

**St. Lawrence College
Position Description Form (PDF)**

Revised: May 5, 2021

Campus: Brockville
Incumbent's Name: Vacant
Position Title: Student Success Facilitator (10-month position)
Payband: H
Position Number:
NOC Code: 1221
Hours per Week: 24
Supervisor's Name and Title: Manager, Academic Advising
Completed by: Associate Director, Student Services

Signatures:

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

Date: _____

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 Student Success Facilitators (SSFs) are responsible for supporting student academic success and positive student life experiences at St. Lawrence College. Familiar with the unique needs of post-secondary students, the SSFs play an important proactive advising role in the development, facilitation, and assessment of academic advising programs and initiatives. Under an evidence-based early-alert model, the SSFs are able to offer early interventions and success programming that shape an engaging, supportive learning and development environment supporting students in the successful academic progression into, through, and beyond the College. This includes developing initiatives and strategies based on student development theory and best practices to support the success of SLC students as it relates to their orientation and transition, academics, leadership, and life skill development. Through the advising process, SSFs proactively build advising relationships with students while also working collaboratively with partners in Student Affairs, Academics, and other College services to support student success and retention.

Knowledge, Skills, and Abilities

- Strong oral and written communication skills for student advising public speaking.
- Understanding of post-secondary trends and current challenges facing students combined with the ability to develop and deliver innovative programming.
- Ability to assess and refer students as appropriate for crisis intervention, counselling, and risk/threat assessment as necessary.
- Ability to quickly master new/emerging technology tools and proficiency in computer applications.
- Effective listening and advising skills.
- Proven problem solving and conflict resolution skills.
- Ability to apply outcome based approaches to learning strategies, interventions, and workshop delivery.
- Knowledge of student development theory and adult learning principles.
- Excellent time management and organizational skills with high attention to detail.
- Ability to handle multiple demands and competing priorities.
- High degree of initiative; ability to think analytically to solve problems creatively and effectively.
- Excellent interpersonal skills with the ability to work collaboratively with and build consensus among multiple stakeholders across the organization.
- Demonstrated ability to establish/maintain effective relationships with students, staff, Program Coordinators, Faculty, Associate Deans, Deans, and College management.
- Knowledge of advising from a student development, adult learning perspective.

Support Staff PDF

- Ability to work in a fast-paced, multi-dimensional environment required.
- Adept at data collection and applying data-driven advising and intervention strategies and managing highly complex and sensitive situations in an independent and comprehensive manner. Awareness of, and adherence to Privacy legislation is required.

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*
<p>The SSF proactively participates in activities that promote student engagement, success, and retention:</p> <ul style="list-style-type: none"> • Nurtures respectful trusting relationships with students and colleagues that are based on advising and retention principles. • Provides a safe and welcoming space to promote trust, engagement, and celebrate the diverse nature of all members of the SLC community. • Conducts academic advising student meetings to implement early intervention strategies by applying evidence-based academic advising and success planning through early identification of academic at-risk students. • Promotes student learning and development outcomes through the advising process (intellectual growth, personal and educational goals, self-esteem, resilience, independence, wellness, and diversity). • Collaborates with faculty to implement early alert and on-going academic at-risk identification and meets with students to design and apply appropriate and meaningful interventions. • Customizes, implements, and assesses academic interventions based on student academic and personal needs. • Provides learning skills and strategies to students individually, in groups or in workshops, including time management, note taking, test taking and study skills. • Co-creates and assesses success plans to support and evaluate student progress towards established goals. • Facilitates connections to the Academic Offices for transfers and credit recovery needs. • Liaises and refers students to institutional services and stakeholders and community support services. • Proactively monitors and evaluates student progress according to academic standing and goal progression. • Encourages purposeful, holistic curricular and co-curricular opportunities to support student learning and development, engagement, and retention. • Understands and practices adult learning, student development, and advising theories. • Advises students in establishing and assessing progress of goals to overcome academic and personal challenges (conflicts, life obligations, academic program fit). • Identifies and seeks solutions to potential student experienced barriers and challenges. • Encourages exploration of circulate and co-curricular opportunities to support engagement and development of career and life goals. • Contributes to an evidenced-based student tool kit of current resources (time management, study tips, note taking), providing feedback for updates to a 	<p>80%</p>

<p>central web-based repository.</p>	
<p>The SSF acts as an academic advisor to the student, SLC community and the community at large:</p> <ul style="list-style-type: none"> • Supports student transitions to College by facilitating essential orientation and transition events and workshops to enhance student engagement and the college experience. • Participates in classroom engagement opportunities to meet and connect with students, and to explain the SSF role and services. • As directed and as appropriate, engages in an ongoing manner with community partners to generate awareness of SLC opportunities and to learn of community needs. • Facilitates referrals and support students in navigating to appropriate College services and resources. • Participates in College wide recruitment activities, (e.g., Open House, Virtual Fairs, Smart Start). • Develops and facilitates workshops for students and faculty that respond to post-secondary trends, student, and community needs. • Establishes relationships and collaborates with College advisors and services to understand and support the rights and specific needs of students (i.e., Indigenous, International, etc.) • Supports the unique needs of student athletes, transfer, mature, first generation, youth in extended society care, and graduate students. • Collaborates with tri-campus SSFs to ensure consistency of services, resources, and interventions and provides tri-campus coverage as required. • Collaborates with the Manager to enhance and develop effective intervention strategies to increase student retention. 	<p>10%</p>
<p>The SSF performs administrative duties as follows:</p> <ul style="list-style-type: none"> • Documents caseload interventions and planning within a comprehensive digital platform to ensure accuracy of utilization and outcome data to support student success planning. • Reviews and accesses PeopleSoft database for information in support of student success planning. • In collaboration with the Manager and Program Coordinators, participates in program reviews and self-audits. • Attends and contributes to program team meetings. • Participates on College committees as requested by the Manager. • Consults with Manager on complex student cases and supports intervention plan. • Develops content for Communications to manage social media accounts. 	<p>10%</p>
	<p>100%</p>

* 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.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input checked="" type="checkbox"/> 3 year diploma/degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

- The field of Advising, Education, Human Services or Social Sciences or related field, preferably in a post-secondary educational environment.

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

- Three years of related, progressive work experience, preferably in a post-secondary educational or social services environment. Experience assessing/advising clients and preparing/presenting educational topics to client or community groups preferred.
- Experience with consultation and student advisement and in developing and presenting educational workshops.

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.	Student is experiencing academic difficulties.
How is it identified?	Student self-identifies or referral from faculty, Program Coordinator, or Student Wellness & Accessibility..
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent becomes familiar with and actively listens to student perspective. May collaborate with faculty and/or Program Coordinators to gather additional information including academic history, performance and behavior in class, and attendance patterns.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent identifies and prioritizes issues related to the situation, determines and reviews the most appropriate course(s) of action to help promote academic success and review available resources to assist the student. If solutions are within the incumbent's expertise, the incumbent works with the student to address academic difficulties. Further referral to additional College resources as appropriate
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	Past practices, At-Risk process, Academic Policy Manual, advisement process, tutoring guidelines, school staff, and College resources.

2. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Student is experiencing personal difficulties.
How is it identified?	Student self-identifies or referral from faculty or Program Coordinator; College staff.
Is further investigation required to define the situation and/or problem? If so, describe.	Actively listens and discusses the nature of the issue with the student in order to understand their situation and emotional state.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>Incumbent will identify and prioritize critical issues regarding the situation and determine student's immediate ability to cope and function. Incumbent will provide temporary support to students if they are experiencing immediate crisis and arrange a transfer of care to Wellness Services the Campus Health Centre.</p> <p>For non-crisis related events, the incumbent will assist student in making decisions in their best interest, identify options/available College resources and supports and determines a strategy that will help to improve the situation.</p> <p>The incumbent arranges referral to Wellness and/or other resources as required and ensures a safe handover. For non-crisis or health related events, the incumbent will determine if school staff should be informed of situation and discuss with Manager when appropriate.</p>
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	Past practices, Wellness Services, Program Coordinators, College resources (Student Association, Student Services, Health Centre, Financial Aid, other SSFs and other College or community resources).

	#3 regular & recurring
Key issue or problem encountered.	High program attrition.
How is it identified?	The Manager provides program-related data for team discussion in identifying barriers to academic success. The incumbent brings collateral program-related information to the SSF team.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent contributes to data collection through consistent and accurate data entry. Data reporting is reviewed as a team and retention related data is compiled by the Manager and shared with the SSF team. Annual data is compiled and provided to the Programs and SSFs as part of Program annual reviews. The incumbent must apply best practices as identified in current literature and rely on current program data generated through Beacon
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent must identify barriers to persistence that exist in program or School and recommend/develop initiatives that support student retention and success; awareness and promotion of student retention and success initiatives; monitoring and evaluation of effectiveness and utilization of initiatives.

3. 3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	Student complaint or conflict.
How is it identified?	Student self-identifies; referral from faculty, Program Coordinator or College staff.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent determines whether further information is required and listens to the perspectives of all parties involved.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent actively listens and works with student to discern the underlying causes of conflict and works with all parties concerned to develop and implement a proactive solution. The incumbent arranges referral to College resources when appropriate, and requests permission of the student to disclose information if required. Incumbent determines if school staff should be informed of situation and discusses with supervisor when appropriate.
What sources are available to assist the incumbent finding solution(s)? (E.g. past practice, established standards or guidelines.)	Manager, Dean, Policies and Procedures, Student Code of Conduct, Ontario Human Rights Code, Accessibility Services, faculty, or Program

Coordinator.

Analysis and Problem Solving

#2 occasional (if none, please strike out this section)

Key issue or problem encountered.

Student experiencing financial difficulties.

How is it identified?

Student self-identifies; referral from faculty, Program Coordinator or College staff.

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent discusses the nature of the difficulties with student in order to clarify their concerns and assesses whether the student requires immediate or future assistance.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Incumbent determines the severity of the financial problem and urgency of financial needs. Incumbent reviews available resources and identifies possible options and assists the student in developing a plan to address his/her financial needs. The incumbent may refer the student to Financial Aid or a Counsellor if required.

What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)

Manager
 Student Association
 Food vouchers
 Financial Aid
 SSF team

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:

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project, or activity.

How is/are deadline(s) determined?

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.

#1 regular and recurring

Planning and facilitating academic success initiatives for students, including intervention / program development.

The incumbent develops, organizes, supervises, and implements individual and group interventions to assist students seeking to improve their academic success. The incumbent may be required to determine student issues through communication with the student and/or faculty regarding student needs. The incumbent may be required to develop written information on learning strategies to provide to the student or groups of students.

Faculty/Program Coordinators; Research and recommendations on effective learning strategies; Student Success Facilitator collaboration.

Deadlines will vary depending on the situation and student(s) needs.

Incumbent will evaluate effectiveness of project and report results. Faculty and Coordinators can provide feedback on effectiveness of success initiatives and recommend changes to the activity as required.

#2 regular and recurring

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project, or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines whether these changes have an

Retention Initiatives.

Consult with Manager and Associate Deans. Monitor statistical trends and reports. Research professional literature to determine issues and develop a needs analysis. Identify appropriate solutions. Prioritize issues and develop timelines. Evaluate effectiveness of initiatives. Consult and collaborate with Manager and Associate Dean.

Manager, Dean, Student Services, Program Coordinators, faculty, students. Current research and documents, College policies and procedures.

Incumbent determines deadlines for various initiatives in conjunction with Manager, Deans, Program Coordinators, faculty, other Student Success Facilitators.

Incumbent will evaluate effectiveness of project and report results. Dean will discuss with incumbent if changes are

impact on others? Please provide concrete examples.

required.

4. Planning/Coordinating

	#1 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Classroom visits and presentations (e.g., Orientation workshops; in-class learning strategy workshops).
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Determines what information to share with students. Develops workshop or presentation. Collaborates with faculty to determine class schedule.
List the types of resources required to complete this task, project, or activity.	Incumbent identifies classroom equipment or technology required for presentations.
How is/are deadline(s) determined?	Delivery of presentations and services throughout the semester cycle, College student developmental need and program needs.
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.	Incumbent will evaluate effectiveness of the project and impact on students and faculty and report results. Manager will discuss with incumbent if changes are required.
	#2 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Activities to support SLC Student Orientation Program.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent contributes to the development of activities that facilitate student interaction and integration into the College community.
List the types of resources required to complete this task, project, or activity.	Past practices; Manager, Dean; Program Coordinators and faculty may provide orientation guidelines specific for each program. SSF team will collaborate on orientation initiatives.
How is/are deadline(s) determined?	Orientation activities take place within the first week of classes each semester in accordance with the College academic calendar.
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.	Incumbent will provide feedback. The Manager will discuss with the incumbent if changes are required. Impact on students and faculty is determined by the Dean, faculty, students, Student Services and SSF Team.

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
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise others. The incumbent may be required to explain procedures to other employees or students	
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	The Incumbent intervenes with students struggling with academic performance and provides academic advising, and direction with regard to program content, and academic support requirements (e.g., academic advising, referral to peer tutoring, career advising), including appropriate follow-up. Develops academic success plans with students, collaborating and jointly developing course of action to be successful.
<input type="checkbox"/>	<input type="checkbox"/>	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 Facilitator has significant freedom to work independently with established objectives, targets, and goals. Maintains a student-focused schedule of available times for student meetings, communications, and consultation.	

What rules, procedures, past practices, or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Employee Information Guide Freedom of Information and Protection of Privacy Act Academic and Administrative Policies Past practices PeopleSoft Manual Beacon Manual	

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)
Informal feedback from students, coordinators, and faculty	Work is reviewed periodically through meeting with immediate supervisor, reporting and data analysis, departmental meetings, etc.

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)
Arranging academic support or developing a success plan for students in collaboration with student.	Advisement function requires contact with other departments and College resources to identify available support and options for student.

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)
Issues that deal with the parameters of the Advisement function. Student appeals or complaints.	Advising student on sensitive issues that may have broad College implications. When a College process or policy is blocking student success. Complex student issues or contexts of students in crisis where handover to mental health professionals is not immediately available.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Student referral to appropriate College resources. Learning strategies that best meet the needs of the student.	Determines whether student requires immediate assistance such as crisis counseling or immediate financial support (or outside community services).

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 group 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?		
In-person, e-mail, or phone request for College Support or services.	Incumbents must determine eligibility based on established criteria and whether request is symptomatic of other issues. Provides appropriate direction after assessment.	Student Faculty Program Coordinator Associate Dean	D
In-person, e-mail, or phone request for information on developing learning skills.	The Incumbent must determine specific needs and surrounding issues. Provides appropriate instructions on learning skills.	Student	D
In-person, e-mail, or phone request for academic or personal advising.	The Incumbent must determine the level of support required to assist student and if referral is required. Incumbent may provide individual support that addresses student personal or academic need.	Student	D
In-person, e-mail, or phone request for information or advisement on student issues.	Incumbent identifies student issues that faculty should be informed of or aware of. Appropriate solution or strategies discussed.	Faculty	W
In-person or e-mail or phone request for information or progress relating to student issues.	Incumbent identifies and reports any significant student issues. Appropriate solutions or follow-up are discussed. Incumbent recommends initiatives that improve student success and retention.	Manager/Dean	I

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)*
Exchanging routine information, extending common courtesy	Regular contact with supervisor, faculty, and program coordinators relating to student issues.	Students, Dean, Manager Faculty, Program Coordinators	D
Explanation and interpretation of information or ideas.	Student advising and assisting students in developing their learning skills. Class presentations to students.	Deans, Coworkers, Faculty Students	D
Imparting technical information and advice	Explaining College computer systems / academic shares, Blackboard, slc.me and PeopleSoft.	Students	D
Instructing or training	Providing learning strategies to students. Conducting workshops.	Students	D
Obtaining cooperation or consent	Incumbent requests permission of the student to disclose information if required. Incumbent will determine if school staff should be informed of situation and discuss with supervisor when appropriate.	Students Faculty Dean	W

* 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
Sitting	D			X	X		
Standing	D	X			X		
Walking	D	X			X		
Keyboarding	D		X		X		
Climbing stairs	D	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.)

Books, files, stacks of paper, orientation materials.

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
The Facilitator must exercise effective solution-focused advisement skills, including careful listening, interpretation, probing, observation, assessment, and evaluation to meet the needs of each student.	D		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

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
Attending Program Coordinator, At-Risk and regular Program Meetings, listening understanding various programs, gathering information on students, sharing student information as appropriate.	W		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)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Standard office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Students are upset over academic or personal issues. Student conflict or complaint with faculty or another student.	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty, or noisy environment		
<input checked="" type="checkbox"/> travel	Recruitment presentations to high school students	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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