Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Quality Assurance Administrative Assistant   Payband: F

Position Code/Number (if applicable): S00695

Scheduled No. of Hours_____35/w_____

Appointment Type:_____X_____12 months _____less than 12 months

Supervisor's Name and Title: Nat Leach, Dean, School of General Arts & Sciences and Academic Quality

Completed by: Nat Leach   PDF Date: January 18, 2022

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 of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Under the general supervision of the Dean, General Arts & Sciences and Academic Quality, the incumbent provides general administrative and project management support for Academic Quality Assurance processes. The incumbent will provide procedural guidance and implement the use of technical tools for document collaboration and storage, creating and maintaining websites, as well as coordinating and maintaining repositories of academic quality assurance records to support processes such as program mapping, program review, program advisory committees, program accreditation, and institutional audits.

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*

	70%
Quality Assurance Processes Support Quality Assurance – Program Review (yearly) 1. Maintains a repository of program Quality Assurance reviews, program mapping, Vocational Learning Outcomes and other curriculum related data and reports. Assembles the elements of the QA review processes, using information provided by the team and following procedure. 2. Updates and implements changes to curriculum maps, course outlines, vocational learning outcomes to support program review activities. 3. Demonstrates processes and provides procedural orientation/guidance in a group setting (once per semester) for program review teams using IT tools to collaborate and store documentation related to Program Review. This may include both shared directory systems as well as program web pages within the College portal. 4. Identifies missing/incomplete evidence required for program review activities 5. Maintains the departmental email and provides information regarding process for program review teams. Quality Assurance – Institutional Audit (every 5 years) 1. Provides administrative support for the College Quality Assurance Institutional Audit process, reports, and co-ordinates the College Audit Site Visit (once every 5 years) 2. Creates, updates, and edits external Institutional Audit website (annually) to support the institutional audit 3. Uploads/maintains materials provided by members from across the College in a repository of evidence to support the institutional audit. 4. Identifies missing evidence required to support the institutional audit and investigates. Quality Assurance – Curriculum and/or Vocational Learning Outcome Change (yearly) 1. Supports and coordinates the handling and approval of Program Change Summaries and maintains a repository of approved program reviews for each academic year. 2. Supports the processes relating to program modification and course changes by ensuring that related procedures and policies are followed and implemented.	

Administrative/Quality Assurance Support for other College Processes
 	
Quality Assurance – Program Advisory Committees
    1. Provides administrative support for the centralized templates and resources for programs/schools related to Program Advisory Committees
    2. Demonstrates processes and provides procedural orientation/guidance in a group setting (once per semester) for Program Advisory Committees.
    3. Creates, updates and edits the Program Advisory Committee website for each program and uploads/maintains materials such as meeting minutes and provided by the Schools.
 	
Quality Assurance – Program Accreditation
    1. Provides administrative support for programs/schools related to Program Accreditation and any site visits.
    2. Creates, updates and edits external Program Accreditation websites (approximately 1-2 programs per year).
	15%

Administrative Support for Department 1. Provides administrative support for the Quality Unit, including: calendaring, arranging meetings, preparing agendas, distributing meeting material, taking minutes, etc. 2. Playing a key front-line role for the department, answers questions and provides referrals to external and internal partners as required. 3. As part of the service role to Academic Leaders, identifies and assists in resolving quality assurance issues or directing as appropriate, as they arise. 4. Provides project management support for the department including creating project plans and tracking progress. Examples include course outline upgrades, affinity site upgrades.	10%

Other related duties as assigned	5%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

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

☐ Up to High School   ☐ 1 year certificate   X 2 year diploma

☐ Trade certification   ☐ 3 year diploma / degree   ☐ 4 year degree or 3 year diploma / degree plus professional certification

☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
☐ Doctoral degree

Field(s) of Study:

Business or Office Administration or related field

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.

X 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

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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	Progressive administrative support experience including front-line customer service and project-based work assignments. Experience working independently with significant autonomy within a team environment. Demonstrated ability to prioritize tasks, proactively plan annually and several months in advance, analyze and anticipate issues, effectively solve problems in a timely manner and exercise sound judgment. Must have experience and demonstrated proficiency in the online environment utilizing standard software including website creation and maintenance. Advanced level experience and competencies for common desktop office applications including word processing and spreadsheets and databases. Experience delivering presentations and/or training. Experience coordinating several project components and using oral and written communication skills to liaise with multiple stakeholders both internally and externally with tact and diplomacy.
□ 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 changes to an existing program are made, the compliance with ministry guidelines, provincial program standards must be reviewed. At the same time, there must be compliance with College policies, processes and various timelines in the approval process relating to the various levels or stages of approval.
How is it identified?	Submission of a program change summary together with a supporting program chart by a program/school for changes to the curriculum in an existing program. Curriculum Officers identify that program changes have been identified on the curriculum or program grids.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent must know the requirements for each step in the approval process and how best to proceed through consultation with the supervisor, appropriate sources or points of authoritative contact.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent facilitates the approval process by providing information on required time lines, outputs and actions required to meet deadlines and obtain approval.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Supervisor, MAESD guidelines College Policies Program specific Vocational Learning Outcomes

#2 regular & recurring

Key issue or problem encountered	Program reviews are not being completed as scheduled
How is it identified?	Review of each project's timelines with the Program Review Facilitator assigned to the program review or by notification from the supervisor.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation is required to fully understand why delays are occurring
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Must determine which areas of the process are causing bottlenecks by reviewing each step, meet with Program Facilitator to review timelines, communicate with Chairs and work with supervisor to resolve the problem.
What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).	Program Review Facilitator, colleagues in the School or other departments, manager

#3 regular & recurring

Key issue or problem encountered	A School Dean thinks some numbers are incorrect within the Program Efficacy Review tool
How is it identified?	Dean
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Discussions with school to ascertain reasons for their conclusions or concerns.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine if source numbers are correct. Tie Program Efficacy Review tool numbers back to source documents with assistance from Finance and Institutional Research. Track numbers for last 3 years to see if there is any change in the programs in question – new curriculum, delivery etc. If source numbers are incorrect, then will bring this to the attention of the supervisor.
What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).	School Budget Officer Finance Institutional Research Director Academic Planning and Operations

#1 Occasional

Key issue or problem encountered	Project team is working on an accreditation for a program (e.g. Pharmacy Technician). The incumbent is responsible for assembling the elements of the self-study report using information provided by team and following guidelines. All team members have been assigned sections that they need to complete. Team members are not meeting critical dates agreed upon by the team and the deadline is looming. The incumbent needs this information to complete the report for review by team and leaders prior to submitting.
How is it identified?	Checking critical path, reviewing electronic folders and checking accreditation guidelines to ensure that we have provided evidence and links that substantiate program meets the standards for accreditation.
Is further investigation required to define the situation and/or problem? If so, describe.	Must determine which areas of the process are causing bottlenecks by reviewing each step, meet with chair to review timelines, Communicate with all stakeholders. Work with the Director Academic Operations, to resolve the problem and send follow up communications on revised work plan.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review timelines and work plan identifying how far off original completion dates the project is. Notify the supervisor.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Accreditation guidelines, program team, support of supervisor and Chair/Dean.

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.	This position requires planning/coordinating skills to co-ordinate multiple projects at once. The incumbent may have conflicting and simultaneous deadlines, be asked to switch from one task to another multiple times daily, and/or need to triage tasks while ensuring that all deadlines are met e.g. updating website, organizing a training session for new Program Review Facilitators. The incumbent will be required to jump from one project to another many times in a day or week to deal with issues and follow-up and must be able to distinguish and track the details of each.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Very detail-oriented; proactive, forward-thinking. The ability to anticipate problems, roadblocks and bottlenecks in planning and co-ordinating in advance of the projects is critical to the successful project completion. The ability to multi task is very important as is the ability to create project plans and track progress.
List the types of resources required to complete this task, project or activity.	Excel database skills, calendar management, check lists and follow up/reminder mechanisms, knowledge of classroom/faculty schedules, and knowledge of key contacts.
How is/are deadline(s) determined?	Supervisor, Academic Planning Cycle, Pre-established deadlines (e.g. Program Review deadlines)
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.	Internal stakeholders, supervisor and other College departments/schools determine if changes to the projects are required.

4. Planning/Coordinating

#2 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.

#2 regular & recurring

4. Planning/Coordinating

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

List the project and the role of the incumbent in this activity.	College Quality Assurance Accreditation Process and Audit: Incumbent assists with the process of preparing for and engaging in the CQAAP audit (once every 5 years) and assists in the coordination and organization of the related activities.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Leadership, teamwork and interpersonal skills are essential in this process. Time management skills are required to ensure timely completion as are the ability to create project plans, track progress and follow up
List the types of resources required to complete this task, project or activity.	Cooperation of college staff and overall access to data and information from various departments including depositories or databases maintained by the incumbent.
How is/are deadline(s) determined?	General deadlines are determined by the Ontario College Quality Assurance Service (OCQAS), the College administration and occasionally by incumbent with respect to internal processes.
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.	OCQAS, the VPA and/or the supervisor would determine if changes were required though the incumbent might be instrumental in identifying the need for some of the changes and would work with the Academic Leadership to determine the impact of changes on others.

#2 occasional

List the project and the role of the incumbent in this activity.	The incumbent is responsible for developing and delivering information/training sessions (and materials) regarding program review and IP tools and processes.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent will develop and facilitate training sessions and materials for a variety of stakeholders including faculty and Academic Leaders. Skills required include: collaboration, communication, planning, project management, facilitation, creation of presentation and learning materials (handouts, flowcharts, power points etc)
List the types of resources required to complete this task, project or activity.	Supervisor, internal policies and procedures

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How is/are deadline(s) determined?	Supervisor determines overall deadlines.
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.	Overall changes would typically be identified by the supervisor. The incumbent would then determine how to address these changes in the training/education session. e.g. The Incumbent is planning an information session on program review tools and processes. A week before the session, the supervisor, in consultation with Academic Leaders, decides to make modifications to the program review process. The incumbent then decides how to best incorporate these changes into the upcoming training session.

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

List the project and the role of the incumbent in this activity.	The Ontario College Quality Assurance Service has approved a set of Accreditation Standards that set out the quality requirements the college needs to meet to become accredited under this process. Evidence and research gathered must be consistent with requirements outlined in standards. The incumbent is required to create a website and upload the evidence-based practices that have been gathered by the College Accreditation Committee members.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Creates electronic files to store the information and construct a website that will be used to create an evidence based report that meets accreditation requirements of OCQAS. Formats, edits and proof reads information as part of the college team responsible for this process.

List the types of resources required to complete this task, project or activity.	Policies and guidelines
	College and school reports
	Strategic and Academic plan, IPP.
	Data from Institutional Research and from college OCQAS team members
How is/are deadline(s) determined?	A critical path will be developed by college OCQAS committee members based upon deadlines set by OCQAS. Deadlines will be reviewed and regular meetings scheduled to discuss progress.
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.	The Dean, School of GAS and Academic Quality and other college leaders would make these decisions. There would be a definite impact on the college and staff if the college does not meet the requirement of accreditation. Must be able to meet these deadlines in conjunction with other conflicting project deadlines.

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.	Answer School/Faculty questions regarding the program review procedures Describe the program review processes and the project plan for each program.
X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Review QA and accreditation processes with staff involved in accreditations. Assist with how to use applications for QA project completion Demonstrate/explain the required completion of the quality assurance documentation
□	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
□	□	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.	
□	□	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)
Job duties are performed in accordance with general procedures and instructions. The incumbent is aware of the day to day responsibilities of the position in relation to the academic cycle. Special projects are outlined generally by the Manager. Most assignments are completed with minimal supervision and independent judgment and thinking is required throughout the span of an assignment.	Ministry of Advanced Education and Skills Development Directives, Frameworks and Guidelines Ontario Colleges Quality Assurance Service Framework

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
College Policies & Procedures Annual Planning Cycle Academic Schedule College Calendar Relevant college internal websites including, APO, etc.	Ministry of Advanced Education and Skills Development Directives, Frameworks and Guidelines Ontario Colleges Quality Assurance Service Framework

How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Much of the routine daily work of the incumbent is performed independently without ongoing direct supervision.	Other non-routine or project-based work is checked on a regular basis by the Manager at designated intervals or by exception.

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)
	Faculty, chairs, program coordinators, internal and external stakeholders for decisions about program level accreditations

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)
Resolution to program review and/or accreditation deadlines not being met.	Major deadline/workload conflicts. Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Incumbent is responsible for managing calendars, co-ordination of meetings, requires an understanding of priorities and deadlines and ability to determine impacts of moving meetings, etc. Project plans and tracking mechanisms Ensure QA and Program/Curriculum Review documentation and processes are up to date and on track for completion	The incumbent suggests changes to processes to meet the needs of the department and staff as needs change. Incumbent will review PER tools and data to ensure complete without errors or omissions. Answer questions from the school at first level regarding data. Create training documents and carry out training event logistics Ensure websites are current

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?		
First point of contact for the QA dept.; therefore most initial inquiries are handled by the incumbent.	Service requests can be straightforward (How do I find? Where do I go to? Who should I see about?)	Faculty	W
	Probing and questioning to determine needs is often required to ensure that appropriate direction is given.	Academic Operations, Schools, Deans/Chairs, and faculty for quality assurance projects.	W
Requests to plan, co-ordinate and implement group meetings typically originate from the Manager.	Based on the planning cycle and various existing activities and schedules, the incumbent suggests an appropriate date, rooms available equipment required, etc.	Supervisor, internal and external stakeholders	M
Administrative requests related to Manager calendars, schedule and priorities arrive by email, telephone, in person or through analysis of received documentation.	Incumbent determines availability, conflicts and alternatives and communicates with requestor to ensure production is not slowed/stopped.	Faculty, college staff	W

| PER and project management support | IP and projects are based on annual, semester based planning as well as new projects. Following consultation with stakeholders to determine needs, plans and organizes assigned projects; tracks project status, provides written and verbal project status reports to internal and external stakeholders.

Some examples of complex projects are academic appeals and program advisory committee processes; this involves coordination with multiple stakeholders (Academic Council, Deans, ALT, working groups, etc.) | Schools, Departments, college staff | M |

*   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	Inquiries, general information, Exchanging information re meetings, follow up on behalf of the Manager	Students, Faculty, Other College Departments	W D
Explanation and interpretation of information or ideas	Correspondence, meetings, messages, discuss issues Explain program and curriculum review processes and timelines Explain IP data and expected completion dates for mitigation forms, answers questions Demonstrates processes and provides procedural guidance/orientation (once per semester) using IT tools to collaborate and store documentation related to Program and Curriculum Review and accreditation processes. This may include both shared directory systems as well as program pages within the College's internal web page system (18 – 20 programs per year).	Faculty, Chairs, Deans, members of review teams	W M I I
Imparting technical information and advice			
Instructing or training	Develops and facilitates training sessions and materials (handouts, flowcharts, power points etc) for a variety of stakeholders.	Faculty Academic Leaders	I

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Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk	D			X	X		
Standing and walking	D	X			X		
Sitting in meetings taking notes	M			X	X		
Lifting - Light (up to 5 kg or 11 lbs)	I	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)

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

□   Heavy (over 20 kg or 44 lbs)

Equipment/supplies for meetings/training – notebook, handouts, flip charts and paper, books, prizes, instructional supplies (safety glasses etc.)

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 (e.g. 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 (e.g. 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 <u>higher than usual need for focus and concentration.</u>

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Taking notes (e.g. during Academic Council meetings) and recording delivery details on centralized spreadsheets for follow up actions by participants	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually ☐ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Creating websites/reports for QA projects	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X 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)	Office environment	D
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to extreme weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
X travel	Periodic travel to Frost Campus for direct customer service needs/problem-solving	I (approximately once per semester)
☐ working in isolated or crowded situations		
☐ other (explain)		

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