

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Project Coordinator – Transfer Services (I/O) Payband: G

Position Code/Number (if applicable):

Location: Sutherland

Scheduled No. of Hours: 35 per week

Appointment Type: ☐ 12 months ☒ Less than 12 months (please specify # months: 5)

Supervisor's Name and Title: Brad Reid – Associate Registrar, Registration & Business Operations

Completed by: Brad Reid

Date: October 16, 2025

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

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 representation 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 Project Coordinator supports the successful delivery of the Credit Transfer and Pathways Portal project, funded through the Credit Transfer Institution Grant (CTIG). The role is responsible for coordinating the planning, implementation, and evaluation activities required to ensure the portal and transfer credit repository are designed, developed, tested, and launched by March 31, 2026. In addition to coordinating activities across academic, registrarial, IT, and student services areas, the position is directly involved in the collection, entry, and organization of historical transfer credit decisions into the repository to ensure it is accurate, complete, and accessible. The incumbent maintains project documentation, ensures data integrity, and applies consistent standards when recording or validating equivalency information. The Project Coordinator also collaborates with the College's Marketing team to deliver a user-friendly, accessible web resource that supports both staff and students in navigating transfer credit and pathways information.

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 time annually*
Project Coordination and Administration - Develops and monitors project plans, timelines, and deliverables. - Tracks progress, identifies risks, and prepares regular status reports. - Maintains all project documentation in an organized and accessible format.	35%
Repository Development and Data Entry - Collects, reviews, and enters historical transfer credit approvals into the repository. - Applies consistent standards for accuracy, coding, and data integrity. - Conducts quality checks and collaborates with registrarial and academic staff to validate information.	25%
Stakeholder Engagement and Liaison - Coordinates with academic, registrarial, IT, and student services staff to ensure alignment. - Schedules and leads meetings to gather input, resolve issues, and provide updates. - Acts as the point of contact for repository and portal-related inquiries.	15%
Collaboration with Marketing - Works with the Marketing team to design and refine the public-facing portal. - Ensures content is accurate, student-friendly, and compliant with accessibility standards. - Reviews drafts and provides project-specific guidance to support communication goals.	15%
Other Related Duties - Supports training and orientation for staff using the repository and portal. - Contributes to project evaluation, final reporting, and recommendations for sustainability. - Assists with communication campaigns to promote the portal to staff and students.	10%

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

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 | ☐ 4 year degree or 3 year diploma / degree plus professional certification or equivalent |
| ☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification or equivalent | | |
| ☐ Doctoral degree or equivalent | | |

Field(s) of Study:

Project Management, Business Administration or Related Field

B. Check the box that best describes the requirement for 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 requirement 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 requirements obtained by course(s) of a total between 101 and 520 hours

☐ Additional requirements obtained by course(s) of a total 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 year 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 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

Project coordination or related experience in a post-secondary or similarly complex environment.

Familiarity with credit transfer processes, including course assessments, equivalencies, and articulation agreements, considered an asset.

Experience working independently and collaboratively within a team environment, including with multidisciplinary groups.

Demonstrated ability to analyze information and make sound recommendations to support decision-making.

Comfortable preparing and delivering presentations and communicating effectively with individuals at all organizational levels.

Strong interpersonal and communication skills, with the ability to build positive and collaborative working relationships.

Proficiency with spreadsheets, databases, and student information systems; advanced skills and experience with systems such as PeopleSoft are considered assets.

☐ Minimum of five (5) years

- ☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement 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 judgement 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.	Inconsistent or incomplete transfer credit data.
How is it identified?	While entering or reviewing records for the repository.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, the coordinator follows up with registrarial staff, academic areas, or SMEs to confirm decisions.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Reviews past approvals, compares with articulation agreements, and applies standard coding
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Historical transfer decisions, policies, ONCAT resources.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Conflicting project deadlines from multiple stakeholders.
How is it identified?	Identified when tracking tasks in project plans or meeting updates
Is further investigation required to define the situation and/or problem? If so, describe.	Minimal; coordinator confirms stakeholder priorities and dependencies.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Reviews timeline, resource availability, and critical path to re-balance deadlines.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Project plan, supervisor guidance, stakeholder feedback.

#3 regular & recurring

Key issue or problem encountered	Ensuring student-facing portal content is accurate and accessible.
How is it identified?	Errors or gaps found during draft reviews or user testing.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, coordinator checks source documents and verifies with SMEs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Compares against policy, accessibility standards, and ONCAT resources.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Accessibility guidelines, academic calendars, transfer credit policies.

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered

Technical issues with portal layout or repository display.

How is it identified?

Discovered during testing or raised by staff.

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

Yes — consults IT and Marketing.

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

Prioritizes fixes and verifies solutions.

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

IT/Marketing support, testing logs.

#2 occasional

Key issue or problem encountered

Scope changes requested late in the project (e.g., adding new features).

How is it identified?

Raised by Marketing or supervisor.

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

Yes — assesses impact on deadlines and workload.

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

Reviews budget and project plan; recommends adjustments.

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

Supervisor guidance, project plan

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.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in 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.	Oversees overall project and project timelines. .
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Task tracking, attention to detail, quality assurance.
List the types of resources required to complete this task, project or activity.	Transfer approvals, data templates, policies.
How is/are deadline(s) determined?	Based on overall project completion timeline.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Coordinator adjusts daily workload; escalates major changes to supervisor.

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? And who determines whether these changes have an impact on others? Please provide concrete examples.

#2 regular & recurring

Coordinates timelines with Marketing for portal content.

Cross-departmental planning, communication.

Drafts, style guides, content review templates.

Determined by launch date and funding requirements.

Supervisor consulted if adjustments affect launch.

#3 regular & recurring

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

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

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

How is/are deadline(s) determined?

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

Plans stakeholder meetings across registrarial, IT, and academic areas

Agenda setting, facilitation.

Meeting software, project documentation.

Set in advance through the project plan.

Coordinator manages rescheduling when conflicts occur.

4. Planning/Coordinating**#1 occasional**

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

Adjusts project plan when unforeseen technical or data entry issues arise.

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

Flexibility, contingency planning, prioritization

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

Error logs, revised workplans..

How is/are deadline(s) determined?

Updated in collaboration with supervisor.

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

Supervisor approves scope adjustments.

#2 occasional

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

Coordinates staff training on repository standards and portal navigation.

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

Training facilitation, communication.

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

Training materials, guidelines.

How is/are deadline(s) determined?

Linked to portal launch schedule.

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

Supervisor approves major revisions.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or 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
☐	X	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Demonstrates how to apply accessibility standards and institutional guidelines when preparing or reviewing student-facing content for the portal.
X	☐	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Provides guidance to staff entering or validating transfer credit data, ensuring information is recorded accurately and consistently.
X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Advises registrarial staff and faculty SMEs on project timelines, data validation requirements, and preferred formats for repository content
☐	☐	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 the 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)
Receives overall project scope, timelines, and key deliverables from supervisor. Day-to-day tasks are self-directed based on the project plan.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Guided by institutional policies on credit transfer and academic pathways. Follows established project management practices, ONCAT/Ministry guidelines, and accessibility standards.	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Progress checked through regular meetings with supervisor Deliverables reviewed against project charter and quality standards..	

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)
Consults registrarial staff, IT, faculty SMEs, and Marketing on accuracy and feasibility.	

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)
Scope changes, budget adjustments, or timeline extensions. Escalation of issues that impact overall project deliverables.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Prioritizing daily tasks and sequencing activities to meet deadlines. Determining approaches to data validation, stakeholder communications, and testing schedules. Adjusting meeting agendas or workflows to keep the project on track.	

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 the 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 fulfil 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?		
Requests for updates are made during project meetings or via email.	Prepares written progress reports, dashboards, and verbal updates at meetings.	Supervisor, Registrar's Office leadership	W
Requests identified during repository development or validation cycles.	Coordinates communications, shares templates, and facilitates working sessions	Faculty SMEs, Academic Quality, Registrar's Office staff.	M
Issues and requests logged through project management tools, email, or testing reports.	Tracks issues, prioritizes fixes, schedules follow-up testing, and verifies solutions.	IT Services, Marketing	M
Requirement identified by project plan and institutional priorities.	Collaborates with communications staff and SMEs to draft and review content.	Transfer students and prospective applicants.	I

* 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	Sends scheduling notices, meeting reminders, and status updates.	Staff, faculty SMEs, IT, and Marketing.	D
Explanation and interpretation of information or ideas	Clarifies project requirements, timelines, and deliverables to stakeholders.	Registrar's Office, Academic Quality, IT staff, and faculty.	W
Imparting technical information and advice	Explains repository structure, data entry standards, and portal testing processes	Staff validating transfer credit data, IT, and Marketing	W/M
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, 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 at desk and keyboard	D			X	X		
Lifting/moving/shifting /bending to get files	I	X			X		
Walking/climbing stairs	W	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 or 11 to 44 lbs)
- ☐ Heavy (over 20 kg or 44 lbs)

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 a task and the duration of the task, including breaks (eg. up to 2 hours 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 (eg. 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 mins	Long up to 2 hrs	Extended > 2 hrs
Reviewing Transfer Credit requests which involves reviewing data and complex government policies. Concentration required in order to ensure accuracy.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Comparing data that could be in lines and tables and in various format such as paper on a computer screen	D		X	
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 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				

Frequent use of a computer to compile, analyze, and prepare project data and reports from multiple sources. Requires sustained visual focus and attention to detail to ensure accuracy across various document formats and information types.	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

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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)		D
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to extreme 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 M = Monthly W = Weekly I = Infrequently