

# Job Fact Sheet Questionnaire

## 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

**Date: 10-Jun-2021**

**Updated: 29-May-2023**

**Updated: 10-Oct-2023**

**College:** St. Lawrence College  
**Incumbent:** Vacant  
**Position Title:** Manager, International Student Development and Services  
**Classification:** Payband 11  
**Division/Department:** Student Success  
**Location/Campus:** Tri-Campus

**Immediate Supervisor (title):** Director, Student Success & Services

#### 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                    |

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

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_

Position's Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Approved by**  
Senior Manager: \_\_\_\_\_ Date: \_\_\_\_\_

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### POSITION SUMMARY

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

In keeping with SLC's One Student, One College approach the Manager, International Student Development and Services plays a leadership role in programs and services that support the full life cycle for international students and international alumni transitions to SLC and college communities. Working closely as part of the divisional management team, and with other college departments, the incumbent creates and implements international student service and community development strategies that engage current international students and community leaders both on SLC campuses and in campus communities. The Manager leads the International Student Advisor (ISA) team and is responsible for managing the associated budget.

The focus is on building and sustaining programs that assist international students to successfully transition to college, meaningfully engage in a supportive campus community, and making connections in their new community including immigration pathways with the overall goal of enhancing student satisfaction, retention and graduation. The Manager elevates intercultural skills and awareness, promoting an inclusive campus and local community in keeping with SLC's values. By identifying and working with a variety of college departments, community organizations, coalitions and leaders, the incumbent assists international students and community members to connect with the goal of increasing community engagement and supports that mutually benefit SLC communities.

### 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.**

	<b><u>KEY DUTIES</u></b>	<b><u>% OF TIME</u></b>
<b>1.</b>	<b>Oversees Specialized International Student Services:</b> <ul style="list-style-type: none"> <li>Implements sector leading practices to ensure that international student related services are streamlined and integrated with the broader college services; that communication is effective; that the array of services offered to international students reflect their needs; result in successful integration in College life, and facilitates acclimatization into Canadian society.</li> <li>Manages the international student advisor (ISA) team to provide direction on issues related to transition, immigration, health insurance, and retention that support the success of international students studying at SLC.</li> <li>Provides interpretation and consultation related to Immigration, Refugees and Citizenship Canada (IRCC) regulations and policies including from ISA team members.</li> <li>Responsible for International student orientation and transition ensuring Comprehensive orientation programs help introduce students to their new communities and build strong foundations for academic success and student well-being.</li> </ul>	<b>55%</b>

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	<ul style="list-style-type: none"> <li>• Collaborates with Student Success and other relevant departments/stakeholder to develop programs linking international and domestic students; supports activities and events that engage international students including supports and services to promote student well-being and safety as well as career and post-graduation services.</li> <li>• Advocates for the learning and living needs of international students through active participation on College committees and forums.</li> <li>• Coordinates navigational supports for international students impacted by global conflict and emergencies.</li> <li>• Keeps abreast of government, nongovernmental and other agency programs, projects, services and policy decisions that may impact support international students.</li> <li>• Using an evidence-based, data informed approach, assess programs and services, establishes services standards with a goal for continuous improvement.</li> </ul>	
<b>2.</b>	<p><b>Works in SLC campus communities to support international student transitions, intercultural awareness and change</b></p> <ul style="list-style-type: none"> <li>• Develops annual student engagement and services plan as part of Student Success Strategy.</li> <li>• Along with the respective campus ISA, works collaboratively with community-led coalitions focused on intercultural awareness strategies, identifying barriers and strategies to overcome these issues.</li> <li>• Connects international students to key community organizations and closes the gap in community services for students in our communities.</li> <li>• On behalf of the college, spearheads and joins community organizations focused on immigration strategies, identifying issues and strategies to overcome them.</li> <li>• Collaborates with Career Services and Alumni &amp; Development to promote pathways from student to post-graduate employment.</li> </ul>	<b>30%</b>
	<p><b>ADMINISTRATIVE DUTIES:</b></p> <ul style="list-style-type: none"> <li>• Develops, maintains and monitors departmental budgets, and organizes and directs departmental activities/systems to achieve organizational effectiveness. Identifies and develops funding opportunities and prepares and submits proposals and reports to secure or maintain funding from government and/or non-government funders.</li> <li>• Maintains a high level of staff and department performance through effective recruitment, selection, comprehensive training, staff development and performance management.</li> <li>• Partakes in and completes all required documentation related to College administrative processes,</li> </ul>	<b>10%</b>
<b>4</b>	<b>Additional Duties – As Assigned.</b>	<b>5%</b>

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**TOTAL:**

**100%**

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### 1. 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 Manager is required to constantly monitor and recommend change to improve college-wide community support services for international students.
- b) The Manager decides how best to deploy college resources to ensure international students have a successful transition to their SLC community.
- c) The Manager decides how best to engage with potential international student employers to engage them in hiring international students and recent graduates.

### 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:

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☐ Other

Specify:

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

- Advanced diploma or undergraduate degree in Social Work, Community/Social Development, Business Administration, Public Administration or a related field.
- Current licensed Regulated International Student Immigration Advisor (RISIA) or Regulated Canadian Immigration Consultant (RCIC)

**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 student/human development theories as they pertain to the post-secondary environment.
- Comprehensive understanding of international student experience and how services and programs impact retention and student success.
- Extensive knowledge of the policy development and best practices in programs that support community development, particularly those that engage a range of stakeholders.
- Licensed Regulated International Student Immigration Advisor (RISIA) or Regulated Canadian Immigration Consultant (RCIC)
- Advanced knowledge of student/human development theories as they pertain to the post-secondary environment.
- Highly developed intercultural competence.
- Analytical skills are essential in the interpretation and analysis of large amounts of complex information drawn from qualitative and quantitative sources.
- Demonstrated integrity, accountability, creativity, high standards, ethical values and achievement orientation.
- Excellent organizational, strategic planning and implementation skills.
- Knowledge of, and/or experience in budget and human resources management.
- Performs well under pressure.
- Advanced time management, organization, prioritization and task consolidation skills.
- Excellent client service skills.
- Strong communication skills, including the ability to speak to/present complex information to a diverse group of stakeholders ranging in size from 1-on-1 meetings to large groups of over 200.
- Highly developed diplomacy/tact and political acuity.
- Team-oriented and highly collaborative.

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### 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:**

☐ 0 - no experience

☐ 3 years

☐ 1 month

☒ 5 years

☐ 3 months

☐ 7 years

☐ 6 months

☐ 9 years

☐ 1 year

☐ 12 years

☐ 18 months

☐ 15 years

☐ 2 years

☐ 17 years

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

- Significant management/leadership or progressive work experience in a post-secondary education or social services setting.
- Excellent leadership experience and skills to lead and manage change in a post-secondary environment.
- Management and Administrative – including human resources, budgeting, planning, professional development, performance evaluation, statistical analysis and reporting
- Proposal Development – development of government and non-government funding proposals and submissions and related reporting.
- Demonstrated experience to manage and support multiple, complex operations and cross-functional projects.
- Experience working in an inclusive and intercultural environment.
- Experience working in an inclusive and intercultural environment.
- .
- Proven experience of stakeholder management and partnership development.
- Beneficial: International experience and second language skills
- Beneficial: Knowledge of community resources for appropriate referrals.



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### 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) The incumbent identifies and communicates effectively to the College Community, including the Student Success and other College leaders, potential risk factors that could negatively affect the international learners and their legal status in Canada i.e., impacts of changes in program progressions, institutional policies, etc.
- b) Gather data from students and community members through qualitative and quantitative methods to effectively build community coalitions that identify and work to address local community needs for international students and alumni.
- c) Provides leadership and direction to RISIA (Regulated International Student Immigration Advisor) or RCIC (Regulated Canadian Immigration Consultant) certified staff to ensure consistent interpretation of immigration regulations to ensure learners and institutional policies do not inadvertently contravene IRCC regulations or jeopardize learners' current and/or future status in Canada and advises senior management of such interpretation.

**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) Initiate projects that address barriers for international students and alumni in their integration to the community.
- b) Significant change in service provision which will impact the support levels provided to specific program areas or to specific groups of students. Development of new initiatives that require additional college resources, staffing, budget

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- c) Non-routine staffing matters or budget variances related to significant commitment of college resources such as long-term sick leave replacement or significant staffing changes.

**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.**

- Ministry of Training Colleges and Universities Policy and Binding Policy Guidelines.
- Collective agreements and relevant legislation.
- Colleges Ontario Standards of practice for International Education
- Freedom of Information and Protection of Privacy legislation.
- St. Lawrence College Academic and Fee Policies and Procedures.
- St. Lawrence College's Strategic Plan and Global Engagement Strategy.
- PeopleSoft Student and Finance Information Systems including Employee Self-Serve.
- Various computer programs: Excel, Word, PowerPoint, etc
- College information systems (e.g. SIS) and specialized software (e.g. Salesforce).
  
- Any specific program documentation issued by governmental offices/agencies (i.e. Immigration Refugees and Citizenship Canada study permit and visa approval requirements).

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### 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) Intercultural awareness – the incumbent must be aware of the multiple identities among students and all other stakeholders, including community members, by both identifying intercultural matters and strategies to address them. Deep intercultural competence will be required to address these sensitivities. The risk of not doing so is a lack of success and missed opportunities for SLC students and others in SLC communities.
- b) Reputational risk – the incumbent is an ambassador for SLC in the college communities and must therefore perform their duties by recognizing the high-profile nature of their position. Failure to act as an appropriate SLC representative risks the reputation of the college.
- c) Failure to recognize external factors – the incumbent works with community members to identify government and nongovernmental programs and services to ease transitions for SLC international students. Failure to identify and effectively communicate such supports could hinder the community and student ability to make positive progress.

### 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.**

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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.	Students	Discuss with students their needs as members of their campus community; meet with potential students to connect them with potential community employers.		X
	Regional Managers and other members of the recruitment team	Consultation and project development to connect international students to potential employers in their SLC communities.		X
	Deans	Provide updated information, statistics and advice regarding community development measures and progress.	X	
	Senior Management	Consult on policy changes or issues that will have college-wide impact, provide information on potential escalating issues requiring further attention, provide statistics and analysis; provide recommendations on policy or process changes that have college-wide impact.	X	
	Student Success Staff	Provide guidance for staff dealing with difficult situations that relate to community development matters.		X
	Innovation & Business Engagement	Consult and engage with Career Services on matters related to international student employment and with the Economic Development Management team on broader, related/overlapping initiatives.		X
	Alumni & Development	Consult and collaborate on initiatives to engage international alumni and their transitions, including to further enhance the Global Alumni Network.		X
	Marketing, Communications & Recruitment	Consult on community relations and issues as they arise and broader communication	X	

X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
		strategies/opportunities.		
	Direct Reports: International Student Advisors	Service development, assignment of duties, project management, performance management, team building, service evaluation, consultation on immigration advise, special projects, completion of day-to-day tasks		X
External to the College:			Occasional	Frequent
	Community leaders	Identify and solve problems and implement updates and new initiatives.		X
	Members of community organizations	Exchange of information, interpretation, clarification and partnership on new initiatives		X
	Potential student employers	Partnerships and linkages to aid in attracting international talent and supporting employers' ability for strengthened retention outcomes.	X	
	Government officials	Identify and address gaps through information sharing and partnership.	X	
	Sector colleagues	Exchange of information, research and best practices.	X	
<b>Occasional (O)</b> <b>Contacts are made once in a while over a period of time.</b> <b>Frequent (F)</b> <b>Contacts are made repeatedly and often over a period of time.</b>				

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### 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.
- ☒ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- ☒ Assigns and checks work of others doing similar work.
- ☒ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- ☒ 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:
  - Licensed immigration advise for students

\* 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.**

Full time International Student Advisor, Support Staff  
International student support assistants, Student positions tu

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### 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
Student staff	3 students , 1 per campus
Full time Staff	5 FTE Tri-Campus
<b>Combined Total</b>	<b>5</b>

**\* 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.

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### 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 for long periods of time while doing computer work.				X	
Carrying medium objects (while assisting with convocation for example).	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.



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Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Reading.				X		I
Report writing, correspondence.				X		I
Data mining, interpreting statistics, report analysis.				X		I
Dealing with student whose first language is not English and who are from different cultures.		X				I
Planning, preparing informational documents, proofreading documents			X			I
Attending meetings.		X				I
Internal presentations to leadership and external speaking engagements and presentations to various stakeholders (i.e. employers, community groups, sector colleagues).			X			I
Significant mental concentration in preparation and confirmation of data for application analysis, fee assessments, enrolment review.			X			I
Significant mental concentration and emotional energy expended in dealing with intense/stressful student complaints/ appeals.			x			S

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### FREQUENCY:

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

### DURATION:

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	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
Frequent extension to work day resulting from unanticipated internal and/or external demands.	X		
Verbal Abuse.	X		
International travel – different climates, jet lag, pollution.	X		

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Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel as a driver or passenger (from campus to campus)	x		

### 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
Dealing in person or by telephone with students and others (parents, sponsors) who may be angry, frustrated, upset or dissatisfied with college services, discipline or cost related loss	x		

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	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.