

## Position Description Form (PDF)

*This is a temporary full-time contract for the period of March 2020 - July 15, 2020*

College: Sir Sandford Fleming

Incumbent's Name: **vacant**

Position Title: Workload Officer

Payband: G

Position Code/Number (if applicable): S00398

Scheduled No. of Hours \_\_\_\_\_ 35/w \_\_\_\_\_

Appointment Type:  12 months  less than 12 months

Supervisor's Name and Title: Will Howe, Manager, Dual Credit & Academic Workloading

Completed by: William Howe

PDF Date: March 2007

**Last Revision: May 2018**

### 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 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 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.

The incumbent works closely with the Deans/Chairs, Academic Operations Officers (Workload, Timetabling, Curriculum & Budget), and the other Workload Officers to produce academic workloads and contracts ensuring all courses are staffed at each campus location while adhering to consistent college-wide processes and practices for the Academic Division

Specifically, incumbent has functional responsibilities for Faculty Standard Workload Forms, Part-time, Partial Load and Sessional contracts, HR/payroll processes and workload data analysis and reporting.

This position provides back-up to the other Workload Officers and other AO team members.

## 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><b>1. Workload Processes:</b></p> <ul style="list-style-type: none"> <li>• Develops and revises faculty Standard Workload Forms (SWF) for each semester, based on projected curriculum and enrollment projection information, and meeting established timelines, faculty preferences and the goal of maximizing workloads within the parameters of the Faculty Collective Agreement and local agreements. Ensures correct application of workload factors and formulas. Notifies Chair of any potential concerns related to Faculty Collective Agreement.</li> <li>• Prepares and verifies contract faculty contracts based on unassigned and remaining workload hours.</li> <li>• Verifies full-time and contract faculty assignments for data accuracy for submission to timetabling.</li> <li>• Maintains coordinator table to reflect current coordinators for viewing on the Web/Portal and for College access.</li> <li>• Maintains data integrity and ensures all systems up-to-date with accurate workloading information to support swf/contract development &amp; reports (eg. Faculty Workload/SCH Report)</li> <li>• Identifies, and/or redirects any potential inconsistencies and/or workload issues to the Deans/Chairs.</li> </ul>	57%
<p><b>2. HR/Payroll Related Processes</b></p> <ul style="list-style-type: none"> <li>• Ensures data integrity and confidentiality of MAPS, including revisions and updates, information is relayed to Payroll for proper compensation.</li> <li>• Utilizes Evolve system to produce contract letters. Ensures MAPS Workload data to conform to payroll system and processes.</li> <li>• Verifies bi-weekly payroll data reports from HR.</li> <li>• Responsible for tracking workload documents to meet union/contractual timelines and payroll deadlines.</li> </ul>	25%

<p><b>3. Instructor Assignments &amp; Timetabling Processes</b></p> <ul style="list-style-type: none"> <li>• Provides timetablers with all instructor assignments on a semester-by-semester basis.</li> <li>• Provides addendums to timetablers as instructor assignments are updated and revised throughout the timetabling process.</li> </ul>	<p>8%</p>
<p><b>4. Operational Support</b></p> <ul style="list-style-type: none"> <li>• Provides back-up for AO team member's specific functional accountability and assists during peak periods.</li> <li>• Coordinates information flow and ensures appropriate follow up with other team members or areas of the College.</li> </ul>	<p>5%</p>
<p><b>5. Other related duties as assigned</b></p>	<p>5%</p>

<p>* To help you estimate approximate percentages:</p>		
<p>½ hour a day is 7%</p>	<p>1 hour a day is 14%</p>	<p>1 hour a week is 3%</p>
<p>½ day a week is 10%</p>	<p>½ day a month is 2%</p>	<p>1 day a month is 4%</p>
<p>1 week a year is 2%</p>		

**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

**2. Field(s) of Study:**

Business Administration or Data Management Systems including Intermediate Database & Intermediate Spreadsheet

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


### 3. 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 (3) years**
- Minimum of five (5) years
- Minimum of eight (8) years

	<ul style="list-style-type: none"> <li>• Relevant experience in an office services environment. Experience working independently, organizing, problem solving and prioritizing own work within a team environment</li> <li>• Experience using various computer applications, i.e. word processing, database and spreadsheet applications, e-mail, , payroll systems software</li> <li>• Excellent interpersonal skills to work with a wide variety of clients in a confidential manner</li> <li>• Experience working in an unionized environment and knowledge of FOI Act</li> <li>• Ability to proactively plan and prioritize a year in advance (annual planning cycle)</li> </ul>

#### 4. 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.	<ul style="list-style-type: none"> <li>Incumbent must modify the SWFs based on "Day 10" or "Audit Report" data</li> </ul>
How is it identified?	<ul style="list-style-type: none"> <li>Incumbent accesses these reports as dictated by the Academic Planning Cycle</li> </ul>
Is further investigation required to define the situation and/or problem? If so, describe.	<ul style="list-style-type: none"> <li>Incumbent is expected to contact the Chair to notify them of any workload changes resulting in overtime for faculty</li> </ul>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<ul style="list-style-type: none"> <li>Incumbent is expected to rely upon his/her in-depth knowledge of local understandings and agreements, collective agreements and policies and procedures. The incumbent initiates follow up on any deviation from SWF/contract processes or classification changes for the faculty</li> </ul>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<ul style="list-style-type: none"> <li>"Day 10", "Audit Report", workload data and communication tools</li> </ul>

##### #2 regular & recurring

Key issue or problem encountered	<ul style="list-style-type: none"> <li>Problems relating to contract payroll such as missed payment or overpayment; missing contracts</li> </ul>
How is it identified?	<ul style="list-style-type: none"> <li>Often contract faculty present themselves to the incumbent with workload, contract, and/or payroll concerns.</li> </ul>

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

- The incumbent is expected to independently deal with the situation by asking probing questions, clarifying the problem/issue, researching original teaching assignment from Deans/Chairs, verify and reconcile contract entry and evaluating possible solutions and arriving at recommendations to resolve the problem.

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

- The incumbent is expected to rely upon his/her in-depth knowledge of local understandings and agreements, collective agreements and policies and procedures. The incumbent initiates follow up on any deviation from SWF/contract processes.

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

- Workload officers record keeping and hiring documents, HR payroll Department

### #3 regular & recurring

Key issue or problem encountered

- Hours are assigned to a particular faculty member by more than one hiring manager or Chair.

How is it identified?

- The incumbent identifies this when entering the workload into Instructor Assignment.

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

- The incumbent is expected to contact other Workload Officers (if required) and/or the hiring managers to confirm the workload assignments.

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

- The incumbent is expected to rely upon his/her in-depth knowledge of local understandings and agreements, collective agreements and policies and procedures. The incumbent initiates follow up on any deviation from SWF/contract processes or classification changes for the faculty.

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

- Workload data and communications tools

**Analysis and Problem Solving**

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

Key issue or problem encountered

- Faculty are not attached to timetable

How is it identified?

- Faculty have difficulty accessing timetables, class lists or course outlines through the Evolve Faculty Centre portal

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

- Incumbent verifies Instructor assignment and submission through Timetabling; investigate their IT accounts

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

- Investigate timetable grids, check addendum reports, check with timetabler, verify with uploaded information

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

- IT, timetabling grids,

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

Key issue or problem encountered

- Chair wishes to assign a Modified Work Agreement workload to faculty.

How is it identified?

- Chairs advise incumbent.

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

- Through the use of Mock SWFs, the incumbent would provide the Chair with possible workload options for the affected faculty.

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

- Review of affected workloads, analyze if existing faculty can accommodate additional hrs; impacts to Collective Agreements

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

- Timetabling, existing workloads, Collective Agreements, Historical Teaching database

## 5. 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.

- Provides a leadership role in the planning and production of Workload information. The incumbent is working with converging workload information pertaining to multiple semesters from all academic areas. Workloading processes are active in all three terms at the same time

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

- The incumbent researches faculty teaching history to determine the various preparation and evaluation factors needed to build the workload. This information is currently stored in multiple media and locations
- An extensive knowledge of policies and procedures is required.
- Anticipates and identifies conflicts/issues with workload planning and resolves them using sound expertise and problem-solving approach
- Complexity occurs when the incumbent is handling information pertaining to 3 different semesters at the same time

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

- The incumbent works directly with the Chairs to complete the Workload process.
- Curriculum grids, historical data (SWFs), collective agreement, local agreements, MoU, HR for restricted and/or specialized workloads. Assigned/Unassigned Reports

How is/are deadline(s) determined?

- Annual planning cycle, collective agreement

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.

- VP Academic, Deans and Director of Academic Quality, Planning and Operations, Academic Planning and Operations Manager
- Enrolment numbers that impact on adding or deleting sections of programs
- Changes to both full and contract faculty work assignments have to be documented and details distributed to necessary departments/schools ( i.e. timetabling) in a timely fashion to ensure that workloads, contract letters and timetables are correct
- Coordinates with other Workload Officers, Academic Schools and HR to ensure workload maximums are not exceeded
- Regularly involved with multiple tasks

## **#2 regular & recurring**

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

- Prepares contract faculty workloads based on unassigned and remaining workload hours.

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

- Organizes, monitors, and assists faculty in the preparation and process used to gather Faculty Workload Preference and Faculty Timetable Request forms
- Verifies unassigned course hours for each academic school
- The incumbent provides the Timetabler with up-to-date, accurate staffing details as they occur
- Adjusts workloads on an ongoing basis as a result of workload negotiations between faculty and Chair
- Responsible for workload documents and ensures HR receives all documents to meet contractual timelines and payroll deadlines
- Verifies workload summaries of all full-time and contract faculty assignments for data integrity for each semester

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

- Contributes to system requirements for workload planning and processes.
- Liaises with other Workload Officers, Academic Operation Officers
- Collective agreements
- MoU
- Deans/Chairs

How is/are deadline(s) determined?

- Annual Academic Planning Cycle
- Collective Agreements

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.

- VP Academic, Chairs and Director, Academic Planning & Operations and Student Pathway Manager
- Enrolment numbers that impact number of sections within a program
- Changes to both full and contract faculty work assignments have to be documented and details distributed to necessary departments/schools (i.e. timetabling) in a timely fashion to ensure that workloads, contract letters and timetables are correct.
- Coordinates with other Workload Officers, Academic Schools and HR to ensure workload maximums are not exceeded.
- Regularly involved with multiple tasks

**#3 regular & recurring**

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

- HR/Payroll Processes- Liaises with HR to ensure timely and accurate processing of payroll and other HR related procedures in accordance with the collective and local agreements.

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

- Utilizes current/existing payroll systems to produce contract letters. Workload data is re-entered and re-coded to conform to payroll system and submitted for approval by Leader, AO-Workload

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

- The Workload Officer makes certain that revisions to the information are relayed to Payroll to ensure proper compensation
- Monitors and coordinates cross-campus teaching contracts to ensure compliance with the Collective Agreement
- Verifies bi-weekly payroll data reports from HR
- Up to date payroll forms, faculty course assignments forms, collective agreements, payroll schedules

How is/are deadline(s) determined?

- HR

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.

- HR, Workload Officers, The incumbent must ensure accuracy of contract payroll – overpayment and/or underpayment would impact on budget and faculty dissatisfaction. Incorrect applications result in incorrect pay amounts, frustrated staff, wasted resources and duplication of effort to correct the situation. The opportunity for error is great due to the volume of courses that are staffed by part-time faculty.

## 6. 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 assists 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	<ul style="list-style-type: none"> <li>Chair has created a workload that changes the classification of a particular faculty eg. from Part-time to Partial Load. The incumbent must communicate this information to the Chair.</li> </ul>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	<ul style="list-style-type: none"> <li>Provides guidance to Chairs &amp; faculty re correct processes for workload development</li> <li>The incumbent provides detailed interpretation of SWFs, contracts, payroll, step calculations and explains next steps to resolve issues</li> <li>Provides information regarding correct process to follow to replace hours when faculty go out on sick leave during the semester and analysis required to cover the classes in a timely manner</li> </ul> <p>Incumbent is first point of contact to demonstrate workload processes &amp; systems through Evolve, MAPS, Chairs.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.</li> </ul>	

<b>Regular &amp; Recurring</b>	<b>Occasional</b>	<b>Level</b>	<b>Example</b>
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>• 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.</li></ul>	
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>• 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.</li></ul>	

## 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?	
<b>Regular and Recurring</b>	<b>Occasional</b> <del>(if none, please strike out this section)</del>
<ul style="list-style-type: none"> <li>The incumbent carries out work independently in relation to the academic cycle. The incumbent initiates and follows through on various academic processes, working closely with the Academic Operations Officers. Special projects are outlined generally by AO Leaders. The incumbent determines appropriate process for completion of tasks.</li> </ul>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
<b>Regular and Recurring</b>	<b>Occasional</b> <del>(if none, please strike out this section)</del>
<ul style="list-style-type: none"> <li>The incumbent performs typical work assignments within broad parameters defined by general organizational regulations and academic procedures</li> <li>Due to changes within the organization, the incumbent is expected to be flexible and adapt to each new practice, policy, procedure or technology.</li> </ul>	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
<b>Regular and Recurring</b>	<b>Occasional</b> <del>(if none, please strike out this section)</del>
<ul style="list-style-type: none"> <li>Work is reviewed by exception and/or discussion of processes. On occasion or in unusual situations, the incumbent may refer to supervisor for clarification.</li> </ul>	

**Independence of Action**

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
<b>Regular and Recurring</b>	<b>Occasional</b> <del>(if none, please strike out this section)</del>
<ul style="list-style-type: none"> <li>Working with Dean's &amp; Chairs to determine instructor assignments for full time and contract faculty.</li> </ul>	<ul style="list-style-type: none"> <li>In consultation with Timetabler to resolve timetabling conflicts when filling TBAs after timetable has been produced</li> <li>Coordination of cross-school &amp; campus teaching to ensure maximum allowed hrs not exceeded</li> </ul>

Describe the type of decisions that would be decided in consultation with the Supervisor.	
<b>Regular and Recurring</b>	<b>Occasional</b> <del>(if none, please strike out this section)</del>
<ul style="list-style-type: none"> <li>Major deadline/workload conflicts</li> <li>Matters requiring a change in policy/procedures or past practice</li> </ul>	

Describe the type of decisions that would be decided by the incumbent.	
<b>Regular and Recurring</b>	<b>Occasional (if none, please strike out this section)</b>
<ul style="list-style-type: none"><li>• The incumbent is responsible for interpretation and clarification of revised practices and for modification of workload processes and parameters to ensure compliance</li><li>• The incumbent is frequently required to use creativity and independent action to streamline processes to ensure accuracy and timely payroll. Creativity and independent action through development of workload information analysis is required to prevent delays or errors occurring. The incumbent initiates follow up on any deviation from SWF/contract processes</li></ul>	<ul style="list-style-type: none"><li>• Adjusted workflow dependent upon changing priorities</li></ul>

## 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, fulfill 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?		
<p><b>Workloads (SWFs)</b></p> <ul style="list-style-type: none"> <li>Chairs meet with faculty to review last year's semester workload and submits written changes to incumbent</li> </ul>	<ul style="list-style-type: none"> <li>Incumbent builds workloads based on previous/revised information</li> <li>Distributes SWFs for review</li> </ul>	Faculty Chairs	M
<p><b>Payroll</b></p> <ul style="list-style-type: none"> <li>Faculty contracts are determined through Instructor assignment process in schools</li> </ul>	<ul style="list-style-type: none"> <li>Incumbent builds workloads from contract workload forms</li> <li>Contracts entered into instructor assignment and web-based payroll system</li> </ul>	Chairs Contract faculty	W
<ul style="list-style-type: none"> <li>Instructor Assignment Process with Schools</li> </ul>	<ul style="list-style-type: none"> <li>Workloads submitted to timetabling</li> </ul>	Timetabler	M
<ul style="list-style-type: none"> <li>A request for System / process redesign from AO, HR</li> </ul>	<ul style="list-style-type: none"> <li>Investigates possible solutions, recommends changes to streamline operations</li> </ul>	HR, Other service areas	I
* 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.

<b>Communication Skill/Method</b>	<b>Example</b>	<b>Audience</b>	<b>Frequency (D, W, M, I)*</b>
<ul style="list-style-type: none"> <li>Exchanging routine information, extending common courtesy</li> </ul>			M
<ul style="list-style-type: none"> <li>Explanation and interpretation of information or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of Collective/Local Agreements, policies and procedures, SWF workloads, PT/PL contracts and rates</li> </ul>	Chairs, Faculty	D
	<ul style="list-style-type: none"> <li>Clarification, consultation and advice re workload processes and information</li> </ul>	AO Team members	D
	<ul style="list-style-type: none"> <li>Provide explanations/advice with regard to SWF Workloads, PT/PL contracts, curriculum delivery</li> <li>School specific issues, peak period back-up</li> <li>Requests for faculty reports</li> </ul>	HR / Chairs/ Faculty	D/W
	<ul style="list-style-type: none"> <li>Timetable accuracy / restrictions/information</li> </ul>	Timetablers	D/W
<ul style="list-style-type: none"> <li>Imparting technical information and advice</li> </ul>	<ul style="list-style-type: none"> <li>Provides guidance and advice on use of Evolve and MAPS</li> </ul>	, Chairs, Faculty	W
<ul style="list-style-type: none"> <li>Instructing or training</li> </ul>			
<ul style="list-style-type: none"> <li>Obtaining cooperation or consent</li> </ul>			
<ul style="list-style-type: none"> <li>Negotiating</li> </ul>			
* D = Daily	W = Weekly	M = Monthly	I = Infrequently

### 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.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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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			✓	✓		
Standing Walking	D	✓			✓		

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 or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)


### 9. 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.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data compilation, analysis. Workload (contract/SWF) information is submitted from many sources and requires significant concentration to ensure all details are captured correctly	D			✓
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - service interruptions from Deans, Chairs and faculty				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Analyzing the status of assigned / unassigned course hours and determining if new assignments will fit the timetable and the impact the changes will have on the existing workloads which requires extended periods of concentration	M			✓

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

- Usually
- No - service interruptions from Deans, Chairs and faculty

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Contract payroll entry – part-time/partial load data compiled, entered, and coded into web-based payroll system. Extended periods of concentration are required to ensure all details are captured correctly	W/M			✓

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

- Usually
- No - service interruptions from Deans, Chairs and faculty

## 10. 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.

* D = Daily	W = Weekly	M = Monthly	I = Infrequently
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Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	<ul style="list-style-type: none"> <li>Office Environment</li> </ul>	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		
<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		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		