

## CAAT Job Evaluation System for Non-Bargaining Unit Employees

### Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the Colleges recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the positions Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

---

#### POSITION IDENTIFICATION

College: Sir Sandford Fleming College Date:

Incumbent:

Position Title: Academic Chair, School of Environmental and Natural Resource Sciences

Division/Department: Academic

Location/Campus: Frost Campus

Immediate Supervisor (title): Dean, Tania Clerac

#### Type of Position:

- ☒ **Administrative** ☐ Part-Time Administrative
- ☐ Sessional Academic ☐ Part-Time Academic
- ☐ Part-Time Support ☐ Other

#### I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_

**Recommended by:** Position's Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Approved by:** Senior Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Working collaboratively with the Dean, faculty and staff, the Chair develops and implements goals and objectives in alignment with the College's Strategic and Academic Plan and is responsible for the providing academic leadership and management of the School's day-to-day operations. The Chair provides leadership in academic processes, including new program development, program review, quality assurance, and external accreditation processes ensuring a focus on the needs of students and employers in the labour market. They also contribute to the development of the School budget and multi-year capital plan and funding proposals. The Chair is responsible for the organization and facilitation of Program Advisory Committee meetings and the implementation of outcomes. The Chair recruits, supervises, and develops full-time and contract faculty and provides leadership and direction for workload assignments of the School. Through exemplary leadership, engagement, mentoring, support and communication, the Chair models the values of responsiveness, innovation, collaboration, inclusiveness and accountability that are inherent in the Strategic plan. The Chair participates on various cross-College committees, in collaboration with the Dean, seeks out, and fosters partnerships with industry, the community and other educational institutions and supports funded projects.

## KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

### Key Duties

### % Of Time

#### 1. Academic Leadership and School Operations

(50%)

- In collaboration with the Dean, Operations Manager, Frost Finance Officer and supporting faculty and staff, realizes and implements the priorities of the academic plan within the School.
- Works collaboratively with the Dean, Operations Manager, Frost Finance Officer, faculty and staff in the development of goals and objectives in accordance with the School's strategic direction as it aligns with the College strategic plan, enrollment plan, academic plan, and operational planning process.
- Leads the School's efforts regarding existing programming, through planning and promotion of innovative instructional methods and ongoing evaluation of curriculum.
- Supports the Dean in new program development and is responsible for the implementation of new programming.
- Supports the Dean in the development of funding proposals and the implementation of funded projects.
- Works with faculty and Academic Quality Unit to facilitate the ongoing review of existing programs to reflect changing technology, relevant applied learning experiences labour market and student demand and ensures implementation of annual program improvement plans. Ensures that course/program standards adhere to or exceed quality assurance standards.
- Supports the Dean by facilitating Program Advisory Committee meetings and operationalizing the outcomes.
- Supports external accreditation processes and program development as required by the Ministry framework/accrediting bodies, ensures implementation of recommendations and ensures compliance with reporting schedule.

- Promotes and encourages learning-centered approaches within an inclusive, indigenized, and internationalized environment which accommodates students with disabilities and facilitates respect, equality and understanding.
- Approves all course outline and curriculum changes facilitated through the curriculum verification process, and verifies transfer credit information.
- Provides advice to the Dean in relation to existing and/or prospective articulation and transfer agreements related to the School.
- Contributes to the development of College policies and operating procedures to meet the need of students, client groups, community partners, and government ministries/agencies.
- Responsible for the achievement of the School's goals through effective communication, building inter- and cross-School relationships, proactive process administration, and resource planning.
- Analyzes and responds to program success data and other feedback to address the School's commitment to applied learning, student success and satisfaction and graduate placement.
- Maintains excellent student relations within the School through active listening, providing support, encouraging dialogue, and proactive problem-solving. Investigates and resolves complaints in an effective and timely manner in accordance with college procedures.
- Represents the School on college, local community and provincial committees as required as well as participates in outreach opportunities.
- Collaborates with the Chair, School of General Arts and Sciences and Chair, Indigenous Perspectives and faculty regarding service courses (e.g. Communications, Math, etc.)
- Works with the Dean, faculty and staff to develop, implement and operationalize Continuing Education/Contract Training education.
- Provides input to the Dean regarding the School's Dual Credit – School Work Initiative strategy and provides input to the Dual Credit Manager, as required, regarding the workloading of dual credit courses.
- Participates in various cross-College committees, as required.

## **2. Human Resource Management & Development**

**(20 %)**

- Accountable for effective recruitment, selection, orientation, evaluation, training and development of faculty and program support staff within the School, in accordance with the College recruitment, job evaluation, and performance management processes. Works in collaboration with HR and the Teaching & Learning Specialists to identify and provide development opportunities for faculty.
- Conducts on-going classroom observation of teaching performance ensuring alignment with the Faculty Development processes/framework.
- Ensures effective onboarding/orientation of new faculty, including evaluation of probationary faculty.
- Plans for effective development and renewal opportunities at the individual and School level, aligned with college-wide initiatives and objectives.
- Ensures effective planning and integration of learning technology staff in the delivery of programs, including labs and applied learning activities.
- Engages employees in the pursuit of high individual and team performance by providing appropriate recognition, effective conflict resolution, formative feedback and addressing performance issues in an effective and timely manner.
- Ensures that faculty and staff assignments are consistent with college policies and procedures, collective and local agreements.

- Ensures compliance with all aspects of the Collective Agreements and works collaboratively with Human Resources to enhance the College partnership with its union locals.
- Acts as a role model for collaborative decision-making as well as supportive and cooperative working relationships.

### **3. Workload Development Processes (20 %)**

- Accountable for development and implementation of timely and effective workload development processes within the School, ensuring compliance with Collective Agreements, Local Memoranda of Understanding, and College workloading procedures.
- Establishes fair, consistent and transparent workload assignment principles and consults with faculty to ensure teaching assignments align with available expertise, and provide the most effective delivery of curriculum to students. Ensures alignment of technical support resource requirements with curriculum.
- Works collaboratively with staff in the Academic Operations Department to facilitate the development of SWFs and Part-time/Partial Load/Sessional contracts in accordance with the Academic Planning Cycle and the School's enrolment plan.
- Works with AO staff to effectively problem solve curriculum, workload and scheduling conflicts.
- Collaborates with the other Chairs, regarding cross-school workload assignments.
- Advises the Registrar's Office of student timetable/academic progress issues and works collaboratively with Academic Operations on reasonable and timely solutions.

### **4. Financial, Health and Safety and Physical Resources Management (5 %)**

- Works collaboratively with the Dean, program faculty and others to identify detailed program needs in support of the program development process.
- Assists with the development of the School budget. Responsible for the implementation of the program budgets related to curriculum delivery, using BARS budget reports, HR Data Suite Reports, and enrolment reports to analyze monthly activity and trends, and manage variances.
- Collaborates with the Dean and Operations Manager to plan the effective procurement and allocation strategies for both financial and physical resources within the School according to the parameters of college and public sector accountability guidelines.
- Provides academic expertise with regards to health and safety, capital plans, ancillary business as applicable.

### **5. External Relations (5 %)**

- Works with the Dean to promote community ventures by forming networks and linkages. Assists the Dean with developing partnership arrangements with industry and community groups through program/service advisory committees, agreements and projects. Assists the Dean to promotes linkages with other educational institutions through articulation and transfer agreements related to the School.
- Represents the School at community and school events, as required.

---

<b>TOTAL:</b>	<b>100%</b>
---------------	-------------

## 1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

Leads curriculum revision processes and yearly curriculum renewal. Coordinates program quality assessments against provincial, industrial and college standards. When standards changes, ensure compliance which may include remapping of courses to ensure outcomes are in alignment.

Provides program development and TCH costs to the School's budget lead in support of the development of the School's operating and capital budgets. Recommends cost reduction or resource procurement measures that are fiscally responsible and pedagogically sound in order to achieve long-term objectives of the School.

Oversees the full-time and contract faculty assignments, ensuring enrolment projections, budgetary considerations, provisions of the collective agreement, scheduling constraints, availability of physical space and equipment, proper release time required for program review and development processes as well as ensuring the highest possible quality of program delivery and maximization of opportunities for student success.

Assists with the development of a multi-year capital plan for the school which involves working collaboratively with faculty and staff to identify capital equipment needs (e.g. new technology, replacing old equipment, purchase of equipment for new programs, etc.) and ensure alignment with the School budget.

Addresses performance issues in a timely and effective manner by providing motivation, formative feedback and developmental opportunities. Ensures appropriate performance management processes are put into place; disciplines and recommends termination when warranted. Responsible for the investigation, mediation and resolution of conflict (i.e. not student appeals) between students/faculty/staff that may involve the application of rules and regulations from a number of sources such as the terms of one or both collective agreements, student rights and responsibilities, College policies and procedures and privacy legislation.

Assists with the development and is responsible for the implementation of a plan to operationalize the priorities of the Academic Plan within the school. Supports and empowers faculty and staff to achieve the plan and removes barriers to success.

## 2. EDUCATION

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Specify and describe any program speciality, certification or professional designation necessary to fulfill the requirements of the position.

### Non-Post Secondary

☐ Partial Secondary School

☐ Secondary School Completion

### Post Secondary

☐ 1-Year Certificate

☐ **4-Year Degree**

☐ 2-Year Diploma

X Masters

☐ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify: \_\_\_\_\_

☐ Other

Specify: \_\_\_\_\_

A Masters in a discipline relevant to the School, preferably Environmental and Natural Resource Sciences (or relevant combination of education and experience),

Specify and describe any special skills or type of training necessary to fulfill the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- progressive work experience
- ability to be nimble and problem solve operational challenges
- open-minded, responsive and approachable with proven academic leadership abilities
- strategic and innovative thinker with ability to connect the big picture to operations
- superior communication skills
- excellent interpersonal skills including mediation, facilitation, and negotiation skills
- excellent organizational, planning, budget and analytical abilities
- demonstrated ability to cultivate and foster a collegial, collaborative work environment and empower direct reports
- deep commitment to equity and diversity with demonstration of promoting a respectful and inclusive workplace environment
- ability to promote a positive work environment through honesty, integrity and ethical behaviour consistent with Fleming's core values

## 3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

**Experience required at the point of hire. Up to and including:**

- |                                            |                                   |
|--------------------------------------------|-----------------------------------|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years  |
| <input type="checkbox"/> 1 month           | <input type="checkbox"/> 5 years  |
| <input type="checkbox"/> 3 months          | X 7 years                         |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years  |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfill the requirements of the position.

Academic leadership experience combined with professional experience in the field or discipline.

Relevant post-secondary teaching experience.

Supervision of professional staff within a unionized setting.

Experience with design, development and delivery

#### **4. INITIATIVE - INDEPENDENCE OF ACTION**

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- Management of day-to-day School operations and resources: human, fiscal and physical.
- Facilitates Program Advisory Committee meetings and operationalizes outcomes.
- Conducts the evaluation of and supports full-time faculty on probation
- Supports the on-going professional development needs of faculty through the implementation of the Faculty Development process.
- Leads full-time and contract faculty workload development
- Deal with student, faculty, staff complaints and resolve issues quickly and fairly
- Management of program budgets that are related to curriculum delivery

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to

perform which required the direction or approval from a supervisor.

- Employee dismissal; budget approval for replacement or additional employees
- New program/partnership approval.
- Implements the priorities of the Academic Plan within the School.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- Strategic and Academic plan
- College policies and procedures
- Program development and review procedures
- Collective agreements and memoranda of understanding
- Terms and conditions of employment
- Ministry of Training, Colleges and Universities directives, procedures, memos, etc.
- Advisory committee guidelines
- Various legislation including, freedom of information, workplace safety,
- Program-specific legislation

## 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

- Failure to ensure the quality of courses/programs will result in loss of reputation, declining enrollment and financial repercussions for the College.
- Assigning teaching to faculty beyond the parameters of the Collective Agreements or local Memoranda of Understanding could result in grievances and negatively impact overall labour relations at the College
- Inappropriate decisions or lack of sensitivity to individuals/groups could seriously harm relations with students and staff, negatively impact overall quality of academic programs, and could lead to poor morale, motivation, grievances, reduced revenue resulting from withdrawal from programs.
- Budget over-expenditure results in financial loss to the college

## 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.



Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College, e.g., students, staff, management, colleagues.	Faculty, Program/Discipline Coordinators, Chair Assistant, Technicians/ Technologists (if applicable), Other support staff (if applicable),	Regular two-way communications; motivation; workload assignment; curriculum development; problem solving; coaching and development; etc.	Occasion	Frequent X
	Students	Information gathering; identifying areas for program or service improvement; consultation on program relevance; conflict resolution; mediation; involvement in School activities		X
	Vice-President Academic Experience, Deans, Other Chairs, Directors, Leaders	Idea sharing, contribute to strategic direction, collaboration on initiatives, academic planning, human resource management, problem solving, budget planning, program development/ modification/suspension		X
	Senior Leaders	Strategic planning involvement; response to critical incidents; information sharing and coordination re: external relations	X	
	Union Local	Resolve conflict; mediate issues		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Program Advisory Committees	Facilitate PAC meetings; discuss program relevance/renewal/development, use and acquisition of program resources, work integrated learning; implement outcomes		X
	External partners, including community and industry	Input to program ideas, partnerships, negotiate to obtain cooperation and build consensus, outreach and promotion activities	X	
	Counterparts at colleges	Information sharing, participate in external committees, discussion of		

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	and universities  Accreditation bodies	potential partnerships such as articulation agreements, collaboration on joint initiatives  Respond to requests for information; implementation of required changes	X	X
Occasional (O) Frequent (F)		Contacts are made once in a while over a period of time. Contacts are made repeatedly and often over a period of time.		

## 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(/) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☐ Not responsible for supervising or providing guidance to anyone.
- ☐ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- ☐ Assigns and checks work of others doing similar work.
- ☐ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- ☐ Manages the staff and operations of a program area/department.\*
- ☒ Manages the staff and operations of a division/major department.\*
- ☐ Manages the staff and operations of several divisions/major departments.\*
- ☐ Acts as a consultant to College management.

X Other e.g., counselling, coaching. Please specify: Coaching faculty and students in times of conflict resolution

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Full-time and contract faculty, Administrative support, Technologists/Technicians, Student Workers

## 7b. SPAN OF CONTROL

**Span of Control** is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	44
Non Full Time Staff (FTE) *	25
Contract for Service **	n/a
<b>Total:</b>	57

**\* Full Time Equivalency (FTE) conversions for non full time staff are as follows:**

### Academic Staff

Identify the total average annual teaching hours taught by all non-full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for postsecondary teachers and 760 hours for non-postsecondary teachers.

### Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

### Administrative Staff

Identify the total average annual hours worked by nonfull time administrative staff for which the position is accountable and divide by 1820 hours.

### \*\* Contract for Services

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory responsibility the position has for contract employees. This could range from no credit for supervising staff when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff@ when the position is required to handle the initial step(s) when contract staffing issues arise.

## 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting				X	
Working at the computer for longer periods of time		X			

### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Counselling employees and students to assist with problem resolution		X				I
Assimilating information and report writing				X		L
Reading and analyzing large volumes of information, data, reports				X		L
Constant interruptions and shifting priorities				X		S

### FREQUENCY:

<b>Occasional:</b>	Occurs once in a while, sporadically.
<b>Moderate:</b>	Occurs on a regular, ongoing basis for up to a quarter of the work period.
<b>Considerable:</b>	Occurs on a regular, ongoing basis for up to a half of the work period.
<b>Extended:</b>	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
<b>Continuous:</b>	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

#### **DURATION:**

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.

## **9. WORKING CONDITIONS**

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### **Environment**

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

<b>Types of Activities That Involve Job Related Unpleasant Environmental Conditions</b>	<b>Frequency</b> (note definitions below)		
	<b>Occasional</b>	<b>Frequent</b>	<b>Continuous</b>
Travel – intercampus, regional, provincial	X		
Evening and/or weekend work		X	
Verbal abuse from students, parents	X		

### **Hazards**

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Exposure to noise	X		

**Frequency:**

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.

**Additional Notes Pertaining to this Position:**