

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.

Dated: November 2020

POSITION IDENTIFICATION:

College: St. Lawrence College
Incumbent: Vacant
Position Title: Dean
Payband: 15
Division/Department: Faculty of Business & Community Services
Location/Campus: Kingston
Immediate Supervisor (title): Sr. Vice President Academic

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: _____

Approved by
Senior Manager: _____ Date: _____

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POSITION SUMMARY

Reporting to the Senior VP Academic, the Dean, Faculty of Business & Community Services provides vision, leadership, strategic planning, and management direction to faculty and staff responsible for academic operations in the Schools assigned as areas of responsibility.

Purposely, the Dean, Business and Community Services will engage with our partners in business and in our community, will strengthen and empower social and enterprise innovation through the development of future leaders and innovative programming.

Working collaboratively with a team of senior administrators to realize the strategic plan of the college, the incumbent supports and ensures an exceptional student experience in related programs by advancing academic priorities in teaching and learning, the Scholarship of Teaching and Learning, and Applied Research and partnerships.

The incumbent represents the College and Schools externally and, in collaboration, participates in partnership development and fundraising for the Schools. The Dean facilitates college-wide coordination of strategic initiatives, monitoring college-wide results and participates in the development and approval of academic, enrolment management, human resource and operating budget decisions.

KEY DUTIES

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

| <u>KEY DUTIES</u> | <u>% OF TIME</u> |
|--|------------------|
| 1. Strategic Academic Leadership: | (35%) |
| <ul style="list-style-type: none">Advances the College's strategic and academic plan with engagement of internal and external stakeholders by developing School plans that respond to and meet the multi-year objectives of the Academic Plan and Strategic plan.Supports the annual implementation of the Schools' plans and college-wide development initiatives with action to align resources and professional development as required to support contemporary teaching and learning and changes in the delivery of higher education and in the learning needs of our communities and our students. The incumbent leads or is a member of college-wide initiatives as required.Engages Associate Deans in the development and implementation of a multi-year plan for growth and change in programs to achieve College goals for enrolment management and continuing education, ensuring development of new programs follows College procedure and identify implications for resources to support growth and change. | |

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- With the Leadership Team and colleagues across the College, leads approved initiatives focused on innovations and teaching and learning excellence.
- Represents the Schools externally and identifies potential external opportunities to strategically advance the Schools and the College, including preparing proposals to external bodies as approved by the Sr. Vice President Academic.
- Through the Leadership Team, fosters a learning culture in the Schools, with annual recognition of both students and employees that complement College-wide recognition initiatives.
- Creates a culture of belonging with intention. Develops and supports diversity and inclusion in all aspects of school operations.
- Continues to develop the brand for the Schools, building on current success that embodies the future.

2. Operational / Divisional Management

(25%)

- Develops and maintains processes to engage managers in collaborative decision-making, with communication and involvement mechanisms to engage faculty and staff in the goals of the college and opportunities in the Schools.
- Engages all parties to support an environment of student success, aligning activities of the Schools with College expectations for academic procedures, accessibility, and enrolment management. As required, the Dean is involved in resolution of student concerns.
- Provides oversight to ensure student enrolment, retention and student success targets are monitored and achieved.
- Ensures an exceptional student learning experience is possible by maintaining quality curriculum, faculty engagement and state-of-the art facilities.
- In collaboration with the Program Planning and Development department, identify and develop new programs and learning experiences to support life-long learning within and across the related disciplines.
- Coordinates the annual budget development process per College expectations and the mid-year adjustment review with engagement of leaders and Schools employees to optimize the use of resources for ongoing sustainability.
- Responsible for the management and development of administrative processes related to staff management, and in collaboration with HR, oversees the recruitment and development of all Schools faculty and

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support staff employees.

- Responsible for facility planning, approving day-to-day improvement requests and making requests for major changes in support of strategic evolution of the Schools.
- Promotes safe work and learning practices and environment for students and employees by supporting College-wide training initiatives and taking action in relation to hazards in the Schools which are identified through workplace inspection. Ensures attention to safe practice is integrated into all program materials and practices as appropriate.

3. Partnerships and Applied Research

(17%)

- Responsible for the composition and effective implementation of Program Advisory Committees. Sets College expectations with annual planning with Associate Deans and frequently attends meetings.
- Assess the effectiveness of the PACs and ensures all internal PAC processes and requirements are followed.
- Contributes to the development, implementation and ongoing review of the Professional Currency and Scholarship of Teaching and Learning frameworks.
- Creates a culture focused on innovation, creativity and continuous improvement.
- Provides direction to the Associate Deans, Continuing Education and Corporate Training teams to meet revenue targets. Reports on entrepreneurial initiatives in the Schools.
- Supports external partnerships to maintain positive relations and forward momentum per the mandate of the partnership. Identifies opportunities for new partnerships to the Sr. Vice-President Academic, with implementation of agreements as required with input from appropriate college personnel.
- In partnership with the Advancement Office, support advancement activities through collaborative identification of prospects and development priorities and contributes to donor relationship management as requested.

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4. Quality Assurance and Continuous Quality Improvement

(17%)

- Ensures the Schools operates in accordance with college policies and procedures, taking action to ensure practices and resources support expectations. Attention will also be given to ensuring accredited programs satisfy external expectations and that Associate Deans/Program Coordinators, as appropriate, are engaged with external accrediting bodies to ensure they are aware of expectations and emerging trends.
- Engages staff in the review of annual review processes, identifying and implementing actions to ensure continuous quality improvement and an outstanding student experience.
- Works through the Leadership Team and as a component of annual planning for the Academic Plan, ensures annual reflections and comprehensive program reviews occur on a timely basis and facilitates decision-making regarding program changes through the organization.
- Participates in senior decision-making committees of the College to facilitate alignment with College expectations and interface of Schools and College initiatives. Represent the college on provincial and national committees in the relevant sectors.
- Provides leadership for provincial, national and international accreditation processes within the Schools, ensuring the appropriate accrediting criteria and requirements are met.

5. Other Duties as Assigned

(6%)

TOTAL:

100%

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1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

- a) The Dean makes decisions that ensure the efficient and effective operation of the Faculty of Business & Community Services. These decisions include long range issues such as program alignment, faculty development and approaches to student success and quality assurance as well as day to day decisions on matters such as conflict resolution, resource allocation and interpretation of policies and collective agreements.
- b) The Dean coordinates the annual budget development process per College expectations and the mid-year adjustment review with engagement of leaders and Schools employees to optimize the use of resources for ongoing sustainability. As such the Dean makes decisions to increase private sources of revenue through Corporate Training, CE revenue and entrepreneurial activity related to program areas of responsibility. This requires effective analysis to accurately assess environment situations, changes and to apply judgement on opportunities to pursue.
- c) The Dean makes decisions on the severity of sanctions imposed on students for academic or code of conduct violations up to and including suspension from the program of study and removal from the college. These decisions are life altering for the students that are removed from the college but must be made to maintain the academic standards and standards of conduct within the college. Each situation is unique and the decisions must each be based on information gained during the Dean's investigation and in consultation with appropriate resources.

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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

X 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 Master's Degree or PhD in business administration, social sciences, social science or a related field.

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).

- Knowledge of andragogy/adult learning strategies and commitment to academic excellence.
- Demonstrated support for/knowledge of, digital learning strategies and academic quality assurance.
- Demonstrated ability to foster a collegial, collaborative work environment that supports learning centered principles/delivery, inter-divisional collaboration and encourages open communication and creativity.
- Ability to develop and maintain positive relationships and partnerships with business and community service groups.
- Highly developed interpersonal skills with demonstrated ability to diffuse/resolve conflict.
- Highly developed advising/coaching skills and ability to resolve problems/disputes and

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- facilitate success strategies for vulnerable students.
- Effective communication skills (written/verbal) with proven ability to motivate, lead and manage people.
- Well-developed understanding of business financial processes and systems, including management of a complex budgeting process.
- Ability to develop and/or implement campus objectives that are consistent with the College's strategic directions.
- Reliable problem solving and decision-making skills.
- Proficient in project management, negotiation and advocacy.
- Understanding of staffing/employment processes, including recruitment, selection, training, development and performance management.
- Demonstrated ability to support diversity and belonging.
- Highly efficient within a multi-tasking environment.

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3. EXPERIENCE (to be completed by the College)

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

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

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

☐ 0 - no experience

☐ 3 years

☐ 1 month

☐ 5 years

☐ 3 months

☐ 7 years

☐ 6 months

☐ 9 years

☐ 1 year

X 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.

12 years of progressive experience in business, entrepreneurship and/or community development, including leadership responsibilities developing partnerships across departments or divisions and leading others towards innovation and excellence. The ideal candidate will possess experience in teaching, curriculum and program development, students' assessment from a learning outcomes perspective, academic quality assurance, and budgeting. Experience in the recruitment, management of human resources, development and performance management of staff. Experience with the development of new projects and programming will be preferred.

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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 Dean makes operational decisions on the strategy planning and development of the academic plan. These decisions involve changes to the Educational Activity Plan, enrolment caps, numbers of sections, budget allocations, as well as the application of college policies and interpretations of collective agreements.
- b) The Dean directs program changes to meet operational requirements such as improved contribution margins, improved student retention or increases to enrolment numbers. These changes to the status quo require high level communication skills to explain the rationale, achieve a shared vision of the desired results and to garner commitments to undertake action.
- c) The Dean represents the college in the community through a well developed network and speaks for the college on subjects related to the Faculty of Business & Community Services. Is responsible for describing the college strategic priorities and other college initiatives and activities consistent with corporate policy when speaking publicly or to the media.
- d) The Dean develops quality management procedures to ensure quality assurances of programs delivered in the schools.

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) The Dean initiates external academic partnerships, revenue generating partnerships and negotiates memoranda of understandings with other academic institutions in accordance with the Strategic Plan of the College. The Dean negotiates the terms of the agreements, develops faculty and staff commitment to the activity and coordinates the support from other college departments but does so with the approval of Sr. Vice President Academic. The Dean can negotiate contracts, partnership agreements and memoranda of agreements that have financial obligations on the part of the college, but only the Chief Financial Officer or President have the signing authority to bind the college through contracts.

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- b) The Dean initiates, plans and guides the development of new projects or initiatives but requires approval for a project that will exceed the operating budget.
- c) The Dean develops the annual instructional capital plan and the personnel plan for hiring new faculty and support staff. This involves setting priorities from the requests from the Associate Deans, achieving shared commitment to the plan and providing supporting information to assist the Leadership Team. Only the College Leadership Team can approve new full time hires or facility development involving major changes.

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.

- The Dean uses the college Strategic Plan and Business Plan to guide decision making. Existing policies within the college such as personnel policies, purchasing policies and academic policies are used on a regular basis. Human Resources procedures and Guidelines are also used as well as Collective Agreement. Ministry policies such as the Minister's Binding Policy Directives on Admissions and the Framework for Programs of Instruction are also used.

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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) Starting new programs requires thorough planning of all aspects of the program requirements, industry requirements and the potential pool of applicants. Should a new program not succeed, there will be a significant loss of revenue for the college by having committed to delivering a program with insufficient revenue. There is also a significant impact on any students that have entered the program and on the faculty engaged to deliver the program. In the case of failures of new programs the reputation of the college is damaged and there is the possibility of legal action by current students.
- b) Errors in imposing sanctions for academic or code of conduct violations have a very significant effect on the individuals involved and often result in legal action in civil court or through the Human Rights Tribunal.
- c) Decision to become involved with external partners could have significant impact on the financial position of the college or result in waste of resources and potentially affect the reputation of the College.

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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. | Associate Deans | Ensure effective academic operations by mentoring, encouraging and providing guidance. | | X |
| | Other Deans | Ensure college wide standards and common approaches to problems by providing advice, guidance and by being inclusive. | X | |
| | Members of Executive Team | Ensuring that CET has timely and accurate information for decision making by providing briefings and briefing notes and responding to specific requests for information. | | X |
| | Faculty | Improving communications and teamwork by ensuring that faculty have timely and correct information on college and ministry policies, plans and priorities. | X | |
| | Support Staff | Improving communications and teamwork by ensuring that faculty have timely and correct information on college and ministry policies, plans and priorities. | X | |
| | Non Academic Managers | Assisting in the development of projects and policies to ensure that they are coordinated with academic operations by providing advice, guidance and operational information. | | X |
| | Students | Providing information on college policies and procedures to assist in resolving concerns and complaints. Supporting student initiatives by | X | |

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| Contacts | Contacts by Job Title | Nature and Purpose of Contact | Frequency of Contact | |
|---|---|---|----------------------|----------|
| | | providing advice, guidance and operational information. | | |
| | | | | |
| | | | | |
| | | | | |
| External to the College: | | | Occasional | Frequent |
| External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector. | Industry Representatives | Learning the capabilities and needs of the company and providing information on college programs, priorities and capabilities to facilitate possible collaborative projects and other opportunities. | | X |
| | Elected Officials | Providing information on college programs and priorities to take advantage of government programs and to lobby for support for specific initiatives. | X | |
| | Parents | Providing information on college policies and procedures to assist in resolving concerns and complaints. | X | |
| | Other academic institutions | Share information on programs and capabilities to facilitate/improve academic partnership agreements. | | X |
| | Academic delivery partners | Ensure that partners are delivering our academic programs in accordance with our requirements by establishing strong personal working relationships and sharing all necessary information. | | X |
| | Media | Present the college and its programs in the most positive light by providing the media with interviews and written quotes. | X | |
| | Community organizations | Learning the capabilities and needs of the organization and providing information on college programs, priorities and capabilities to facilitate possible collaborative projects and other opportunities. | | X |
| 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.

(√) 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.* **Faculty of Health comprising of identified academic schools.**

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.

Supervised by the position:

- Associate Deans
- Manager of Academic Operations

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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 | |
| Non Full Time Staff (FTE) * | |
| Contract for Service ** | |
| Total: | TBD |

*** 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 |
| Working at a computer | | | | X | |
| Standing for presentations | X | | | | |
| Walking | 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 |
| Analyzing data | | X | | | | I |
| Reviewing reports and correspondence | | X | | | | I |
| Preparing reports and correspondence | | X | | | | I |
| Chairing meetings | | X | | | | I - L |
| Negotiating contracts and agreements | X | | | | | I - L |
| | | | | | | |
| | | | | | | |

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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 |
| | | | | | | |

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. |

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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.

| Types of Activities That Involve Job Related Unpleasant Environmental Conditions | Frequency (note definitions below) | | |
|--|------------------------------------|----------|------------|
| | Occasional | Frequent | Continuous |
| Travel to off-campus locations or other campuses | 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 |
| Walking through applied research installations | 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:

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.