

# 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:** March 10<sup>th</sup>, 2021

**College:** St. Lawrence College  
**Incumbent:** (Vacant)  
**Position Title:** Educational Developer & Curriculum Consultant – Indigenous Ways of Knowing & Being

**Classification:** Pay Band 10

**NOC Code:**

**Division/Department:** School of Contemporary Teaching & Learning (SCTL)

**Location/Campus:** Brockville or Cornwall or Kingston. Position has Tri-Campus Responsibilities

**Immediate Supervisor (title):** Associate Dean, School of Contemporary Teaching & Learning

#### 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):**

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

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

**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 incumbent is responsible for supporting the integration of Indigenous knowledge and ways of knowing and being into curricula and teaching practices at St. Lawrence College. This work will require the incumbent to design/deliver professional learning opportunities on Indigenous pedagogy, provide guidance on program curriculum to enhance Indigenous knowledge, consult with academic schools on training requirements, and collaborate with various departments on student/staff training initiatives.

Reporting to the Associate Dean, School of Contemporary Teaching & Learning (SCTL), the incumbent will work with a multidisciplinary team of teaching/learning professionals located on all three campuses. The incumbent will also be required to collaborate with members from Indigenous Student Services (tri-campus) as well as the Program Planning, Development, and Renewal (PPDR) on multiple initiatives.

Additional responsibilities will include participating in internal/external committees as well as engaging with Indigenous communities and organizations to seek out new learning opportunities for staff/students.

### 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.**

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	<b><u>KEY DUTIES</u></b>	<b><u>% OF TIME</u></b>
	<p><b>Educational Development &amp; Curriculum Consultations – Indigenous Ways of Knowing &amp; Being</b></p> <ul style="list-style-type: none"> <li>• Supports the enhancement of knowledge of Indigenous history, perspectives, methodologies, and cultural/pedagogical practices into instructional strategies.</li> <li>• Designs and delivers training programs/workshops that support the integration of Indigenous Ways of Knowing and Being within contemporary teaching practices.</li> <li>• Conducts 1on1 consultations with faculty on matters pertaining to Indigenous knowledge and inclusive teaching practices in order to promote a sense of belonging within all learning environments.</li> <li>• Conducts research on the intersection of teaching/learning and Indigenous knowledge in order to make recommendations on potential training initiatives offered by the SCTL.</li> <li>• Create and curate resources for the SCTL website that are designed to enhance inclusive teaching practices and Indigenous pedagogy.</li> <li>• Collaborate with the SLC Library to curate a list of learning resources that promote Indigenous perspectives on teaching/learning.</li> <li>• Provides support to individual faculty to determine the best resource and/or subject matter expert to deliver Indigenous based course content so that material is delivered in a culturally sensitive and respectful manner.</li> <li>• Provides leadership in the design and development of Indigenous-focused courses by consulting with faculty and academic managers (i.e., Associate Deans or Deans).</li> <li>• Serves as a member of curriculum and program committees, where appropriate, to support the integration of Indigenous knowledge within the curriculum; and acts as a collaborative partner on campus, provincial, national and international initiatives.</li> <li>• Provides guidance in the integration and alignment of Indigenous content and pedagogical practices in program curriculum.</li> <li>• Applies knowledge of, and experience with, Indigenous pedagogies and decolonization to ensure it meets the objectives of the Indigenous Education Protocol.</li> <li>• Contributes to Academic Excellence by facilitating activities relating to Scholarship of Teaching &amp; Learning.</li> </ul>	<b>(60%)</b>
	<p><b>Project Management</b></p> <ul style="list-style-type: none"> <li>• Manages multiple projects with competing priorities which might involve stakeholders from various campuses, academic schools,</li> </ul>	<b>(15%)</b>

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	<p>and/or departments.</p> <ul style="list-style-type: none"> <li>• Establishes project timelines outlining goals, progress milestones, and budgetary requirements.</li> <li>• Monitors training programs by collecting multiple sources of data and providing recommendations to Associate Dean of SCTL using informed decision making processes.</li> <li>• Contributes to existing service performance metrics by collecting data from participants and analyzing trends to inform best practices.</li> <li>• Works with the Associate Dean of SCTL to establish an annual planning cycle by reviewing issues pertaining to resource allocation, venue availability, and support requests from the academic division.</li> <li>• Collaborates with SCTL team members and internal/external stakeholders to ensure timely completion and delivery of projects.</li> <li>• Collaborates with provincial partners on the implementation of collaborative training programs and participates in service enhancement projects within SCTL.</li> </ul>	
	<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Contributes to engagement with Elders, Knowledge Keepers, Indigenous and non-Indigenous faculty and scholars, staff, students, and Indigenous communities and organizations;</li> <li>• Participates as a team member along with Indigenous Student Services staff in strategic and operational planning aimed at delivering an outstanding, holistic student experience for Indigenous learners at the college.</li> <li>• Represents the college on various community and provincial committees/organizations.</li> <li>• Collaborates with members of SCTL, Indigenous Services, and community members on special college events (e.g., Indigenous Day of Learning).</li> <li>• Provides guest speaking engagements to the college community on matters pertaining to Indigenous ways of knowing and being.</li> </ul>	<b>(10%)</b>
	<p><b>Administrative</b></p> <ul style="list-style-type: none"> <li>▪ Monitors workload of assigned offloaded Faculty, Subject Matter Experts, or team members within a team project or training program.</li> <li>▪ Meets specific performance targets with regards to SCTL shared initiatives.</li> <li>▪ Works with the Associate Dean of SCTL on larger quality assurance initiatives designed to improve academic training services.</li> <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</li> </ul>	<b>(10%)</b>

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	college policies and procedures. <ul style="list-style-type: none"> <li>▪ Mediates conflict and manages performance issues amongst team members or program participants.</li> <li>▪ Provides budgetary recommendations to the Associate Dean of SCTL.</li> </ul>	
	<b>Other Duties</b>	<b>(5%)</b>

**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) The incumbent will be responsible for designing and delivering training initiatives relating to Indigenous ways of knowing and being (e.g., Indigenous pedagogy, allyship, inclusive teaching practices, 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 academic excellence at the college by using evidence-based practices and academic policies to guide discussions pertaining to teaching/learning. Recommendations based in educational research, Indigenous methodologies, 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 properly reflect on their teaching practice.
- c) The incumbent will be responsible for leading various projects that may require resources from other departments or academic schools (e.g., Indigenous Services, PPDR, Student Wellness & Accessibility, etc.). The incumbent will be required to establish clear guidelines on the resource allocation for each team member and respect the limitations of this agreement. Conflict may arise if a team member is working above the original allocated agreement 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.

- Minimum four year degree in education (or closely related field) with experience integrating Indigenous ways of knowing and being in teaching practice.
- A Graduate Degree in Education with a specialization in Indigenous Education is preferred.
- Candidates who do not meet the western education qualification, may submit a detailed summary of their Indigenous/Cultural knowledge for consideration.

#### 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

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equipment).

- Knowledge in curriculum development and faculty development.
- Demonstrated ability to manage programming with proven vision and initiative grounded in Indigenous epistemologies.
- Demonstrated commitment to the principles of equity and diversity, and proven ability to deal effectively with a diverse population.
- Demonstrated ability to develop and facilitate professional development activities is an asset.
- is an asset.
- Knowledge of Indigenous language is an asset.
- Exceptional interpersonal communication and high levels of energy and empathy.
- Ability to manage multiple projects.
- Strong collaborative orientation; ability to work both independently and consultatively within a team.
- Excellent oral and written communication skills including academic and professional writing experience.

### 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 checked="" type="checkbox"/> 4 years |
| <input type="checkbox"/> 3 months               | <input 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           |



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☐ 17 years

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

- Minimum of four (4) years of progressive experience working with Indigenous educational programming. Significant experience living and/or working with Indigenous communities and diverse communities and stakeholders including Elders, Knowledge Keepers, community members and well-versed in protocol matters related to Indigenous (Aboriginal) relationships is essential. Demonstrated experience in educational program planning, facilitation, and consultation is preferred. Experience in the field of educational development with a post-secondary teaching and learning centre is an asset. Research and teaching experience at a post-secondary level is an asset.

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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 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 program participants within an established training program or initiative in order to award confirmation of completion.

**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) Creating a new training initiative/program for the SCTL, seeking financial resources from another department to support a cross-departmental training initiative, or making alterations to a program curriculum within the PPDR department.
- b) The incumbent would request approval from the Associate Dean (School of Contemporary Teaching & Learning) before formally pursuing an internally or externally funded research project.
- c) Making alterations to an existing SCTL training initiative or program (i.e., Associate Dean of SCTL must approve all curriculum changes prior to implementation.

**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**

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### **defined methods or procedures.**

- College Directives, Policies, Procedures, and Practices
- College Strategic Plan / Academic Plan
- Strategic Mandate Agreement
- Academic and Collective Agreements
- Performance appraisals
- Indigenous Education Protocol
- Truth & Reconciliation Commission - Calls to Action
- Framework for Programs of Instruction (MAESD)
- Credentials Validation Service (Ontario College Quality Assurance Service)
- SCTL Departmental Processes
- 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, affects on staff, students, clients or public.**

- a) Incumbent does not provide adequate training, mentoring, or support to Faculty with regards to inclusive teaching practices which could result in student complaints or discriminatory practice. 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 with external community members (e.g., Elders, Knowledge Keepers, Indigenous communities, etc) about the college's commitment to Indigenous ways of knowing and being could result in poor community relations. This would result in loss of reputation.
- c) Ineffective management of resources during the creation of new training programs 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, Communicate	X	
	School of Contemporary Teaching & Learning	Collaborate, Consult, Communicate		X
	Indigenous Services / Eagle's Nest	Collaborate, Consult, Communicate		X
	Program Planning, Development, & Renewal	Collaborate, Consult, Communicate		X
	Human Resources & Organizational Development	Collaborate, Consult, Communicate	X	
	LCC Planning Committee	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)	Collaborate	X	
	Professional Organizations (e.g., EDC, STLHE, CDAG, etc.)	Consult, Collaborate, Communicate	X	
	Community members (e.g., Elders, Indigenous Keepers, Indigenous communities)	Consult, Collaborate, Communicate		X

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Occasional (O)  
Frequent (F)

Contacts are made once in a while over a period of time.  
Contacts are made repeatedly and often over a period of time.

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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.

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(√) 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:
  - Provides guidance on matters relating to Indigenous ways of knowing and being to faculty and staff during training programs/workshops.

\* 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 which may include:
  - Faculty (PT / FT) or Support Staff (PT / FT) – various
- The incumbent will oversee the work of offloaded FT Faculty or contract employees when developing new professional learning programs or projects with Indigenous Services/PPDR which may include:
  - Faculty (FT) or Subject Matter Experts – 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	Various
Non Full Time Staff (FTE) *	Various
Contract for Service **	Various
<b>Total:</b>	Various

**\* 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

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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		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 Intermediate or Long
Literature Review – digital database				X		Int
Meetings			X			Int
Individual consultations with Faculty			X			Int
Creating training documents/resources				X		Long
General correspondence		X				Int
Presentations to individuals or groups				x		Long

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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.

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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
Tri-Campus Travel (Brockville, Cornwall, and Kingston)  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		X	
Dealing with difficult or disgruntled individuals	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.