

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: International Student Services Advisor (Sutherland) Payband: H

Position Code/Number (if applicable): S00409

Scheduled No. of Hours 35

Appointment Type: 12 months less than 12 months

Supervisor's Name and Title: Tracey McConnery, Manager, International Student Services and English Programs

Completed by: Tracey McConnery
April 2018

PDF Date: November 6, 2017

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.

Working with the International Student Services team, the International Student Advisor focuses on enhancing the service experience of international students and ensuring effective supports are in place, contributing to the retention and success of International Students.

This position is responsible for researching, planning, implementing, communicating and evaluating international student programming and services to support international students' transition to Fleming College and integration into the community.

The incumbent works with the ISS team to coordinate and implement International Student Orientation, Arrival Services, international student receptions and cultural celebrations, immigration workshops and information sessions, field trips and other identified programming within International Student Services. Irregular travel is expected within the position for selected services and programming.

The incumbent is also responsible for advising and supporting international students on issues of concern such as matters of immigration, health insurance, and cultural and social integration.

This position has the lead responsibility of coordinating Arrival Services for international students, including pre-arrival outreach, airport and shuttle services and accommodation assistance.

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*
<p>1. Advising</p> <p>Working collaboratively with the ISS Team, the incumbent plans, delivers and evaluates supports and services for international students, assisting them in feeling supported and included both in the college and community.</p> <p>The incumbent works with the ISS team to advise and support international students in such areas as pre and post arrival, housing, social and community integration, and immigration.</p> <p>International student advising is responsive to students needs and can place during student drop-in sessions, 1:1 appointments, or small group settings.</p>	35%
<p>2. Programming</p> <p>The incumbent works with the ISS team to plan, coordinate, or implement programming for international students, such as welcome receptions, cultural celebrations, workshops, field trips, international kitchens, and peer mentoring activities.</p> <p>The incumbent also works with the ISS team to coordinate college functions associated with international students such as training, meetings, and recognition events.</p>	25%
<p>3. Service Coordination</p> <p>The incumbent works collaboratively with the ISS team to plan and implement Arrival Services and International Orientations at both the Sutherland and Frost campuses.</p> <p>The incumbent also works with the ISS team to hire and supervise student workers under the International Student Employment Plan.</p> <p>The incumbent also has the lead responsibility of coordinating Arrival Services for the fall, winter, and spring semester intakes at both the Sutherland and Frost campuses. Such coordination includes facilitating pre-arrival communications, arranging airport shuttle pick-ups and drop offs, working with local accommodation providers to arrange for short-term stays, and working with the Fleming Off-campus Housing team to assist students in finding long-term accommodations.</p>	30%

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4. Communications In collaboration with the ISS team, the incumbent is responsible for creating, providing and maintaining up-to-date communication materials for International Student Services. These resources include designing posters for upcoming events, updating and maintaining the affinity site, designing and sending out weekly update email communications to the international student body, and updating social networking tools like facebook and twitter.	5%
5. 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:

Business Administration, Community Development, Education, Student Development, Recreation, Social Work, Sociology, International Studies,

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

Minimum of two (2) years

Minimum of three

working in international education, particularly in international student support including knowledge of international networks and support programs

(3)
years

- o knowledge of current Canadian immigration processes including IRCC legislation, policies and procedures pertaining to international students
 - o advising international students regarding immigration & settlement with proven ability to troubleshoot, analyse and solve problems to meet customer needs excellent customer service skills with empathy and patience to effectively deal with anxious and frustrated students.
 - o working in a multi-cultural setting with strong skills related to cultural sensitivity including excellent human relation skills with the ability to relate to students from a variety of social, academic, economic and cultural backgrounds
 - o excellent communication skills (verbal and written) with the ability to convey complicated information in a manner which is understood
 - o demonstrated ability to exercise diplomacy and tact in resolving conflict
 - o strong presentation skills in the development and delivery of non-academic workshops
 - o demonstrated, relevant event/non-academic program planning experience including promotion and advertising
 - o working independently, in a team environment, organizing, prioritizing and problem solving own work, handling multiple tasks and timelines from a variety of sources in order to meet deadlines.
 - o ability to effectively allocate tasks to student employees, volunteers.
 - o experience dealing with sensitive and confidential information referring to related policies and the FOI Act.
 - o experience using word processing, spreadsheet, email and internet applications
 - o membership in good standing of the Immigration Consultants of Canada Regulatory Council (ICCRC) as a Regulated Canadian Immigration Consultant (RCIC/RISIA) is an asset
- Experience in promoting and advertising programs or events.

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.	International student integration: International students may arrive without housing, face academic barriers or need to change their immigration status
How is it identified?	Student presents problems directly to the incumbent, or staff and faculty identify issues.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent might have to do research, deal with authorities such as Immigration, Refugees and Citizenship Canada, contact faculty to identify academic issues or off campus housing to identify housing issues.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will evaluate and explore creative solutions based on knowledge and experience, an understanding of the real or perceived needs of students, and/or by referencing current or best practises in other departments/colleges/communities/etc.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practice, internal and external experts, immigration guidelines and services, community organizations/networks, such as the New Canadians Centre.

#2 regular & recurring

Key issue or problem encountered

Lack of extra-curricular programming of interest or relevance for international students. This may result in retention issues, or difficulty in attracting other students from within that particular community.

How is it identified?

Students present the concern.
Incumbent is responsible for assessing or identifying best practices for programming to benefit international students as well as requests from community organizations and internal partners.

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

Yes – community organizations such as New Canadians Centre to assess and explore programming opportunities and challenges.
Communicate with other colleges to determine their programming plans and challenges.
Incumbent would determine measurement tools (ie Survey/focus groups) for incoming and current students to assess and analyze their feedback for future planning.

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

Assess feedback, best practices to determine a number of programs, excursions and community partner outreach events for each semester incumbent believes would benefit international students and contribute to enhancing their student experience.

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

Past practice, consult with other colleges/colleagues, discussion and approval of supervisor.

3. Analysis and Problem Solving

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

Key issue or problem encountered

The incumbent may be informed of plans to celebrate an aspect of culture or heritage which may involve politically charged references or facts, or an event which misrepresents certain groups.

How is it identified?

Feedback provided to incumbent from faculty, staff and/or students. Own awareness through direct involvement. Local community. Surveys and/or focus groups

<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Incumbent must be able to determine whether an issue should be addressed in the moment or whether a larger organizational response is required.</p> <p>The incumbent may have to consult various College bodies or bring together committees to address the issue. The incumbent must be able to make judgement calls and be able to identify when to refer to the Coordinator of Diversity, Accessibility & International Student Supports or involve the Human Rights Officer.</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>Determine whether the concerns raised are due to a lack of cultural awareness. Educate individuals involved about appropriate cultural protocols. Also plan to facilitate college student and staff programs around International/Cultural Student awareness.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).</p>	<p>Internal experts, community resources, past practise, supervisor</p>

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

<p>List the project and the role of the incumbent in this activity.</p>	<p>The incumbent works with the ISS team to plan and deliver international student programming and services including but not limited to International Student Orientation, Arrival Services, peer mentoring, welcome receptions, and selected excursions. The incumbent must take the needs of all campuses into consideration. These programs and services must be researched, co-ordinated, promoted, implemented and evaluated by the incumbent.</p> <p>The incumbent's role is to set timelines for planning and implementation and to recommend programming/events to enhance the international student experience.</p>
<p>What are the organizational and/or project management skills needed to bring together and integrate this activity?</p>	<p>Focused event planning, organizational, problem solving, promotional, customer service and communication skills – determining promotional and communications plan, working across departments to best assess needs of multiple stakeholders including academic schools, several service departments, student government and community contacts tracking registrations, logistics in setup of event, training and supervising student assistants, arranging hospitality, meeting demands of other groups.</p> <p>Time management and multitasking skills are necessary as incumbent would be planning in advance of several key initiatives including timely pre-arrival communication, Orientation plans, and international student extra-curricular programming.</p>
<p>List the types of resources required to complete this task, project or activity.</p>	<p>Communicate with staff, faculty, administrators, community contacts and student leaders to help guide incumbent's decisions related to international student programming.</p> <p>Communicate with supervisor re budget issues, student assistants, facilities re: rooms/space availability, timetable input, obtain service area participants co-operation.</p>
<p>How is/are deadline(s) determined?</p>	<p>Orientation programming and dates set in harmony with start up. Airport shuttle program deadline determined by arrival of students. Promotional and communications plan determined by incumbent. Programming plan determined by incumbent in partnership with ISS team. Incumbent sets tasks and deadlines for student workers on a regular basis.</p>

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.

Incumbent works with ISS team to determine necessary changes. For example, changes could be due to recommendations from Orientation planning committee, an analysis of student survey results, or a change in IRCC policies and procedures. Incumbent determines changes to tasks and deadlines for student workers.

4. Planning/Coordinating

#2 regular & recurring

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

Develop and deliver presentations/sessions/workshops for faculty, students, staff, and/or identified external partners. Specific emphasis is placed on workshops for international students.

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

Coordination among internal and external partners to ensure information is accurate and useful.
Presentation skills/communication skills/public relations skills.

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

Students, faculty and/or staff participation, internal or external resources may be required. Includes Outreach to external partners like Service Canada, IRCC, and New Canadians Centre.

How is/are deadline(s) determined?

Dates determined by College, team/dept. and/or supervisor Incumbent sets tasks and deadlines for student workers on a regular basis.

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.

Incumbent in communication and with support of supervisor Incumbent determines changes to tasks and deadlines for student workers.

#3 regular & recurring

Key issue or problem encountered

How is it identified?

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

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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).

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

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

Design and ongoing support and updates to international student services internal webpage.

The incumbent is responsible to maintain the internal webpage for international student services, ensuring all information is accurate, up-to-date and attractive for all users.

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

Incumbent must collect information as needed from Student Services & Student Councils.

All marketing and communication content must adhere to Fleming Policies & standards as well as Privacy of Information Act.

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

Refer to IT or Marketing as necessary

How is/are deadline(s) determined?

Deadlines are determined by incumbent with support of academic schedule and identified Student Services dates by which information is needed to be communicated to the students.

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.

Incumbent determines when updates to the webpage is required as new information is found beneficial to provide to international students

Supervisor and/or internal partners may ask for required changes to the webpage.

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
X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent will work with the ISS team to provide training to departments, faculty, and support staff on appropriate ways of working international students within the College
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The incumbent will make decisions to support volunteer plans, promotion, implementation and evaluation of international student programming for international peer mentors and orientation volunteers.
<input 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.	

- X 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.

Regular oversight of student employees, peer mentors, placement students, and orientation volunteers is required. Incumbent trains, monitors, and allocates tasks to student workers, peer mentors and/or volunteers.

Incumbent sets tasks and deadlines for student workers on a regular basis.

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)
Programming/service requirements and expectations Timeline for completion of task	Guidance and expectations are established upon hire and upon the beginning of projects that are new to the College or incumbent

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
College procedures, policies, past practices, guidelines Best practices from other colleges or universities	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Formal and information meetings with supervisor and colleagues. Reports of activity progress are completed verbally or by review of documents at meetings	

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)
Decisions on effective delivery of International Student Service programming in consultation with co-workers and students Decisions on effective Marketing/Promotional materials (ie website content/links) in consultation with marketing staff.	

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)
Alterations to the objectives and strategies as they are being implemented Conflicting deadlines	Budget decisions Serious complaints Items beyond scope of the positions (such as any work the incumbent believes to be beneficial to the role or their development that may not be reflected in the PDF).

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Incumbent identifies and designs promotional materials for International student services in communication with marketing and IT, and reviewed by supervisor</p> <p>Incumbent determines appropriate Orientation and transitional support plan for International students,</p> <p>Incumbent researches, assesses, determines and secures guest/speakers and trainers to support International students/student services</p> <p>Incumbent determines communications and promotional plans for International student services/programming</p> <p>Incumbent must take initiative and show creativity in developing student and staff involvement in International student services and programming.</p>	

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 (D, W, M. I)*
How is it received?	How is it carried out?		
Along with the rest of the ISS team, the incumbent is the main contact for international service inquires regarding international services and programs	The incumbent determines the appropriate method to deliver the service based on his/her understanding of the customers needs (ie, 1:1 response/group/listserv/Information on portal electronic communication) Incumbent prepares services to meet customer needs (example designing workshops, events,)Incumbent advises students on immigration related issues and pathways based on their individual needs	Students/Staff/Faculty/Admin	D
Incumbent is contact for community organizations who request or can provide information, partnerships through community events and networks	1:1 response Incumbent prepares promotional materials for community contacts Formal presentations/event proposals	Community organization contacts	M
Committees/Departments request information at, or in preparation of on-going meetings	The incumbent follows up on requests individually or in collaboration with other ISS team	Staff/Faculty	M

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Need for clarification or information to/from International Student Services department	Research and provide information	Students/Staff/Faculty/Admin	D
Students request information/support/training individually or through clubs, workshops and events	The incumbent responds to the request or refers the student to other services when appropriate	Students, Student Administrative Council	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	Event planning including discussing space and event needs, and purchasing items	Prospective students Current students Internal/external partners Parents	D
Explanation and interpretation of information or ideas	Events, meetings, problem solving and influencing to establish common agreement	Prospective students Current students Faculty/staff/Admin	D
	Planning events, discussing strategies, problem solving, building consensus	Internal and External community	W
	Organizing volunteers for International events	Students	W

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Imparting technical information and advice	Communicate unique cultural needs/protocols of international students to ensure needs of international students are considered (problem solving, advising and guiding, formal presentations).	Community Partners/ Organizations, Student government, staff	M
	Communicate international student programming/services and other relevant information regarding international learners to interested community partners	Community Partners (including Peterborough Immigration Partnership, City of Peterborough and Kawartha Lakes, New Canadians Centre etc)	I
Instructing or training			
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 a desk/typing	D			X	X		
Reaching and bending to set up displays for events	M	X			X		

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Carrying displays and materials up to 11 lbs. to various locations and events	I	X			X		
Tables at events between 11 to 44 lbs	I	X			X		
Standing	M			X	X		
Stairs/walking	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)

Display materials, print info, promotional materials

Medium (between 5 to 20 kg or 11 to 44 lbs)

Moving tables in event set up

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
Trouble shooting issues for International students to ensure issues are addressed efficiently and effectively	D	X		

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Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

No – is disrupted on a regular basis to handle urgent issues from International students/staff that require immediate attention

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Designing presentations/promotional information	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

No disrupted on a regular basis to handle inquiries and issues from International students

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	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

* 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)	Office Environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		

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<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme 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		
X travel	Travel to other campuses once per week and local community events, community organizations (New Canadians Centre, Library, etc) approximately once per month. Time spent in transit less than 3.5hrs/wk.	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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