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 Date: March 10, 2022
Updated: June 4th, 2025

College:	St. Lawrence College
Incumbent:	
Position Title:	Manager, Planning & Special Projects
Classification:	Payband 11
Division/Department:	Academic and Student Success
Location/Campus:	Kingston Campus (Tri-Campus Responsibility)
Immediate Supervisor (title):	Senior Vice President, Academic and Student Success

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

Job Fact Sheet Questionnaire

Senior Manager: _____   Date: _____

POSITION SUMMARY

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

Reporting to the Senior Vice President, Academic and Student Success (SVP, A&SS), the Manager, Planning & Special Projects is responsible for developing and managing a planning process and communication strategy for the division and providing leadership, project management and coordination for the strategic initiatives and special projects that are foundational to the Division's multi-year and annual business plan and work plan and its role in advancing the College's strategic goals. The incumbent will manage projects following sound project management methodologies, using technology or practices utilized by Strategy and Planning or college practices. The Manager, Planning and Special Projects also provides ongoing update reports to the SVP, A&SS, the Academic and Student Success Leadership and Administrative Teams regularly. The Manager, Planning and Special Projects also supports project sponsors external to the Academic and Student Success team as identified by the SVP, A&SS, including other College Executive Team members.

Key duties include (1) to work with the SVP, A&SSand the management team, and relevant SLC departments to lead, develop and document a multi-year and an annual business and work plan, (2) to lead sustained project management for the plans and for the special projects that arise from the plans, (3) to ensure and coordinate the assessment and evaluation processes/tools required to support evidence-based decision making for the Division (4) to work with the SVP, A&SSand the management team to develop and implement an annual communication strategy that supports and advances the strategic and operational goals that underpin the business plan, work plan and special projects and (5) to provide project management leadership to the management team in support of their respective business plans, work plans and special projects.

This is a leadership role and the incumbent is responsible for providing periodic project status reports, identifying problems, presenting findings, developing solutions, assessing resource requirements, monitoring, and facilitating the implementation of respective project work plans through the entire lifecycle of the projects and ensuring that critical milestones are met and deliverables are achieved on time and on budget. The incumbent works within the College's cyclical processes to affect project planning and execution. The incumbent will identify relevant interdependencies, look for synergies between projects and teams, nurture relevant parties'engagement, provide creative problem solving and risk mitigation and communicate findings and recommendations through regular status reports to the Senior Vice President, Academic and Student Success and to the Academic and Student Success Leadership and Administrative Teams and other SLC leaders, as required.

The Manager, Planning & Special Projects provides primary support and intelligence to the SVP, A&SS in ensuring the Division is a leader within the College on its key priorities. These include strategic planning, business planning, policy development and renewal , and communications in order to ensure that the Division is playing an instrumental role in advancing the College's vision and strategic goals.

KEY DUTIES

Job Fact Sheet Questionnaire

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>

Integrated Planning and Project Management   **70%**

- Works collaboratively with Academic and Student Success Leadership and Administrative teams members to advance and embed integrated planning within the culture.
- Develops work plans, process maps and reports for Academic and Student Success Division in alignment with operational and institutional strategic objectives.
- Empowers leaders in Academic and Student Success Division with planning and monitoring tools.Takes a leadership role on the Academic and Student Success Strategic Initiatives championed by the SVP, Academic and Student Success to ensure projects are on track and improvements and/or cost savings are realized.
- Investigates and stays current with new technologies to identify opportunities for continuous improvement and develops procedures and business processes to ensure the efficient, timely and responsive delivery of divisional services.
- Analyzes data to determine efficacy of service delivery and operational needs of Academic and Student Success Division.
- Responsible for planning project resources and divisional capital requirements.
- Oversees the collection, collation, and analysis of project data.
- Identifies opportunities and oversees the implementation of requirements assessment activities to inform the project objective, design, and directions.
- Establishes, updates, and ensures compliance of institutional policies, practices, and procedures within the Division.
- Evaluates, monitors, and continuously improves Divisional services.
- Oversees the development and implementation of resources and materials within the Academic and Student Success Division.
- Liaises with Academic and Student Success Leadership and Administrative Teams to identify synergies and collaborative possibilities.
- Develops, monitors, and updates the annual business plan and work plan, which provides a comprehensive overview of all active projects within the Academic and Student Success Division.
- Develops, monitors, and facilitates the implementation of individual Project Work Plans that promote the advancement of the Academic and Student Success Division's operational and strategic initiatives.
- Develops and oversees, in collaboration with the management team, the implementation of an annual communication plan for the Division.
- Initiates projects following appropriate project management methodology including gathering and defining project requirements, developing project charters, project work plans, setting baseline budgets and schedules, identifying staffing requirements, and forming project teams.
- Selects and follows project management methods, procedures, and quality objectives, and tracks key metrics against the project baseline for assessing and reporting progress.

- Reviews deliverables, project progress, assesses resource requirements, identifies potential risks, and implements risk mitigation strategies to minimize impediments that could inhibit the projects' success.
- Balances workload and provides work direction to project team, including scheduling and assignment of work.
- Develops and implements tactics and activities to maximize project partner engagement and to provide creative solutions to problems that arise.
- Assesses variances from the project plans, budgets, and schedule baselines, develops, and implements changes as necessary to ensure the project remains within the specified scope and is within time, cost, and quality objectives.
- Provides regular project status reports, or delivers presentations, to key project partners in order to keep them up to date with the project's progress.
- Works collaboratively with Academic and Student Success Leadership and Administrative Teams to establish project goals and objectives.
- Coordinates with the Academic and Student Success Leadership and Administrative Teams to ensure project deliverables meet the scope of the assignment, are completed on time and on budget.
- Builds and maintains strong working relationships and facilitates ongoing communication with project sponsors and key internal and external project partners, as required.
- Proactively, and concurrently, leads numerous projects of considerable size, diversity, complexity, and risk.

Communications   20%

- Creates strategic Communications Plan for the Academic and Student Success Division to advance the divisional strategy.
- Manages and evaluates internal communications.
- Ensures Academic and Student Success Division's voice is present in SLC communications.
- Ensures Academic and Student Success Division's strategic direction contributes to SLC's external communications and government relations strategies.
- Ensures both internal and external facing Academic and Student Success webpages, social media accounts and other digital communications tools remain current and up to date.
- Collaborates with Student Services and Engagement department to ensure alignment between the Division's communication strategy and the department's communication plans and tactics for students.

Other Duties as Assigned: 10%

- Works collaboratively with other Sr. VP offices as needed to ensure alignment and information sharing on strategic projects/initiatives.
- Works with the SVP, A&SS and the Academic and Student Success Leadership and Administrative Teams to identify, track and report on projects.
- Other duties as may be assigned.

Job Fact Sheet Questionnaire

TOTAL: **100%**

Job Fact Sheet Questionnaire

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

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

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

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

a) The management of large, complex projects and programs including developing a clear charter, scope, budget and schedule. It requires the ability to effectively prioritize and balance requirements and schedules for individual projects that may have competing and conflicting operational priorities, to achieve departmental and college goals.

b) Makes decisions regarding the approach needed to encourage the efforts of various relevant project partners from numerous levels within, and outside, of the college in complex business process review endeavours, encouraging their commitment to the college's continuous improvement initiatives through persuasion and thought leadership, and by demonstrating the value inherent in these initiatives.

c) Accountable for ensuring project success; however, is also responsible for recommending when to terminate or de-couple an unhealthy project. The incumbent must understand why the project is not contributing to the overall achievement of the college and why the project is negatively impacting other projects. In addition, the incumbent must solicit input from numerous partner groups and collaborate with managers and staff in other areas. They must then analyze the data and provide options that will save the clients' investment and reputation.

d) Lead the annual cyclical work planning process for divisions college (eg. develop more efficient online curriculum management program)

Job Fact Sheet Questionnaire

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.

- Four-year post-secondary diploma/degree (or equivalent) in a relevant field of study such as Business Administration. An equivalency of education, training and experience may be considered.

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).

- Strong project management and analytical skills.
- Advanced planning, time management, organizational, and prioritization skills.
- Ability to communicate effectively with clarity and precision in both written and verbal capacities.
- Ability to take initiative and balance multiple priorities.
- Excellent knowledge of project management, process improvements methodologies such as Lean,

or Six Sigma, and change management.
- Excellent computer skills including a good working knowledge of MS Office applications.
- Strong leadership, management, and facilitation skills.
- Excellent knowledge and understanding of St. Lawrence College's strategic and business planning, financial planning, and budgeting cycles.
- Understanding of the Ontario College education system.
- Excellent interpersonal and customer service skills.
- Demonstrated cross-cultural skills and ability to work with a diverse workforce.
- Required to use tact and discretion when liaising with a variety of clients, students, and staff at various levels.
- Strong conflict management skills.

3. EXPERIENCE

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

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

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

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

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

- Experienced in project management, organizing a heavy workload, setting priorities, and meeting strict deadlines.
- Strong ability to multi-task and prioritize key activities.
- Ability to develop policies and procedures.
- Experience in applying change management strategies in complex organizations.
- Experience in facilitating, developing, and implementing business process redesign

projects, specifically in business process mapping, analysis, and design.
- Interpersonal skills to negotiate priorities and to resolve competing priorities among projectpartners.
- Strong critical thinking skills to apply judgment and make recommendations for improvements.
- Experience in preparing written materials to communicate concepts, plans, and results to various audiences. Written materials include proposals, briefings, reports, newsletters, articles, and bulletins.

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) Coordinates with the Academic and Student Success Leadership and Administrative Teams to ensure project deliverables meet the scope of the assignment, are completed on time and on budget.

b) Correspond with key relevant parties for input to keep projects moving forward and ensuring the appropriate level of collaboration and contribution.

c) Recommends strategies or projects to the Senior Vice President, Academic and Student Success to ensure divisional objectives are aligned and meet SLC's strategic objectives.

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) Decisions that have a significant risk to the College.

b) Strategic oversight, project prioritization decisions and approval of future project recommendations and additional funding requests.

c) Implementation of project deliverables that impact college wide operations, budget, etc. would need to be approved by the Senior Vice President, Academic and Student Success and/or the College Executive Team.

Job Fact Sheet Questionnaire

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 Strategic Plan
- Academic and Student Success divisional policies, procedures, and best practices
- College policies, procedures, and best practices
- Government and Ministry regulations, legislation, guidelines
- SLC's Academic Plan
- Mandates and Terms of Reference of college committees
- MTCU Multi-year Accountability Agreement
- KPI/Student Experience Survey Results

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)   Failure to follow up with project relevant Parties appropriately on assigned schedule tasks or deliverables to ensure the quality and timeliness of the project deliverables. Cross functional, multi-phased projects often come with cross project dependencies and very large project teams coming from operational business units. Knowing when to follow up without over managing the project team members. An appropriate balance between relying on subject matter experts, delegating, and closely monitoring performance can be difficult to achieve at times.

b)   Failure to produce comprehensive work plans and strategies may lead to omitting key tasks and, ultimately, the inability to achieve divisional goals and objectives. This could impact the entire endeavour and could result in negative effects on students, staff, and clients, as well as inefficient use of resources.

c)   Failure to effectively communicate relevant project information in a timely fashion to superiors and project team members. An effective project manager needs to understand how to communicate difficult/sensitive information tactfully. They need to understand which issues to escalate and which to diffuse so appropriate focus and attention is applied to issues that will impact project time, budget or quality and that issues that are not quality, time or budget impacting are not given more attention and emotion than they deserve.

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	
			Occasional	Frequent
Internal to the College:				
Internal to the college, e.g. students, staff, senior management, colleagues.	Senior Vice President, Academic and Student Success	Confirm divisional objectives and priorities. Regular meetings to provide updates and progress reports.		X
	Academic and Student Success Leadership and Administrative Teams	Lead project teams. Work in consultation to ensure project plans and strategies are comprehensive, realistic and being implemented. Discuss changes to projects. Build consensus for decisions and college wide changes. Provide advice and guidance regarding project management/process improvement methodologies.		X
	College Executive Team	Prepare and deliver briefings on projects, proposal of projects and recommending actions. Influence decision making regarding resources.	X	
	Administrators, faculty, support staff and students.	Discuss changes and enhancements, determine requirements, provide advice and guidance regarding project management/process improvement methodologies. Engage for collaboration and input to identify and support project initiatives. Build consensus. Use influence management and persuasion.		X
	Students and Student Governments	Ensure students' voice is reflected in divisional projects and communications.	X	
	Director, Strategic Corporate Planning	Work in consultation to ensure Academic and Student Success	X	

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
		Division is meeting the strategic needs of the College		
	Chief of Staff	Work in consultation to align Academic and Student Success Division communications with SLC communications	X	
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Colleagues at other colleges/institutions	Information exchange, sharing of learning and best practices. Collaboration. Research best practices and examine industry trends.	X	

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

Job Fact Sheet Questionnaire

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:
Project teams including members of the Academic and Student Success Division, members from other divisions, student employees and contract staff.

* 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.

The incumbent provides expertise for the implementation of the college business process improvement program, and provides that expertise to CET, Academic and Student Success Leadership and Administrative Teams, student employees and contract staff who are involved in special projects, planning and communications.

Provides functional guidance to Deans, Directors, and Managers regarding the analysis of business process redesigning. Provides technical guidance to project teams regarding the analysis of processes and the development of improvement plans.

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 (indirect, matrix reporting, front line staff)	0
Non Full Time Staff (FTE) * (student positions)	0
Contract for Service **	0
Total:	0

* 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.

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

Job Fact Sheet Questionnaire

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
Typical computerized office environment – bending, walking, standing.		X			
Sitting for extended periods at computer station				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
Work plan creation				X		I
Report writing, correspondence				X		I
Scheduling of meetings with multiple parties/work groups		X				S
Operating a computer					X	L
Planning, preparing informational documents, proofreading documents		X				I
Attending meetings			X			I
Research, analysis, developing solutions			X			I
Leading meeting/chairing or participating in meetings dealing with projects require a high level of analysis and tact on the sport and according to the situation.		X				L

Job Fact Sheet Questionnaire

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.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to other campuses and institutions	X		

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
Not applicable.			

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.