

Job Fact Sheet Questionnaire

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 College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's 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

Incumbent: VACANT

Position Title: Manager, Indigenous Student Services

Division/Department: Student Services

Pay Band: 11

Location/Campus: Sutherland Campus

Immediate Supervisor (title): Indigenous Knowledge Leader

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: _____

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Approved by:

Senior Manager: _____

Date: _____

POSITION SUMMARY

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

The Manager, Indigenous Student Services (ISS) is accountable for the effective operation of the ISS department. They are a leader who will work collaboratively to develop and promote non-academic programs and initiatives for Indigenous students, and will promote Fleming College as the college of choice for Indigenous learners. They are a member of the Fleming Indigenous Education Council (IEC), and supporting all aspects of the student experience and success of Indigenous learners. The Manager works with Indigenous Services staff as a liaison between Fleming and Indigenous communities and organizations.

Specific Accountabilities:

The Manager is accountable to the Indigenous Knowledge Leader and reports regularly to, and receives guidance from, Fleming's Indigenous Education Council. The Manager oversees all aspects of Indigenous Services, which focus on every stage of the Indigenous student life cycle: 1) Outreach and Recruitment 2) Transitions 3) Retention and Cultural Support 4) Transition and Completion. They leverage resources and programs within the broader Student Services Division to support Indigenous strategies and programs. They will be a consultant to other College departments on the unique needs of First Nation, Inuit and Métis students, providing cultural expertise and leadership on Indigenous Student initiatives.

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.

Operations/Coordination

50%

- ☐ Provides leadership and direction to staff and student workers within Indigenous services at all campuses
- ☐ Responsible for recruiting, hiring, orientation, work assignments, performance management, coaching and evaluating all staff in Indigenous Student Services to better support Indigenous students.
- ☐ Helps to facilitate problem-solving activities for disputes involving, staff and students and engages traditional methods for resolution as appropriate
- ☐ Responsible for the development and maintenance of the Indigenous Student Services budget. Ensures that record keeping methods meet the needs of various program sponsors to facilitate reporting.
- ☐ Will be the College contact for PEFAL Ministry Funding and any other funders supporting the Indigenous Student Services department
- ☐ Evaluates existing services and provides recommendations to the Indigenous Knowledge Leader for improving services for Indigenous students, such as advising, peer assistance, tutoring, study skills, academic advising, financial assistance and academic success tracking.
- ☐ Assists the Indigenous Knowledge Leader to prepare reports to the IEC, the College, Board of Governors and government funders

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- ☐ Provides leadership, planning and review of a data collection model that allows for identification of trends, challenges, gaps and successes of Indigenous learners attending the College
- ☐ Provides support to other departments internally to identify opportunities for indigenization of services to ensure Indigenous students see themselves represented in all areas of campus life.
- ☐ Will build and maintain reciprocal external relations with Indigenous community stakeholders.
- ☐ Support the Indigenous Knowledge Leader in the development and implementation of college-wide strategies to ensure the inclusion and implementation of recommendations from the Truth and Reconciliation Commission (TRC); the United Nations Declaration for the Rights of Indigenous Peoples; and the CICAN Indigenous Education Protocol, overseeing Fleming's IEP Multi-Year Plan.

Outreach and Engagement

20%

Provides leadership and direction for the Indigenous Student outreach and engagement activities

- ☐ Works with Indigenous Student Services, Student Recruitment, and Fleming's Indigenous community partners to develop and provide effective administration, recruitment, transitional support, retention strategies and related services which support successful academic completion for Indigenous students
- ☐ Works with Student Recruitment to design, direct and implement short- and long-term Indigenous student recruitment plans with measurable targets to meet enrolment goals.
- ☐ Consults on outreach initiatives unique to each academic school based on the Student Recruitment plans and strategic plans for the college.
- ☐ Works with the Marketing Team to integrate Indigenous recruiting activities into the overall conversion process from initial contact to enrolment.
- ☐ Identifies and implements opportunities to integrate Indigenous-focused social media, multimedia and web strategies into the overall student recruitment process.
- ☐ Supports Student Services Teams in the respectful inclusion of Indigenous Knowledge and Indigenous Knowledge Keepers duties in Student Services at the College.

Acts as a liaison between the College and Indigenous organizations and communities 10%

- ☐ Acts as a liaison between the Student Experience Team and Indigenous organizations and communities as it pertains to Indigenous Student support and advocacy, respecting appropriate traditional protocols.
- ☐ Meets with Indigenous Education Managers (First Nation, Metis Councils, Inuit Communities and Urban Indigenous Organizations) to discuss opportunities for collaboration
- ☐ Works with First Nation and Métis communities, Indigenous organizations and Indigenous Education institutes to ensure Fleming's Indigenous Student Services department is appropriately supporting their students
- ☐ Represents the College on designated provincial/regional/local committees focused on Indigenous Learners and funding opportunities.

Cultural Resource

10%

- ☐ Acts as resource for both the College's Indigenous Education Council (IEC) and College community, pertaining to the needs and cultural attributes of First Nations, Métis and Inuit communities, Indigenous organizations and Indigenous students.
- ☐ As a member of the Fleming Student experience Team, ensures that students and college employees receive effective advisement, support and service delivery in the development and maintenance of Indigenous relations internally and externally with industry and community partners

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Proposal/Grant Writing

5%

- ☐ Identifies and actively pursues new funding opportunities, writing proposals which will secure new and on-going funding through research, consultations and negotiation with community partners, subject experts and government funding bodies.
- ☐ Works with Alumni and Advancement for funding proposal and donation opportunities.

Other Related Duties as Assigned

5%

TOTAL 100%

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analysing** 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.

The incumbent provides operational service leadership for Indigenous student activity throughout the College, while being responsible to the Indigenous community. They must develop excellent working relationships with Indigenous staff, the various College departments and the Indigenous community while demonstrating a high level of sensitivity, cultural awareness, and good judgement when making decisions that balance the needs of all stakeholders.

Indigenous services within the College are reviewed on a yearly or bi-yearly basis by the Ministry and funding is received accordingly. The incumbent must be aware of the Ministry guidelines and short time frames to access funding, while simultaneously ensuring consistency in delivery of programs and services and working within the College's collective agreement and policies.

Often funding opportunities are presented with a very short turnaround time separate from the yearly funding allocation, The Manager must be able to anticipate if possible and respond to these opportunities,

The term Indigenous is complex and at Fleming has come to be interpreted as individuals who are First Nations, Métis or Inuit (FNMI). The culture and customs of each of these groups is unique, yet funding criteria, policies, services standards and even College employees' understanding may often presumes the cultures/needs of each group to be the same. The incumbent must demonstrate sensitivity and political astuteness when working with each of these groups, while providing a standard level of service that meets the specific needs of each group and adheres to Ministry and College guidelines.

2. EDUCATION

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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

☐ Masters Degree

☒ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify: _____

☐ Other

Specify: _____

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).

Relevant diploma or degree such as Indigenous Studies, Business Administration, Public Administration, Human Resources, or a related field.

Additionally, demonstrable Traditional Indigenous Knowledge will be a mandatory requirement, supplementing and enriching to formal education.

Technically self-sufficient and able to use a variety of software tools such as, but not limited to, electronic calendars, spreadsheets, word processing and various social media platforms.

3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil 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.

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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 | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input checked="" 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 |

9 years' progressive relevant experience:

- *Significant Traditional Knowledge including cultural protocols, traditional governance, Traditional Indigenous Ways of Knowing and doing, including but not limited to restorative justice practices; this is attained with years of Elder teachings and participation in cultural ceremonies, activities and close community ties/relationships.*
- *Ability to work and communicate across cultures and articulate an Indigenous worldview within a post-secondary environment*
- *Solid understanding of student development, student issues and needs of Indigenous students.*
- *Strong advocacy and diplomacy skills, able to reconcile diverse viewpoints, foster cooperation and work collaboratively within and across various functional areas*
- *Ability to think on your feet and address complex, sometimes controversial and political issues with internal and/or external stakeholders in a respectful, culturally appropriate manner*
- *Understanding of Indigenous viewpoints and political climate at all times*
- *Understanding of Indigenous consultation vs. engagement and advises the Student Experience Team when it is appropriate to do so.*
- *Understands First Nation Government and processes for respectful engagement*
- *Excellent communication skills*
- *Established connections to relevant Indigenous communities. Regular participation in and active contribution to relevant community activities which maintains these connections*
- *Willing and able to utilize these connections with Indigenous communities to facilitate meaningful partnerships and support Indigenous students*
- *Knowledge of Indigenous culture, history, and cultural protocols*
- *Experience in developing, implementing and monitoring service excellence*
- *Strong leadership/management skills in a unionized environment including motivation and performance management*
- *Experience in report writing and grant writing*
- *A sound decision-maker who possesses planning, analytical, negotiation skills*
- *Experience developing and implementing a strategic departmental vision*
- *Strong data analysis and budgeting skills*
- *Complex problem-solving skills, utilizing Indigenous leadership methods*

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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.

- *Consistently review and monitor existing Indigenous Student Services and determine how services will be modified or terminated and which new services will be initiated based on a variety of factors such as Ministry guidelines, budget, program outcomes, needs of students, and community input.*
- *Responsible for improving outreach and engagement tools, in partnership with Marketing, to gather and analyse data that will advance Indigenous student recruitment outcomes.*
- *Develop and maintain relationships with local and distant Indigenous communities and agencies, to arrive at partnerships that have mutual benefits.*

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.

Termination of an employee or expulsion of a student (as per the college processes)

Major budget concerns, grant proposals and/or significant departmental purchases.

Advise and recommend revision/changes to procedures or types of service provided.

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,

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injury, property damage, effects on staff, students, clients or public.

- *Failure to act or recognize issues of service quality may lead to loss of reputation, financial cost, complaints, lawsuits, and/or jeopardize relationships with external communities (e.g. Indigenous communities).*
- *Failure to exercise careful judgment within the staff team when working with students (related to behaviour, threat assessment, health and safety, harassment/discrimination) may result in a liability for the college and/or endangerment to college safety. This includes coaching and Indigenous teachings to members of the Student Experience Team.*
- *Decisions usually involve commitment of financial, staff and physical resources. Inappropriate decisions may cause substantial losses and/or damage to the effectiveness and reputation of the departments and the college. The PEFAL Ministry funding partnership, which is the cornerstone of Indigenous funding for the college, requires annual report writing and frequent reports so as to maintain the funding. This could be jeopardized and Indigenous education /services may also be jeopardized/lost if the incumbent does not meet deadlines and agreed upon outcomes.*

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.	<i>Indigenous Knowledge Leader</i>	<i>Regular meetings to ensure consistency across campuses, decision-making on critical deadlines.</i>	Occasional	Frequent W
	<i>Other Student Services Managers</i>	<i>Monthly divisional management meetings to provide updates;</i>		M
	<i>Faculty, staff and management in other departments.</i>	<i>Regularly and informally to develop joint student service initiatives, or to collaborate on the development of strategies to</i>		W

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	<p><i>Departmental Staff</i></p> <p><i>Students and Student Government</i></p>	<p><i>enhance student life, or problem solve student issues.</i></p> <p><i>Direct supervision, coaching, evaluation, etc.</i></p> <p><i>Information, problem solving, issues, complaints, coaching, mentoring</i></p>		<p>D</p> <p>W</p>
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	<p><i>Management reps at other colleges</i></p> <p><i>Indigenous Community Members</i></p> <p><i>Chair (and members) for Indigenous Education Counsel</i></p> <p><i>MTCU re: PEFAL and OPAIP guidelines</i></p>	<p><i>Information Sharing</i></p> <p><i>To seek input from Indigenous advisory committee members on appropriate supports for Indigenous Students</i></p> <p><i>Regular interactions as needed to bridge community partnerships and agenda items as it pertains to Student Experience across college</i></p> <p><i>Information and membership on provincial group; compliance with Ministry guidelines and funding expectations.</i></p>		<p>I</p> <p>M</p> <p>M</p> <p>I</p>
<p>Occasional (O)</p> <p>Frequent (F)</p>	<p>Contacts are made once in a while over a period of time.</p> <p>Contacts are made repeatedly and often over a period of time.</p>			

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.

Provides direct supervision, manages and directs the work of Frost and Sutherland Indigenous student services staff, with an emphasis on quality of work, development of staff, costs, methods, evaluation, motivation, and discipline. Supervisory duties are varied and intricate.

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(/) 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.

X 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.

X Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.

X 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:**

* 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.

Indigenous Student Services Coordinator – Sutherland (FT)
 Indigenous Student Services Coordinator – Frost/Haliburton (PT – 24 hrs/wk)
 Indigenous Student Ambassador, Sutherland (PT, 15 hrs/wk)
 Indigenous Student Ambassador, Sutherland (PT, 15 hrs/wk)
 Indigenous Student Ambassador, Frost (PT, 15 hrs/wk)
 Indigenous Student Ambassador, Frost (PT, 15 hrs/wk)

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).

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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	1
Non Full Time Staff (FTE) *	1 (24 hrs/wk RPT) = .68 FTE
Contract for Service Student workers/mentors/Elders	Each Elder (3) would be approx. 6 hrs / week X 14 weeks x 3 semesters = .42 FTE 4 student workers x 15 hrs/week x 2 semesters = .92 FTE
Total:	3.02 FTE

*** 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 post-secondary teachers and 760 hours for non-post-secondary 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 non-full 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 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

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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
<i>Computer work</i>		X			
<i>Prolonged sitting in meetings</i>			X		
<i>Some intercampus travel</i>		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
<i>Budget preparation</i>	X					/
<i>Reading email messages</i>			X			I
<i>Sitting in meetings</i>			X			I

FREQUENCY:

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

DURATION:

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

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
<i>Limited intercampus travel</i>		X	
<i>Normal office environment</i>			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.

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Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Exposure to out of doors when working within Indigenous communities and when ceremony or cultural teachings occur. Involves some exposure to inclement weather, sometimes in northern, and isolated locations.	X		

Frequency:

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

Additional Notes Pertaining to this Position:

It should be noted that this role would spend some time on ceremonial sites at the college. These are out of doors (tipi and wig wam) and involve participation in fire preparation, smoke and exposure to weather conditions. Incumbent can come into College if weather very poor but it is expected that the associated tasks aligned with ceremonial fires and structure maintenance occurs.

Travel to northern, remote and sometimes isolated Indigenous communities may occur occasionally.