Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: **Vacant**

Position Title: Bio-Commons Technologist, Frost Campus Payband: H

Position Code/Number (if applicable):

Scheduled No. of Hours_____40_____

Appointment Type: _____X_____12 months _____less than 12 months

Supervisor's Name and Title: TBD, Manager, School Operations, SENRS

Completed by: Tania Clerac and Derrick Laplante Date: November 2020

Signatures:

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

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.

The incumbent oversees the day-to-day operations of the Biodiversity Commons (BC) at the Frost Campus, interacting with students, faculty, staff and administration. The incumbent must work closely with faculty who are designing and delivering courses to ensure familiarity with the curriculum and field/lab exercises that complement and seek to affirm learning outcomes and competencies. The incumbent coordinates all activity in the (BC) in the new wing at the Frost Campus.

Ensures that safety procedures are followed for the protection of students, faculty and staff.

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*
1.Academic Delivery: • Working closely with (faculty and technologists) through collaboration and consultation, seeks to design and implement academic exercises and support to ensure students achieve learning outcomes and competencies. This may include the design and delivery of lab or field exercises that demonstrate previously introduced theories or concepts. • Provides technical expertise and/or advice to academic staff and students as required. • Designs and maintains fact, tip, procedures and health and safety sheets for student use in lab or other learning activities. • Works closely with the team of technologists to ensure continuity between academic delivery and bio-commons activities.	20%
2. Student Contact: • There is on-going and regular direct contact with students which may include overseeing of lab exercises. • Coaches and provides feedback to students to guide their learning; assisting in evaluation exercises designed by faculty. • Demonstrates appropriate use of equipment and supplies. • Lead Tech for Guided Learning Hours for courses in Common First (Ecology and Environment) and Common Second (Trees and Shrubs) Semesters. • Invigilate students writing tests in the (BC) and collects completed assignments from the (BC) following Guided Learning Hours.	25%

3.Operations/Tracking: • Hires and trains student assistants. • Schedules student assistants to ensure maximum coverage with a balance of part time and full time staff • Responsible for all payroll related procedures for student assistants. • Handles student complaints regarding operations of the (BC), directing students to the appropriate people as necessary. • Assists students and faculty with technical problems related to assignments and projects. • Implements appropriate use guidelines associated with learning through the (BC). • Conducts preventative maintenance on equipment, plans for renewal of equipment and identifies gaps in equipment and specimens and maintains a current inventory of same • Works with the technologists and faculty at the Frost Campus to plan and implement activities in the (BC). Is a key member of the Tech Team. • Responsible for booking buses for field trips for common first semester. • Lead organizer and single point of contact for the annual Ranger Workshop held on campus each summer. • Purchase equipment and study aids for Common First/Second Semester.	20%
4. Physical Environment: • Ensures learning facilities are maintained to appropriate standards with attention to health and safety, security, cleanliness and organization. • Purchases and provides necessary equipment and supplies to support learning activities. • Performs regular maintenance on equipment to ensure it is in safe, workable condition. • Oversees the Frost campus during evening and weekend hours and is the single point of contact for campus security and safety. – Need to remove. Technical Troubleshooting – trouble shoots basic technical problems with software, computers, printers, biocommons equipment.	20%

5. Guided Learning Hours: Assisting faculty in the development of assessment tools; supervising and invigilating testing; collecting assignments; administering the assessment of student work; reinforcing previously introduced material through demonstration etc and tutoring and assisting students with project work. Responsible for organizing Technologist coverage for GLH's for Common First Semester Ecology and Environment course and preparing spreadsheet schedule. Responsible for covering some Trees and Shrubs GLH's for Common Second Semester. Lead Tech responsible for Student Health and Safety on designated Trees and Shrubs Field Trips.	12.5%
Other related duties as assigned	2.5%

* 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 X 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:

Natural Resources and/or Environmental Science.

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	
X Additional requirements obtained by course(s) of a total of 100 hours or less	CPR, First Aid, WHMIS Certification.
□ 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	
X Minimum of three (3) years	Work experience in a natural resource field and in an educational environment, providing tutorial/instructional assistance to students. Experience working independently, organizing own work and coordinating a diverse range of activities, using a variety of learning mediums. Experience working in a multi-dimensional team environment. Experience working with a variety of equipment including computers, using a variety of software applications including word-processing software, spreadsheet applications, and CD-Rom technology.
□ 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.	When working in (BC), incumbent is responsible for trouble-shooting equipment with students, faculty, staff and administrators. This requires investigating the problem.
How is it identified?	Students or faculty bring to incumbents attention.
Is further investigation required to define the situation and/or problem? If so, describe.	Communicating with a variety of client types and raising any operational issues to LRC management.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Trying to identify a solution based on previous models and experience, generating new and creative approaches as necessary.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, internet research, manufacturer's manual.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	Working closely with students in Guided Learning Hours the incumbent is responsible for helping to ensure student safety at all times. In the lab, certain exercises require the use of chemical reagents and glassware, and so the incumbent has the responsibility of ensuring that the proper safety equipment (eye protection, gloves, ventilation, eyewash stations) is available for use and demonstrates to students how to carry out lab activities in a safe manner. Also responsible for student safety on Field Trips (T&S).
How is it identified?	Incumbent identifies whether Health and Safety protocols are being followed.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent assesses whether students are conducting lab and field experiments in a safe manner to reduce the chance of injury.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine if there is a need to intervene and correct student behaviour.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Biocommons safety protocol. Past practices.

	#3 regular & recurring
Key issue or problem encountered	When working during the week, is the point of contact for safety and security in the (BC). The incumbent must deal with issues as they arise and determine appropriate action (e.g. incidents of theft or vandalism) including when to contact a member of the Frost leadership team.
How is it identified?	Student workers and peer tutors would bring situation (emergency) to attention of the incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Determine seriousness of situation.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine when to contact 911 or manager etc.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Emergency Management Protocol.

3. Analysis and Problem Solving

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

Key issue or problem encountered	Have to come up with processes for equipment use when there are a number of students needing to use the same equipment over short period of time.
How is it identified?	Incumbent identifies protocol issue with equipment shortage.
Is further investigation required to define the situation and/or problem? If so, describe.	Academic delivery timetable. Previous student usage patterns.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Identify and implement usage protocols to ensure adequate equipment for student usage in the (BC). (eg. Limitation to equipment sign-out).
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Established loan protocols (library). Course outlines. Past practices.

	#2 occasional (if none, please strike out this section)
Key issue or problem encountered	Deals with student complaints/concerns. The incumbent must decide on an appropriate course of action/referral to meet students' needs in a timely manner. The incumbent must decide whether (BC) policies and operating procedures apply, whether to approach a faculty member or the Manager, CLT depending on the nature of the complaint. These are sensitive situations and the incumbent must be able to deal with them effectively and efficiently. In the (BC) students sign out equipment and specimens. Students will come to the technologist to complain about the status of a specimen station. The incumbent will need to investigate and replace specimens as required. In some situations the incumbent will have to deal with student groups who have ruined specimens while working with them. The incumbent will need to explain the proper procedure for working with specimens.
How is it identified?	Complaint is brought forward by a student or a group of students.
Is further investigation required to define the situation and/or problem? If so, describe.	Discuss the situation or complaint with all groups involved. Ie faculty, student, peer tutor
Explain the analysis used to determine a solution(s) for the situation and/or problem.	One cannot always rely on past practice in this environment. Each situation presents a different set of challenges or problem.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Sometimes the incumbent can look at past practices. Depending of the area involved the incumbent can talk to other Frost technologists.

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.	With respect to planning, the incumbent must work closely with technologists and faculty to develop procedures and preserve the academic integrity of the learning environment.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Consultation with affected users. Academic timetable. Task list.
List the types of resources required to complete this task, project or activity.	Academic timetable. Course outlines. Calendar.
How is/are deadline(s) determined?	Academic timetable.
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.	Faculty or program technologist.

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Students are involved in guided learning hours in the CFS courses. The incumbent works with faculty and technologist to ensure that technologists have the required information on the content of the GLH. The incumbent assists in preparing carts of lab materials for faculty labs and GLHs. Ensures that appropriate instructions about labs are sent out to technologists involved.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Multi-tasking. Knowledge of curriculum.
List the types of resources required to complete this task, project or activity.	Knowledge of equipment and specimens required for GLH.
How is/are deadline(s) determined?	Course outline and class schedules.
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.	As part of the team the incumbent makes suggestions to the team regarding the GLH. Ie more equipment needed, instruction sheet needs clearer explanations.

	#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 (if none, please strike out this section)

List the project and the role of the incumbent in this activity.	Must make sure that there are proper materials in the (BC) for specific projects prior to the students coming and requesting them. (Ie. Numerous materials needed when Fish and Wildlife students are prepping their fish components).
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Multi-tasking. Knowledge of project and what is involved.
List the types of resources required to complete this task, project or activity.	Knowledge of equipment. Program technologists.
How is/are deadline(s) determined?	Course outlines and class schedules.
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.	Faculty and program technologists along with the incumbent discuss if changes need to be made, specifically from a Health and Safety standpoint.

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

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
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Train student assistants (peer tutors) on all aspects and procedures/protocols in the Biocommons.
X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Train peer tutors on bar coding/library system and (BC) processes and procedures. Train peer tutors on all health and safety protocols for the (BC). As new items arrive in the (BC), the incumbent decides where these items will be kept and communicates this to the peer tutors. Regularly communicate to the peer tutors and have them accomplish various tasks to keep the (BC) running smoothly.
	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	.
X	□	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.	During GLHs the students work on labs and assignments. These have been introduced by the faculty. The incumbent is responsible for setting up, explaining faculty instructions, demonstrating equipment, and answering clarifying questions. Ie soil and water testing.
	□	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.	Responsible for organizing Technologist coverage for GLH's for Common First Semester courses (E&E) and preparing spreadsheet schedule.

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)
Job duties are performed in accordance with general instructions and policies that evolve in constantly changing conditions (academic delivery).	Working as a member of a self directed team the incumbent works to provide ideas and solutions to improve GLH labs.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Over time the incumbent has documented policies and procedures for the (BC).	College procedures.

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is not always checked directly, but rather through issues raised to the CLT management throughout the semester, and at tech team meetings. Work is generally reviewed by discussion and through issues raised by clients, faculty and team members.	

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)
Develops operational procedures of the Bio-diversity commons environment. Consults with academic team leader, immediate supervisor for the broad framework and regularly with faculty delivering courses through these facilities, with technical staff in the ITS, with technologists supporting delivery of courses at Frost, and with students.	Changes in GLH's are discussed with faculty and other technologists involved.

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)
Changes to the basic framework of operations for the Biodiversity Commons final definition of roles for commons staff (faculty, technical, support, student assistants); serious issues related to appropriate use policies.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Organizes, determines short and long term program equipment and supply requirements and budgetary constraints. Creates questioning techniques and thought provoking statements for the student to consider. Oversees the Frost campus when assigned to evening and weekend hours. – Need to remove. The incumbent must determine which issues need to be referred to the Frost leadership team and/or the CLT management.	

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?		
Requests for equipment, specimens, assistance. Verbally. Written, email.	Bio-lab set up-field camp exercise assistance	Faculty, Technologists and Students.	D
Setting up of equipment, specimens, study stations. Verbally. Written, email.	Bio-lab set up-field camp exercise assistance	Faculty, Technologists and Students.	D
Clarifying questions. Verbally. Written, email.	Bio-lab set up-field camp exercise assistance	Faculty, Technologists and Students.	D

* 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	Ordering of supplies, equipment repairs Tours, liaison	Suppliers Community members/visitors	W W
Explanation and interpretation of information or ideas	Hiring and Training/Instruction on the operations of the Biocommons. Training on all Health and Safety Protocols in the (BC) Coaching on service standards Assistance with course delivery Logistical planning for new course delivery Problem solving operational issues Delivery issues in the commons Discussion of implications of curriculum decisions/design on operations and student use (i.e. impact of tests in the first week of classes when students have not even found the commons)	Student workers and part time staff Faculty, course leaders, co-ordinators / staff / administrators	D D
Imparting technical information and advice	Assuring students know how to use equipment. Trouble shooting small computer problems.	Students	D
Instructing or training	Providing basic instruction re: course content, access to courses, testing, tracking procedures and requirements.	Students	D
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
Carrying objects to/from the Bio Commons to the storage area.	D	X			X		
Sitting at Computer desk typing.	D			X	X		
Standing/walking.	D			X	X		

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

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

X	Light (up to 5 kg or 11 lbs)	Cameras, tripods, viewing scopes, boxes of invertebrate specimens, horizontal drilling locator.
X	Medium (between 5 to 20 kg or 11 to 44 lbs)	Boxes of wetland plant specimens, boxes of rock and mineral specimens, pans of soil/sand.
X	Heavy (over 20 kg or 44 lbs)	Carboys of water samples as well as distilled water, boxes of newspaper.

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
Identification of specimens always requires attention to detail and accuracy.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No				
Front Line Service - Constant traffic flow in the lab – Regular disruptions (questions, service requests).				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Refilling of chemicals and chemical reagents.	W	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No				
Front Line Service - Constant traffic flow in the lab – Regular disruptions (questions, service requests).				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Ensuring students are following all Health and Safety considerations.	W	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No				
Front Line Service - Constant traffic flow in the lab – Regular disruptions (questions, service requests).				

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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)		
□ accessing crawl spaces/confined spaces		
X dealing with abusive people	Dealing with frustrated students and staff.	W
□ dealing with abusive people who pose a threat of physical harm		
X difficult weather conditions	When on field trips for certain common first/second semester courses.	M
X exposure to extreme weather conditions	Field Trips for Trees and Shrubs. Can be extremely cold in the winter and extremely hot in the summer.	M
□ exposure to very high or low temperatures (e.g. freezers)		
X handling hazardous substances	Chemicals and specimens.	M
X smelly, dirty or noisy environment	Fume hoods in the (BC) prep room.	W
X travel	Trees and Shrubs Field Trips. CFS Field Week. Toronto Sportsmen Show.	M
X working in isolated or crowded situations	The Biocommons becomes very crowded regularly throughout the school year. More than one class happening at the same time plus students making use of the common area.	W
□ other (explain)		

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