Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name**:**

Position Title: International Student Advisor   Payband: I

Position Code/Number (if applicable): S00723

Scheduled No. of Hours__35_____

Appointment Type: _____X_____12 months   _____less than 12 months

Supervisor's Name and Title: Tracey McConnery, Manager, International Student Services and English Programs

Completed by: Tracey McConnery   PDF Date: June 7, 2023

Signatures:

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

Supervisor: Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

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

Working with the International Student Services (ISS) team, the International Student Advisor (ISA) focuses on enhancing the service experience of international students and ensuring effective supports are in place, contributing to the retention and success of international students.

This position is responsible for researching, planning, implementing, communicating, and evaluating international student programming and services to support international students' transition to Fleming College and integration into the community.

The ISA works with the ISS team to coordinate and implement International Student Orientation, Arrival Services, international student receptions and cultural celebrations, immigration workshops and information sessions, field trips, and other identified programming within ISS.

The ISA is responsible for advising and supporting international students and staff on issues of concern such as matters of immigration, health insurance, academic progression, and cultural and social integration.

The ISA has lead responsibility for planning/coordinating activities such as Arrival Services, virtual and in-person International Student Orientation, Peer Mentoring and Welcome Receptions.

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*
1. Advising The ISA position involves the professional application of advising procedures in accordance with the standards set by the College of Immigration and Citizenship Consultants (CCIC). The ISA provides case-specific immigration advice that is compliant with immigration law and IRCC rules to students and their dependents. The ISA provides complex and comprehensive advising to support international student success, including advising on matters such as study permits, co-op work permits, gaps in studies, employment, medical insurance, cultural transition, and community integration. The ISA utilizes their professional certification to advise academic and student service departments on immigration legislation, regulations, and policies to ensure college-wide compliance with IRCC rules and regulations and to provide guidance on college policies and procedures that affect international students.	60%

2. Service Coordination The ISA works collaboratively with the ISS team to lead the planning and implementation of Arrival Services and International Orientation. Such coordination includes, but is not limited to, facilitating pre-arrival communications, arranging airport shuttle pick-ups and drop offs, working with local accommodation providers to arrange for short-term stays, and working with the Fleming Off-campus Housing team to assist students in finding long-term accommodations. The ISA works with the ISS team to hire, train, and support student workers under the International Student Employment Plan. The ISA recruits, trains, schedules, and assigns tasks to orientation and multicultural showcase volunteers The ISA plans and schedules sessions with external community partners. The ISA manages complex cases involving student immigration and provides leadership to other college staff to provide holistic support and services for international students (ie. Health Services, Counselling, Accessible Education Services, Library, Registrar's Office).	15%	
3. Programming The ISA works with the ISS team to plan, coordinate, or implement programming for international students, such as welcome receptions, cultural celebrations, workshops, field trips, and peer mentoring activities. The ISA works with the ISS team to coordinate college functions associated with international students such as training, meetings, and recognition events. The ISA plans immigration workshops and information sessions for staff and students based on knowledge of immigration policies and procedures and CICC standards and practices. The ISA designs and delivers immigration awareness and professional development programs for faculty and staff related to international student success and intercultural competency.	15%	
4. Communications The ISA is responsible for creating content and maintaining up-to-date communications and documents to support international students. These include updates to the Orientation Handbook and International Student Services and Arrival Services websites and social media platforms. Updates related to immigration are of utmost importance.	5%	
5. Other related duties as assigned	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.

□ Up to High School □ 1 year certificate □ 2 year diploma

□ Trade certification X 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, Community Development, Education, Student Development, Recreation, Social Work, Sociology, International Studies

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	
x Additional requirements obtained by course(s) of a total between 101 and 520 hours	Regulated International Student Immigration Advisor (RISIA)
□ 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	o experience working in international education, particularly in international student support. o formal knowledge of and certification in current Canadian immigration processes including Immigration, Refugees, and Citizenship Canada (IRCC) legislation, policies and procedures pertaining to international students o experience advising international students regarding immigration & settlement with proven ability to troubleshoot, analyze and solve problems to meet customer needs o excellent customer service skills with empathy and patience to effectively deal with anxious and frustrated students. o experience working in a multi-cultural setting with strong skills related to cultural sensitivity including excellent human relation skills with the ability to relate to students from a variety of social, academic, economic and cultural backgrounds o excellent communication skills (verbal and written) with the ability to convey complicated information in a manner which is understood o demonstrated ability to exercise diplomacy and tact in resolving conflict o strong presentation skills and experience in the development and delivery of immigration and cultural competency workshops o demonstrated, relevant event/non-academic program planning experience including promotion and advertising. o working independently, in a team environment, organizing, prioritizing and problem-solving own work, handling multiple tasks and timelines from a variety of sources in order to meet deadlines. ability to effectively allocate tasks to student employees, volunteers o experience dealing with sensitive and confidential information referring to CICC, IRCC, and College policies and the FOI Act. o Membership in good standing with the College of Immigration and Citizenship Consultants (CICC) as a Regulated Canadian Immigration Consultant or a Regulated International Student Immigration Advisor (RCIC/RISIA) o Proficiency using word processing, spreadsheet, email and internet applications
□ Minimum of five (5) years	

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☐ 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.	Student failed several pre-requisite courses required to move into the following semester of their program. Student may have a gap in studies as courses are not offered for another semester or may be reduced to part-time status. Post Graduation Work Permit eligibility may be jeopardized due to gap in studies and/or part-time studies in the middle of the academics. Student may have a part-time workload and may not be eligible to work. Student may have issues paying for living expenses and tuition due to ineligibility to work.
How is it identified?	Student books an appointment to talk about working eligibility.
Is further investigation required to define the situation and/or problem? If so, describe.	The ISA investigates and confirms the validity and remarks on the student's study permit and verifies their co-op work permit, passport and Temporary Resident Visa (TRV) expiry dates. The ISA verifies the student's academic files and program curriculum and contacts the coordinator to confirm the study plan and completion date. The ISA investigates the student's financial and living conditions and whether there is parental financial support.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The ISA communicates with the student to have a clear picture of the student's immigration and academic situation before consulting with other areas of the college or verifying the student's records. The ISA analyzes IRCC's Immigration policies, college policies, program curriculum, course offerings at Fleming and Ontario Learn course equivalency. The ISA may have to refer the student to counselling depending on mental health needs.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The ISA needs to verify IRCC and college policies, program curriculum, course offerings at Fleming and Ontario Learn, and consult with coordinators/faculty and other areas of the college, such as Counselling, Student Success Coaches, Tutoring, Library Services, and/or Academic Integrity Officer.

	#2 regular & recurring
Key issue or problem encountered	A student informs they need to repeat courses due to plagiarism. The student reports stress and depression due to family pressure to maintain good grades, has concerns about their immigration status in Canada, and wants to confirm they can work full-time to pay for their studies and living expenses.
How is it identified?	Student books an appointment, emails, or visits the ISS office.
Is further investigation required to define the situation and/or problem? If so, describe.	The ISA may ask to see documentation provided to the student that states what kind of academic integrity violation they have received. The ISA may have to contact Records to obtain further information on student's record, and/or the coordinator to learn about an alternative study plan.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The ISA analyzes the student's immigration documents, IRCC's Immigration policies, college policies, and program curriculum. The ISA may have to refer student to the student councils for a faculty appeal or appeal to the panel, and/or counselling, depending on the emotional and mental health needs of the student.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The ISA needs to verify IRCC and college policies, to advise the student on potential issues that may affect their immigration status and program completion. The ISA may have to consult with coordinators/faculty and other areas of the college, such as Counselling and/or Registrar's Office.

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered	IRCC creates a new policy related to international students and online learning which could affect program delivery
How is it identified?	IRCC releases the policy on their website and via media release
Is further investigation required to define the situation and/or problem? If so, describe.	The ISA reviews the policy carefully and interprets the changes to the policy in order to advise academic and service areas accordingly.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	The ISA utilizes their immigration expertise and certification to analyze the policy and interpret how it will affect Fleming to advise accordingly. Students' Post Graduate Work Permit eligibility will be at the forefront of all decision making.
	The ISA interprets changes and updates on Canadian immigration regulations and policies and advises academic and service areas.
	The ISA anticipates and identifies any policy decisions that may affect international students' status or eligibility to qualify for future immigration applications.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	IRCC polices and procedures, RISIA study guide, collaboration with other certified advisors and manager, Canadian Bureau of International Education Community Hub.

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

Key issue or problem encountered	An international student receives a denial on their study permit extension
How is it identified?	Student presents problem directly to the ISA, or staff/ faculty identify the issue.
Is further investigation required to define the situation and/or problem? If so, describe.	The ISA will review the student's documentation from IRCC to determine the reason for the denial.
	The ISA will evaluate and assess the student's immigration concerns and determine appropriate options, advice and solutions.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The ISA will utilize their immigration certification and knowledge of current IRCC polices and procedures to investigate the reason for the study permit denial and to advise the student on the best course of action. The ISA provides immigration advice to the student, ensuring the student's knowledge and understanding of immigration polices, practices, and legislation on their status in Canada.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	IRCC polices and procedures, RISIA study guide, collaboration with other certified RISIA or RCICs and manager, Canadian Bureau of International Education Community Hub.

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.	The ISA plans an event in collaboration with community partners
What are the organizational and/or project management skills needed to bring together and integrate this activity?	• Focused event planning • Time management • multitasking • problem solving • promotion and marketing • customer service and communication skills • collaboration with college and community stakeholders • training and supporting student workers, volunteers, and participants
List the types of resources required to complete this task, project or activity.	Budget Various software applications, including virtual meeting applications Facilities, Services and Support Department (room bookings and set up etc) Community connections (i.e New Canadians Centre, City of Peterborough, Trent International)
How is/are deadline(s) determined?	The ISA determines the deadlines in collaboration with manager and community partners.

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 ISA determines changes to the project activity in collaboration with manager and community partners.

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Develop and deliver immigration presentations, sessions, and workshops for faculty, students, staff, and/or identified external partners
What are the organizational and/or project management skills needed to bring together and integrate this activity?	- Focused event planning - Time management - multitasking - Ability to interpret and consolidate IRCC policy - problem solving - promotion and marketing - customer service and communication skills - collaboration with college and community stakeholders
List the types of resources required to complete this task, project or activity.	Current IRCC policies as they pertain to international students. Presentation software
How is/are deadline(s) determined?	Determination of deadlines will be made according to the timing of IRCC announcements and the academic calendar.
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 ISA determines if changes are needed based on IRCC policy and determines the information that is needed for the session.

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

List the project and the role of the incumbent in this activity.	Design and ongoing support and updates to international student services internal webpage.
	The ISA is responsible to maintain the internal webpage for International Student Services, ensuring all information is accurate, up-to-date and attractive for all users. Updated immigration polices for international students is a major area of focus.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The ISA must collect information as needed from internal and external sources and IRCC. - Time management - Multitasking - Ability to interpret and consolidate IRCC policy - promotion and marketing - collaboration with college and community stakeholders All marketing and communication content must adhere to Fleming Policies & standards as well as Privacy of Information Act.
List the types of resources required to complete this task, project or activity.	Refer to IT or Marketing as necessary IRCC website
How is/are deadline(s) determined?	The ISA, in collaboration with the manager and ISS team, determines deadlines.
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 ISA in collaboration with the manager and ISS team, determines when general updates to the webpage is required. The ISA determines when updates to the webpage are required based on IRCC policy updates. Manager and/or internal partners may ask for required changes to the webpage.

5. Guiding/Advising Others

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

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

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

Regular & Recurring	Occasional	Level	Example
X	☐	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The ISA guides and advises the International Student Services Assistant and student workers.
X	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The ISA provides training to departments, faculty, and support staff on appropriate ways of supporting international students and on IRCC policies and procedures
X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The ISA will make decisions to support volunteer plans, promotion, implementation and evaluation of international student programming for international peer mentors and orientation volunteers. The ISA advises college departments and service areas on the best course of action to take when it comes to supporting international students
☐	X	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.	Case management support for most at-risk students

☐	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.	Regular oversight of student employees, peer mentors, placement students, and orientation and event volunteers is required. ISA trains, monitors, and allocates tasks to student workers, peer mentors and/or volunteers.
			ISA sets tasks and deadlines for student workers on a regular basis.

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)
Programming/service requirements and expectations Timeline for completion of task Day to day work is performed independently	Verbal or written requests with suggested work methods and timeframes are provided for new or special projects.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
College procedures, policies, past practices, guidelines Best practices from other colleges or universities IRCC policies CBIE forum and webinars	

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

Formal and information meetings with supervisor and colleagues. Reports of activity progress are completed verbally or by review of documents at meetings College of Immigration and Citizenship Consultants (CCIC) is the regulatory body for the ISA and may be involved in errors or omissions	Annual comprehensive review of tasks, goals, and professional development plans.

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)
Decisions on effective delivery of International Student Service programming in consultation with co-workers and students. Decisions on content for immigration workshops and programming in consultation with other ISAs. Decisions on effective Marketing/Promotional materials (ie website content/links) in consultation with marketing staff.	Consultation with community partners.

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)
Alterations to objectives and strategies as they are being implemented Conflicting deadlines	Budget decisions Serious complaints Items beyond scope of the positions (such as any work the ISA believes to be beneficial to the role or their development that may not be reflected in the PDF).

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

ISA interprets IRCC policies and makes complex advising decisions for students and their dependents.	
ISA identifies and designs promotional materials for International student services in communication with marketing and IT, and reviewed by manager	
ISA determines appropriate Orientation and transitional support plan for International students, in consultation with manager.	
ISA researches, assesses, determines and secures guest/speakers and trainers to support International students/student services	
ISA determines communications and promotional plans for International student services/programming	
ISA must take initiative and show creativity in developing student and staff involvement in International student services and programming.	

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?		
ISA has the lead role of providing immigration advice to staff and students	The ISA receives an inquiry and interprets policy to respond accordingly	Students and their immediate family members as they relate to student's immigration status, staff	D

The ISA is the main contact for immigration questions from faculty and students	The ISA determines the appropriate method to deliver the service based on his/her understanding of the customers needs (ie, 1:1, webinar, professional development session)	Students and their immediate family members /Staff/Faculty/Admin	D
The ISA is contact for community organizations that provide supports, events, and networks for International Students.	1:1 response ISA prepares promotional materials for community contacts Formal presentations/event proposals	Community organization contacts	M
Committees/Departments request information at, or in preparation of meetings	The ISA follows up on requests individually or in collaboration with other ISS team	Staff/Faculty	M
Need for clarification or information to/from International Student Services department	Research and provide information	Students/Staff/Faculty/Admin	D
Students request information/support/training individually or through clubs, workshops and events	The ISA responds to the request or refers the student to other services when appropriate	Students, Student Administrative Council	W

*   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	Event planning including discussing space and event needs, and purchasing items	Prospective students Current students Internal/external partners Parents	D
Explanation and interpretation of information or ideas	Events, meetings, problem solving and influencing to establish common agreement	Prospective students Current students Faculty/staff/Admin	D
	Planning events, discussing strategies, problem solving, building consensus	Internal and External community	W
	Organizing volunteers for International events	Students	W
	IRCC policies as they relate to international students	Students	D
	IRCC policies as they relate to immigration rules for international students and program decisions related to placement/program delivery	Faculty	W

Imparting technical information and advice	Communicate unique cultural needs/protocols of international students to ensure needs of international students are considered (problem solving, advising and guiding, formal presentations).	Community Partners/ Organizations, Student government, staff	M
	Communicate international student programming/services and other relevant information regarding international learners to interested community partners	Community Partners (including Peterborough Immigration Partnership, City of Peterborough and Kawartha Lakes, New Canadians Centre etc)	I
	Advising and supporting international students regarding immigration, health insurance, and cultural and social integration	Students and Staff	D
	Communicates latest IRCC policies and interprets how they relate to Fleming students, academic programming, and service delivery	Students and Staff	M
	Communicate unique cultural needs/protocols of international students to ensure needs of international students are considered (problem solving, advising and guiding, formal presentations	Students and Staff	W
Instructing or training			

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Obtaining cooperation or consent	Working with a faculty member and international student to ensure that both viewpoints are understood and to come to a mutually satisfactory conclusion	Students and Staff	M
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 a desk/typing	D			X	X		
Reaching and bending to set up displays for events	M	X			X		
Carrying displays and materials up to 11 lbs. to various locations and events	I	X			X		
Tables at events between 11 to 44 lbs	I	X			X		
Standing	M			X	X		
Stairs/walking	D	X			X		

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

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

x   Light (up to 5 kg or 11 lbs)   Display materials, print info, promotional materials

x	Medium (between 5 to 20 kg or 11 to 44 lbs)	Moving tables in event set up
□	Heavy (over 20 kg or 44 lbs)	

10. Audio Visual Effort

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

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

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Trouble shooting issues for International students in 1:1 student meetings and taking advising note for each meeting as per RISIA guidelines	D		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
□   Usually
X   No – is disrupted on a regular basis to handle urgent issues from International students/staff that require immediate attention

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

Designing presentations/promotional information	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No disrupted on a regular basis to handle inquiries and issues from International students				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Review and interpretation of IRCC policy	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X- No disrupted on a regular basis to handle inquiries and issues from International students				

*   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
□ accessing crawl spaces/confined spaces		
X dealing with abusive people	Student comes to our department very upset about an experience they have had and uses derogatory language	I
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		

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□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
X travel	Travel to other campuses once per week and local community events, community organizations (New Canadians Centre, Library, etc) approximately once per month. Time spent in transit less than 3.5hrs/wk.	W
□ working in isolated or crowded situations		
□ other (explain)		

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