

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Academic Operations Coordinator, Haliburton School of Art + Design

Payband: F

Position Code/Number (if applicable): S00367

Scheduled No. of Hours _____35_____

Appointment Type: _____X_____ 12 months _____ less than 12 months

Supervisor's Name and Title: Dean, Haliburton Campus

Completed by: Shelley Schell/Sandra Dupret

PDF Date: May 2014

Last Revision: November 2019

June 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 for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

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

The incumbent works closely with school leaders and faculty to operationalize the academic cycle for the Haliburton School of Art + Design. The incumbent coordinates and communicates the flow of academic information related to curriculum, timetables and scheduling, post-secondary faculty, and D2L to centralized college departments such as Academic Operations, Records, the Registrar's Office and Human Resources.

Working in collaboration with the RO the incumbent is the lead support for the Haliburton campus convocation ceremony, graduate audits for school programs, and graduate communication.

The incumbent provides administrative school support to the Dean and Manager, Operations and Programs.

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
<p>1. Academic Operations</p> <p>Works closely with AWSS to support HSAD programs.</p> <p>Provides HSAD instructor assignments and course schedules, as provided by program coordinators, on a semester-by-semester basis to timetablers.</p> <p>Verifies full-time and contract faculty assignments for data accuracy and consistency with college policies and procedures, and collective and local agreements - for submission to AWSS.</p> <p>Communicates with new faculty regarding onboarding requirements including step calculation process, new employee documents, payroll and Human Resource needs.</p> <p>Provides addendums to the timetablers as instructor assignments are updated and revised throughout the timetabling process.</p> <p>Maintains the coordinator table on the Fleming College website to reflect current coordinators.</p> <p>Ensures that FT program coordinators are informed of and meeting critical academic schedule deadlines, providing support as necessary.</p> <p>Works with faculty to review and submit curriculum verification logistics for HSAD programs.</p> <p>Assists in scheduling and support of contract faculty and part-time tech interviewing and hiring processes.</p> <p>Coordinates new faculty school specific orientation programs including updating materials, organizing logistics, providing onboarding and assisting with the delivery.</p> <p>Coordinates and organizes academic staff on boarding.</p> <p>Reviews input and follows up on step calcs.</p>	30%

2. Administrative Support

40%

Provides support to school leaders including but not limited to: handling mail, arranging meetings, setting agendas, directing enquiries, managing electronic calendar, researching and preparing materials in advance of meetings, arranging travel, scheduling staff meetings, coordinating attendance tracking processes, setting up and maintaining appropriate information management systems, and communication on behalf of leader.

Assists with communication and provides operational and organizational support for PAC and all levels of program review, ensuring all deadlines are met.

Assists with recordkeeping and reporting of quality processes.

Works with HSAD campus program coordinators to schedule space and communicates schedule or room changes to appropriate staff.

Supports, tracks and monitors the collection and submission of grades. Follows up with faculty as needed and advises the Chair.

Communicates probation status to program coordinators and Dean.

Guided by the Dean, issues Grade Deferred, Incomplete, Academic Progression/Probation information/letters to appropriate parties and submits Mark Change forms.

Coordinates course outline review assignments. Monitors course outline reports and follows up with appropriate coordinator for outstanding course outlines.

Is the point of contact for Board of Governor meetings, President's Office, and corporate groups attending the Haliburton Campus.

Assists with annual Art Auction fundraising event through the database management and provision of additional support as needed.

1. Education

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

- Up to High School 1 year certificate 2 year diploma
- Trade certification 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 Administration, Office Administration related discipline

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

No additional requirements

Additional requirements obtained by course(s) of a total of 100 hours or less

Additional requirements obtained by course(s) of a total between 101 and 520 hours

Additional requirements obtained by course(s) of a total of more than 520 hours

2 Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

	<ul style="list-style-type: none">• Relevant experience in an office services environment.• Experience working independently, organizing, problem solving and prioritizing own work within a team environment.• Experience using various computer applications, i.e. word processing, database and spreadsheet applications, e-mail.• Strong communication (verbal and written) skills.• Experience dealing with multiple and competing priorities in a fast-paced office environment.• Experience working in a collaborative manner with multiple stakeholders.

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.	As the liaison between Dean and faculty regarding scheduling, the incumbent is often approached by faculty with concerns or questions about their schedule.
How is it identified?	As a first step in responding to queries, the incumbent is expected to provide faculty with a comprehensive understanding of the process used to arrive at their schedule as provided by the leader.
Is further investigation required to define the situation and/or problem? If so, describe.	Review of schedule with faculty, follow up with Dean as required.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review of scheduling information submitted including student timetables. Communication involves explaining the situation, clarifying information/questions, promoting an understanding of the overall scheduling process and requirements, explaining other options, articulating why their schedule is as presented, explaining how changes impact others, and providing information about next steps if not satisfied. Successful communication strategies at this stage will diffuse issues and prevent them from escalating and students being negatively impacted.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Collective Agreements, local agreements, MoU

#2 regular & recurring

Key issue or problem countered

The incumbent verifies and processes the graduation status of VCA and IND diploma students, navigating challenges that arise when students are removed from the first year of the program when enrolling for the second year, which is a standalone certificate. Evolve cannot capture these unique status details automatically, necessitating manual capture. The inability of the system to track applicable grad status details requires the incumbent to analyze and verify the academic history of the students in order to manually process students eligible for graduation.

How is it identified?

Problem is identified by incumbent during manual cross-checking procedures as individual students are audited for graduation status. Incumbent is aware of the number of grads that should be on the list and must investigate when the numbers do not match.

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

Extensive manual cross-referencing of source information is required by the incumbent on each individual diploma student.

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

Incumbent must research a variety of sources, and consider them in relation to each other, to confirm each student's grad status. This includes researching/confirming the registration year of each student, examining prior student transcripts and following up with the program coordinator to ensure the grad status has been correctly determined.

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

Prior transcripts, Records Office staff, faculty, program coordinator, other historical records available on each student.

3. Analysis and Problem Solving

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

Key issue or problem encountered

Faculty are not attached to timetable.

How is it identified?

Faculty have difficulty accessing timetables, class lists or course outlines through the Evolve Faculty Centre portal.

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

Incumbent verifies instructor assignment and submission through Timetabling; investigates their IT accounts.

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

Investigate timetable grids, check addendum reports, check with Timetabler, verify with uploaded information.

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

IT, timetabling grids

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

Key issue or problem encountered

Students missing on the eligible to graduate list.

How is it identified?

Cross reference students who were automatically withdrawn from VCA and IND because they were placed in a certificate program.

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

Cross-program investigation, collaboration with colleagues, records officer

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

The incumbent must analyze past intakes of diploma and certificate programs and identify students who have successfully completed both to meet the eligibility to graduate criteria. This can be complex and involves scrutinizing course history, faculty and student group timetables to confirm that all required courses were completed.

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

Student records, timetables, timetabling principles, Assigned/Unassigned report

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.	Prepares PT faculty contracts.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organizes, monitors, and assists faculty in the preparation and process used to gather faculty workload preference and Faculty Restriction forms. Monitors unassigned course hours. Provides the Timetabler with up-to-date, accurate staffing details as they occur. Updates workloads on an ongoing basis as a result of workload negotiations between faculty and coordinator/Dean. Tracks all signed workload documents and ensures OEHR receives all documents to meet contractual timelines and payroll deadlines. Verifies workload summaries of all full-time and contract faculty assignments for data integrity for each semester. Contributes to system requirements for workload planning and processes.
List the types of resources required to complete this task, project or activity.	Liaises with other academic workload and staffing specialists, if needed Collective agreements MoU School leaders
How is/are deadline(s) determined?	Annual planning cycle Collective Agreements

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.

School leaders – coordinators/Dean
 The incumbent monitors the impact on various departments as a result of changes to SWF and/or contracts
 Changes to both full-time and contract faculty work assignments have to be documented and details distributed to necessary departments/ (i.e. timetabling) in a timely fashion to ensure that workloads, contract letters and timetables are correct.

#2 regular & recurring

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

Supports the planning and coordination of the Haliburton campus convocation. Although this activity occurs once annually, it is a core role of this position and is a critical event for the College and for Haliburton students.

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

Time management, organizational and communication skills, attention to detail.

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

Liaison with RO, Physical Resources, program coordinators regarding awards, hospitality providers as needed.

How is/are deadline(s) determined?

Convocation date and corresponding deadlines are determined corporately.

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.

President, Registrar, Dean.
 Missed deadlines, incorrect communication or poor planning presents reputational risk and undermines the college's obligation to recognize graduates.

4. Planning/Coordinating

#3 regular & recurring

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

Semester Completion:

Ensures all grades are submitted, and records are up to date and clean ie. all transfer credits and add/drops are identified. Planning for academic standing reports along with grade roster interaction with Faculty.

Critical tasks and deadlines fall in a brief window of time between the end of one semester and beginning of the next.

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

Time management is essential. Planning for the deadlines around last day of semester, communication with faculty and coordinators, student issues, grades input, academic advising – prioritizing and focusing ensures a smooth transition.

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

Registrar's Office, faculty, coordinators, Dean.

How is/are deadline(s) determined?

Academic Regulations and Academic Calendar predetermine semester start and end dates – these are not flexible.

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.

Potentially - Registrar's Office, Dean, various issues could change the priority of processes.

4. Planning/Coordinating

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

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

Program Advisory Committee (PAC) meetings.

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

Time management, organizational skills, priority-setting skills, ability to sequence related tasks and timelines. Works with the PAC Chair (external posting) to format agenda/minutes, contact information for the Committee.

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

Face to Face: Virtual; phone/polycom; templates for agendas and minutes.
Remote: virtual platforms

How is/are deadline(s) determined?

Pre-established and set annually.

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.

VPA, Dean of Quality, HSAD Dean for major changes. Examples would be a change to the nature and quantity of Committee documentation that is shared with the rest of the College community.

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.

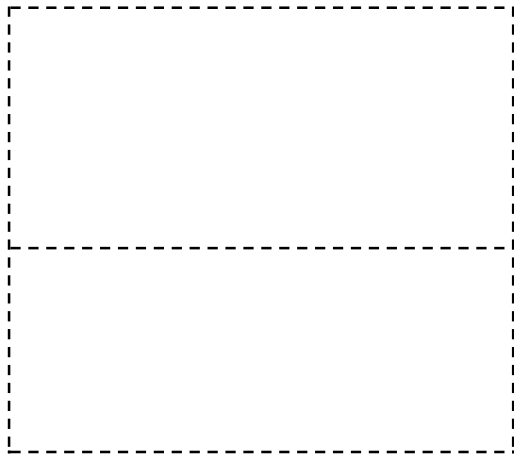
Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

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.	Provide details on program and course development and delivery to colleagues.
X		There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	<p>Full Time and contract faculty require guidance regarding onboarding, workload development, college policies and procedures, learning platform, deadlines, academic progression details, and possible conflicts.</p> <p>The incumbent provides detailed interpretation of SWFs, contracts, payroll, step calculations and explains next steps to resolve issues.</p> <p>Incumbent is first point of contact to demonstrate workload processes and systems through Evolve, MAPS.</p>

- X The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities

Maintains awareness of systems functionality related to web registration processes, ensures HSAD is involved in corporate discussions and planning, and communicates changes to colleagues. Consults with colleagues regarding operational needs, deadlines, and challenges, and liaises with systems administrators to resolve issues that have resulted in either limited or lost functionality, and/or unintended functional impacts.

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- 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)
<p>The incumbent carries out work independently in relation to the academic cycle. The incumbent initiates and follows through on various academic processes, working closely with the School Leaders. The incumbent determines appropriate process for completion of tasks.</p> <p>Most assignments are completed with no supervision and independent judgment and thinking is required throughout the span of an assignment.</p>	Context and details related to a specific Dean task.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>The incumbent performs typical work assignments within broad parameters defined by general organizational regulations and academic procedures.</p> <p>Due to changes within the organization, the incumbent is expected to be flexible and adapt to each new practice, policy, procedure or technology.</p>	Supervisors are usually available for consultation, problem solving, and approval as needed.

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>This is a deadline-oriented position that is integrated into numerous academic schedules.</p> <p>Work is reviewed by exception and/or discussion of processes. On occasion or in unusual situations, the incumbent may refer to supervisor for clarification.</p>	Tasks are only verified by Dean as required.

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)
Working with program coordinators to determine assignments for full-time and contract faculty.	Working with Timetablers to resolve timetabling conflicts when filling TBAs after timetable has been produced.

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 of timetable conflicts. Liaise with Dean/Director regarding new faculty hires as presented by the coordinators.	Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution. Issues/concerns with employees that cannot be answered by the incumbent or are outside the parameters of normal procedures. Major deadline/workload conflicts. Matters requiring a change in policy/procedures or past practice.

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 trusted with judgment and discretion in identifying solutions to situations as they arise when dealing with the public, students, staff, faculty, coordinators, and corporate department colleagues. Compressed delivery format creates a degree of urgency with many assistance-related decisions.	

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?		
In consultation with the Dean review last year's semester workload and create a plan.	Incumbent builds workloads based on previous/ revised information and staffing plans	Faculty and staff School Leaders Program Coordinators	M
Faculty contracts are determined through instructor assignment process in schools	Incumbent builds workloads on contract workload forms Contracts entered into instructor assignment.	Contract faculty Part-time program coordinators	M
Hiring Processes of contract faculty	Faculty on-boarding, orientation for semester start-up	Faculty	M
Academic Operations provides Timetabling and instructor assignment reports.	Incumbent reviews reports to ensure workload and timetabling accuracy	Workload Officer Timetabler	M
Discussions and updates on inquiries and workload assignments	Short informal/formal meetings	Dean, Coordinators	W
Colleagues inquire about course and program information	Discuss process, answer programming related questions.	Staff at all campuses	W

Support Staff PDF

Summer School Officer	The incumbent creates a staff schedule that addresses multiple locations, functions, and extended building hours.	Summer School Officer and all staff involved, Trillium Lakelands District School Board	I (annually)
All staff provide proposed vacation requests	The incumbent creates an annual calendar and assesses/communicates potential conflicts and challenges to campus leaders	Support staff Operations & Programming Manager Dean	I (annually)

* 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	Electronically contact IT to set up network accounts for new faculty, and resolve issues related to the network as arise.	ITS	M
	Exchange information related to a variety of subjects i.e. submitting marks, clarifying pay rates,	OEHR, Academic Operations, Registrar's Office,	D/W/M
	Inquiries about the college and its programs and services and facilities	General public	I
	Discuss work assignments and deadlines/conflicts, scheduling	Coordinators and Dean/Director, contract faculty	D/W/M

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Explanation and interpretation of information or ideas	Clarification, consultation and advice re workload processes and information	Academic Workload and Staffing Specialists in other schools	D
		Faculty, staff, Dean	D/W
	Provide explanations/advice with regard to SWF Workloads, PT/PL contracts, curriculum delivery	Campus colleagues, PRD	D/W
	School specific issues, peak period back-up	Timetablers	M
	Faculty SWFs, part time contract issues, step calculation process, timesheets, exception reports, leave of absence, reduced workload	Timetablers, faculty	M
	Timetable accuracy / restrictions/information	Students Contract faculty	D/W
	Advise re course or program selection, application, registration, financial assistance, special needs, counselling, withdrawals, marks, exemptions, appeals, student files	Contract faculty	W
	Discuss process, answer programming related questions, advise contract information and expenses	Dean, faculty, Advisory Committees, coordinators	W
	Liaise with off-site instructors on regular basis for course support, course development and delivery	Campus colleagues	M
	Liaise regarding program/course development, delivery and effectiveness	Faculty and students	I
Consults with end-users of systems and processes and explains updates and revisions.		W	
Assists and supports full and			

Support Staff PDF

	Provides information about the interpretation of SWFs/teaching contracts and how they are related to the provisions of the Collective Agreement. Requires an understanding of the technical aspects of the CA, an understanding of MoUs and College procedures/practices (e.g. Coordinator, team teaching) and to be able to explain how the numbers are calculated on the SWF and how they relate to the CA	Full-time and contract faculty	M
Imparting technical information and advice			
Instructing or training			

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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	D			X	X		

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

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data compilation, analysis. Workload (contract/SWF) information is submitted from many sources and requires significant concentration to ensure all details are captured correctly.	D/W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No,				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Entering grades into Evolve at the end of the semester.	M	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Grad audit	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
X Usually				
<input type="checkbox"/> No				

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
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
X travel	PAC Meetings (Toronto)	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

Support Staff PDF

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