St. Lawrence College
Position Description Form (PDF)

Effective Date: March 29, 2021

Campus: **Kingston with Tri-Campus Responsibilities**

Incumbent's Name: **Vacant**

Position Title: **Digital Learning Specialist**

Payband: **"i"**

Position Number:

NOC Code: **2174**

Hours per Week: **35 hours**

Supervisor's Name and Title: **André Léger, Associate Dean School of Contemporary Teaching & Learning**

Completed by: **André Léger, Associate Dean School of Contemporary Teaching & Learning**

Signatures:

Incumbent: _____ Date: _____
(Indicates the incumbent has read and understood the PDF)

Supervisor: _____ Date: _____

One-Over-One: _____ Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representative for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

> The incumbent is responsible for training and supporting faculty in using digital learning technologies that promote contemporary teaching practices. This will require the incumbent to provide one-on-one consultations, design/deliver workshops, and create training resources on various digital learning technologies. The most commonly used technologies include the college learning management system, Microsoft Office applications, and approved third party applications (e.g., video management solution). It is expected that the suite of approved applications will be revised on a regular basis which will require the incumbent to familiarize themselves with new innovative digital learning tools.
>
> Reporting to the Associate Dean of the School for Contemporary Teaching & Learning (SCTL), the incumbent will work as part of a larger tri-campus team and will contribute to the SCTL's commitment to service excellence by participating in various training activities hosted on all three campuses. This work will require the incumbent to collaborate with members from other departments (e.g., Information Technology Services, Academic Schools, and Student Services), research digital learning strategies, and utilize college policies to guide their practice.
>
> Additional duties will include data management, troubleshooting with ITS, training employees on accessibility requirements for digital content creation, participating in educational technology committees, and contributing to numerous training programs/initiatives within the School of Contemporary Teaching & Learning (SCTL).

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
Digital Learning – Training & Support • Provides one-on-one training to employees (e.g., faculty and staff) related to college-approved digital learning technologies (i.e., learning management system, Microsoft applications, video management solution, etc.). • Design and deliver specific digital learning workshops (i.e., onsite, and virtual) that promote professional growth amongst beginner, intermediate, and advanced users. • Supports part-time employees by providing evening/weekend workshops and after hour support as directed by departmental supervisor. • Creates and maintains a series of digital resources that outline evidence-based teaching practices in using college-approved digital learning technologies. • Uses college policies to guide practice in the use of college-approved digital learning technologies within the context of teaching and learning scenarios. • Advises faculty in the layout/organization of course material within the learning management system using digital teaching and instructional design principles. • Utilizes the shared SCTL account as well as the ITS ticket system to track digital learning inquiries and responds to all inquiries in a timely manner. • Troubleshoots technical/user issues with users by researching, testing, and recommending appropriate solutions. • Builds digital content and teaching resources related to larger strategic initiatives initiated by the School of Contemporary Teaching & Learning (SCTL). • Collaborates with other members of SCTL and Information Technology Services (ITS) on matters relating to system upgrades. • Participates in tri-campus onsite/virtual professional learning initiatives hosted on different campuses as part of the larger SCTL. • Participates in college and provincial committees related to educational technologies.	75%
Digital Tools - Accessibility Training • Provides one-on-one training to all employees on accessibility requirements for creating digital content using college-approved learning technologies (e.g., learning management system, Microsoft applications, and video management solution). • Designs and delivers workshops that focus on accessibility features within college-approved learning technologies to promote inclusive usage of educational technology. • Creates digital resources that outline best practices in creating accessible documentation or resources using college-approved digital learning technologies. • Reviews digital content and provides recommendations on how to meet accessibility requirements. • Collaborates with Student Wellness & Accessibility (SWA) and Information Technology Services (ITS) to review the accessibility requirements of new digital learning technologies. • Utilizes the Web Content Accessibility Guidelines (WCAG) and provincial AODA regulations to guide best practices in using digital learning technologies within various teaching environments. • Participates in college committees related to accessibility to remain current in college and legislative requirements for digital content creation.	10%
Research & Data Management • Maintains monthly training statistics for all digital learning services (i.e., workshop attendance, 1on1 consultations, emails, drop-ins).	10%

• Research new tool functionality for college-approved digital learning technologies and provides recommendations in updating existing resources. • Evaluate and review advanced functions of existing college-approved digital learning technologies in preparation of college-wide deployment. • Provide quality assurance testing for newly implemented functions or add-ons to college-approved digital learning technologies. • Remains current in various professional development frameworks relating to digital learning by conducting independent research relating to teaching and learning trends. • Regularly engages in independent research and professional development activities to enhance technical skills by reviewing existing online resources (e.g., vendor websites, help documentation, patch updates, etc.).	
Performs other duties as assigned	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

☐ Up to High School or equivalent   ☐ 1 year certificate or equivalent   ☐ 2 year diploma or equivalent

☐ Trade certification or equivalent   ☐ 3 year diploma/degree or equivalent   ☐ 3 year diploma / degree plus professional certification or equivalent

☒ 4 year degree or equivalent   ☐ 4 year degree plus professional certification or equivalent   ☐ Post graduate degree or (e.g. Masters) or equivalent

☐ Doctoral degree or equivalent

Field(s) of Study:

Minimum 4-year degree in a related field of study such as Adult Education, Educational Technology, Instructional Design, Web Design, or Information Technology with relevant experience in training staff on the use of various learning technologies, teaching adult learners, and working on professional development initiatives. An equivalent combination of education and work experience at a post-secondary level may be considered.

Additional training (e.g., Bachelor's of Education or Master's of Education) in the specific field of education or educational technology would be considered an asset.

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

☒ No Additional requirements

☐ Additional requirements obtained by   course(s) of a total of 100 hours or less

☐ Additional requirement obtained by   course(s) of a total between 101 and 520   hours

☐ Additional courses obtained by course(s) of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods, and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one (1) year	
☐ Minimum of one (1) year	
☐ Minimum of two (2) years	
☒ Minimum of three (3) years	Relevant and progressive experience working on educational technology strategies and professional learning initiatives within a post-secondary educational environment. More specifically, the incumbent should have experience in the following areas: • Using learning management system (or content management tool) to create and organize course material. • Training employees on the use of new educational technologies. • Working with a variety of stakeholders with varying levels of digital literacy skills using educational technology. • Using the principles of instructional design to develop effective training programs involving technology for adult learners. • Providing one-on-one consultation as a professional trainer. • Designing workshops and digital training materials (e.g., written handouts, infographics, videos, etc.) related to educational technologies. • Troubleshooting technical issues for users/clients/customers using user feedback. • Building digital learning materials that meet all accessibility requirements outlined within the Accessibility for All Ontarians with Disabilities Act (AODA) and follows Web Content Accessibility Guidelines (WCAG). The incumbent should also have demonstrated experience working in a team-based environment, collecting user data to inform "best practices", and managing large number of requests at any given time.
☐ Minimum of five (5) years	

☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3 examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Faculty or staff experience technical issues with common tools within the college learning management system.
How is it identified?	Faculty or staff submits a n inquiry, call, e-mail or visit office to provide details about the problem
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent troubleshoots the issue to locate the root cause of the problem, this may include gathering more information from the faculty or staff, ITS, system data, or other areas of the college. Incumbent will try to replicate problem or observe user steps that lead to the problem.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Steps are taken to research, replicate, and track the problem in stages. This may result in a variety of possible solutions which are identified, explored, and tested. The incumbent will recommend, and rank solutions considering the need and aptitude of the faculty or staff and will communicate the options to faculty or staff.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	Testing and past practices/experiences may help determine solution and proper course of action. Digital learning tool websites (e.g., vendor sites, help blogs, etc.) and online community discussion boards are available for knowledge sharing with other users that may have experienced similar problems. Connect with other SCTL team members.

3.   Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	Faculty/Staff encounters a teaching and learning problem as it relates to accessibility of digital assets and is unsure of the how to use our college approved resources to solve the problem.
How is it identified?	Faculty submits an inquiry, call, e-mail or visit office to ask questions or to explain a task they are trying to accomplish
Is further investigation required to define the situation and/or problem? If so, describe.	Connect with the faculty/staff to gain a deeper understanding of the problem and the main goal.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Refer to the college guidelines and external policies on AODA. Use basic principles of WCAG to guide practice. Explore the college approved technologies that will address the problem. Discuss the pros and cons of possible solutions with faculty to determine which solution best suit their need.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	AODA legislative requirement guideline Blackboard Standard Policy Digital learning websites may also be consulted to review how other educational institutions are handling similar situations. Connect with other members of the SCTL team. Associate Dean of SCTL may reach out to other departments during consultation (Student Wellness & Accessibility)

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	System performance issue in college learning management system.
How is it identified?	Usually identified by faculty who experience abnormal functionality within LMS or notified by ITS through discussions with student users.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation to determine whether the problem is dedicated to a particular course or user type. Connect with the user group to further understand the issue. Try to replicate problem.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Troubleshoot the problem to determine the source, this includes attempting to replicate the problem. Possible solutions are tested and observed to determine the effect on the problem. Issue may be escalated to other SCTL team members with system admin access so they may consult with ITS. If a solution is not found, ITS/SCTL will escalate the issue to the vendor.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)	ITS support staff and management. Digital learning websites and online community discussion boards are available for knowledge sharing with other users that may have experienced similar problems. Connect with other members of SCTL.

4.   Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Collect and maintain training statistics.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organization and prioritization skills. Communication Collect and collate the appropriate data
List the types of resources required to complete this task, project, or activity.	Access to the administrative system view of the college approved technologies.
How is/are deadline(s) determined?	Deadline set by departmental manager.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	A set schedule is in place for the start and completion of these activities during the year.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Conduct custom and generic workshops for faculty including new faculty orientation sessions
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Schedule and prepare material for workshop. Coordinate with Associate Dean, SCTL school offices, and faculty for custom training. Incumbent must know what technologies and respective features and functions are being used by faculty member. Incumbent tailors the workshop to give faculty the knowledge necessary to use the technology required by specific courses
List the types of resources required to complete this task, project, or activity.	Access to hardware and software for hands-on demonstration.
How is/are deadline(s) determined?	Deadlines are established by departmental manager.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Faculty or incumbent may request a change in the session due to time constraints or the addition of technologies being used.

Planning/Coordinating

	#1 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Explore and test new feature or upgraded features of college approved technologies.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Coordination with immediate team members and/or ITS. Teamwork and communication Understand the scope of the initiative Work with tight deadlines.
List the types of resources required to complete this task, project, or activity.	Access to all learning technologies and possible testing environments
How is/are deadline(s) determined?	Deadline are driven by the severity of the system issue being addressed as well as college wide operational schedule
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	This is a collaborative decision between SCTL and ITS in conjunction with specific committees. The incumbent will share their information with the larger group and participate in these discussions as an active team member.

5.   Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g., other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally "supervise "others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☐	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
☒	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	When working with a college employee, the incumbent might be required to: • Explain basic/advanced functions of college-approved digital learning technologies to employees. • Use college policies and legislative requirements (e.g., AODA) to guide best practice in the use of learning technologies. • Develop training plans for new users that outlines specific tasks for self-learning. • Review digital content to ensure it meets accessibility requirements. • Advise faculty in the use of learning technologies in classroom instruction.

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	• Troubleshoot errors using basic information from the user.
☐ ☐ The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6.   Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent will work with a variety of employees that possess different competency levels with regards to educational technology. In these circumstances, the incumbent will receive specific instructions on how to approach the issue by investigating the request and using past practice, The incumbent is expected to work independently to solve individual inquiries but has access to other resources if they require additional support.	When contributing to a larger project or initiative, the incumbent will receive specific instructions from their direct supervisor to complete tasks in a timely manner.

What rules, procedures, past practices, or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent will leverage existing digital learning resources (e.g., training materials) and college policies (e.g., LMS usage policy) to identify best practices.	They will also be able to gather best practices from reviewing exemplar courses, discussing inquiries with ITS, and leveraging the expertise of the direct supervisor.

How is work reviewed or verified (e.g., Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Feedback on regular work is provided by specific users (i.e., faculty or staff seeking support on e-learning problem). This information is reviewed by the direct supervisor at different intervals as part of the larger service review process.	The direct supervisor will provide more thorough reviews during specific projects (e.g., creation of instructional video).

6.   Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Incumbent may consult other SCTL team members to troubleshoot specific inquiries and select a viable solution.	Incumbent may consult team members from other departments (e.g., ITS) to troubleshoot specific inquiries and select a viable solution.

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Changes to established policies or procedures relating to digital learning practices. Difficulties meeting deadlines or setting work priorities. Issues requiring work that is completed outside of regular office hours.	The direct supervisor would provide guidance on key projects and goals. Decisions that would alter the operational plan for the SCTL would need to be reviewed/approved by the Associate Dean School of Contemporary Teaching & Learning.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent would be responsible for making regular decisions pertaining to the training needs of employees seeking digital learning support. In these instances, the incumbent would evaluate the needs of the user and provide recommendations as well as training to improve their success.	Researching topics for workshops using feedback and knowledge of new tools/functions in existing applications.

7.   **Service Delivery**

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Receives requests via email, telephone, in person, or online for assistance with technical issue pertaining to course setup in the learning management system	Determine the necessary steps required to alleviate the problems by conducting independent research. Advise on the use and application of technologies. Provide diagnosis and resolution of issues. Communicate the information to faculty, users via phone, email. Schedule a training session if necessary.	Faculty	D
Receives requests via email or telephone for 1on1 training consultation on a specific digital learning tool.	Liaises with requester to identify availability and training needs. Prepare documentation and research existing course (if applicable) prior to meeting. Meet with the requestor to complete training and send follow-up resources.	Faculty	D
Receives request via email to create a specific digital learning resource for a new software application.	Meet to discuss requirement with AD, SCTL. Research existing literature Completes resource using SCTL service standards. Submits completed work for team review.	Associate Dean, SCTL Faculty / Staff	W

* D = Daily   W = Weekly   M = monthly   I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g., exchanging information, formal presentations) and written (e.g., initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Instructing or training	Provides training workshops, one-one-one guidance and instructions regarding educational technologies, evidence-based teaching practices, and digital learning.	Faculty Staff Administrators	D
Exchanging routine information, extending common courtesy	Provide summary of current tasks, status of ongoing projects.	Supervisor Faculty	D
Explanation and interpretation of information or ideas.	Explain procedures and provide services and support Support with evaluation/development of digital teaching strategies to ensure quality and promote teaching excellence.	Faculty	D
Imparting technical information or advice	Provide detailed instructions, resolve technical issues and concerns. Demonstrates the use and applications of the LMS and other software / applications	Faculty	D
Obtaining cooperation or consent			
Negotiating			

* D = Daily   W = Weekly   M = monthly   I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position, or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Prolonged sitting answering email inquiries using standard college computer and headset	D			X		X	
Standing during interactive digital learning workshops in classroom environments	W / M			X		X	

  * D = Daily   W = Weekly   M = monthly   I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

☐ Light (up to 5 kg or 11 lbs.)

☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:
- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g., up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g., multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Compile training data using spreadsheets and various data sources (e.g., emails, voicemails, meeting notes)	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Designing workshops and creating associated support documentation for specific training initiatives.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Responding to faculty/staff requests pertaining to digital learning technologies by email, phone, or in-person.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

* D = Daily   W = Weekly   M = monthly   I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below	Standard office environment and classroom environment (e.g., workshops)	D
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g., freezers)		
☐ handling hazardous substances		
☐ smelly, dirty, or noisy environment		
☒ travel	Monthly tri-campus travel to attend meetings, participate in training programs, or meetings.	M
☐ working in isolated or crowded situations		
☐ other (explain)		

* D = Daily   W = Weekly   M = monthly   I = Infrequently