

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: May 5, 2025

College: St. Lawrence College
Incumbent: Vacant
Position Title: Associate Director, Facility Management Services
Position #:
NOC Code: 0714
Classification: Pay band 12
Division/Department: Facilities Management Services
Location/Campus: Kingston, with Tri-Campus Responsibilities
Immediate Supervisor (title): Senior Vice-President, Belonging, People, Culture, and Integrated Client Services

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

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Senior Manager: _____

Date: _____

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POSITION SUMMARY

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

The Associate Director, Facility Management Services at St. Lawrence College is responsible for leading the strategic and operational direction of the Facilities Management Services department. This hands-on leadership role is actively involved in directing the effective planning, daily operation, and maintenance of the College's physical infrastructure, including buildings, mechanical and electrical systems, and campus grounds—while fostering a client-focused culture rooted in service excellence, responsiveness, and SLC community engagement.

The Associate Director is committed to empowering team members through inclusive leadership, mentorship, and ongoing development opportunities. By cultivating a collaborative and high-performing environment, the Associate Director ensures that the department reflects the diversity of the campus community and leverages a broad range of perspectives to enhance service delivery and operational effectiveness.

Central to this position is a strong focus on sustainability and environmental stewardship, embedding sustainable practices into all aspects of facility operations, construction, and renewal projects to support the College's long-term environmental goals. The Associate Director champions accessibility and inclusivity, ensuring that facilities meet the highest standards of accessibility and contribute to a campus environment where everyone feels welcome and respected. The role also supports a sense of belonging by creating physical spaces that reflect and respond to the diverse needs of the College community, including the meaningful integration of Indigenous Ways of Knowing and Being into campus planning and design.

Acting as a strategic and operational advisor to the Senior Vice President, the Associate Director contributes to major capital planning initiatives and ensures alignment with the College's broader mission and vision. Responsibilities also include managing complex service contracts, ensuring compliance with health, safety, and regulatory standards, and advancing policies and procedures that promote risk awareness and campus safety. Through a combination of operational excellence, inclusive leadership, and forward-thinking strategy, the Associate Director plays a direct role in shaping a sustainable, inclusive, and responsive campus environment.

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

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1. Facilities Sustainability, Planning, and Control

(30%)

- Directly leads the strategic development and implementation of facility planning initiatives, ensuring alignment with the College's mission, strategic plan, sustainability goals, and commitment to inclusivity and Indigenous ways of knowing and being.
- Develops and delivers upon short- and long-term plans for optimizing facility use based on academic and service priorities.
- Leads the creation of design standards, strategic capital plans, and facility forecasts.
- Ensures facilities are inclusive, accessible, and reflective of diverse community needs, including Indigenous perspectives.
- Directly leads the SLC Space Plan, prioritizing projects based on programming needs, funding, and academic scheduling.
- Manages real estate-related activities including leasing, renovations, rezoning, variances, permits, and property disposition.
- Collaborates on facilities-based emergency recovery, operations, and contingency planning.
- Ensures compliance with legislation, health and safety standards, and environmental regulations.
- Builds relationships with government and city officials on planning and capital matters.
- Implements strategies to improve operational efficiency, reduce costs, and maximize resource utilization.

2. Management of College-wide Facilities and Services

(20%)

- Ensures hands-on, client-centered management of all College buildings and grounds, providing a safe, sustainable, and supportive environment for students, staff, and the wider community.
- Manages the daily operation of all facilities, including caretaking, HVAC, electrical, mechanical systems, and energy management.
- Instills and champions a service excellence culture, prioritizing SLC community engagement and satisfaction.
- Ensures the integration of Indigenous ways of knowing and being into facilities practices.
- Interprets and ensures compliance with building codes, regulations, and occupational health and safety legislation.
- Negotiates and manages service contracts, offering guidance on contract performance and compliance.
- Develops and implements utility system maintenance plans and construction project oversight.
- Directly coordinates with external consultants for planning, construction, and renovations.
- Manages project budgets, timelines, and quality assurance throughout all phases.

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3. Human Resources Planning and Management (15%)

- Directly leads departmental human resource planning, fostering a positive workplace culture that promotes health, safety, equity, and professional growth.
- Determines staffing requirements and structures for effective service delivery.
- Leads recruitment, onboarding, and orientation processes.
- Develops job descriptions and supports continuous learning and development.
- Oversees performance management, conducts evaluations, and provides coaching and feedback.
- Administers progressive discipline and termination processes in line with College policies.

4. Contract Planning and Management (20%)

- Drafts detailed bid specifications and evaluation matrices in coordination with the Purchasing Division.
- Establishes contract review schedules and performance metrics to ensure service quality.
- Ensures all contracts align with procurement directives and deliver best value to the College.
- Monitors contractor performance and implements strategies to enhance service effectiveness.

5. Procurement and Contractor Management

- Directly leads in the management and delivery of capital projects, ensuring efficient procurement, design alignment, and project execution. (15%)
- Collaborates with procurement to engage qualified general contractors for new builds and major projects.
- Acts as the primary liaison with architects and contractors to ensure adherence to budget, timelines, and design standards.
- Ensures construction projects are delivered in accordance with College expectations and approved specifications.

TOTAL: **100%**

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

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

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

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

- a) **Space Utilization and Planning:** Leads the strategic and operational direction of the department, overseeing the planning, operation, and maintenance of campus infrastructure. Balances strategic vision with financial realities, consolidating budget considerations and institutional priorities to develop a comprehensive, adaptive plan for optimizing space utilization amid competing current and future demands.
- b) **Capital Budget Management:** Capital outlay for new building projects, renovations, deferred maintenance, and general furniture and fixture requirements is subject to budget constraints. The Associate Director develops the long-range capital budgets for Facility Management Services and collaborates with the senior leadership team and other clients. They ensure decisions are based on the College Strategic plan, SLC Campus Plans, and condition audits of facilities and building equipment.
- c) **Project Management and Budget Oversight:** Directly manages multi-million-dollar projects requiring foresight and proactive problem-solving. The Associate Director identifies schedule challenges in advance and collaborates with architects, general contractors, and user groups to develop mitigation options. They maintain a project budget contingency and communicate ongoing budget status and risks to decision-makers, including the Board of Governors. The role involves assessing the validity of high-value change orders, understanding Building Code, building science, and work estimation to avoid costly mistakes and timeline impacts.

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2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post Secondary

☐ Partial Secondary School

☐ Secondary School Completion

Post Secondary

☐ 1-Year Certificate

☐ 4-Year Degree

☐ 2-Year Diploma

☐ Masters Degree

☒ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☐ Other

Specify:

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

Certified Facility Manager (CFM) or Facility Management Professional (FMP) or Leadership in Energy and Environmental Design (LEED).

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).

- Experience in applying in-depth understanding of architectural, structural, mechanical, and electrical building systems, prioritizing the integration of sustainable practices, and ensuring full accessibility in facility design and management.
- Experience leading facilities planning processes, including design, construction, and maintenance management, ensuring all projects adhere to accessibility standards and incorporate sustainable solutions, creating an inclusive environment for all users.
- Experience ensuring compliance with governing regulatory frameworks, including OH&S, Building, Fire, Safety, and Environmental Codes, as well as regulations related to accessibility and sustainability, aligning facility management with the latest legal and ethical standards.

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- Experience utilizing advanced computer software tools such as Building Automation Systems, Maintenance Management Systems, Construction/Project Management platforms, and CAD to optimize operations, streamline workflows, and enhance service delivery across the campus.
- Experience managing large, complex projects, integrating process engineering, and overseeing all stages of project delivery. Ensures projects meet sustainability goals, follow inclusive design principles, and incorporate Indigenous ways of knowing and being, enhancing both the cultural and physical accessibility of facilities.
- Experience negotiating and mediating contracts with service providers, ensuring alignment with institutional priorities, sustainability objectives, and accessibility standards. Effectively managing multiple SLC community members to deliver successful outcomes within budget and on schedule.
- Experience interpreting and applying complex facility documentation, including architectural drawings, technical specifications, and project work orders, ensuring that accessibility features and sustainable design elements are fully integrated into all projects.

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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:

- | | |
|--|---|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 8 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 11 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 15 years |

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

- Minimum of eight years of progressive experience in facilities management within a large, complex, and multi-operational environment, with demonstrated leadership of unionized staff and oversight of contracted service providers, all while maintaining a strong client service orientation.
- Extensive experience in a hands-on senior leadership role with responsibility for operational and capital budgeting, multi-year forecasting, financial reporting, and cost analysis, ensuring alignment with organizational priorities and client needs.
- Demonstrated experience using data analytics and technology platforms to support evidence-based decision-making, drive operational improvements, and enhance service delivery to internal SLC community members and the wider campus community.
- Ability to collaborate and build effective relationships with internal departments, external vendors, community partners, and government agencies to support the strategic and operational goals of the College while ensuring high-quality, client-responsive services.
- Experience managing large departmental and project-specific budgets, including responsibility for developing, monitoring, and controlling expenditures related to complex capital projects and long-term infrastructure planning.

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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) Allocates resources within the approved budget by planning, organizing & assigning work to staff, consultants & contractors to achieve department goals and objectives
- b) Selects & hires consultants/contractors & co-ordinates & oversees their work
- c) Hires, evaluates & disciplines staff as required.

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) Changes to staffing model/department structure
- b) Significant variances to the budget
- c) Approval for unplanned significant projects

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.

- College's Strategic Plan, Business Plan, SLC Campus Space Plan, Enrolment Plan
- College Policies & Procedures, Departmental Practices
- MTCU guidelines/directives, BPS directives, Auditor General of Ontario
- Governing regulations, e.g. Ontario Building, Fire, Elevator Safety, Natural Gas & Fuel, Hydro, Plumbing & Occupational Health & Safety Codes; National Fire Prevention, Ministry of Labour & WHMIS.
- Collective agreements, maintenance contracts, service contracts;
- Building automation & maintenance/ computer-aided facilities management manuals;

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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) Errors in judgement surrounding the decisions on major capital investments could result in significant waste of resources, financial losses and loss of confidence from MTCU and/or other funders.
- b) Errors in work plans and implementation could have a serious effect on occupant safety resulting in prosecution by regulatory bodies, legal action against the College and/or potentially significant interruption in business operations.
- c) The incumbent supervises the staff and operations of several major functional areas including building operations, and occupational health and safety. Supervision is exercised directly, or through subordinate supervisory personnel, overall professional and support staff personnel in these departments. Incumbents are responsible for subordinate staff in actions having significant legal and financial consequences: (potentially major) financial losses due to theft or other actions, loss of reputation of the College; lack of information integrity for decision making, legal actions, and fines.
- d) Errors in contracts binding the College may result in financial penalties, and risk to reputation to 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.	Board of Governors	Facilities presentations	X	
	SLT	Facilities presentations, SLT agenda items	X	
	Sr. Vice-President, Belonging, People, Culture, and Integrated Client Services	Consultation/providing advice/gaining approvals/sharing information/gaining perspectives/receiving direction/reporting		x
	College Administration – Deans, Directors, College Leadership Team, Managers, etc.	Analysis of long & short-term facility planning, space utilization, construction and/or renovation, financial and budget planning, and service issues.		x
	Direct reports (Managers)	Departmental goal setting, performance planning, providing direction, guidance, team building, conflict resolution		X
	Facilities Management Staff	Direction, advice, conflict resolution		X
	Other College Departments	General information, budget process direction and advice		X
	Space Planning Committee	Resource, service and project negotiation, conflict resolution		X
	College community including students, faculty, and other staff	Updates on Facility planning, campus comprehensive plan updates, Emergency Preparedness, Health & Safety, Food services	X	
	Other College Committees – CLT,	Active Participation, resource,		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	AODA, Emergency Planning Committee, Risk Management Committee.	consultation		
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Senior Directors at other Colleges and college facility association (OCFMA).	Exchanges information on suppliers, services, and best practices. Develop association beneficial to the College, Professional development		X
	MTCU and other ministries	Consulting, information sharing and negotiation. Capital submissions		X
	Federal, provincial, municipal, and regulatory agencies	Planning issues, site and building permits, information exchange, negotiation, and conflict resolution	X	
	Legal Counsel, College External Auditors, Insurance Representatives	Verification of contracts, services, and compliance with legal and audit standards	X	
	Contractors, Consultants, and Suppliers (e.g., utilities suppliers)	Construction/contract documentation, specifications, contract negotiation, direction, oversight, quality assurance, payment approvals, conflict resolution		X
	General Public	Community meetings, hearings, facility issues, etc.	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.*
- ☐ Manages the staff and operations of several divisions/major departments.*
- ☒ Acts as a consultant to College management.
- ☐ Other e.g., counselling, coaching. Please specify: Mentoring, coaching managers for succession planning.

* 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.

- Space Planner, Project Manager, Sustainability Manager, FMS operational employees (7): General Maintenance, HVAC Technical Support Officer, Facilities Technical Support Officer

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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	10
Non Full Time Staff (FTE) *	0
Contract for Service **	0
Total:	10

*** Full Time Equivalency (FTE) conversions for non-full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non-full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non-full-time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services

When considering “contracts for services,” review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

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8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting for extended periods at computer station.				X	
Walking/kneeling/crouching – inspecting campuses, constructions sites		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
Research, analysing data, large volume of reading material, blueprint drawings		X				I
Preparation/review of contract specifications & contract negotiation		X				S
Report writing		X				I

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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
Counselling staff, team building, conflict resolutions		X				S
Chairing of meetings/work groups		X				I

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 well as the frequency of exposure to undesirable working conditions.

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Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Tri-campus position requires travel between campuses on a regular basis		X	
Travel to conferences and seminars, other colleges	X		
Irregular work hours and on-call 24/7 for emergencies	X		
Dealing with behaviourally difficult clients, staff or contractors	X		
Dirt, dust, in plant areas & construction sites		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
Exposure to construction site hazards		X	
Exposure to hazardous substances in plant areas, emergency or crisis situations	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: