

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

Updated: June 14, 2022

College: St. Lawrence College
Incumbent: Vacant
Position Title: Team Lead, Manager of Academic Operations
Classification:
Division/Department: Academic Division
Location/Campus: Tri-Campus
Immediate Supervisor (title): Dean

Type of Position:

- | | |
|----------------------------------------------------|---------------------------------------------------|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> Other |

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by
Position's Manager: _____ Date: _____

Approved by
Senior Manager: _____ Date: _____

POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Reporting to the Dean for the administrative management and operation excellence for academic programs of the college, the Team Lead, Manager of Academic Operations is responsible for providing, facilitating, monitoring, and coordinating the operations that support the effective delivery of enrolment planning, human, financial and physical resources planning and management, and control and project management. The position is also responsible for health & Safety. The incumbent provides functional direction of a dedicated group of managers of academic operations and their support staff, providing coaching and mentoring while ensuring excellence in customer service. The Team Lead, Manager of Academic Operations acts as a functional team lead for Managers of Academic Operations across all faculties in supporting the use of consistent, efficient, and effective operational practices and processes, which includes communicating and coordinating academic division operational timelines and deadlines, providing support, mentoring and assistance as may be required. The incumbent is a member of the administrative leadership team and engages actively in business planning and project initiatives while assisting with ongoing endeavours to focus on teaching and learning excellence.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

KEY DUTIES

% OF TIME

1. Academic Leadership

(25%)

Ensures the effective and efficient operation of all business and support functions:

- Works collaboratively in the development and implementation of business plans as part of the college's academic planning process with particular responsibilities for Academic Operations.
- Acts as a functional team lead for Managers of Academic Operations across all faculties in supporting the use of consistent, efficient, and effective operational practices and processes, which includes communicating and coordinating academic division operational timelines and deadlines, providing support, mentoring and assistance as may be required.
- Acts as a team lead to assess the equity of Managers of Academic Operations workload and redirects/redistributes tasks amongst the team for completion.
- Acts as a key resource person on administrative and staffing concerns with respect to employee issues, collective agreements, policies, and procedures and as it relates to other complex internal and external enquiries. Provides advice and guidance to Managers of Academic Operations.
- Acts as a resource person for a variety of college committees, and fully briefs those individuals on relevant business arising/action items from the meetings. May act as the Dean's and Associate Dean's

designate when required.

- Provides support for the development of any necessary in-house upgrade to equipment/physical facilities, coordination with other college department as required, e.g., Facilities Management, Information Technology Services, etc) at the Academic Division level, consolidating information related, for example, to overall capital planning.
- Acts as a role model of professional leadership and management, promotes teamwork and collaboration across the college.

2. Academic Planning and Collaboration

(20%)

Provides planning and support and serves as a resource for members of the administrative team:

- Under the direction of the Dean, participates in program renewal activities as it relates to academic operations.
- Responsible for supporting the consolation of quality assurance of academic operations.
- Supports the effective resourcing of modern and contemporary teaching and learning methodologies by ensuring effective and efficient academic operations. This includes ensuring the availability of appropriate learning resources and developing, monitoring, and revising operational standards.
- Plans and executes, with the assistance of other staff, major events.

3. Financial Management and Operations

(10%)

Accountable for the establishment and maintenance of financial record keeping for all departmental operations, including adherence to time sensitive critical paths:

- Analyzes consolidated programs and project budgets including to identify trends, issues, and opportunities and to make recommendations on the effective use of human, physical and financial resources to the Academic Division.
- Ensure Purchase Orders and Invoices are managed, paid and tracked.
- Works closely with the financial services team to review and make recommendations on continuous improvements in financial processes and practices.
- Supports the Managers of Academic Operations in the adoption and the consistent use of new processes and practices
- Works within college and ministry guidelines and budgets for contract management / capital acquisitions supporting the Academic Divisions. Ensures that procurements are managed responsibly, effectively and reporting targets are met. Also work within the

college's procurement policies and guidelines, such as minimum number of quotes, etc. along with adherence to the Broader Public Sector laws.

- Ensures there are systems in place to assist the Academic Division in program risk and ensuring the effective use of human, physical and financial resources. This includes management and prioritization of capital resources.
- Supports the management and sets up and applies third-party contracts and response to sponsoring body inquiries as required.

4. Operational Effectiveness and Project Leadership

(15%)

- Leads operational project initiatives to provide for continuous improvement and efficiency and effectiveness of workflow processes across the Academic Division.
- Collaborates with other college staff to ensure effective academic operations and implementation of special projects.
- Ensures the integration and efficient utilization by staff of the college's various operational systems relating to students, finances, staff, work orders, case management etc.
- Ensures Occupational Health and Safety requirements are implemented and maintained.

5. Manage and Develop Human Resources

(15%)

Establishes and monitors a working environment which encourages staff morale, creativity, communication, and interaction, among and between staff and faculty in order to meet new and existing school initiatives:

- Fosters an environment of belonging while providing balance and opportunities for growth.
- Operationally responsible to supports the Academic Division and Associate Deans through a consistent process of effective recruiting, selection and hiring.
- Ensures effective communication across the academic schools/divisions to support effective recruiting, selection and hiring while eliminating risks associated with faculty contracts.
- Works with the School of Contemporary Teaching and Learning and Belonging, Human Resources and Organizational Development to ensure Managers of Academic Operations are effective and efficient in onboarding of faculty and staff.
- Directs and administers the activities of assigned support staff, in consultation with the Dean, to directing or redirect resources to support an efficient workflow process to meet the changing needs of the program areas and to ensure business continuity.

- Leads and participates in an ongoing review of initiatives and projects for the improvement of the flow from Academic Planning to payroll processes for all academic full and part-time faculty.

6. Student Support Services

(5%)

Contributes to student success and service excellence for students:

- Provides operational support in support of student success.
- Leads or participates in initiatives or project that contribute to student success.

7. Community Engagement and College Partnerships/Public Relations

(5%)

Develops and maintains external relations as they relate to academic operations, fulfilling a public relations support role for the area of responsibility:

- Assists the Academic Division in coordination of external relationships.
- May be designated other academic and non-academic leadership functions to facilitate the effective operations of program operations.

9. Other Duties

(5%)

- Other duties as assigned.

TOTAL:

100%

2. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

- a) The incumbent is required to compile, analyze enrolment trends and prepare future enrolment levels in the Educational Activity Plan for all post-secondary programs for the area of responsibility – with the assistance of the Associate Dean. This information forms the basis of program revenue targets for upcoming semesters and years.
- b) The incumbent is required to work with their Dean to prepare annual budgets (revenue and expenditure), regular reviews, and quarterly reviews, based on analysis of year-over-year increases, trends, contractual obligations, and program requirements; and provides advice to Associate Deans and Dean regarding areas of concern and strategies for meeting year-end targets.
- c) The incumbent is required to review payroll documentation and summaries within their respective portfolios to ensure accuracy and adherence to College policies and procedures and to report inconsistencies to Financial Services, Human Resources and appropriate Associate Deans.
- d) The incumbent supervises support staff within their respective division and must take corrective action when established policies and procedures are not applied appropriately and consistently to ensure equitable treatment of students and to assist other departments in their work.

2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post-Secondary

☐ Partial Secondary School

☐ Secondary School Completion

Post-Secondary

☐ 1-Year Certificate

☒ 4-Year Degree

☐ 2-Year Diploma

☐ Masters Degree

☐ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☐ Other

Specify:

A) Specify and describe any program speciality, certification, or professional designation necessary to fulfil the requirements of the position.

- Minimum 4-year Degree in Business Administration or another relevant field of studies along with relevant experience related to the functions of the position.

B) Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- Advanced knowledge of administration, human resources, financial and physical resource management.
- Proficiency with computer technology, excel spreadsheets and presentation software (Microsoft Office Suite); email communications (Outlook); PeopleSoft Student Information Systems and Financial Systems, and Databases.
- Demonstrated advanced client services orientation and skills.
- Project management knowledge and skills and knowledge of process improvement methodology such as LEAN.
- Skill in managing human, financial and physical resources.
- Financial acumen necessary to assist Deans and Associate Deans to forecast, develop, monitor, and report on complex budgets.
- Conflict resolution and negotiation skills.
- Strong time management, prioritizing and multi-taking skills in an environment and the ability to work under the pressure or timelines with competing priorities.
- Assertiveness along with diplomacy, political sensitivity, and patience,
- Ability to work collaboratively in a complex and matrix environment as part of the Academic Division team
- Highly developed communication skills, written and verbal and consultation skills to effectively handle interactions with individuals at all levels of the college and with external stakeholders.
- Ability to adjust to change, model the adoption of change management and foster an atmosphere of continuous improvement.
- Models the organizational values of Students-First, Teamwork, Integrity, Innovation and Belonging.

3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills, and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

Minimum 7 years of experience in a leadership or supervisor position, coaching for performance and administrative and operational excellence supporting a complex client based in a unionized environment. Experience in a higher education environment is a strong asset. Demonstrated experience managing human resources, financial and physical capital, including forecasting, managing, and monitoring complex budgets. Strong project management experience to coordinate the activities of a similar group of managers of academic operation is essential. Experience applying strong communication, conflict resolution and negotiation skills to influence results and strategic direction is required.

4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/management systems.

A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- a) Establishing critical paths for the completion of a variety of academic division activities and processes across the management of academic operations group in

the Academic Division, including the Capital Equipment Renewal Fund (CERF), the annual budget submissions and quarterly reviews to name a few.

- b) Ensuring the area of responsibility meets all of the policies and standards for registration, enrolment, timetables, purchasing, human resources, faculty and support staff collective agreements, finance, facilities, space management.
- c) Serving on formal/regular College committees as identified (e.g., Space Committee, course outline audit, selection committees) or other committees struck to improve College processes.

B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- a) Recruitment, selection and hiring of full-time permanent and part-time office support staff in the area of responsibilities.
- b) New initiatives requiring financial resources.
- c) Requests for changes which may impact on established College processes.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- College Strategic and Business Plan
- Academic Plan
- Academic Policy
- Ministry guidelines and program standards
- PeopleSoft (Student information system, Finance, Human Resources) including Payroll Summary
- Procurement Policy and Procedures; Travel and Business Expense Policies and Procedures
- Payroll summary
- College policies and procedures
- WHMIS documentation of hazardous chemicals
- Accident reports to College's Health & Safety Committee
- Staff performance evaluation process
- Space Committee guidelines
- Tuition Fee Policy
- Collective Agreements
- Occupational Health and Safety Act and Regulations
- Access for Ontarians with Disabilities Act
- Placement Procedures Manual
- Emergency Procedures
- Microsoft Office Suite of Products

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, effects on staff, students, clients or public.

- a) Lack of attention to changes in College policies (e.g. Academic Policy, Tuition Fee Policy) results in confusion for students, staff and the public and application of different standards across College academic programs.
- b) Inattention to inappropriate staff interactions with students, faculty and the public can lead to damage to reputation of the College/program if students, parents and/or the public are dissatisfied with the service.
- c) Lack of monitoring expenditures, salary allocations and revenues impact program costing upon which decisions are made regarding program viability. As this position is responsible for the coordination and monitoring of a group of Managers of Academic Operations, lack of monitoring that activities and processes are completed and lack of monitoring of the group's performance goals can lead to an overall loss of performance of academic operations which can affect programs effectiveness and student success.

6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose, and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Academic Services Assistants	Exchanging information, conflict resolution, team consultation		X
	Receptionist/Clerks	Exchanging information, conflict resolution, team consultation		X
	Student Success Facilitators	Exchanging information		X
	Faculty and students	Exchanging information, conflict resolution, consultation		X
	Vice-Presidents	Exchanging information, consultation	X	
	SLC Deans	Consultation		X
	SLC Associate Deans	Exchanging information, consultation		X
	Managers and staff in Financial Services	Exchanging information, consultation		X
	Managers and staff in Human Resources	Exchanging information, consultation		X
	Registrar, Associate Registrar	Exchanging information, consultation	X	
	Managers, Academic Operations – tri-campus	Exchanging information, consultation, provide coordination and functional guidance and mentoring		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Local suppliers and contractors	Confirmation of orders, consultation	X	
	Potential students, parents, general enquiries	Exchanging information	X	
Occasional (O) Contacts are made once in a while over a period of time. Frequent (F) Contacts are made repeatedly and often over a period of time.				

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position, or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☐ Not responsible for supervising or providing guidance to anyone.
- X ☒ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- X ☒ Assigns and checks work of others doing similar work.
- X ☒ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- X ☒ Manages the staff and operations of a program area/department. *
- ☐ Manages the staff and operations of a division/major department. *
- ☐ Manages the staff and operations of several divisions/major departments. *
- ☐ Acts as a consultant to College management.
- ☐ Other e.g., counselling, coaching. Please specify:
▪

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- FT and PT Support Staff
- Functional guidance and mentoring of the Managers of Academic Operations group within the Academic Division across the college

7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full-time equivalent staff reporting through to the

position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	TBD
Non-Full-Time Staff (FTE) *	TBD
Contract for Service **	TBD
Total:	TBD

*** Full Time Equivalency (FTE) conversions for non-full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non-full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non-full-time administrative staff for which the position is accountable and divide by 1820 hours.

**** Contract for Services**

When considering “contracts for services,” review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward

position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting			X		
Standing	X				
Walking		X			
Carrying light objects	X				
Climbing Stairs		X			

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Reading, signing and responding to reports, memoranda, questions, documentation			X			I
Inputting data, responding to e-mails				X		L
Operating a computer and/or calculator				X		L
Listening, observing, responding to staff, faculty and administrators		X				I
Organizing and attending meetings		X				I
Reading and approving (signing) financial and payroll documents		X				I

FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions, or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Requirement to travel to other Campus locations	X		
Dealing with irate students, faculty and/or parents	X		

Job Fact Sheet Questionnaire

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g., chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Not applicable			

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

Please save form in the following format: "Position Title – Department – Incumbent".

Please note formatting errors will be corrected if necessary.

To cursor from one entry point to the next please use the arrow keys or Tab.