

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Haliburton School of Art + Design Operations Officer Payband: G

Position Code/Number (if applicable): S00656

Scheduled No. of Hours _____ 35/week _____

Appointment Type: _____ 12 months _____ X _____ less than 12 months

Supervisor's Name and Title: Erin Lynch , Programming & Operations Manager, Haliburton Campus

Completed by: Erin Lynch, Programming & Operations Manager, Haliburton Campus

PDF Date: March 2007
Last Revision: September 15, 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.

This role entails leadership for operational and logistical support for Haliburton School of Art + Design summer school and continued learning operations. This includes working with the Operations Manager to identify returning faculty and repeating courses for proceeding year and scheduling them; compiling complex instructor contract packages; information management critical to operational logistics; assisting with promotion production and proofing; communicating faculty needs to Facilities to ensure appropriate set-up of classrooms and equipment; liaising between faculty, external course locations, and college; orienting instructors; oversight of day-to-day operations of summer school; customer service; troubleshooting unexpected challenges; investigating promotion and outreach opportunities.

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>1. Administrative Support:</p> <ul style="list-style-type: none"> • This position supports the Operations Manager in providing and administering operational and logistical support for HSAD summer program and continue learning programs, program, including delegation and follow up of related tasks with other full-time co-workers (ie. Technologist, Facilities staff, and clerical support) and part-time staff. • Works with Operations Manager to identify and schedule returning faculty and repeat courses for summer school. • Collaborates with college service areas to ensure program readiness in critical processes such as Marketing, Admissions and Records, Accounts Receivable and Payable, and information technology requirements, etc. • Revises as needed and distributes student feedback tool to determine student satisfaction and references feedback for quality improvement. • Communicates with each instructor to ensure all aspects of their course(s) are set up, complete and ready for delivery. • Communicates with instructors and students, producing support materials and information for electronic student confirmation packages. • Compiles database and distributes the information to the appropriate staff for course registration and classroom setup. • Liaises with IT for all HSAD databases and information management systems as needed to ensure accuracy and security of information management. • Develops and maintains database mailing lists and provides up-to-date information on an on-going basis. • 	40%
<p>2. School Operations</p> <ul style="list-style-type: none"> • In consultation with the Operations Manager, coordinates master schedule for campus and leased space during timeframe of the HSAD part-time program activity. • Reserves faculty accommodations. • Assists to ascertain and arrange lease/rental of appropriate learning sites if required. • Maintains an up-to-date procedure manual for the Haliburton School of Art + Design part-time program and ensures all areas of the manual are kept up-to-date. • Accountable for ensuring that all appropriate materials and equipment are available for delivery of various programming. 	10%

<p>3. Operational Human Resources Support</p> <ul style="list-style-type: none"> • Develops and compiles individual instructor packages (contract letter, student material list compilation forms, classroom requirement forms, payroll documentation, course outline forms, accommodation, general information, etc) for Haliburton School of Art + Design instructors. • Supports the Operations Manager through ongoing consultation and feedback with instructors and students, ensuring course/program learning plans and curriculum continue to meet learning objectives and market/sector trends. 	<p>15%</p>
<p>2. Promotion/Advocation</p> <ul style="list-style-type: none"> • Works with Operations Manager to ensure the HSAD website is accurate and up-to-date. • Schedules offerings into Evolve system, produces document for calendar design and production and assists with proofing and editing the annual HSAD calendar. • Assists with target marketing. • Ensures target marketing flyers are completed and mailed to appropriate locations. 	<p>10%</p>
<p>3. Fiscal Efficiency:</p> <ul style="list-style-type: none"> • Determines feasibility of all individual summer school courses and ensures that the HSAD program is fiscally efficient. 	<p>5%</p>
<p>4. Student Support:</p> <ul style="list-style-type: none"> • The incumbent is often involved in problem-solving issues arising from student and faculty needs, ensuring strong customer service and satisfaction is delivered, including day-to-day operations, registration, in-class experience, etc, 	<p>10%</p>
<p>5. Cross-Functional Campus Services</p> <ul style="list-style-type: none"> • Efficiently handles many requests regarding college and community information by telephone, in-person and written communications, requiring a complete knowledge of policies and procedures. • Maintains familiarity with all aspects of registrations for both full and part-time courses and programs at the Haliburton campus. • Safeguards confidentiality for both students and staff, adhering to Freedom of Information and Protection of Privacy Act guidelines. • Acts as liaison between students and many departments college-wide for student services at the Haliburton campus. 	<p>5%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

* To help you estimate approximate percentages:
 ½ hour a day is 7% 1 hour a day is 14% 1 hour a week is 3%
 ½ day a week is 10% ½ day a month is 2% 1 day a month is 4%
 1 week a year is 2%

1. Education

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

- Up to High School
- 1 year certificate
- 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, Project Management or related field of study.

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 years 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

	Practical work experience demonstrating progressive project management involving planning, developing and executing educational and training opportunities in a complex breadth of art/craft experiences. Experience working with students and instructors as well as community partners who have a variety of needs. Experience working independently, problem solving, prioritizing and organizing own work, within a team environment and required. Presentation and facilitation experience are required.

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.	Student is dissatisfied with a course that is delivered in an intensive, weeklong format. Customer service must be immediate.
How is it identified?	The student expresses dissatisfaction personally. Evaluations.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The issue must be investigated through the course outline/description and with the student and instructor.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Acknowledge the student's dissatisfaction in a sensitive manner, determine the nature and complexity of the problem and verify both sides of the conflict. Ascertain the student's needs, prioritize those needs and strategize systematically how the needs will be met. Encourage and support adaptability and flexibility to find a solution. Authorize solution. The student may be encouraged to make an alternate selection, or the instructor may be required to make changes/improvements. Support the student through the process and assure the student that you will continue to monitor the situation. This can be delicate as it has to be accomplished while also demonstrating respect for the instructor. The resolution requires a high degree of judgement, discretion, and diplomacy.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Knowledge and experience as it relates to learning and customer service. May reference past practices, seek advice from co-workers and/or the Operations Manager or Dean.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Faculty member is unable to teach as scheduled and provides little or no notice.
How is it identified?	Faculty informs incumbent personally.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The extent of the absence and the impact on the students must be determined.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	An alternate instructor must be researched and recommended to the Operations Manager in an expedited manner. The immediacy of the situation limits options and challenges the ability to maintain the quality of the course. Students must be treated in a sensitive and accommodating fashion. Method of customer service authorized (eg. gift certificate, transfer, refund). The resolution requires a high degree of judgement, discretion, and diplomacy.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Knowledge of potential instructors and reference materials acquired from networking through studio tours, research, existing instructors, and Operations Manager.

#3 regular & recurring

Key issue or problem encountered	The challenge of matching instructor availability with space availability and suitability, with consideration for equipment, staff, and schedule logistics.
How is it identified?	Instructors inform incumbent of availability. The incumbent, in conjunction with the Operations Manager, assesses the overall program plan, space and equipment availability.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. In the event of conflict of space, course content, or equipment, the overall program must be assessed, and scheduled instructors may have to change established dates. Physical Resources Department is consulted regarding equipment and human resources.

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

An understanding of delivery needs – space, equipment, and related logistics - is required.

The ability to work on individual details within the larger context of the complete program is required.

The ability to address a variety of needs in a variety of situations, occasionally unfamiliar and new.

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

The Operations Manager provides guidance.
Past schedules are available for reference.

3. Analysis and Problem Solving

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

Key issue or problem encountered

Propane canister has run out in the jewellery studio, there is no backup available, and you are midway through a jewellery course.

How is it identified?

Instructor brings situation to your attention; student(s) cease to be able to work on projects.

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

Yes. Consult Facilities staff to ensure that it is a depletion of propane and not equipment malfunction.

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

Work with Facilities staff to investigate; check when back up canisters were last filled and work with staff to create a system to avoid a recurrence; facilitate ordering more propane. Meet with faculty and adjust learning plan to accommodate the interruption. Provide apologetic and sensitive communication to student(s).

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

Past practices, established standards, propane fill records.

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

Key issue or problem encountered

How is it identified?

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

[Empty dashed box for #2 occasional section]

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

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

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.

Haliburton School of Art + Design part-time offerings, scheduled in compressed, intensive format, in a variety of locations.

Incumbent organizes, schedules, co-ordinates, and facilitates the part time program schedule of a wide range of courses in a variety of media, techniques, and skill levels.

Scheduling involves contacting and confirming faculty, models, entertainers and speakers.

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

Time management, organization, co-ordinating, leadership, delegation, networking, teambuilding, analytical, creative thinking, group dynamics, assessment, adaptability and flexibility, strong interpersonal and communication skills (both written and oral).

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

Physical space, knowledge of arts, craft and design, and an understanding of delivery requirements, current sector trends, and potential markets.

How is/are deadline(s) determined?

Incumbent establishes timeframe based on knowledge of art/craft education, availability of space, and market trends. Production of marketing materials is also a consideration.

Finalization of the schedule must enable annual calendar production and availability to accommodate March 1 opening of registration.

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.

Incumbent determines if there are changes to the schedule and the impact of this on students.

Example: A faculty member becomes ill on the first day of classes and a substitute must be identified and recommended to the Operations Manager. Potential changes to the learning plan, delivery method, and class hours are assessed, communicated to the students, and accommodated.

4. Planning/Coordinating

#2 regular & recurring

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

The incumbent is responsible to ensure instructor and space requirements are met, resulting in effective delivery of the course and ultimately, the success of the program.

Specific requirements regarding equipment, materials, physical space, course capacity, models, technologists, and instructor preferences are met by one or more of the following methods: research, inventory assessment, experience and knowledge, recruitment, purchasing, delegation of tasks.

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

Time management, information management, research, organization, co-ordinating, leadership, delegation, analytical and creative thinking, group dynamics, assessment, adaptability and flexibility, customer service, interpersonal and communication skills.

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

Consultation with Technologist and Facilities staff, past practices, knowledge of a wide range of arts media and techniques.

How is/are deadline(s) determined?

The incumbent determines deadlines based on effective organization that facilitates the course starting and running in a prepared manner.

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 incumbent, faculty member, model, Facilities staff, Operations Manager, a student and/or Technologist or Technician may determine the need for change and the impact on others.

Example #1: The classroom that a course is scheduled in at an external location is deemed unsuitable due to construction work in the area. The course must be relocated, and options are limited.

4. Planning/Coordinating

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

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

The incumbent determines and organizes faculty, assistant, and model accommodation arrangements during summer school.

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

Awareness of personal preferences and circumstances, diplomacy, sensitivity, group dynamics, analytical and creative thinking, flexibility, and information organization skills.

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

Past practices and consultation with those being accommodated.

How is/are deadline(s) determined?

The incumbent determines deadlines based on effective organization that facilitates appropriate accommodation being available upon arrival of the tenants.

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 incumbent determines changes and ascertains the impact on others.

Example: A tenant has a physical or emotional sensitivity that must be acknowledged and accommodated. Protection of privacy, physical space, and roommates must be tactfully considered.

#2 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
X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent reviews and revises information and procedures as relate to the Haliburton School of Art + Design and communicates to full and part-time staff.
<input type="checkbox"/>	X	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent provides information and guidance to colleagues and summer students as it relates to the HSAD program. Instructor requirements must be met for effective delivery of courses.
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The incumbent meets with the Technologist and Facilitiesstaff to determine manageability, feasibility, organization, purchasing, and implementation. Tasks are delegated and require ongoing follow-up. The incumbent determines the feasibility of courses. Cancellation decision are straight forward and use standard calculations. Exceptions would be reviewed by the Manager. Cancellation decisions impact payroll, admissions, Facilities staff, as well as Technicians, Technologists, models, and potentially entertainment and art talks.

- 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)
On new projects there is verbal discussion with a supervisor to review deadlines, budgets and significant challenges, however for the most part the position requires independent action and works with minimal precise direction. The incumbent schedules own workload and priorities and is responsible for decision making and actions on a daily basis.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Budgetary guidelines and policies and procedures regarding project delivery. College policies are in place as guidelines.	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is discussed when exceptions arise.	

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)
The incumbent will assess suitability of course location and set-up requirements for faculty and students in collaboration with venue and instructor.	

Describe the type of decisions that would be decided in consultation with the Operations Manager or Dean.

Regular and Recurring

Occasional (if none, please strike out this section)

Unresolved budget issues.
Issues that have escalated beyond the incumbent's authority.
Unresolved student/staff concerns.

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

Regular and Recurring

Occasional (if none, please strike out this section)

Most aspects of this position require a regular independent action characterized by initiative and creativity.

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?		
Request directly from student for details about an instructor or course.	The incumbent responds with personal knowledge and investigates or researches additional information as required.	Students, instructors	D
An instructor requires detailed information regarding equipment available in a studio where they will be teaching.	The Technologist, Physical Resources staff, , suppliers, and/or purchasing records are consulted.	Instructor, Technologist, Physical Resources staff, Finance staff, suppliers.	W
The Operations Manager requests statistical information regarding current and past Haliburton School of Art + Design activity levels.	Statistical data is recorded, analyzed, and maintained annually. Comparisons are readily available.	Operations Manager	M/I

<p>Community partners request details regarding the courses and materials that will be present in their spaces.</p>	<p>Appropriateness of space is determined for every course, based on subject matter, instructor requirements, materials being used, and the capacity of the course. These determinations are communicated to the involved parties by personal meetings, email, or telephone and agreements are reached.</p>	<p>Community partners</p>	<p>M</p>
<p>The Marketing department emails marketing materials to be updated.</p> <p>Information required for the creation of ads and marketing materials are requested by the Marketing department.</p>	<p>Changes and updates to the program are added or deleted and returned to the Marketing department in accordance with deadlines.</p> <p>Photos and text are supplied electronically.</p>	<p>Marketing department</p>	<p>M</p>

* 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	Obtaining equipment and supplies for programs	Suppliers Technologist Facilities staff, students	W/M
Ongoing promotion and marketing efforts before and during summer school	Ads placed in local papers to promote space still available in upcoming courses	Newspaper staff	W/M
Explanation and interpretation of information or ideas	Sharing course information and advice re: delivery methods, materials, course outlines, etc.	Academic areas, faculty, staff and students	D
	Providing feedback on performance, and discussing student complaints/feedback, requiring tact, diplomacy and sensitivity.		
	Collaborating with other team members to ensure effective and efficient delivery of courses/programming.	Campus staff, Admissions, Marketing, Records	D
	New programs and program review.	Advisory Committees	M
	Counselling facilitation, financial assistance, student's records Program/course information	Student Services Students, prospective instructors, schools, and target markets	W D/W
	The incumbent requests the use of community spaces for program delivery	Community groups	I
Imparting technical information and advice			

Support Staff PDF

Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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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		
Standing	D	X			X		
Keyboarding	D		X		X		
Driving	I		X		X		
Lifting	I	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)

Marketing materials.

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
Investigating and trouble shooting student and faculty issues	D/W		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 There are regular daily interruptions.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Determining class cancellation on a weekly basis	W		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 There are regular daily interruptions.				

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?				
<input type="checkbox"/> Usually <input type="checkbox"/> No				

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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)*
<input checked="" type="checkbox"/> 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	irate customers using derogatory language	I
<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"/> <input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel	Infrequent travel between buildings or venues that are operated out of.	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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