery to those specific customer scheduling needs.	Faculty Students Staff	W
Requests received via telephone, e-mail, face-to-face contact.	Many requests received in this position have already been passed through standard front-line inquiries and have been deemed to be outside of the normal, day to day responses. Incumbent must investigate to understand the customer's issue and then develop a course of action to resolve the situation.	Faculty Staff Students Public	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	Respond verbally and in writing to both complex and routine inquiries.	Faculty Staff Students Public	D
Explanation and interpretation of information or ideas.	Explain College policies and procedures to a diverse customer base with differing levels of understanding. Often the customer is not familiar with or has very little knowledge of the subject matter.	Faculty Staff Students Public	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
Sitting	D			✔	✔		
Lifting/carrying	M	✔			✔		
Bending	D	✔			✔		

* 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.)

-Boxes of 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
Preparing timetables, reviewing, correcting errors and omissions. Developing and implementing solutions, meeting requests of faculty to change schedules, maintaining lab schedules, revising, amending, and updating program activity spreadsheet, ensuring PeopleSoft is updated and accurate.	W	X (ongoing)		X (Planning cycle)

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
☐ Usually
☒ No – Steady stream of traffic and constant noise in office area, visits from faculty, students, other staff, especially during semester start-up (i.e., taking fees, onboarding faculty).

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Preparing SWFs in a program that requires specific, varied, and detailed actions in order to deliver the correct document that complies with the Faculty Collective Agreement. Using critical thinking to fix problems and develop solutions.	I			X (Planning cycle)

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
☒ Usually
☐ No

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Reviews Human Resources/payroll for instructors on timesheets. Monitors, timesheets and informs Associate Dean, MAO or HR / Payroll depending on circumstances.	W		X (Planning cycle)	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

☐ Usually
☒ No – Steady stream of traffic and constant noise in office area, visits from faculty, students, other staff, especially during semester start-up.

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11. Working Environment

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

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below	The incumbent is assigned workspace in a climate-controlled environment and in proximity of co-workers with similar roles and responsibilities.	D
☐ accessing crawl spaces/confined spaces		
☒ dealing with abusive people	Students and their families are often disgruntled and take it out on the front-line staff.	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)		

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