

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Digital Learning Design Specialist (Initiatives and Opportunities)

Payband: I

Position Code/Number (if applicable):

Scheduled No. of Hours _____ 35 _____

Appointment Type: _____ 12 months (8 months) less than 12 months

Supervisor's Name and Title: Tania Clerac, Dean, SENRS

Completed by: Tania Clerac

PDF Date: July 6, 2021

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.

The Digital Learning Design Specialist is responsible to support online and blended course and micro-credential design through project management that leads to the successful design and delivery specific the training under the Skills Advance Ontario (SAO) and Skills Development Funding (SDF) online and blended courses. The incumbent works independently, as well as, collaboratively on cross-functional teams of subject matter experts, Teaching and Learning Specialists, teaching teams, students, academics, as well as Employment Consultants, external vendor and project partners. They take the lead in supporting online and blended courses meeting Fleming College's standards for academic quality and accessibility, as well as best practices for online, hybrid and face to face course/micro-credential development.

The Digital Learning Design Specialist is expected to support pedagogical expertise and sound educational judgment. They will work with significant amounts of faculty created content, conduct analyses, identify gaps, construct storyboards/recommendations and documents. They support the creation of innovative designs for online courses that engage students and faculty in meaningful learning experiences and guide curriculum developers through short course and micro-credential design processes that support the delivery of training for job seekers and incumbent workers.

The incumbent is expected to engage in discussions with members of the SAO and SDF project team, internal departments, and external working groups to support the SAO and SDF training initiatives. They are also responsible for continual improvement of online digital design practices and determining ways to increase efficiencies and engagement.

The incumbent will work with the Digital Learning Advisor through the implementation and dissemination of new educational technologies including supporting faculty choices of technology for particular educational needs.

The incumbent develops and delivers training on various online learning topics including supporting faculty to effectively design and teach online, integrating technology into teaching and learning

practices, as well as, Online and Blended Course Design for Significant Learning and micro-credential design and delivery specific to the SAO and SDF project.

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. Supports design, development and maintenance of online courses and online course materials</p> <ul style="list-style-type: none"> • Collaborates with subject matter experts (primarily faculty), curriculum developers, Teaching and Learning Specialists, and others, to design in person, blended and fully online courses and micro-credentials that are active and engaging • Applies expertise in pedagogy and consults with faculty on the creation of online and in person teaching strategies, learning activities and tasks, and assessment strategies • Provides guidance and assists subject matter experts with preparing course material for online, blended and in person delivery through the recommendation of learning methods, assessment activities, course flow, Learning Management System (LMS) integration (where applicable), educational technologies and other interactive course components • Designs instructional content based on information provided by the subject matter expert and the capabilities of the LMS • Applies instructional design principles that comply with AODA requirements • Creates design documents, storyboards, recommendations documents, and other required documentation • Writes audio and video scripts for instructional multimedia • Conducts quality assurance audits of existing online, blended and in person courses • Advises faculty on the effective application of educational multimedia, learning objects, and other technology tools to enhance instruction • Maintains up-to-date knowledge of learning theory, technology and best practices in online course design and development • Consults on modifications required in subsequent offerings of courses 	<p>60%</p>

<ul style="list-style-type: none"> • Provides input, advice and recommendations on the development of the operational processes, systems and supports required to effectively implement a team approach to online course development and strategic e-learning initiatives. • Project Management: <ul style="list-style-type: none"> ○ Contributes to project schedules by identifying project milestones and dates ○ Primary liaison to subject matter expert, and ensures timely delivery of online, blended and in person courses ○ Coordinates necessary meetings with the subject matter expert and curriculum developers (e.g., creating high-level content structure, content documents, recommendations documents, storyboards, etc.) ○ Provides updates on project progress and proactively identifies risks for potential delays by using recognized project management strategies and techniques 	
<p>2. Coaching, mentoring, and facilitating learning and teaching with various learning technologies including, but not limited to: the college LMS, web conferencing tools, social media and emerging technologies</p> <p>Coaches, mentors and supports faculty and staff on an ongoing basis, in a variety of formats including 1-1, groups, and through the delivery of formal and informal workshops and webinars. Specific examples include:</p> <p>Faculty and Staff: Co-ordinates, designs and delivers orientation, training workshops, webinars and creates support materials for faculty using the LMS, web conferencing, and other learning technologies.</p> <p>Provides access and training in the use of online tools such as the college LMS (creating grade books, tracking student activity, and use of collaboration and communications tools such as blogs, discussions, setting up quizzes and assessments etc.) Provides curriculum developers with an orientation to the LMS (if applicable) and ensures the necessary support materials and resources are available and accessible.</p> <p>Students/Training participants:</p> <p>Provides and develops orientation material for accessing their online courses. Creates tools for successful online learning and provides</p>	<p>30%</p>

instructions for utilizing LMS and tools used for assessment and interaction.	
<p>3. Other related duties</p> <ul style="list-style-type: none"> • Works closely with IT (Digital Learning Advisor, Network Analyst, and LMS support) to ensure effective application of learning technologies. • Other duties as assigned • • 	5%
Other related duties as assigned	5%
TOTAL	100%

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

1. Education

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

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

Discipline relevant to Adult Education, Educational Technology or Instructional Design

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 (3) years

Minimum of five (5) years

- Minimum of 5 years' experience using project management and instructional design expertise in an academic, online learning, eLearning or instructional design related field
- Supporting the design and development of online courses, preferably at a post-secondary level
- administrative use and support of a learning management system, preferably Brightspace by D2L
- Creating and facilitating professional development opportunities related to online learning best practices and instructional design for faculty, staff, and/or students
- Experience in developing workshop/training materials and facilitating training sessions.
- Experience developing short courses and training for industry and job seekers would be an asset

Minimum of eight (8) years

- Other skills or abilities for the position that would be reflected on the Job Posting.
- Excellent understanding of adult education principles and learning styles with knowledge of current instructional technologies
- Experience assisting faculty in defining instructional and assessment elements
- Strong writing skills with the ability to decipher complex content and convert it into meaningful chunks of information
- Experience incorporating technology and media to enhance instructional methods and improve the learners' educational experience
- Ability to manage multiple projects simultaneously using appropriate project management tools and techniques
- Proven skill in communicating effectively and building relationships with clients

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.

Faculty are unsure how to translate their learning content into suitable lessons/activities for online delivery and require support.

How is it identified?

Faculty identify issues with a Digital Learning Designer in online or blended course planning meetings.

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

-
- Further investigation may be required to determine a resolution depending on the complexity of the learning content.
- Digital designer will ask a series of questions to understand the need.

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

- Digital designer will analyse content and offer suggestions on how to design an effective online learning experience.
- Specific process is followed to ensure an effective design and development.
- Technology solutions for multimedia assets are identified and selected.
- Appropriate solutions are tested and evaluated.

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

- Digital design best practices for online and blended delivery
- Information on adult learning principles
- Teaching & Learning Specialists
- CDAG community
- idigontario.ca/ community
- Past practices/experiences
- Instructional Design Twitter Community #digped #edtech #openED
- LMS vendor support

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Faculty are unsure of how to effectively apply a particular function of the LMS (or other instructional technology) into their course. In many cases they know what they want to accomplish but not how to accomplish it.

How is it identified?

Faculty identifies the challenge during a consultation with the Digital Learning and Design Specialist

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

- Students' learning needs are captured to understand the purpose behind the desired task.
- Usually, through a number of questions, the end result that faculty are looking for can be determined.

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

- Using the desired end result as a starting point, a list of possible solutions is discussed based on various technologies available.
- Pros and cons of possible solutions are discussed with faculty to determine the best solution to suit the needs of both them and their students.

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

- Past practices/experiences may help determine solution and proper course of action.
- Previous courses
- Other faculty
- other professionals in the Digital Design/Instructional Design community

#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.

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).

3. Analysis and Problem Solving

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

Key issue or problem encountered

Each of the project teams is different and team dynamics change from project to project. Sometimes the team is relatively inexperienced in developing materials for online learning and the learning technology specialist maybe the only experienced member which means assuming a greater lead role in suggesting approaches for e-learning.

Approaching the unique factors as well as specific technical issues also requires significant problem solving. The incumbent must continually identify issues and solutions.

How is it identified?

Usually by the team or knowing that the other members of the team are relatively new to developing materials for online learning.

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

Not usually

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

Listening to the current learning activities and course objects presented by the faculty content expert and demonstrating what could be developed for online presentation and interaction with students.

Providing examples to the team for consideration during the initial project meetings.

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

Past experience

Researching current best practices and providing information to the group

Using current course development projects or courses as examples of what can be implemented.

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

Key issue or problem encountered

How is it identified?

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

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

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

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

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

#1 regular & recurring

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

Digital Learning Specialist is responsible for planning and coordinating the design and development of online and blended courses.

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

- Ability to plan and organize dates
- Ability to book and lead project team meetings
- Ability to influence others to meet set deadlines to ensure courses are executed at the expected semester start.
- Be prepared to adjust or edit courses at last minute if necessary.
- Ability to manage multiple simultaneous projects.
- Ability to manage a number of requests related to different projects and ensure each course is ready to start on the appropriate date.

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

-
- Instructional designer uses various tools and processes throughout lifecycle of project (e.g., MindManager to develop an instructional framework, recommendations document template to outline lesson plans and identify multimedia activities, etc.).
- Instructional designer uses LMS and additional technology as required based on the requirements of the course.

How is/are deadline(s) determined?

Deadlines are determined by dates specified on the project plan.

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 decide if changes to the project are required. Faculty and project team will discuss impact on project team (e.g., Are resources available to make changes?), as well as the impact on learners (e.g., Is it essential a course is delivered for a particular semester and why?).

4. Planning/Coordinating

#2 regular & recurring

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

Digital Learning Specialist plans and coordinates LMS, educational technology and online/blended learning best practices online modules, bootcamps, workshops, and longer intensives.

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

- Learning opportunities are planned and existing sessions are reviewed and edited as needed.
- New sessions/opportunities are planned and facilitated based on faculty demand.
- Some workshops are streamlined or modified to fit the scope of training required for a particular group. (e.g., faculty of a particular program require training on only specific functions within LMS).
- Dates, times, rooms must be coordinated. (Faculty may be surveyed to try to find an appropriate date and time).

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

- Classrooms or labs are required.
- Small groups or one-on-one training may be handled within the office or open learning spaces.

How is/are deadline(s) determined?

Deadlines are determined by team priorities as well as needs identified by faculty.

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.

- Digital Learning Specialist or faculty may determine changes to the training.
- Digital Learning Specialist determines whether changes have an impact based on success measures (e.g., feedback from faculty, improvement in faculty developed online learning, etc.).

#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.

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.

#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 example

~~The Director, Dean, Chair, faculty.~~

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
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Advising online/blended learning team and faculty about pedagogical best practices for online learning.
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.	Supporting and demonstrating to faculty instructional tools and how to use them effectively. Demonstrating instructional design best practices for online delivery.
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Advising faculty regarding alternative teaching strategies and available instructional technologies. Suggesting alternate tools to faculty in order to accomplish tasks more efficiently.
X	<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.	Projects where Digital Learning Specialist has supported the design of an online course using content from a faculty member, and the course facilitator is new to online teaching, the DLS may be required to provide ongoing support and direction during the course's first delivery. This may include direction, course editing, and demonstration of the proper use of specific tools and online teaching strategies, as well as suggesting alternate techniques for accomplishing specific tasks.

□

□

The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.



6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Very few or none at all. Expected outcomes are discussed in general terms; deadlines are set in consultation with project team.</p> <p>If course has been through the new course development process then an initial course outline, Learning Outcomes, etc., will already be available and will serve as a starting point for the online/blended course design.</p>	<p>When designing and developing an online or blended course the faculty member (or subject matter expert) provides a course outline of how the content should be organized and the expected flow of the course.</p>

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Acceptable best practices in online education. Quality Matters Rubric for Higher Education, Website policies, procedures, operations and maintenance. Applicable vendor manuals. Policies and guidelines of any external online community in which College participates (e.g., OntarioLearn.com, Provincial EdTech Committee)</p>	<p>Examples of courses, technologies, etc. at other institutions may be researched.</p>

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Upon completion of a major module or project, work is reviewed by the SME and/or project team.</p> <p>Teaching and Learning Specialists or the Project Manager may also review to ensure learning outcomes are effectively met.</p>	<p>Project Manager, , Dean and chair check in on the progress of their programs and courses.</p>

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)
<p>Faculty are consulted with respect to alternative teaching strategies for use in web enhanced, hybrid and online courses.</p> <p>Digital Learning Designer consults with faculty and/or the Project Manager to determine deadline dates for project work and negotiates alternatives when original dates cannot be met.</p>	

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)
<p>Sensitive or technical matters of significant importance.</p> <p>Decisions related to course design delays.</p>	<p>Conflict with project partners, interdepartmental issues and issues requiring policy decisions.</p>

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Design of creative solutions to meet learner needs.</p> <p>Researching new technologies to make recommendations for integrating technology based on learners needs.</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?		
Technical Support – Email, phone, during meetings	If possible, steps to solve problem are demonstrated immediately. Problems may be fixed at that time (if possible) or at a later date if more time is required for problem-solving and analysis.	Faculty	D
Project Manager may request training for faculty via telephone or e-mail or project line	Appropriate space/platform is booked and PD session may be tailored to suit the needs of the faculty and the chosen technologies.	Faculty	M
Advising on online and in person curriculum delivery and design e.g. learning methods, assessment activities, course flow, educational technologies, instructional design etc.	Digital Learning Specialist is assigned to a particular course. Through multiple meetings, the incumbent supports, collaborates, and advises faculty throughout the lifecycle of the online, blended or in person learning project.	Faculty	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	Provide summary of current tasks, status of ongoing projects and upcoming projects.	Project team	D/W
Explanation and interpretation of information or ideas	Explain procedures and provide services and support. Support and assist with evaluation and development of teaching strategies to ensure quality and promote excellence in online, blended and in person education.	Project team Faculty	DD/W
Imparting technical information and advice	Provide detailed instructions, resolve technical issues and concerns. Discuss alternative options to mitigate delays that may be encountered during a project or course development.	Faculty Project Team Project Manager Faculty	D M
Instructing or training	Provide training, guidance and instructions regarding online and in person learning, best practices.	Faculty Staff	W
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 for long periods of time at a workstation or desk	D			X	X		
Standing for long periods of time during training sessions	I		X		X		

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

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

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- 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
Online Course Production	D		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually but the position is also service based – phone needs to be answered, drop in visits from faculty are encouraged – this all impacts the ability to concentrate and stay focused
 No

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Planning and development meetings	M		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually
 No

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	The incumbent has the freedom to move around as required.	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		
smelly, dirty or noisy environment		
<input type="checkbox"/> travel	Occasional travel to campus to provide support for course design and delivery	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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