

# 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

Effective: 4-Dec-2025

**College:** St. Lawrence College  
**Incumbent:** Vacant  
**Position Title:** Director, Financial Services  
**Payband:** 13  
**Division/Department:** Finance  
**Location/Campus:** Brockville (Hybrid)  
**Immediate Supervisor (title):** Vice-President Finance, Procurement, Risk, and CFO

#### Type of Position:

☒ ☐ ☐ Administrative ☐ ☐ ☐ Part-Time Administrative  
☐ ☐ ☐ Sessional Academic ☐ ☐ ☐ Part-Time Academic  
☐ ☐ ☐ Part-Time Support ☐ ☐ ☐ Other

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

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

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**Recommended by**

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.**

The Director of Financial Services provides leadership and support to the Accounting, Financial Reporting, Accounts Receivable, Accounts Payable and Treasury functions in the Financial Services Department. The position is accountable for the development, implementation and maintenance of college financial services that include the financial statements, the financial accounting systems and processes, and their proper functioning to include but not limited to, the general ledger, cash receipts, accounts receivable, accounts payable, commodity taxes and banking processes including investments and cash flow monitoring. The position involves monitoring various funded programs, the accounting of payroll costs, the college's operating and capital budgets, and cash flows.

This position is also responsible for providing leadership in the functionality of the College's Financial Information System (PeopleSoft).

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### 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

#### **A. STRATEGIC DIRECTION**

**25%**

- Establishes procedures/guidelines to ensure the efficient and optimal use of the college financial services in accordance with established accounting and business principles/practices, Revenue Canada,
- Ministry policies and college policies, guidelines and controls in line with the colleges' strategic direction.
- Liaises with users of the financial information to ensure that control systems effectively meet their needs and the needs of the college, e.g. compliance with government legislation/regulations, ministry and college policies and procedures.
- Provides guidance, recommendation and implementation for technologies/software relating to the financial services of the college.
- Develops, recommends and implements strategies for institutional compliance with changing government regulations according to accounting principles/practices for financial management and public financial reporting requirements, i.e. ministry guidelines and college financial controls.
- Works with college auditors to ensure that the college is compliant with all government requirements and accepted financial management principals.
- Collaborates with Financial Planning & Analysis team and reviews most program related College financial reports and business plans for subsequent reporting to the ministry, external funding agencies and industry partners
- Responsible for the development, implementation and ongoing monitoring of month end and year-end financial close processes for the College and subsidiary corporations.

#### **B. GENERAL LEDGER**

**25%**

- Establishes operating guidelines to ensure that all transactions are accurately documented and reported.
- Ensures that the financial data of the College is recorded uniformly and accurately on a timely basis.
- Responsible for ensuring balance sheet account reconciliations are performed on a timely basis.
- Responsible for the review and approval of all bank reconciliations.
- Ensures that the College's fixed assets are inventoried and recorded properly in the general ledger.
- Administers and monitors the general ledger security and signing authority of the general ledger.
- Ensures the general ledger is closed and balanced on a monthly basis.
- Responsible for the preparation of ad hoc financial reporting.
- Responsible for College investments. Prepares trust fund reconciliations and financial statements for the College Foundation. Provides guidance on investment and reporting requirements for the College trust funds. Prepares a detailed cash flow analysis on a monthly basis.
- Coordinates the College's year-end financial statement audit and prepares the appropriate portions of the year-end file. Liaises with the College external auditor to ensure all audit requirements of the College

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are met. Recommends necessary changes in college reporting to the College Audit Committee to ensure continued compliance with CICA accounting and auditing standards

- Prepares the annual College Charitable Tax forms.
- Reviews Ministry CFIS year-end report guidelines and ensures the College complies with the content.

### **C. RECEIVABLES/PAYABLES**

**15%**

- Oversees and manages the financial transactions of the College including both the payables and receivables functions.
- Ensure timely and accurate billings are issued to customers, outstanding balances are collected promptly, and adherence to cash controls.
- Manages all College revenues, receivables, student tuition, emergency loans and delinquent payments. Authorizes legal action against delinquent accounts.
- Regular monthly review of the Aged Accounts Receivable Balance, including identification of problematic accounts, which require escalated collection efforts or bad debt assessment.
- Responsibilities include supervising a team, ensuring accurate and timely processing of invoices, and coordinating with vendors and clients.
- Ensures College suppliers of goods and services are paid in a timely and accurate manner, including employee travel, petty cash, and credit card purchases.
- Ensures College compliance with relevant tax and duties by providing in-house expertise on legislation adopted by CCRA, and other legislating bodies.
- Ensures HST payments are made on a timely basis.
- Researches relevant tax legislation to ensure the college is recovering all applicable tax rebates and credits. Advises college staff on the proper tax treatment of college transactions.

### **D. FINANCIAL SYSTEMS**

**15%**

- Responsible for the functional performance of the Financial Information System (PeopleSoft – FSSYS) including functional and process evaluation and testing. Liaises with IT staff on a regular basis to ensure all necessary financial information is captured on a timely and accurate basis, and to ensure reporting requirements can be met.
- Provides input and recommendations to the selection and application of new technologies to be used in the Financial Services Department and the College.
- Oversees the chart of accounts, administers the security and signing authority of the general ledger.
- Ensures appropriate controls and procedures are established, implemented and monitored for compliance, including but not limited to cash handling procedures and Point of Sale terminals. Ensures the efficient operation of the College Accounts Receivable system including invoicing, recording and collection of College monies.
- Administers and monitors the general ledger security and signing authority of the general ledger.

### **E. PROCESS IMPROVEMENTS**

**15%**

- Identifies, assesses, plans and leads process improvement initiatives required to successfully complete the department's goals and objectives, and/or workflows.
- Assess processes to determine how to reduce rework, improve quality, improve efficiency, and/or improve the ability to deliver best practice services by leveraging automation opportunities.

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- Liaison with other departments and/or external resources for the effective implementation of enhanced business processes and workflows.

### F. ADMINISTRATION

5%

- Provides leadership and supervision to seven (7) staff by determining work priorities.
- Maintains a high level of performance through effective recruiting, selecting, developing, motivating, evaluating and training of staff.
- Responsible for monitoring the departmental budget to ensure the budget is not overspent and is managed effectively.
- Conducts first investigation to resolve disputes within and from without the areas of responsibility.

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**TOTAL:**

**100%**

### 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) Ensuring the integrity of the general ledger and that the financial data is recorded uniformly and accurately, in a timely manner, and according to Canadian Public Sector Accounting Standards (PSAB). Example: researching and understanding the impact of a change in accounting policy/guideline, devising a methodology to properly account for the change and present the recommendation to the external auditors.
- b) Applying relevant tax legislation to ensure College recovers all applicable tax rebates and credits.
- c) Ensuring the College is in compliance with legislative requirements and that all external audit requirements are met. New Public Sector Accounting Board (PSAB) standards will dramatically change our financial statements. Understanding, planning and execution of the new requirements will require detailed analysis.
- d) Ensuring the cash flow forecast is accurate and updated regularly. This exercise requires detailed analysis and superior forecasting skills. Accurate forecasting will allow the College to invest excess cash in investments to generate investment income, and to plan cash outlays. Poor forecasting may result in lost opportunities and/or additional

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interest costs.

Decision-making is complex and impacts the entire College, requiring the incumbent to interact with senior management and with corporations and professionals outside the College, including financial institutions and auditors. Decision making requires consideration of the Canadian Public Sector Accounting Standards, internal control procedures, relevant legislation and MTCU guidelines.

The incumbent must ensure that controls related to financial transactions are in place to protect the College's financial assets and the reputation.

The incumbent must ensure that systems are in place to process transactions on a timely and accurate basis. Late or incorrect billing, payments of invoices or receipting could impact the College's reputation and increase the risk of financial loss, add additional work to correct and potentially compromise the integrity of the College's financial statements.

The incumbent must deal with an ever-changing environment. It is crucial to understand processes that cross college departments, including Student Services, Foundation, Registrar's Office. Decisions or changes in one area may have a profound effect on another area and on our customers. Failure to consider all information fully could result in incorrect data being provided from one area to another.

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### 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: CPA (CA or CMA or CGA)

☐ Other

Specify:

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

- Post-secondary degree in the field of accounting or finance plus a professional qualification of CPA (CA/CMA) or CGA, required at point of hire.

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

- Thorough knowledge of and expertise in financial accounting systems/processes and their proper functioning - standard business accounting practices, financial reporting and internal controls, accounts payable/receivable, commodity taxes, banking processes, cash flow monitoring.
- Familiar with web-based financial information systems (PeopleSoft preferred).
- Demonstrated leadership ability and project management skills.
- Proficiency with computer applications and related software: word processing, presentation, spreadsheet, database (MS Office Suite); email (Microsoft Outlook); Internet.
- Solid understanding of reporting requirements, analysis, forecasting techniques, budgeting

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- process, etc.
- Highly organized and self-directed.
- Collaborative management style.
- Excellent communication skills (written/verbal).
- Highly developed human relations and interpersonal skills.

### 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 type="checkbox"/> 7 years            |
| <input type="checkbox"/> 6 months          | <input checked="" 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 fulfill the requirements of the position.**

- Nine years of progressively responsible experience including financial planning, forecasting, general ledger, accounts payable/receivable, etc., following PSAB.
- Supervisory experience including hiring, assigning work, evaluating, performance appraisals, performance management, discipline, professional development, etc.
- Experience/expertise in an ERP financial information system (PeopleSoft).
- Experience and demonstrated ability to provide fiscally sound guidance and advice.
- Experience organizing a heavy workload, setting priorities and meeting strict, non-negotiable deadlines.
- Experience and demonstrated ability to identify, implement and maintain internal controls and ensure compliance.

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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) Develops processes and implements procedures to ensure the controls and ongoing processing of financial transactions such as payables, receivables, cash receipts, etc. Examples:
  - Designs and implements protective procedures to discourage possible fraudulent activities, such as petty cash audit.
  - In the event of the identification of a fraudulent activity, the incumbent will take all necessary steps to investigate, will identify problem areas, and implement preventative action(s).
- b) Ensuring the integrity of the general ledger. Example: If the Trial Balance is not in balance, the incumbent will investigate to determine the cause, in collaboration with the IT department or other Finance staff, correct the problem and implement preventative action(s).
- c) Liaising with external auditor and ensuring all audit requirements are met. Example: Identify and implement changes in accounting policy, such as deferred tuition revenue.
- d) Application of relevant tax legislation.

**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) Changes to staffing model / department structure.
- b) Decisions that have a significant cost/risk to the College. Example: The College must be in compliance with Payment Card Industry (PCI) standard or risk losing debit/credit payment capability for customers.

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**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.**

- Canadian Public Sector Accounting Standards (PSAB)
- MTCU guidelines/directives
- Canada Revenue Agency rules and regulations
- Collective Agreements
- College policies, procedures, best practices
- Computer systems support documents/manuals (e.g. PeopleSoft)
- Various reference manuals.
- Online help (Revenue Canada web site)
- Ministry of Finance investment guidelines.

### 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) Failure to recognize potential internal control weaknesses could result in significant financial loss and damage to the College's reputation. Examples: Accounts Payable overpayments; overlooked Receivables; mishandling of overdue accounts (collections).
- b) If appropriate controls and procedures are not established and monitored for compliance (e.g. Cash receipts procedure, invoicing, payables, delinquent accounts), this could result in financial loss, delays, material shortage, etc. Example: Reliable judgement is needed in determining which accounting policy, practice or estimate applies so there are no "surprises" (Identification and management of Doubtful Accounts and determining appropriate treatment of contingencies).
- c) Serious overspending could result if budgets are not monitored and managed

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effectively. (Example: Capital projects – if financial information is not recorded accurately and on time, project spending could go over budget).

- d) Incorrect application of tax legislation could result in penalties/fines to the College from Revenue Canada. Example: Good judgement is required to determine appropriateness of a tax rebate vs. Income tax credit.

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### 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.	College Executive Team	Change in accounting standards. Example: Public Sector Accounting Board Standards.	X	
	Direct Reports	Review work assignments, coaching, evaluating, etc.		X
	College employees	Accounting processes/procedures		X
	Foundation	Monthly meetings; reporting; investments.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Auditors	Audit information, requirements		X
	MTCU	Clarification on guidelines/regulations		X
	Vendors/Suppliers	Payment issues		X
	Banks	Security issues; Finance employee access; Verification of banking information.		X
	Investment Firm	Investment questions		X
	Public	General inquiries	X	
	Peers at other Colleges	Consultation regarding best practices	X	
	Provincial Committees	Lobbying MTCU	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:  
▪

\* 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.**

- Manages the staff assigned to the functions of - Accounts Payable/Receivable; General Accounting/ Cash receipts; Financial Analysts.

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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
Full-Time Staff (Support)	7
Non-Full Time Staff (FTE) *	1 PT
Contract for Service **	
<b>Total:</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 extended periods at computer.				X	
Travelling to meetings and out-of-town conferences.		X			
Travelling for tri-campus activities		X			
Note: Incumbent will typically travel on a regular basis locally two or more times monthly and out-of-town more than three times per year. (Inter campus meetings & Trips to Toronto for committee activities.)					

#### 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
Technical and analytical work to resolve problems with PeopleSoft system.			X			S
Frequent interruptions and changing priorities and demands.		X				S
Working with IT to troubleshoot issues		X				S

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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
and research solutions.						
Pressure to resolve issues quickly to meet timelines.		X				S
Analyzing data.			X			L
Preparing financial statements/reports.			X			L

### 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

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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
Tri-campus position requires ability to travel for meetings.		X	
Attend conferences & seminars.		X	

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### 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:

<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: