

# 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: May 12, 2026

**College:** St. Lawrence College  
**Location:** Tri-Campus (Kingston, Brockville, Cornwall)  
**Incumbent:** Vacant  
**Position Title:** Educational Developer  
**Classification:** ADMN 10  
**NOC Code:** 41405  
**Division/Department:** School of Contemporary Teaching & Learning (SCTL)  
**Location/Campus:** Tri-Campus (Kingston, Brockville, Cornwall)  
**Immediate Supervisor (title):** Director, Teaching Innovation & Talent

### Type of Position:

Administrative  
   Sessional Academic  
   Part-Time Support  
   Part-Time Administrative  
   Part-Time Academic  
   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: \_\_\_\_\_

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**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.**

Reporting to the School of Contemporary Teaching & Learning (SCTL), the Educational Developer will contribute to a culture of Teaching Excellence by designing and implementing professional learning initiatives that enhance contemporary teaching practices at St. Lawrence College. These initiatives will require the incumbent to utilize evidence-based practices, pedagogical/andragogical research, and emerging learning technologies to guide the creation of custom training solutions for Faculty/Staff/Admin on all three campuses.

In this role, the incumbent will work with a multidisciplinary team of teaching/learning experts to create annual training and development initiatives and programs, just-in-time training opportunities, teaching and learning resources, and will assist in providing support for course redevelopment and course-level quality assurance activities. The incumbent will also contribute their expertise to internally/externally funded SCTL projects that relate to educational development and will participate in regular service improvement processes within the SCTL.

## 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.**

| <u>KEY DUTIES</u>  | <u>% OF TIME</u>    |
|--|---------------------|
| <p><b>Educational Development</b></p> <ul style="list-style-type: none"> <li>• Design and deliver innovative training programs related to contemporary teaching practices in collaboration with Faculty, Subject-Matter Experts, and members of SCTL.</li> <li>• Conduct 1on1 consultations (in-person/virtual) with faculty and staff on matters pertaining to teaching/learning and student engagement.</li> <li>• Deliver custom workshops, training sessions, and communities of practice on a variety of teaching/learning topics across various SCTL initiatives held on individual campuses and virtually using video conferencing applications.</li> <li>• Support faculty in their effort to engage in reflective practice by supporting initiatives relating to course evaluation data, teaching squares, classroom observations, and annual reflections.</li> <li>• Design opportunities to engage in the dissemination scholarly teaching/learning within the college.</li> <li>• Develop and facilitate professional learning opportunities contributing to Teaching Excellence</li> <li>• Track data related to Faculty/Staff participation and completion of official SCTL training programs, usefulness and quality of programs and provide input on SCTL's performance.</li> <li>• Research emerging trends related to Teaching and Learning and make recommendations on projects/pilots/initiatives for SCTL consideration.</li> </ul> | <p><b>(70%)</b></p> |

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|  |   |              |
|--|---|--------------|
|  | <ul style="list-style-type: none"> <li>• Create and curate resources for the SCTL website that are designed to enhance the teaching practice of Faculty across various disciplines.</li> <li>• Provide regular on-campus support for Educational Development inquiries and SCTL initiatives linked to the incumbent's home campus (i.e., campus associated with position).</li> <li>• Participate in larger tri-campus training initiatives delivered in-person and virtual during regular working hours (e.g., 8:00am-4:00pm), evenings (e.g., after 4:00pm), and/or weekends (e.g., Saturday/Sunday 8:00am-4:00pm).</li> <li>• Contribute to institutional quality assurance processes by completing ad-hoc requests for training data, creating summary reports on initiatives, and gathering other forms of evidence on institutional teaching/learning practices.</li> </ul>   |              |
|  | <p><b>Project Management</b></p> <ul style="list-style-type: none"> <li>• Manage multiple projects with competing priorities which might involve partners from various campuses, academic schools, and/or departments.</li> <li>• Establish project timelines outlining goals, progress milestones, and budgetary requirements.</li> <li>• Monitor pilot initiatives by collecting multiple sources of data and provide recommendations to the SCTL using informed decision making processes.</li> <li>• Contribute to existing service performance metrics by collecting data from participants and analyzing trends to inform best practices.</li> <li>• Collaborate with SCTL members to inform the SCTL's annual planning cycle by reviewing issues pertaining to resource allocation, venue availability, and support requests from clients</li> <li>• Collaborate with SCTL team members and internal/external partners to ensure timely completion and delivery of projects.</li> <li>• Collaborate with provincial partners on the implementation of collaborative training programs and participates in service enhancement projects within SCTL.</li> </ul> | <b>(10%)</b> |
|  | <p><b>Administrative</b></p> <ul style="list-style-type: none"> <li>▪ Monitor workload of assigned offloaded Faculty, Subject Matter Experts, or team members within a project, course redevelopment, or training program.</li> <li>▪ Responsible for meeting specific performance targets with regards to SCTL shared initiatives.</li> <li>▪ Collaborates with SCTL team members on college quality assurance initiatives designed to improve academic services and program development</li> <li>▪ Provides managerial support for campus initiatives (i.e., home position) on behalf of the tri-campus team.</li> <li>▪ Acts as a managerial liaison for SCTL on campus during tri-campus initiatives and supports other support staff and administrative team members.</li> </ul>   | <b>(15%)</b> |

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|  |  |             |
|--|--|-------------|
|  | <ul style="list-style-type: none"> <li>▪ Ensures Occupational Health and Safety requirements are implemented and maintained within the area of responsibility on all three campuses.</li> <li>▪ Ensures all reporting employees are trained in and comply with college policies and procedures.</li> <li>▪ Responsible for mediating conflict and managing performance issues amongst team members or program participants.</li> </ul> |             |
|  | <b>Other Duties</b> <ul style="list-style-type: none"> <li>• Other duties as assigned</li> </ul>   | <b>(5%)</b> |

**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 incumbent will be responsible for designing and delivering training initiatives relating to various topics that impact contemporary teaching practices (e.g., action learning, authentic assessments, constructive alignment, portfolio-specific topics, group dynamics, etc.). These topics may unearth underlying tensions between participants that have the potential to distract the overall goal of the training. The incumbent will have to mediate any potential conflict by navigating difficult conversations in order to promote a safe learning environment for all participants.
- b) The incumbent will be responsible for promoting Teaching Excellence at the college by using evidence-based practices and college policies to guide discussions pertaining to teaching/learning. Recommendations based in educational research and policy might conflict with individual teaching practices of specific faculty. The incumbent will be required to mediate potential conflicts by providing Faculty with the appropriate support and evidence to align their teaching practices with expectations supported by college policies and frameworks.
- c) The incumbent will be responsible for leading various projects that may require resources from other divisions, departments or academic schools (e.g., program development, ITS, offloaded Faculty, SME, etc.). The incumbent will be required to establish clear guidelines on the resource allocation for each team member and respect the limitations of any agreements. Conflict may arise if a project team member is working above the original allocated agreements so the incumbent will need to mediate this conflict by engaging with the team member's immediate supervisor.

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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:

Other

Specify:

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

- A minimum of a 4-year Degree in an Education focused discipline with the specialization in teaching adult learners, curriculum, instructional design, or assessment.

#### 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 understanding of institutional, provincial, national, and international academic programs, as well as college and/or vocational teaching and learning structures, practices and standards. Thorough understanding of Ontario post-secondary academic governance, organizational and operational structures. Ability to understand and apply policies and procedures.
- Demonstrated skill in teaching across various modalities including face-to-face, online synchronous, hybrid, online asynchronous and hyflex learning environments.
- Ability to review curriculum documents and provide recommendations based on quality assurance principles to supervisors.

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- Ability to review learning plans/syllabi and provide recommendations for improvement to faculty
- Ability to review assessments, modules, lessons, learning activities, and learning materials and resources and provide feedback to faculty and/or Subject Matter Experts (SMEs)
- Ability to use learning management systems (LMS), in particular Blackboard and D2L, and Microsoft 365 applications, including MS Teams, MS Copilot, etc.
- Familiarity with Artificial Intelligence, virtual reality and immersive technology for the purposes of teaching and learning.
- Ability to write and interpret learning outcomes and design assessment tasks and grading tools (e.g., rubrics) with constructive alignment
- Strong digital fluency skills in managing various sources of information/research.
- Proven ability to work independently and collaboratively as part of a team and participate in consultative decision-making.
- Demonstrated organization, managerial, and project management skills.
- Demonstrated skill in inclusive teaching and learning practices, including the application of universal design for learning principles, intercultural pedagogy, Indigenous pedagogy, anti-racist pedagogy, etc. within a teaching/learning environment with adult learners
- Ability to initiate, coordinate, and carry out projects with minimal supervision.
- Effectively manage several projects with competing deadlines.
- Ability to produce quality written documentation and to present orally in a manner that is effective to a wide range of audiences.
- Excellent communication skills and ability to enthusiastically engage a wide range of audiences.
- Excellent interpersonal and consultation skills to support individuals with a wide variety of skill sets.

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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:

- |   |   |
|---|---|
| <input type="checkbox"/> no experience required | <input type="checkbox"/> 4 years            |
| <input type="checkbox"/> 3 months               | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 6 months               | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 1 year                 | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 18 months              | <input type="checkbox"/> 11 years           |
| <input type="checkbox"/> 2 years                | <input type="checkbox"/> 13 years           |
| <input type="checkbox"/> 3 years                | <input type="checkbox"/> 15 years           |
|   | <input type="checkbox"/> 17 years           |

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

- A minimum of 5 years of experience working in higher education with the focus of teaching or facilitating instruction.
- Experience related to course development and instructional design and related course-level quality assurance and auditing.
- Experience teaching, researching, designing, delivering, evaluating and refining Educational Development programs, services and resources in a post-secondary teaching and learning environment.
- Experience teaching across multiple modalities (e.g., Face-to-Face, hybrid, online, hyflex).
- Experience working in digital learning environments that utilize learning management systems, video conference applications, and digital resource creation tasks (e.g., slide deck, video recordings, etc).

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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) Implement existing training program or workshops created by SCTL to Faculty and/or Staff.
- b) Contribute to educational research and educational development projects with SCTL colleagues and provincial partners (e.g., ERCCHRD, CDAG, ETC, etc.)
- c) Assess the performance of training participants and/or Subject Matter Experts (SMEs) within an established training program or initiative

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

- a) Creating a new training initiative or making modifications to an existing program
- b) Pursuing an internally or externally funded research or development project.
- c) Initiating a program, initiative, collaboration, or course redevelopment that would have SCTL budget/resource implications

**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 Directives, Policies, Procedures, and Practices
- College Strategic Plan / Academic Plan
- Strategic Mandate Agreement
- Academic and Collective Agreements
- Performance appraisals

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- Indigenous Education Protocol
- Truth & Reconciliation Commission - Calls to Action
- Framework for Programs of Instruction (MCU)
- Credentials Validation Service (CVS) - Ontario College Quality Assurance Service (OCQAS)
- College Quality Assurance Audit Process (CQAAP) - Ontario College Quality Assurance Service (OCQAS)
- Postsecondary Education Quality Assessment Board (PEQAB)
- OntarioLearn Course Review Process
- SCTL Service Standards, Operational Plans, and Initiatives
- Quality Matters Course Review Guidelines
- AODA guidelines
- Copyright Legislation
- Occupational Health & Safety legislation

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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) Incumbent does not provide adequate training, mentoring, or support to Faculty which could result in low student satisfaction results for the college. This would result in a loss of reputation in academic quality and financial losses (e.g., low enrolment, contributing to SMA metrics, etc.).
- b) Ineffective communication about teaching expectations, standards, and policies with Faculty could result in poor labour relations with union members. This would result in operational challenges and loss of reputation.
- c) Ineffective management of resources during the creation of new training programs or initiatives could result in financial loss. This loss of revenue would impact multi-year objectives and delay milestones within the strategic plan.

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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.   | Faculty  | Support, Advise, Communicate      |                      | X        |
|   | External SMEs  | Support, Advise, Communicate      | X                    |          |
|   | Support Staff  | Support, Advise, Communicate      | X                    |          |
|   | Working Groups   | Consult, Advise                   | X                    |          |
|   | Academic Schools   | Consult, Advise, Communicate      | X                    |          |
|   | School of Contemporary Teaching & Learning   | Collaborate, Consult, Communicate |                      | X        |
|   | Human Resources  | Collaborate, Consult, Communicate |                      | X        |
|   |  |                                   |                      |          |
| External to the College:  |  |                                   | Occasional           | Frequent |
| External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector. | Staff at other colleges (provincial committees)  | Consult, Collaborate, Communicate | X                    |          |
|   | Provincial Educational Development Programming Committees (e.g., EDC, STLHE, CDAG, etc.) | Consult, Collaborate, Communicate | X                    |          |
|   | Partner Institutions   | Collaborate                       | X                    |          |
|   | Quality Assurance Entities   | Collaborate                       | 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.**

- The incumbent will oversee the work of participants registered in professional learning programs or training opportunities, which may include:
  - Faculty (PT / PL/ FT) or Support Staff (PT / FT) – various
- The incumbent may also oversee the work of offloaded FT Faculty or contract employees when developing new professional learning initiatives or for course redevelopment, which may include:
  - Faculty (FT) or Subject Matter Experts (SMEs) – various

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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             | 0               |
| Non-Full Time Staff (FTE) * | 0               |
| Contract for Service **     | 0               |
| <b>Total:</b>               | 0               |

**\* 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   |                                    |          |              | X        |            |
| Operating a computer/keyboarding                              |                                    |          |              | X        |            |
| Standing for extended periods while facilitating (on-campus)  |                                    | X        |              |          |            |
| Driving (e.g., weekly tri-campus travel)                      |                                    | 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<br>Intermediate<br>or Long |
| Literature Review – digital database                               |                                    |          | X            |          |            | Int                              |
| Team Meetings (on-campus and virtual)                              |                                    |          |              | X        |            | Int                              |
| Individual 1on1 consultations with Faculty (on-campus and virtual) |                                    |          | X            |          |            | Int                              |
| Creating training documents/resources                              |                                    |          |              | X        |            | Long                             |
| General correspondence   |                                    | X        |              |          |            | Int                              |
| Presentations to individuals or groups                             |                                    |          |              | X        |            | Long                             |

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| Types of Activities that Demonstrate Sensory Effort Required | Frequency (note definitions below) |          |              |          |            | Duration                         |
|--|------------------------------------|----------|--------------|----------|------------|----------------------------------|
|  | Occasional                         | Moderate | Considerable | Extended | Continuous | Short<br>Intermediate<br>or Long |
| (on-campus and virtual)                                      |                                    |          |              |          |            |                                  |

### 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.                    |

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### 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.**

*Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.*

1. *Local travel on a regular basis up to 2 times per week.  
Out-of-town travel on a regular basis 1 – 2 times per month.*
2. *Local travel on a regular basis more than 2 times per week.  
Out-of-town travel 2 – 8 times per month.*
3. *Out-of-town travel on a regular basis more than 8 times per month.*

| Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).  | Frequency (note definitions below) |          |            |
|--|------------------------------------|----------|------------|
|  | Occasional                         | Frequent | Continuous |
| Local travel on a regular basis up to 2 times per week.<br>Out-of-town travel on a regular basis 2 – 8 times per month<br><br><b>Note:</b> This position will be required to travel to all three campuses during peak training periods throughout the academic year. |                                    | X        |            |
| Dealing with difficult or disgruntled individuals e.g., mediating conflicting perceptions of faculty and college teaching expectations.  | 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 |
|  |                                    |          |            |
|  |                                    |          |            |
|  |                                    |          |            |

### 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.