# CAAT Job Evaluation System for Non-Bargaining Unit Employees

# Sir Sandford Fleming College

### Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

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## 1. POSITION IDENTIFICATION

| | |
|---|---|
| **Position Title:** | Associate Registrar |
| **Position Number:** | A00175 |
| **Pay Band:** | 13 |
| **Incumbent:** | |
| **Location/Campus:** | Sutherland |
| **Division/Department:** | Office of the Registrar |
| **Immediate Supervisor (title):** | Associate Vice President, Registrarial Services |
| **Date of JFS:** | August 14, 2023 |
| **Last Evaluated:** | August 16, 2023 |

**Type of Position:**

☒ Administrative                     ☐ Part-Time Administrative

☐ Sessional Academic                 ☐ Part-Time Academic

☐ Part-Time Support                  ☐ Other

**I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):**

Incumbent: _____          Date: _____

**Recommended by:**

Position's Manager:       _____          Date:    _____

**Approved by:**

Senior Manager: _____          Date:    _____

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## 2. POSITION SUMMARY

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

Reporting to the Associate Vice President, Registrarial Services, the Associate Registrar is responsible for leading and directing the performance of the Registrar's Office (RO) back-office operations.   This includes the College's admissions, registration, records, student fees and financial aid functions. The incumbent provides strategic direction and oversight to managers who are ensuring overall performance and effectiveness of processes and services in order to support meeting departmental objectives, the College's strategic priorities and enrolment targets. The incumbent also provides guidance and direction to Academic and Administrative departments on matters relating to business processes and policy issues which impact student enrollment and retention.

The incumbent is responsible for leading the planning, development, analysis and enhancement of efficient, effective and timely Registrarial systems, processes and services to support the College's core business activities, strategic priorities and related targets. This is achieved through development of policies, procedures and service standards.

The incumbent develops, monitors and evaluates all production processes within the RO including the Annual Production Planning Cycle and monitors key metrics to ensure operational commitments are on time and on budget. This position represents the RO on college-wide, provincial and national working groups relating to enrolment, retention, records, student accounts and financial aid functional areas.

## 3. KEY DUTIES

Provide a description of the positions key duties.  Estimate the percentage of time spent on each duty (to the nearest 5%).  Add an extra page if necessary.

| Key Duties | % of Time |
|---|---|

### 1. Enrolment, Registration and Fee Management                          (25%)

Provides leadership and strategic direction to managers for all enrollment, registration, record and student financial services, functions and systems, including:
- Develops and maintains registrarial/academic policies in collaboration with academic divisions.
- Plans and manages programs and services related to registration that are consistent with provincial and college policies while meeting the goals and objectives of the college's strategic plan; ensures consistent application of college policies such as admission, grading, fees, academic standing, etc.
- Guides and directs the academic community on matters relating to business processes, policies, etc., usually pertaining to critical student situations.
- Analyzes and develops strategies to address operational issues; identifies procedures and implements required enhancements/modifications to improve service delivery, processes and system capability/functionality.
- Evaluates and oversees strategic improvements in enrollment, registration, records and student financial services.
- Leads the enrolment management processes designed to ensure effective planning and delivery of courses which support student success and retention.

### 2. Student Systems Management                                           (25%)

- Continually reviews RO departmental capacity for change and business performance optimization.

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- Oversees and directs all initiatives for continuous improvement and quality assurance in the enrollment, registration, records and student financials systems. Also, regularly reports the status of quality improvement efforts and impacts to senior managers and the college community.
- Initiates business process enhancements by identifying business risks and/or opportunities for the College; recommends revisions to or new policies and procedures where warranted; and develops and maintains relevant benchmarks to assist in monitoring effectiveness and efficiency of new and current processes.
- Provide leadership on special projects and initiatives related to the student information system (SIS) including system upgrades, provincially and federally mandated projects and new systems implementations as well as business process improvement initiatives with cross functional teams.
- Oversees and supports all integration/cross over of processes with the RO and other areas of the college and external applications, including but not limited to OCAS and MyCreds.

### 3. **Registrar Operations Management Team** (20%)

- Establishes strategic goals, operational objectives and budgets to support college and departmental plans.
- Oversees the development and implementation of new policies, procedures and processes, many of which are interdependent and/or inter-related to those in other areas of the college.
- Encompass all aspects of change management, from initial consultations, team/project management and implementation.
- Determines the appropriate communication process that should be used to involve and inform those affected.
- Provides coverage and support for the Registrar by acting on their behalf for consultation and policy development / interpretation, as required.

### 4. **Committee and Policy Work** (15%)

Participates in College-wide, provincial and federal working groups, including but not limited to:
- Promoting and representing the College's needs with the Ontario College Application Service for both domestic and international application services
- Academic Council
- Strategic Enrollment Management Working Group
- Academic Operations and Registrar's Office Working Groups
- Leading the Preferred Name Working Group
- FC – FCT Collaboration and Integration Working Groups
- EAS – RO Task Force and associated working groups
- Retention and Probation working group
- Policies and procedures working group
- Representing the College on the following provincial working groups: CRALO Admissions, Student Fees, Customer Service and Transfer Student sub-committees, MyCreds Associate Registrar and PeopleSoft User Group forums, Ontario Association of Student Financial Aid Administrators
- Representing the College on the following national working groups: ARUCC Associate Registrar Forum, Canadian Association of Student Financial Aid Administrators
- Traumatic Emergency Response Team

### 5. **Human and Financial Management** (15%)

- Responsible for coaching and advising managers on all aspects of staffing from overseeing the required staffing levels, recruitment, selection, development, coaching, performance management and evaluation, discipline, etc.
- Fosters and develops a strong team environment with high levels of employee engagement.
- Participates in and supervises the preparation and recommendation of detailed budgets with cost estimates.

- Establishes and maintains budgetary control for assigned portfolio.

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**TOTAL:** **100%**

1. **COMPLEXITY - JUDGEMENT (DECISION MAKING)**

    **Complexity** refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

    **Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

    Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.


    1. The incumbent is responsible for taking the lead in responding to new or changing Ministry / Legislative requirements, including compliance. The incumbent is responsible for the analysis of new or changing policies and determining the impact on existing processes, services or system enhancements required to implement and operationalize.

    2. The incumbent is accountable for making decisions related to the performance of the colleges' application and evaluation processes and systems, pre-admission selection testing and processes, the evaluation and ranking of applicants, determining the volume of offers to be released in order to achieve international and domestic enrolment targets for the programs college-wide. This work is critical to the economic viability of the college as it represents over $21 million in revenue annually from domestic students and over $37 million direct annually from international students.

    3. The incumbent is responsible for the selection and ultimate success of strategic transformation and change initiatives specifically focusing on change programs, particularly relating to RO business operations and systems. Advising senior leaders, and the broader college community, on emerging strategic issues to develop transformative strategies, recommend key change initiatives, drive better decisions and results.

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## 2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

### Non-Post Secondary

☐ Partial Secondary School          ☐ Secondary School Completion

### Post Secondary

☐ 1-Year Certificate          ☐ 4-Year Degree

· ☐ 2-Year Diploma          ☒ Masters Degree

☐ 3-Year Diploma/Degree          ☐ Post Graduate Degree

☐ Professional Designation          Specify: _____

☐ Other          Specify:_____

**Specify and describe any program speciality, certification or professional designation necessary to fulfil the requirements of the position.**

Business Administration, Public Administration, Social Sciences, International Relations / Business or related field of study.

**Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, and operating equipment).**

- Leadership capabilities:  plans strategically for the future, develops leadership and organizational capacity, innovates and inspires creativity, leads change, creates a culture of accountability and performance, builds and sustains critical relationships internally and externally
- Deep appreciation for and understanding of diversity and inclusion
- Highly motivated and able to function in high volume, stressful environments
- Exceptional interpersonal and customer service skills including responsiveness and the ability to deal effectively with students and staff in complex and often volatile situations
- Strong understanding of information technology, business information intelligence systems /tools and web-based services
- Strong analytical, organizational and critical decision making skills (interpretation and analysis of large amounts of complex data)
- Strong knowledge of academic practices and procedures and MTCU guidelines/requirements
- Strong project management skills
- Demonstrated planning, organization and time management skills
- Sound judgement, problem solving and conflict resolution
- Excellent verbal and written communication – diplomacy, tact and ability to communicate and interact with diverse client base
- Strong persuasion, influencing and collaboration skills

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### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related**, **progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position.  This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

**Experience required at the point of hire.   Up to and including:**

| | |
|---|---|
| ☐0 - no experience | ☐3 years |
| ☐1 month | ☐5 years |
| ☐3 months | ☒7 years |
| ☐6 months | ☐9 years |
| ☐1 year | ☐12 years |
| ☐18 months | ☐15 years |
| ☐2 years | ☐17 years |

**Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.**

- Previous progressive experience working at an Ontario Post-Secondary institution, including at least three years in a management capacity.
- Experience analyzing trends and patterns in changing business/client needs and demands; developing / adapting creative solutions to address unique / challenging / complex situations
- Comprehensive understanding of Student Enterprise Systems, including inter-relation of technical functions across modules.
- Strong management experience, conflict resolution skills and demonstrated ability to manage in a multi-union environment.
- Strategic and operational planning experience.
- In-depth knowledge of and experience with Registrar operations and academic policies/procedures.
- Knowledge of emerging issues in higher education, provincially, nationally and internationally.
- Knowledge of applicable governing legislation at federal and provincial levels.
- Demonstrated experience in computerized registration systems and relational databases, specifically Peoplesoft.
- Well-developed analytical, project management, time management and organizational skills.
- Must be able to develop and articulate direction and vision for areas of responsibility.
- Strong presentation skills with the ability to both communicate and build consensus/persuade or influence others to alternative courses of action to achieve desired goals/outcomes while working collaboratively across all organizational levels and functions.
- Experience managing / supporting multiple, complex operational and cross-functional projects at a time with tight deadlines.

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## 4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent=s ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

**Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.**

1. Decisions related to strategic changes to processes and procedures as part of all student life-cycle transactions to ensure compliance with College/Ministry policies and guidelines. Including the use of data analytics from historical data while considering other factors such as opportunities or threats, and making strategic adjustments in-cycle as where needed.

2. Develops strategic priorities for the Admissions, Records, Registration, Student Accounts and Financial Aid areas including finance and human resource management in a changing environment to support the College's primary business objectives.

3. Decisions to permit exceptions to College and MCU policy on matters relating to students falling outside normal criteria in order to resolve student issues. Interprets policy to support existing and new program development initiatives.

**Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.**

1. Significant changes to policies or services that impact the delivery of registrarial services to students, alumni, faculty or staff.

2. Major budgetary decisions that have not been pre-determined.

3. Serious staff disciplinary issues, which may lead to litigation or termination.

**Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.**

- College / Department Policies and Procedures
- Fleming College Strategic Plan, Operational Plans, Enrolment Plan
- Government Policies, Guidelines, Directives (i.e. MTCU, Revenue Canada)
- System Manuals
- Support Staff Collective Agreement/Part Time Support Staff Collective Agreement
- Protection of Privacy and Freedom of Information Act
- Human Rights, AODA Standards, Health & Safety
- Professional Associations / Publications

## 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care**,** could have on the College.  Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

**Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position.  Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme.  Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.**

1. Failure to strategically manage the enrolment of new students could result in a severe loss of revenue from tuition dollars as well as a loss in MCU funding or may create budget hardship for the College by creating situations where extra class sections must be created where no budget exists to handle the additional costs. Each 1% increase / decrease in enrollment has a potential impact of over $2 million in revenues (both domestic and international students).

2. Incorrect data will have an adverse impact on accuracy of government reporting, directly impacting College funding. For example – inaccuracies in FT equivalencies of PT programming could result in incorrect funding; incorrectly reporting graduation rates would negatively impact Strategic Mandate Agreements with the Ministry as well as institutional reputation.

3. Failure to maintain effective control and quality of registrarial policies, practices and communications and failure to take into account multiple levels of policies, including external policies, could lead to loss of reputation, failure to meet enrolment and retention targets and significant loss of revenue.  Practices / decisions that are perceived to be unfair or inaccurate can lead to complaints that tarnish the College's public image and relationships / partnerships both domestically and internationally.  Not interpreting or knowing the exceptions or spirit of any of the various policies along with not understanding the enrolment needs of the institution will result in loss of revenue, partnerships, contracts or will result in poor publicity or will lead to a complaint – i.e. human rights, appeal, audit or loss of International Student Program designation which results in the loss of the ability to have international students and programming at the College.

4. Inability to synthesize ideas, policies or project the outcome of decisions and strategies could result in reduced enrolment and retention.  An outcome could be the inability to run a program if policy change impacts the number of students able to proceed to the next semester/level.

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## 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types**, **importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

| Contacts | Contacts by Job Title | Nature and Purpose of Contact | Frequency of Contact | |
|---|---|---|---|---|
| | | | Occasional | Frequent |
| Internal to the College, e.g., students, staff, management, colleagues. | Students | Provide information, guidance, decisions / appeals, exceptions to practices / policies, resolve issues related to academic and non-academic issues | X | |
| | Associate VP, Registrarial Services | General guidance, input / clarification, recommendations, consultation, information exchange | | X |
| | Senior Leadership Team | Provide admission / enrolment statistics / recommendations to support planning and decision making. Consultation and interpretation on academic, MTCU policy as it relates admissions and enrolment | X | |
| | Registrar Management Team | Consultation, input, information and data exchange, program / policy / service / system integration, enhancement issues / opportunities, student issue / inquiry resolution | | X |
| | Academic Leaders | Persuade, obtain input / cooperation, technical expertise and guidance on the interpretation of College / MTCU policy or directives, resolve issues and appeals | | X |
| | International department management team | Persuade, obtain input/cooperation on business process, technical issues, guide and counsel on college and academic policy and procedure, discuss/negotiate business processes changes, revenue allocation, and resolve issues and appeals with applicants, immigration issues | | X |

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| | | | | X |
|---|---|---|---|---|
| | Academic / Service / Corporate Areas | Consultation, persuade, provide technical expertise and guidance on the interpretation of College / MTCU policy or directives, resolve issues and appeals | | X |
| | Finance and Accounting | Consultation, budget issues, budget cycle deadlines | | X |
| | IT | Consultation, participation and leadership in projects related to ensuring integrity and effectiveness of OCAS interface and transmission of applicant data; PeopleSoft functionality / modifications, technical support, queries, report requirements, software updates / changes, troubleshooting, service issues | | X |
| | Human Resources | Staff and/or payroll issues, grievance handling | X | |
| | Staff | Technical advice and direction, set expectations, information, planning, complaint resolution, clarification, coaching, professional development planning. Training/orient on departmental processes and procedures, resolving conflicts and managing performance and discipline | | X |
| External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public. | Prospective Students / Parents | Registration clarification, decisions, appeals, escalated service issues/complaints. Concerns about services, special or extenuating service needs | X | |
| | Legal | Consultation on articulation agreements, international and domestic students and program issues related to registration/enrolment | X | |
| | PEQAB | Presenting tuition, enrolment policy and student data. Exchanging information. Providing evidence of required benchmarks | X | |
| | MCU | Reporting, funding, exchange and clarification of information, policies procedures, technical discussions of admission issues, reporting, compliance. Discussion and provide | X | |

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| | | | O | F |
|---|---|---|---|---|
| | | input on admissions policy. Providing evidence of policy compliance | | |
| | External Educational Partners | Identify opportunities, negotiates contracts, review articulation / business agreements. Discuss and persuade on student issues, registration or payment issues | X | |
| | Other Colleges or Universities | Consultation persuades discuss information exchange, technical solutions, joint projects/initiatives, and liaise, policy interpretations. Installation of new systems, system-wide, national or international initiatives | | X |
| | OCAS (application service) | Discuss system requirements/issues, persuade, advocate for college application service needs, committee member, discuss specific applications (changes/issues), exchange data program vacancy service, program cancellation service, new programs, procedures and system modules | X | |
| | Provincial / Committees / Projects | Participating on committees, meetings. Business process improvements.  I.e. CRALO, ONCAT, OCAS | | X |
| | General Public | General Inquiries | X | |

| | | |
|---|---|---|
| **Occasional** | **(O)** | **Contacts are made once in a while over a period of time.** |
| **Frequent** | **(F)** | **Contacts are made repeatedly and often over a period of time.** |

## 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements.  Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

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**(/)** Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

☐Not responsible for supervising or providing guidance to anyone.

☒Provides technical and/or functional guidance to staff and/or students.

☐Instructs students and supervises various learning environments.

☐Assigns and checks work of others doing similar work.

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

☒Manages the staff and operations of a program area/department.\*

☐Manages the staff and operations of a division/major department.\*

☐Manages the staff and operations of several divisions/major departments.\*

☒Acts as a consultant to College management.

☐Other e.g., counselling, coaching.  Please specify:

_____

**\*** Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Direct Reports:
- Manager, Admissions
- Manager, Records
- Manager, Student Financial Services
- International Enrolment Specialist

Indirect Reports:
- Admissions team
- Financial Aid team
- Records team
- Student Accounts team
- Student Workers

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### 7b. SPAN OF CONTROL

**Span of Control** is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

| Type of Staff | Number of Staff |
|---|---|
| Full-Time Staff | 27 |
| Non Full Time Staff (FTE) * | 2.5 |
| Contract for Service ** | 0 |
| **Total:** | 29.5 |

**\* Full Time Equivalency (FTE) conversions for non-full time staff are as follows:**

**Academic Staff**

Identify the total average annual teaching hours taught by all non-full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

**Support Staff**

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

**Administrative Staff**

Identify the total average annual hours worked by non-full time administrative staff for which the position is accountable and divide by 1820 hours.

**\*\* Contract for Services**

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory responsibility the position has for contract employees. This could range from no credit for supervising staff when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff when the position is required to handle the initial step(s) when contract staffing issues arise.

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## 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

| Types of Activities that Demonstrate Physical Effort Required | Frequency (note definitions below) | | | | |
|---|---|---|---|---|---|
| | **Occasional** | **Moderate** | **Considerable** | **Extended** | **Continuous** |
| Prolonged sitting at meetings or while conducting regular work | | | X | | |
| Driving | X | | | | |
| Standing | X | | | | |

### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

| Types of Activities that Demonstrate Sensory Effort Required | Frequency (note definitions below) | | | | | Duration |
|---|---|---|---|---|---|---|
| | **Occasional** | **Moderate** | **Considerable** | **Extended** | **Continuous** | **Short Intermediate or Long** |
| Reading/ analyzing information and data– high degree of concentration/ attention to detail | | | | | X | L |
| Wring reports/ communications – high degree of concentration/ attention to detail | | | | X | | L |
| Advising/assisting/guiding staff/ academic areas | | | | X | | L |
| Conducting meetings, participating/ leading cross-functional projects | | | | X | | L |
| Computer Operations/ systems | | | X | | | L |
| Investigating/ resolving unique, complex and/or escalated inquiries and complaints | | | X | | | L |

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**FREQUENCY:**

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

**DURATION:**

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

JFS Template

## 9. WORKING CONDITIONS

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

| Types of Activities That Involve Job Related Unpleasant Environmental Conditions | Frequency (note definitions below) | | |
|---|---|---|---|
| | Occasional | Frequent | Continuous |
| High volume environment | | | X |
| Pressure to meet deadlines, high stress and difficult decisions | | | X |
| Required to handle sensitive, often emotional, issues involving parents and/or students. Stakeholders may be verbally abusive. | | X | |
| Requirement for evening and weekend work – open houses, start-up. | X | | |
| Often exposed to sensitive, personal information in which the incumbent needs to respond professionally related to *FIPPA* | | X | |

### Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

| Types of Activities That Involve Job Related Hazards | Frequency (note definitions below) | | |
|---|---|---|---|
| | Occasional | Frequent | Continuous |
| Standard Office Environment | | | X |
| | | | |

### Frequency:

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

JFS Template