

## 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 24, 2021

**College:** St. Lawrence College  
**Incumbent:** Vacant  
**Position Title:** Manager of Quality Curriculum Development  
**Classification:** Admin 10  
**NOC Code:**  
**Division/Department:** Program Planning, Development, and Renewal (PPDR)  
**Location/Campus:** Kingston (Tri-Campus)  
**Immediate Supervisor (title):** Dean, Program Planning, Development and Renewal (PPDR)

#### 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: \_\_\_\_\_

**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 leading a team of curriculum specialists and overseeing all curriculum development and alignment initiatives at the college. In this role, the incumbent will provide internal leadership to the College with regards to curriculum and program development as part of the college's existing quality assurance processes. The provision of curriculum development support will also include working with faculty in order to create new or redesign existing courses. This work will require the incumbent to review existing learning outcomes with discipline specialists and identify appropriate assessment strategies based on course modality (i.e., face-to-face, hybrid, and online).

Reporting to the Dean, Program Planning, Development and Renewal (PPDR) the incumbent works collaboratively in a team environment within PPDR and across the College. The PPDR is responsible for leading quality assurance and specific initiatives in all aspects of program lifecycles, including new and renewed innovative program and course development, hybrid/online course design, integration of educational technologies for learning, pathways, and other Strategic Initiatives and SMA – related institutional priorities. The incumbent will work directly with faculty and Associate/Campus Deans to provide leadership and guidance relating to curriculum/program development projects.

### KEY DUTIES

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

	<b><u>KEY DUTIES</u></b>	<b><u>% OF TIME</u></b>
<b>1.</b>	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>▪ Collaborates with Faculty/Discipline Specialists in order to design and develop new and innovative course offerings and assessment strategies and criteria.</li> <li>▪ Creates processes and resources to support leading-edge curriculum development and instructional design that adhere to the principles of UDL.</li> <li>▪ Leads various stages of the program and course design process by facilitating the curation and creation of competencies/learning outcomes, learning experiences, authentic assessments, and rubrics.</li> <li>▪ Collaborates with Manager of Multimedia Design on technology-enhanced and hybrid/online course design projects by providing curriculum development support.</li> <li>▪ Actively contributes to Credential Validation Services (CVS), PEQAB, and MCU Funding applications and provides recommendations to ensure Ministry compliance.</li> <li>▪ Designs curriculum-related documents and templates, including</li> </ul>	<b>(30%)</b>

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	<p>curriculum maps and course outlines, and assessment descriptions and rubrics.</p> <ul style="list-style-type: none"> <li>▪ Provides guidance and leadership to College stakeholders in response to curriculum-related inquiries.</li> <li>▪ Supports faculty development imbedded within team approaches to program development, review, and renewal processes</li> <li>▪ Liaises with SCTL to identify potential faculty development offerings which would serve to contribute to quality curriculum.</li> <li>▪</li> </ul>	
<b>2.</b>	<p><b>Quality Assurance</b></p> <ul style="list-style-type: none"> <li>▪ Supervises the design and implementation of the curriculum management systems in order to ensure data accuracy in curriculum information.</li> <li>▪ Collaborates with Information Technology Services, Registrar's Office, and individual Academic Schools to ensure curriculum data is current and properly maintained.</li> <li>▪ Works with various College representatives to integrate Quality Assurance processes and identify strategies for continuous improvement.</li> <li>▪ Collaborates with Academic Schools to ensure all programs and faculty are properly supported in curriculum development and renewal mapping initiatives as part of the Program Quality Assurance Management Process (PQMS).</li> <li>▪ Reviews official documents from Ministry of Colleges and Universities (MCU) and Ontario College Quality Assurance Services (OCQAS) to guide curriculum/program development processes.</li> <li>▪ Oversees the implementation of informal/formal quality assurance processes as it relates to course/program design, development and renewal.</li> </ul>	<b>(15%)</b>
<b>3.</b>	<p><b>Organizational &amp; Project Management</b></p> <ul style="list-style-type: none"> <li>▪ Provides project management expertise for the development, and continual improvement of curriculum development and renewal processes.</li> <li>▪ Works collaboratively with team members and external stakeholders to ensure timely completion and delivery of projects.</li> <li>▪ Manages multiple projects at the same time which might involve stakeholders from all three campuses and other academic partners.</li> <li>▪ Works with curriculum and subject matter specialists in order to monitor project management and achieve requirements for New Program Development processes.</li> <li>▪ Supervises curriculum development initiatives within PPDR</li> <li>▪ Contributes to the development of departmental goals by providing appropriate input to the Dean of PPDR.</li> <li>▪ Collaborates with many individuals and department/programs on internal and externally funded projects requiring curriculum development management.</li> </ul>	<b>(30%)</b>

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<b>4. Administrative</b>	<ul style="list-style-type: none"> <li>▪ Manages a team of curriculum and developers and maintains a high level of performance through effective recruiting, development, motivation and performance evaluation.</li> <li>▪ Assigns curriculum review, development and renewal tasks to curriculum specialists as needed</li> <li>▪ Monitors workload of team members for the purpose of maximizing the efficiency of the work force and meeting operational requirements.</li> <li>▪ Oversees the daily tasks performed by team members to ensure consistent curriculum and quality assurance procedures.</li> <li>▪ Monitors and promotes effective skill progression amongst team members in order to address contemporary trends in curriculum development practices.</li> <li>▪ Conducts annual performance reviews for all team members.</li> <li>▪ Supervises all strategic initiatives integrated within curriculum development and renewal processes</li> <li>▪ Develops, implements, and manages operational procedures for the efficient and effective operation of the curriculum team.</li> <li>▪ Represents the College in provincial working groups related to curriculum development.</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 college policies and procedures.</li> <li>▪ Responsible for mediating conflict and managing performance issues amongst team members.</li> <li>▪ Provides recommendations to the Dean of PPDR.</li> </ul>	<b>(20%)</b>
<b>5. 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 must make decisions that require prioritization of faculty and Associate/Campus Dean requests based on the College's availability of resources. This may require advocating with one stakeholder for the needs of the other or explaining the rationale

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for decisions about resource allocations.

- b) The incumbent will work with faculty who have varying levels of experience in curriculum development and instructional design strategies. This will require the incumbent to select appropriate strategies that best suit the need of faculty in promoting contemporary educational practices.
- c) The incumbent must make strategic decisions in promoting quality assurance processes within curriculum development practices to both new and seasoned faculty members.

### 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:

B. Ed or M. Ed.

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

- Minimum of an undergraduate degree with experience in Curriculum Studies, Instructional Design, and hybrid/online learning. Additional training (e.g., Bachelor of Education or Master's degree) in the specific field is preferred.

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- Advanced knowledge of curriculum development, alignment, and authentic assessment strategies.
- Must be able to integrate adult learning strategies into curriculum development and team processes.

**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).**

- Applied and theoretical background in curriculum, instructional design strategies, and competency-based learning.
- Experience teaching face-to-face, hybrid, and online courses at the post-secondary level.
- Proven experience in writing learning outcomes and participating in course/program development processes as well as curriculum alignment exercises.
- Familiarity with the Framework for Programs of Instruction outlined by the Ministry of Colleges and Universities (MCU) and Ontario College Quality Assurance Services (OCQAS).
- Proven experience using a Learning Management System (preferably Blackboard) in the development of course content and assessments.
- Experience integrating educational technology to facilitate instruction and assessment.
- 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.
- Ability to coordinate and carry out long-term 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 problem-solving skills to support individuals with a wide variety of skillsets.
- Commitment to inclusive practices
- Focused on continuous quality improvement
- Adaptable and positive in response to challenge and change.

### 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:**

☐ no experience required

☐ 4 years

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☐ 3 months

☐ 6 months

☐ 1 year

☐ 18 months

☐ 2 years

☐ 3 years

☒ 5 years

☐ 7 years

☐ 9 years

☐ 11 years

☐ 13 years

☐ 15 years

☐ 17 years

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

- Proven experience leading curriculum development initiatives pertaining to new course or program development.
- Teaching and/or curriculum development experience in face-to-face, hybrid, and online instruction.
- Experience creating learning outcomes, assessments, and rubrics within a post-secondary teaching environment.
- Demonstrated experience creating instructional components (course/program) using a quality assurance framework.
- Proven experience as a facilitator/trainer in private industry or instructor within post-secondary environments.

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### 4. INITIATIVE - INDEPENDENCE OF ACTION

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

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

- a) The incumbent will assign curriculum projects (mapping, program development, reviewing outlines) to specific team members based on their expertise and core function.
- b) The incumbent will work with a Subject Matter Expert and Associate/Campus Dean in order to create new course outlines (i.e., includes course description and learning outcomes).
- c) The incumbent is responsible for identifying appropriate assessment strategies that are well suited for the individual course-level and instructional modality (i.e., face-to-face, hybrid, or online).

**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 policy/procedure documents relating to curriculum development/mapping or program development.
- b) The incumbent would request guidance from the Associate Dean (School of Contemporary Teaching & Learning) about how to respond to a faculty member or subject matter expert who is not fulfilling the requirements featured within the course design or new program development process
- c) Any budget overages or capital expenditures would require supervisor's approval.

**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
- Strategic Mandate Agreement
- Academic and Collective Agreements
- Performance appraisals
- Framework for Programs of Instruction (MCU)
- Credentials Validation Service (Ontario College Quality Assurance Service)
- PEQAB Standards and approval processes
- OntarioLearn Course Review Process
- Project Plans for Hybrid/Online course production
- Quality Course Review Guidelines
- Instructional Design Professional Standards
- UDL Principles
- 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 SMEs/Faculty during the course development process which could result in incomplete face-to-face/hybrid/online courses and lower quality learning experiences for students (i.e., loss of reputation & waste of course development resources).
- b) Ineffective communication about curriculum development requirements with major internal/external stakeholders could result in CCTL losing credibility in its ability to provide curriculum development and mapping services. As a result, college stakeholders would lose interest
- c) Ineffective support and guidance to Program Developer could result in quality assurance issues within new program development process. This would damage the college's reputation with external stakeholders (i.e., Program Advisory Committees, Ministry of Advanced Education & Skills Development, and Ontario College Quality Assurance Service).
- d) Using the inappropriate assessment strategies within outcome-based learning could result in poor quality course design and would hinder student success (i.e., not meeting college initiatives).

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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
	PPDR	Collaborate, Consult, Advise, Communicate		X
Internal to the college, e.g. students, staff, senior management, colleagues.	Faculty	Support, Advise		X
	External SMEs	Support, Advise	X	
	Advisory Committees and Working Groups	Consult, Advise, Communicate	X	
	Deans' Council	Consult, Advise, Communicate	X	
	CE	Collaborate, Consult, Advise, Communicate		X
	Innovation and Business Engagement	Collaborate, Consult, Advise, Communicate		X
	International	Collaborate, Consult, Advise, Communicate	X	
	Students	Consult	X	
	School of Contemporary Teaching & Learning	Advise, Communicate	X	
	Quality Assurance Committee	Support, Consult, Communicate	X	
	Institutional Research Team	Advise, 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	Consult, Collaborate	X	
	Business & industry representatives	Consult, Collaborate	X	
	Ontario College Quality	Consult, Collaborate,	X	

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Assurance Service – Credential Validation Service	Communicate		
	PEQAB	Consult, Collaborate, Communicate	X	
	Curriculum Specialist Affinity Group (CDAG)	Consult, Collaborate, Communicate	X	
<b>Occasional (O)</b> <b>Frequent (F)</b>	<b>Contacts are made once in a while over a period of time.</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 a team of curriculum/program specialists

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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	1
Non-Full Time Staff (FTE) *	1.14
Contract for Service **	0
<b>Total:</b>	2.14

**\* 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		X			
Driving (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
Writing Competencies/Learning Outcomes				X		Int
Meetings			X			Int
Individual consultations with Faculty/Discipline Specialists			X			Int
Reading curriculum documentation				X		Long
General correspondence		X				Int
Conducting QA review of offerings				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 Intermediate or Long
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
Travel	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.