

## Position Description Form (PDF)

College: Fleming College

Incumbent's Name: VACANT

Position Title: Enrolment Support Advisor

Payband: E

Position Code/Number (if applicable):

Scheduled No. of Hours \_\_\_35/wk\_\_\_\_\_

Appointment Type: \_\_\_X\_\_\_\_\_ 12 months \_\_\_\_\_ less than 12 months

Supervisor's Name and Title: Sherry Gosselin, Registrar

Completed by: Sherry Gosselin

PDF Date: March 2023

### Signatures:

Incumbent:  
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

### Position Summary

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

Reporting to the Registrar, the Enrolment Support Advisor provides front-line/cross-functional support to all Fleming students, faculty and staff as they relate to all functions in the Registrar's Office (RO) (e.g. Admissions, Financial Aid, Registration, Student Fees, Continuing Education and Records Management). Monitors the front counter, phone lines, and customer support tools (e.g. CERB) and assists students with processes, or information on a variety of RO functions (including, but not limited to, course add/drops, program withdrawals, exemptions, transfer credits, transcript requests, etc.). Provides information regarding College programs, policies/procedures, and responds to student inquiries regarding programs and services. Also performs outreach to prospective students at various stages in the enrolment process. Assists with key student recruitment events such as Open House, the Ontario College Information Fair, etc. The incumbents will be stationed at either Sutherland or Frost campus as volume and demand dictates.

## Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p><b>First Level Support</b> Provides a Tier 1 level service (as per the RO Customer Service Delivery Framework) to all Fleming students by assisting them in interpreting academic regulations, as well as College and Ministry policies and procedures (OCAS, OSAP, Tuition fees, Admissions policies etc.). The incumbent assists students at the Tier 1 level (as per the RO Customer Service Delivery Framework) in all RO functions. The incumbent refers issues to the functional specialists as per the RO Customer Service Delivery Framework ensuring students receive seamless and excellent customer service from the RO. Tier 1 support is performed in-person, on-line (including CERB) or via the phone.</p> <p>Assists with key student recruitment events such as Open House, the Ontario College Information Fair, etc. Occasional travel between campuses may be required to support other college front-line customer service initiatives.</p> <p><b>Student Registration</b> Registers full-time and part-time students and ensures that all necessary processes have occurred, and documentation has been received. Verifies that admission requirements have been met, assists students with course loadings and the development of their overall course schedule, provides direction with respect to exemptions, transfers and withdrawals. Assists with other office duties including mail delivery and distribution, filing and other duties as needed.</p>	50%
<p><b>Prospective Student Outreach</b> Performs outreach to prospective students at certain points in the enrolment process via phone and email. The incumbent will assist with reaching applicants to move them forward in the enrolment funnel (e.g. students with “missing requirements” and students who have received offers, but not confirmed.) Also assists with key student recruitment events such as Open House, the Ontario College Information Fair and others.</p>	15%
<p><b>Reporting</b> Processes Transcript, Diploma and Confirmation of Enrolment requests. Prepares letters and compiles documentation in response to legal inquiries.</p>	15%

<p><b>OSAP</b> Provides first point of contact for students and handles general level inquiries related to their OSAP application; assists with the keying of signature and declaration pages; updates study period end dates for continuation of interest free status. Screens other supporting documentation for completeness and date stamps for processing by the Financial Aid Officer. Provides general details related to student assessments, outstanding items in the application, academic and/or other restrictions on file. Handles bursary application general inquiries – provides direction with respect to accessing the application; verifying that the information is complete; trouble shoots first level inquiries with respect to applications not submitted.</p>	10%
<p><b>Convocation</b> Provides support to the Convocation Coordinator in assigned areas for the coordination of annual Convocation process (ex. gowning, marshalling, program development, seating, etc.). Coordinates annual convocation receptions as Frost, Haliburton and Sutherland campuses.</p>	5%
<p>Other related duties as assigned</p>	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.

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

Field(s) of Study:

Business/Office Administration

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


X Minimum of three (3) years

Experience working independently in a front line, customer service, deadline driven, self-directed team environment prioritizing, organizing and problem-solving own work.

Experience using computer application skills, including a large business system and various software applications ie. E-mail, word processing, spreadsheets, internet and ERP systems, preferably Peoplesoft.

Experience dealing with sensitive and confidential information and the F.O.I. Act relating to students from varying social, academic, economic and cultural backgrounds.

Demonstrated documentation and verification skills as they relate to records management and various financial assistance applications and loan documents.

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.	A student is in their final semester and requires specific courses within their course load to meet diploma requirements.
How is it identified?	The student has tried through self service to select the courses of interest but was not able to do so and inquires in the Registrar's Office.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent will have to determine which courses are available for which programs and if they can be scheduled without conflicts. Confirmation of course requirements to satisfy diploma completion is required as well as verification of any prerequisite standards.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Clarification of diploma needs as understood by the student may have to be verified through review of their academic history to ensure they are making the correct decision to add courses. A review of the scheduled course blocks will provide details of courses available for each program. There may be circumstances where a schedule over-ride will have to be employed to allow courses which are in conflict to be scheduled Academic Chair approval required.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Student record, schedule of classes, past practice, college calendar and website – level/load rules by program in system.

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered	Student wishes to transfer to another program.
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How is it identified?

A student has attended a week of classes and has decided that a different program would be more appropriate. They make an inquiry in the Registrar's Office.

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

Yes. Incumbent will have to get further details about the program that the student wishes to transfer to. Does the student meet the admission requirements; is there still space in the program; are there still spaces in the program courses; are there tuition differences. Does the program or Academic Chair allow for late entry into the program?

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

The incumbent through one-on-one discussion with the student will determine the nature of the request for program change. If the student meets the admission requirements and there is space in the program, the incumbent will have the student complete the necessary paperwork to initiate the program transfer transaction. The student will be made aware of any differences in tuition fees and or duration of program, etc. so that the student can make an informed choice. The student's current courses will have to be dropped and their program withdrawn and a new program/plan created associated with the current term activation record. If there are core and elective course choices required as part of the new program choice, the incumbent is required to guide the student through the selection process.

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

Program calendar, academic regulations, College website, schedule of classes, Program of Studies, level/load rules; established practices and documented system procedures.

### #3 regular & recurring

Key issue or problem encountered

A transcript request is received for a historical student. The student does not know their student number so the identity of the student needs to be determined.

How is it identified?

A request form is received.

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

Yes. The incumbent must search for the student record and confirm the identity of the requestor per FIPPA guidelines.



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

The incumbent will search the current files using first name, last name and birthdate. If the student is not matched the historical and micro fiche records are searched. This task requires extreme care to ensure the correct transcript is produced.

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

If the student cannot be identified the incumbent will contact the student for further details.

### 3. Analysis and Problem Solving

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

Key issue or problem encountered

Student is faced with a withdrawal from a semester of a program and needs to determine how best to maintain OSAP eligibility for future semesters.

How is it identified?

Student has contacted the Office of the Registrar front counter staff.

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

Calculation of the program level load required to maintain OSAP eligibility; determination of previous academic issues with OSAP. Incumbent must determine if student will maintain OSAP funding eligibility. Determine if the student has a documented disability and can be enrolled in a reduced course load. If the student plans to return to their program of study, will they have the required academic prerequisites if they withdraw. Verify that the classes that the student requires are offered in the semester that the student indicates that they wish to attend. If the student is not returning to the same program of study, incumbent must review the number of programs taken and determine if a restriction is warranted due to multiple program changes.

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

Analysis is completed by using Evolve tables to calculate the level load of the program as it relates to OSAP eligibility. Consulting the curriculum of the program as listed on the Fleming College website and referencing the required courses and prerequisites, and number of program changes. Incumbent will thoroughly consult both OSAP on-line systems to verify student's continued eligibility to receive OSAP assistance.

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

OSAP processing guidelines, Evolve systems, past practice, knowledge of Records processes and Admissions internal application process, Student Accounts functions. Refer student to Counsellor if situation requires a disability education plan.



#### 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.

Incumbent is required to coordinate daily task priorities to ensure that transaction processing is kept up to date. I.e. Exemption requests, transcript processing, confirmation of enrolment, course withdrawals, program transfers.

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

The incumbent must be cognizant of the deadlines established in the academic schedule so that critical deadline dates are met and tasks must be prioritized accordingly. This is a difficult task due to the front counter nature of the job and continuous customer interaction. The incumbent must be cognizant of the downstream implications on student records and OSAP standing arising from various student transactions.

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

Student information system, student financials, documented system procedures.

How is/are deadline(s) determined?

The academic schedule sets out the dates by which the majority of transaction processing is to be completed in addition to the annual planning schedule for the Registrar's Office.

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 Associate Registrar in consultation with the Manager of Records may require changes to the priorities set given current circumstances (i.e. volume of processing, system needs, student impact). The Registrar's team determines the impact. Delays in transaction processing can have a negative impact on students i.e. delay in receiving tuition refunds, missed course drop dates, errors in level progression due to incomplete transfer credit processing.

#### 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.


**#3 regular & recurring**

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.


**4. Planning/Coordinating**

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

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.


## 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

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

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Guides and advises students on making decisions regarding courses, programs, fees, OSAP and withdrawals
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	When questions arise regarding a student record, the incumbent will analyze paper and electronic records plus email communications and recommend a course of action for Records coworkers, financial aid and student accounts. The Incumbent provides a detailed explanation of college policies and recommends solutions to students, faculty and program coordinators (i.e. graduate audits, FT/PT status, academic probation, withdrawals, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	X	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.	At convocation, in assigned area, delegate tasks to volunteers & ensure that all volunteers carry out delegated duties appropriately within the area of responsibility (i.e. gowning, marshalling, reception, etc.)

## 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>General instructions are provided through group discussion to determine how new assignments or changes will be handled.</p> <p>There is a considerable amount of autonomy in this position. Incumbent is expected to search out appropriate information if unknown and work collaboratively with co-workers and manager to establish best course of action.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring	Occasional (if none, please strike out this section)
<p>OSAP Program Manuals, Application &amp; Guidebook                      OSAP and OCAS Websites                      Ontario College Guide                      Academic Regulations and Schedule                      College Calendar and Website                      Admissions Policies and Procedures                      College Policies and Procedures                      Past/Establish Practices                      Ministry Guidelines                      OASFAA List Serve Discussion                      Communicating and meeting with various work groups to ensure that there is agreement and understanding concerning workflow</p>	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?

Regular and Recurring	Occasional (if none, please strike out this section)

The position requires that deadlines be met. Monitoring is done through verbal communication and inquiry on an occasional basis in addition to workload monitoring the CERB client response platform-Weekly meetings provide an opportunity for round table discussion and feedback on current issues and/or procedures.

**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)
Proper processing procedure to effectively handle a student transaction i.e. Withdrawal dates vs effective dating vs action dates.	

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)
Consideration for approval of actions which fall outside the jurisdiction of established policy or guidelines i.e. Approval of an emergency loan, or bursary that falls outside the normal limits, irate and/or upset students, parents, faculty or public who will not accept policies and procedures.	Situations which involve controversial issues where M.P., lawyer, parent or community agency are involved.  Budgetary matters and/or determining Student eligibility for Student Work programs.  Freedom of Information inquiries from police and private investigators.

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring	Occasional (if none, please strike out this section)
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When providing options to students whether it be with respect to financial aid, course selection, timetables, interpretation of college policy/guidelines, etc., incumbent is required to ensure that students/college staff/external community are directed appropriately.

Incumbent will be asked to speak to their understanding of a student's eligibility for OSAP, bursaries, scholarships and/or other awards. Independence in this respect occurs on a daily basis. This is all done within the context of understanding that a student receives what they are entitled to, that the integrity of the public purse is intact, and that the best interests of the college are considered.

Incumbent is accountable for ensuring work is completed accurately and on time in accordance with policies and procedures of college and Ministry requirements. Creativity is required in identifying alternate solutions. Flexibility is given as long as the incumbent remains within the bounds of established standards, agreements, and policies i.e. waiving deadline dates, refund policies, etc.



## 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?		
Most often students or members of the both the college and external community arrive in the office requesting direction on how to complete a transaction (Eg. Register in courses, process an exemption, change programs, pay their fees) or clarification about why or where they have to complete a transaction (Eg. Request to graduate; fee payments; add/drop dates etc)	The incumbent is required to ensure that they have full understanding of the student's inquiry and appropriately respond depending on the situation. This may require a series of clarifying questions and answers to ascertain the nature of the inquiry. Referencing required process; associated timeframes and providing necessary forms for completion, the incumbent guides the student through the process and/or conducts the process on behalf of the student ie. Registers the student in courses; updates their tuition account;	Students, faculty, other college staff, external community	D

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

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Information sharing related to: Student registration, admissions information, academic advising issues, waitlists	Faculty/Coordinators	W
	Information regarding student status; processing questions	Records Office	D
	Information sharing related to liaison activities, open house, student tours	Liaison Office	W
Explanation and interpretation of information or ideas	Advice regarding: Course selection, Financial Assistance - loan disbursement, C of E processing, bursary applications, Timetabling	Students	D
	Clarification regarding: Student accounts, fees, OSAP deferral options.	Accounting Office	D
	Provide explanation and options related to admission, OSAP eligibility, bursary programs, waitlist issues. Information re program offerings	Applicants/students/ parents/ high school guidance offices	D/W
Imparting technical information and advice			
Instructing or training			
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 and keyboard	D			X	X		
Lifting, moving, shifting files and supplies	M	X			X		
Standing, walking, climbing stairs	D	X			X		

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

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

Light (up to 5 kg or 11 lbs)

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

Heavy (over 20 kg or 44 lbs)

Supplies and files

## 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
Course registration	3-4 weeks during start- up			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - During start-up, when line-ups are longer than usual, and each transaction is a face-to-face transaction, the incumbent does require a greater than normal level of concentration to complete course registration – there is pressure to do so quickly and efficiently so that the student may receive an up-to-date timetable and to reduce the line-up as quickly as possible.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Historical and Microfiche academic records. Incumbent must search the microfiche files to locate an academic record, often having to transcribe the record by hand, then enter that academic record into the Evolve system which requires concentration. Academic record retrieval for Education Verifications will also require the incumbent to call an agency to confirm/state the correct information which takes time and concentration. <del>Incumbent is often interrupted due to direct student or staff inquiries such that their attention is required to refocus on other issues.</del>	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

- Usually
- X No - During start-up, when line-ups are longer than usual, the incumbent does require a greater than normal level of concentration to complete course registration – there is pressure to do so quickly and efficiently so that the student may receive an up-to-date timetable and to reduce the line-up as quickly as possible. Incumbent is often interrupted due to direct student or staff inquiries such that their attention is required to refocus on other issues.

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

- Usually
- No

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

### 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
X dealing with abusive people	The incumbent experiences frustrated students who may use derogatory or threatening speech. This occurs more frequently during peak times, when students receive statements of account or demand refunds for courses dropped, or are informed that OSAP funding has been reassessed or denied, or that a bursary decision has not been made in their favour. This can be made in person, e-mail, social media or on the phone.	M
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		

Support Staff PDF

<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	Travel to Frost or sutherland campus for front desk coverage based on demand and volume and to recruitment events such as the Ontario College Information Fair	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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