Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Transfer Credit & PLAR Coordinator

Payband: F

Position Code/Number (if applicable): S00528

Scheduled No. of Hours: _____35____ per week

Appointment Type: X 12 months □ Less than 12 months:

Supervisor's Name and Title: Jeff Macnab, Manager Records

Completed by: Jeff Macnab

PDF Date: 01 Apr 2018
JEC Review: 12 Dec 2019
Updated November 2019

Signatures:

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

Date:

Supervisor:

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 for 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 representation 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.

Under the direction of the Manager, Records, the incumbent coordinates the transfer credit and PLAR processes This includes working with academic departments to develop standard procedures in the assessment and communication of transfer credits equivalencies and PLAR applications.

This position has the responsibility of maintaining and updating transfer credit/PLAR procedures for faculty, staff and students. The incumbent is responsible for developing documentation where necessary, providing information regarding College procedures pertaining to transfer credits, facilitating discussion and training with academic departments, staff, prospects, applicants and students regarding transfer credit procedures.

The incumbent has an advisory role to support prospects, applicants and students in navigating the Transfer Credit and PLAR processes. The incumbent is responsible for assisting these client groups in identifying the best approach to receiving academic recognition for past education and/or experience. Academic area makes the ultimate decisions regarding equivalencies for TC and PLAR. The incumbent is responsible for ensuring these client groups understand all Transfer Credit, PLAR and pathway options available to them and any potential impact that may result of selecting one option over another. It is the incumbent's responsibility to ensure institutional consistency in transfer credit and PLAR processes and practices.

The incumbent is responsible for configuring, updating and maintaining transfer credit rules in the Student System to automate transfer credit processing and student level advisement maps to track a student's graduation requirements. The incumbent is responsible for updating the Ontario Transfer Credit database for Direct Entry and Advanced Standing students.

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 time annually*
Transfer of Academic Credits/Experiential Learning (PLAR) Develop and implement procedures for internal transfer credit/PLAR processing for staff and faculty and external transfer credit/PLAR processing for students. Liaise with academic departments and staff to ensure transfer credit equivalency process is effective and efficient. Provide training/assistance to academic departments and administrative staff regarding Transfer Credit/PLAR procedures. The incumbent will inform Admissions decisions regarding eligible transfer credits and equivalents by evaluating the incoming student transcript. The incumbent will keep abreast of government policies and initiatives related to transferability of students and student pathways across post-secondary institutions, updating current processes and procedures and advising internal stakeholders as required.	40
Advising The incumbent has a lead role in advising prospects, applicants and students to assist them in navigating the Transfer Credit/PLAR process, making sure they are aware of their responsibilities, deadlines, and the outcome or impacts of selecting a particular Transfer Credit/PLAR option over another (i.e. direct entry vs. advanced standing). The incumbent will facilitate information sessions to groups and individuals to ensure that the client has a sound understanding of the Transfer Credit/PLAR process. The incumbent is responsible for providing options that will best suit the clients' needs that will inform them to make a decision to best support the student in their academic goals. The incumbent will advise college administrators, faculty, program coordinators, academic advisors, student advisors, support staff and subject matter experts about Transfer Credit/PLAR processes. The incumbent will work closely with staff in Admissions, Financial Aid and Records to ensure students are fully supported through the Transfer Credit or PLAR processes.	35
Rule Configuration Configure Student Information System to accurately reflect transfer credit equivalencies. The incumbent will maintain the Ontario Transfer (OnTransfer) database. Define and maintain Academic Requirements for Direct Entry and Advanced Standing students. The incumbent will assess equivalency rules to ensure they are updated appropriately and assessments are accurate.	20
Other related duties as assigned	5

* To help you estimate approximate percentages:

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

1. Education

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

- ☐ Up to High School
- ☐ 1 year certificate
- ☒ 2 year diploma
- ☐ Trade certification
- ☐ 3 year diploma / degree
- ☐ 4 year degree or 3 year diploma / degree plus professional certification
- ☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
- ☐ Doctoral degree

Field(s) of Study:

Office Administration

B. Check the box that best describes the requirement for 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 requirement 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 requirements obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional requirements obtained by course(s) of a total 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 year 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 on-the-job training occurs after the conclusion of the educational course or program.

□ Less than one (1) year	
□ Minimum of one (1) year	
X Minimum of two (2) years	Experience working in the post-secondary education environment including familiarity with general concepts associated with transfer credits, course assessment, course equivalencies, and government initiatives regarding student pathways in post-secondary. Experience in developing and implementing procedures and processes. Experience in advising, communicating with, and providing training to a variety of stakeholders. Intermediate level spreadsheet, database and presentation software; Excellent organizational skills and superior writing and communication skills Demonstrated ability to problem solve, perform research and work in a team environment. Excellent client support, communication, teamwork and advising skills in a post-secondary setting.
□ Minimum of three (3) years	
□ Minimum of five (5) years	
□ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement 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 judgement 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.	Academic areas may assess the same courses for transfer credit multiple times.
How is it identified?	Through queries and consultation with the academic departments the incumbent will determine what courses are being approved multiple times.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent will review the current equivalency rules and student data to determine if the same transfer credit is being evaluated multiple times.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review student transfer credit data after each term to identify multiple assessments. Verify information with the academic school for accuracy.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Historical transfer credit data on the Student Information System. Consultation with the academic school.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	Transfer credit assessments are often not done until well into the semester which impacts the student's ability to enroll in another course if credit is granted.
How is it identified?	Student or staff member complaints when appropriate transfer credits are not received in a timely manner.
Is further investigation required to define the situation and/or problem? If so, describe.	Review the current process and obtain input from staff and faculty to determine the areas that are bottlenecks
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Once bottlenecks are identified, analyze key issues to develop recommended solutions in consultation with staff members and faculty.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The incumbent will have to consult with staff to develop new procedures.

#3 regular & recurring

Key issue or problem encountered	Transfer credit process and procedures are not clear for staff, students or faculty to understand and follow consistently.
How is it identified?	Through student, staff and faculty complaints.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes - Review transfer credit procedures for students within Fleming and at other post-secondary institutions and develop best practices.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review multiple processes in place throughout the College and at other post secondary institutions to identify best practices to promote a smooth, seamless process, transparent experience for the student. Analyse and evaluate potential solutions to develop recommendations.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The incumbent can refer to procedures used at other post-secondary institutions.

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	Encountering current transfer credit process where internal course equivalents are awarded inconsistently.
How is it identified?	While reviewing of course equivalency data based on past assessments.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, determine if the course content has significantly changed.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will assess the course equivalency granted in the past and identify any inconsistencies.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The incumbent will use the database of course equivalencies to query and identify inconsistencies. The staff member will also use information gathered from meetings with faculty and staff members as well as past practices.

	~~#2 occasional~~
~~Key issue or problem encountered~~	
~~How is it identified?~~	
~~Is further investigation required to define the situation and/or problem? If so, describe.~~	
~~Explain the analysis used to determine a solution(s) for the situation and/or problem.~~	
~~What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).~~	

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.

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

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Developing and maintenance of automatic transfer credit rules. . Testing and analyzing the results of different transfer models to determine “best fit”. Meeting with the stake holders to gather information, design and implement processes. Also includes the creation/maintenance of procedural documentation .
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Must be able to organize and prioritize information received from faculty and staff members. Must be able to assess whether existing rules can be modified or whether new rules need to be created. Incumbent must be able to utilize spreadsheets, query data and configure test scenarios.

List the types of resources required to complete this task, project or activity.	Discussions with Technical Business Analyst, Academic area. students and other post-secondary institutions regarding current practices
How is/are deadline(s) determined?	Deadlines determined in consultation with Manager, Records and academic department, registrar's office staff
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Manager, Records and Technical Business Analyst

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Define student level Academic Advising maps for Direct Entry/Advanced Standing students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Must be able to locate students with Direct Entry or Advanced Standing status. Compile admissions information including transcripts and other academic qualifications.
List the types of resources required to complete this task, project or activity.	Discussions with Technical Business Analyst, Academic area. students and other post-secondary institutions regarding current practices
How is/are deadline(s) determined?	Deadlines determined in consultation with Manager, Records and academic department, registrar's office staff
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Manager, Records and Technical Business Analyst

	~~#3 regular & 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? And who determines whether these changes have an impact on others? Please provide concrete examples.~~	

4. Planning/Coordinating

	#1 occasional
List the project and the role of the incumbent in this activity.	Develop training sessions for faculty and staff to review transfer credit process and procedures and provide information regarding the ONTransfer site and the provincial initiative
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must be able to identify and organize key players in the current process to ensure that they are included in training sessions/discussion.
List the types of resources required to complete this task, project or activity.	Microsoft Office Suite, including PowerPoint.
How is/are deadline(s) determined?	Deadlines determined in consultation with manager of records.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Manager

	~~#2 occasional~~
~~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? And who determines whether these changes have an impact on others? Please provide concrete examples.~~	

5. Guiding/Advising Others

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

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☐	☐	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent must be able to fully demonstrate the correct processes/procedures related to transfer credits. The incumbent is responsible for addressing all issues related to student transfer credit applications. In addition, the incumbent is responsible, for providing information to program coordinators, academic advisors and staff on new processes and procedures related to the transfer credit system, and enrolment record maintenance.

☒	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	The incumbent is expected to recommend a course of action when encountering an issue pertaining to transfer credit processing that has not previously been encountered. The incumbent acts as an advisor to students, college administrators, faculty, program coordinators, academic advisors, student advisors, support staff and subject matter experts with regards to Transfer Credit and PLAR policies and processes to enable them to make decision regarding what steps they should take next related to Transfer Credits.
☐	☐	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 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 the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent is expected to establish their own priority list and execute the functions of the position with minimal supervision. The nature of the work requires the incumbent to have a moderate degree of latitude to plan their time, and take independent action to carry out the functions of the position. Supervision is minimal and is supportive in nature as opposed to giving direction. However, the incumbent may seek direction or clarification for more unique situations and when troubleshooting a problem.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Ontario Council on Articulation and Transfer (ONCAT) guidelines & recommendations Past practice which will be utilized as best practices Transfer Credit Procedures, PLAR procedures Manager's guidance & input	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Feedback received from Manager, academic departments, Records staff, Admissions staff.	

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)
Prioritizing transfer credit equivalencies to process in consultation with academic departments The incumbent would consult with staff in Financial Aid, Records, Academic Areas and Admissions to determine what impact, if any, would result from granting enough transfer credit equivalencies to change a student's status from full-time to part-time.	

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)

The incumbent will make decisions with regards to updating forms and content on the website in consultation with the Manager. The Incumbent would consult with Manager if a transfer credit rule request from a program coordinator/advisor is not consistent with other approvals/decisions.	The incumbent will consult with supervisor to determine next steps if information is not being received in a timely manner from various sources (ie. Academic departments, staff, etc.)

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent will decide, based on input from academic departments and volume of work, which course equivalencies to enter into the ONCAT system and the Evolve system and which course equivalencies require further investigation and supporting documents. Based on the above, the incumbent will organize their daily work. The incumbent will determine when to seek further clarification from academic departments with regards to how to proceed in setting up equivalencies. Based on workload, the incumbent will set daily work priorities and ask for clarification and direction from Manager when needed. The incumbent will interpret equivalency information provided by academic departments and enter this information into the equivalency database.	Upon encountering conflicting information pertaining to course equivalencies, the incumbent will decide which direction to take based on pre-determined procedures.

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 the 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 fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

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

Information on the service	Customer	Frequency

How is it received?	How is it carried out?		(D, W, M. I)*
Ensuring transfer credit and PLAR procedures updated to meet College and Ministry requirements.	Contributes to the development of transfer credit procedures for faculty, staff, students based on information gathered, recommendations and research into the current processes	Faculty, staff, students	M
Develop and provide training session on transfer credit procedures for faculty and staff based on recommendations and research into the current processes.	Creates and delivers training session. Training session content would be customized based on audience needs and existing knowledge.	Faculty and staff	I
Updates and maintains online transfer guide	Updates electronically	Faculty, staff, students	w
Students, staff, parents requesting assistance/ clarification on Transfer Credits / PLAR application processes in person, by phone, mail, or electronically.	Speak with individual(s) to gather information assess the situation and assist clients in identifying the best approach to receiving academic recognition for past education and/or experience. The incumbent is responsible for ensuring these client groups understand all Transfer Credit, PLAR and pathway options available to them and any potential impact that may result of selecting one option over another.	Students/Potential Students/Parents/Staff	W

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

8. Communication

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

Communication Skill/Method	Example	Audience	Frequency

			(D, W, M ,I)*
Exchanging routine information, extending common courtesy	Transfer credit equivalency information exchange with academic department Processes and procedures related to Transfer Credit/PLAR forms.	Staff, faculty, students Staff, faculty, students	D D
Explanation and interpretation of information or ideas	The Incumbent explains processes to staff and students and how certain decisions that the student makes could impact their student status (full-time vs. part-time),or prevent the student from receiving full credit for past education.	Staff, faculty, students	D
Imparting technical information and advice	In communicating to ensure that the transfer credit procedures are understood & accepted the incumbent needs to ensure that faculty and staff understand the technicalities of the process. Prepares and shares information with faculty, coordinators, advisors and staff regarding Transfer Credit/ PLAR process Promoting the online transfer credit system to prospects, applicants and students	Staff, faculty Staff, faculty, prospects, applicants, students	D W
Instructing or training	Develop and deliver formal workshops & training on new transfer credit processes in a workshop setting and one-on-one setting.	Staff, faculty,	M
Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the

ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, 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 at desk and keyboard	D			X	X		
Lifting/moving/shifting /bending to get files	D	X			X		
Walking/climbing stairs	D	X			X		
Lifting boxes of historical files to purge as new files take their place	W		X		X		
Graduation – Brealey, Frost, Haliburton Lifting, Pushing, Pulling/Bending/Climbing/Crouching – Set up of convocation ceremony, Crouching, climbing and lifing to set up and decorate stage, lifign, setup of chairs, loading and unloading vehicles, lifting boxes of programs, diplomas. Carrying large boxes of gowns, standing for extended periods of time	I			X		X	

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

X Light (up to 5 kg or 11 lbs)	Files
X Medium (between 5 to 20 kg or 11 to 44 lbs)	Convocation: loading and unloading vehicles, lifting boxes of programs, diplomas. Carrying large boxes of gowns in addition to work done by Physical Resources
□ Heavy (over 20 kg or 44 lbs)	

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours 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 (eg. 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 mins	Long up to 2 hrs	Extended > 2 hrs
Reviewing Transfer Credit / PLAR requests which involves reviewing data and complex government policies. Concentration required in order to ensure accuracy.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? x Usually □ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Comparing data that could be in lines and tables and in various format such as paper on a computer screen	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? x Usually □ No				

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11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
◙acceptable working conditions (minimal exposure to the conditions listed below)		D
□ accessing crawl spaces/confined spaces		

X dealing with abusive people	The incumbent experiences frustrated students/family members who use derogatory or threatening speech. This occurs more frequently during peak times.	I
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
□ travel	Travel to Frost to provide service to students during peak periods	I
□ working in isolated or crowded situations		
□ other (explain)		

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