Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees
Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process, and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

Effective: 7-Apr-2026

College:	St. Lawrence College
Incumbent:	Vacant
Position Title:	Associate Director of Safety and Security
Classification:	Pay band 12
NOC Code:	22232
Division/Department:	Human Resources
Location/Campus:	Tri-Campus
Immediate Supervisor (title):	Chief of Staff

Type of Position:

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

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

Incumbent: _____ Date: _____

Recommended by

Position's Manager: _____ Date: _____

© Queen's Printer for Ontario 2001

Job Fact Sheet Questionnaire

Approved by

Senior Manager: _____ Date: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

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

Reporting to the Chief of Staff, the Associate Director, Safety and Security at St. Lawrence College provides strategic leadership and operational management to ensure a safe, secure, and inclusive tri-campus environment for all staff, students, and visitors. The incumbent oversees emergency planning and response, security operations, parking management, life safety systems, and occupational health and safety programs, ensuring full compliance with all applicable legislative and regulatory requirements.

In alignment with the College's commitment to Belonging, Equity, Diversity, Inclusion (EDI), and Indigenous Ways of Knowing and Being (IWKB), the Associate Director fosters a culture of respect, equity, and cultural safety within all aspects of campus safety and security operations. The role plays a critical part in advancing proactive and compassionate approaches, including membership of the Behavioral Intervention Team (BIT) and liaising with the Student Rights and Responsibilities team, addressing complex behavioral risks and promoting the well-being of the campus community.

Amidst an evolving risk landscape, the Associate Director champions business continuity planning, ensuring that the College is prepared to respond effectively to crises and maintain essential operations. By developing, implementing, and continuously improving comprehensive safety and security management systems, the incumbent monitors and reports on performance metrics and drives continuous improvement, supporting the College's mission to provide a safe, supportive, and welcoming environment where everyone can thrive.

KEY DUTIES

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

KEY DUTIES	% OF TIME
1. Planning and Organizing	**(60%)**

- The Associate Director serves as the College's subject matter expert (SME) in both Security and Occupational Health & Safety (OHS), providing expert guidance and operational leadership across all College campuses and locations. This includes full responsibility for

the health and safety of all employees, faculty, students, and visitors, as well as oversight of specialized and high-risk environments such as academic labs, shops, and experiential learning spaces.

- Leads the planning, development, and implementation of systems, policies, and procedures that ensure compliance with municipal bylaws, provincial and federal legislation—including the Occupational Health and Safety Act, WSIB, and Fire Code—and align with the College's values of Belonging, EDI, and Indigenous Ways of Knowing and Being. Conducts ongoing risk assessments and environmental audits to ensure safe, respectful, and inclusive learning and working environments.
- Oversees the College's Emergency Management Plan, leads and chairs the tri-campus Incident Management Teams, and ensures a coordinated institutional response to crises, including medical, fire, and security threats. Plays a key role in the College's Business Continuity Planning to ensure preparedness and operational resilience.
- Collaborates as a senior contributor to the Behavioral Intervention Team (BIT), providing safety expertise in the proactive identification and management of individuals exhibiting concerning behavior, thereby supporting mental health and community safety through trauma-informed and culturally responsive practices.
- Provides 24/7 leadership and direction to contracted security teams, ensuring proper staffing, service delivery, and adherence to College policies. Develops and monitors performance standards and contractual compliance to optimize safety and protect institutional interests. Participates in investigating incidents and ensures appropriate corrective and preventative actions.
- Ensures the effective operation, maintenance, and integration of all security-related infrastructure, including fire alarm systems, CCTV, electronic access control, intrusion alarms, and emergency communication systems. Liaises with Facilities Management and

© Queen's Printer for Ontario 2001

third-party vendors to implement technical solutions that enhance campus safety.

- Facilitates the tri-campus Joint Health & Safety Committees and leads compliance across all areas of the College—administrative, academic, and operational. This includes responsibility for specialized risk environments such as science labs, trades shops, simulation suites, and clinical placement spaces. Ensures all H&S practices are up-to-date, inclusive, and compliant with legislation.
- Delivers and oversees training programs for staff, faculty, and students on safety protocols, emergency response, and crime prevention, promoting awareness that reflects cultural competency, equity, and inclusive practices. Represents the College in external safety organizations and community partnerships.
- Administers secure access control, manages sensitive security credentialing, and maintains strong relationships with local emergency services including police, fire, and EMS. Acts as the College lead with external regulatory bodies such as the Ministry of Labour and Ministry of the Environment on all matters related to inspections, audits, and investigations.
- Oversees the development and delivery of a comprehensive parking management program, including parking product sales, permit registration, enforcement and parking infrastructure maintenance.

2. General Administration **(40%)**

- The Associate Director, as a subject matter expert in campus safety, health, and emergency preparedness, provides strategic and operational leadership to ensure that departmental activities align with St. Lawrence College's mission, values, and strategic goals, while also complying with applicable legislation, regulations, and collective agreements.
- Develops and implements departmental goals, policies, and procedures that support the objectives of the HR department and overall college. Ensures policies reflect the College's commitments to Belonging, EDI, and Indigenous Ways of Knowing and Being, with

© Queen's Printer for Ontario 2001

particular attention to equity in safety practices, trauma-informed emergency response, and culturally safe learning environments.

- Provides clear direction to security and safety support teams, including contract personnel, by establishing work priorities, approving schedules, and ensuring appropriate staffing coverage across all campuses. Champions a workplace culture of accountability, integrity, teamwork, and continuous learning, in line with the College's values.
- Designs and delivers training for staff, faculty, students, and visitors on a range of safety and security topics, including emergency response, environmental safety, mental health risk, de-escalation, and culturally responsive crisis intervention. Collaborates with academic departments to integrate health and safety awareness into academic programs and student orientation.
- Compiles, analyzes, and maintains comprehensive statistical data and performance reports using digital tools and systems to track departmental operations, incident trends, response times, and risk mitigation effectiveness. Use this data to inform strategic planning, measure compliance, and support business continuity.
- Ensures a safe and secure work and learning environment through active supervision of departmental operations, aligning all activities with provincial and federal regulatory requirements, the College's management system, and strategic direction. Coordinates continuous improvement initiatives that enhance safety protocols, reduce operational risk, and ensure psychological and physical safety for all College community members.

TOTAL: **100%**

© Queen's Printer for Ontario 2001

Job Fact Sheet Questionnaire

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 <u>three examples</u> of the most important and difficult decisions that an incumbent is typically required to make.

a) The Associate Director exercises a high level of independent judgment in managing risk, safety, and emergency preparedness across the College. They play a key membership role on the Behavioural Intervention Team, assessing and responding to complex behavioral risks using a trauma-informed, equity-centered lens. This includes managing cases from intake through resolution and developing safe intervention strategies that reflect the College's commitment to Belonging, EDI, and IWKB.

The incumbent is responsible for determining when individuals pose a credible safety risk to the College community and has the authority to restrict campus access under the *Trespass to Property Act*. These decisions require sensitivity to individual rights, legal considerations, and community well-being, and are grounded in investigative findings and collaborative consultation.

b) As a subject matter expert, the Associate Director activates and coordinates the College's Incident Management Team in partnership with the President's Office, serving as lead liaison and Incident Manager during critical incidents such as lockdowns, strikes, floods, or pandemics. They provide direct guidance to the College community during emergencies and are responsible for the timing and conditions for concluding institutional lockdowns in collaboration with municipal responders.

c) The incumbent also holds full accountability for Environmental Health & Safety across all campuses, including joint accountability for academic labs. They develop and implement health and safety policies and training in consultation with Joint Health & Safety Committees, HR, and College leadership. Their decisions directly impact compliance with legislative standards, the safety of all employees and learners, and the College's ability to foster a safe, inclusive, and responsive learning and work environment.

© Queen's Printer for Ontario 2001

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 3-year Diploma or Degree in Criminology or Sociology.

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).

- A thorough knowledge of applicable legislation, regulations, standards, principles/practices and ministry policies affecting the College (i.e., WHMIS, Occupational Health & Safety Act, Building and Fire Code) is required as well as a proven ability to write and train staff/students on policy and procedures and the ability to provide incident documentation.

© Queen's Printer for Ontario 2001

3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related**, **progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

☐ 0 - no experience	☐ 3 years
☐ 1 month	☐ 5 years
☐ 3 months	☐ 7 years
☐ 6 months	☒ 9 years
☐ 1 year	☐ 12 years
☐ 18 months	☐ 15 years
☐ 2 years	☐ 17 years

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

- Prior experience leading safety and security responses, aligning operations and responses with health and safety legislation, and an understanding of the post-secondary sector and working in a unionized environment are key elements for success in this role. Essential that the incumbent have previous experience with crisis response planning and implementation.

© Queen's Printer for Ontario 2001

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) Conduct Threat Assessments and Security Audits and enact measures to mitigate risk and rectify deficiencies.

b) Responsible for making the decision to close the College in the absence of a more senior manager.

c) Responsible in full for the Security contract for all three campuses. Manage all aspects of the contract including the approval of staffing decisions, complement, duties and contract adherence.

d) Responsible for all decisions regarding purchase, installation and use of Security equipment including surveillance cameras, access control system and emergency communication systems.

e) The incumbent develops all college safety policies and guides them through the approval process, which includes three joint health & safety committees, the College Management Team, HR, and the College Senior Leadership Team.

f) The incumbent plans, organizes and directs the implementation and operations for the safety area across all College departments. Ensures there are functioning Joint Health & Safety Committees, that regular audits are being conducted, corrective actions are implemented and reinforced.

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) Expenditures exceeding $10,000

b) Enact changes to College policy

c) Termination of contract or employees

d)

© Queen's Printer for Ontario 2001

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.

- Access control system
- Surveillance system
- Fire monitoring system
- Incident report database
- Various federal and provincial legislation
- Threat Assessment Model
- Crime Prevention Through Environmental Design certification
- College emergency response policies
- Crisis Prevention Institute, Prepare Training Program
- Parking Management System software

© Queen's Printer for Ontario 2001

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) Premature or inappropriate closure of campus would result in a disruption of service with significant impact on college reputation and finances.

b) Inappropriate decisions regarding threat assessment based on student, staff or visitor behaviour would result in an increased risk to the safety of the entire College community.

c) Inappropriate selection and utilization of security hardware and software would result in waste of resources, financial loss and increased risk to safety of the community.

d) Inappropriate recommendation advanced through the Security Audit process would cause financial loss and increased risk to the College community.

e) Inappropriate response may result in legal action taken against the College by way of lawsuit, charges under the Occupational Health & Safety Act, Environmental Protection Act or the Workplace Safety and Insurance Act.

© Queen's Printer for Ontario 2001

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.	Managers	regarding emergency response, security and life safety, threats & associated risks		X
	Threat Assessment team	threats & associated risks and resulting actions		X
	Students	regarding emergency response, security and life safety,		X
	Staff	regarding emergency response, security and life safety, threats & associated risks		X
	President & Senior Vice Presidents	Provide advise & counsel related to matters of emergency response, security and life safety, threats & associated risks		X
	Incident Management Teams	Coordinate command and control functions in support of the Incident Manager. Act as a subject expert for the IMT.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Service providers	Ensure they are performing work on campus in accordance with contracts & policies		X
	Suppliers	Sourcing solutions to security issues		X
	Consultants	Providing advice on security matters as they relate to their designs		X
	Regulatory Authorities	Resolving issues related to regulatory compliance		X
	Other college peers	Exchanging information & bench marking best practices		X
	General public	Responding to issues or concerns	X	

© Queen's Printer for Ontario 2001

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
		related to Security.		

Occasional	**(O)**	**Contacts are made once in a while over a period of time.**
Frequent	**(F)**	**Contacts are made repeatedly and often over a period of time.**

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☐ Not responsible for supervising or providing guidance to anyone.
- ☒ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- ☐ Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- ☒ Manages the staff and operations of a program area/department.*
- ☐ Manages the staff and operations of a division/major department.*
- ☐ Manages the staff and operations of several divisions/major departments.*
- ☒ Acts as a consultant to College management.
- ☐ Other e.g., counselling, coaching. Please specify:

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Manages the Security contract at the College
- Manages the Environmental, Health and Safety Officer at the College
- Manages the Parking, Safety & Security Officer at the College
- Manages and coordinates the work of cross-functional Incident Management Team and process

© Queen's Printer for Ontario 2001

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	2
Non-Full-Time Staff (FTE) *	
Contract for Service **	25
Total:	27

* 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.

© Queen’s Printer for Ontario 2001

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			
Walking			X		
Climbing	X				
Carrying light objects	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**
several hours daily in meetings			X			L
Attention to detail and accuracy requirement to accumulate and analyse data and prepare reports with strong attention to detail		X				L
Reading – regular requirement in day-to-day activities and to remain current on trends/new regulations/etc		X				I

© Queen's Printer for Ontario 2001

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Composition of documentation – inspection reports, policies, regulatory reports		X				L
Communications – regularly required to convey information and directions					X	L

FREQUENCY:

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

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as

© Queen's Printer for Ontario 2001

well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Extreme temperatures, dirt, and hazardous conditions in response to emergency situations.	X		
Exposure to unknown hazards on entry as part of incident investigations		X	
Exposure to verbal abuse in obtaining compliance with orders	X		
Travel required to other campuses weekly and to provincial meetings		X	

© Queen's Printer for Ontario 2001

Job Fact Sheet Questionnaire

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
Exposure to chemicals during management inspections		X	
Exposure to electrical and mechanical hazards during inspections		X	
Exposure to falls requiring fall arrest during inspections	X		
Exposure to conflict during dispute resolution activities		X	
Designated substances as part of management plan	X		

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position: