



# 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.

#### 1. POSITION IDENTIFICATION

**Position Title:** Operations Officer  
**Position Number:** A00195  
**Pay Band:** 9  
**Incumbent:**  
**Location/Campus:** Sutherland / Frost  
**Division/Department:** Applied Research & Innovation  
**Immediate Supervisor (title):** Executive Director, Applied Research & Innovation  
**Date of JFS:** August 26, 2025  
**Last Evaluated:** February 4, 2022

#### 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: \_\_\_\_\_

## 2. POSITION SUMMARY

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

Reporting to the Executive Director, Applied Research & Innovation, the incumbent supports the operations of the Office of Applied Research and the full research division, providing administrative and executive services on behalf of and in support of the Executive Director.

The incumbent is the primary front-line contact for the research division, providing prompt, high quality, professional, sensitive, and confidential support to students, faculty, staff, industry partners, and the general public, as required.

The incumbent is responsible for scheduling the Executive Director's appointments, maintaining their schedule and files, often handling confidential and sensitive employee and labour relations matters. The incumbent supports the processing and tracking of financial and human resources transactions, creates tools and guides, continually improves processes, liaises with and/or supports committees, plans and executes events, and coordinates work and information effectively across departments.

### KEY DUTIES

*Provide a description of the position's 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
<b>1. Administrative Support</b>	<b>(40%)</b>
<ul style="list-style-type: none"><li>▪ Supports the coordination of activities in the Office of Applied Research &amp; Innovation (OARI) to ensure the smooth operation of daily activities. Manages all information, often confidential, coming into and going out of OARI.</li><li>▪ Schedules appointments, meetings, and all travel arrangements for the Executive Director and other managers in the division.</li><li>▪ Organizes and manages the Executive Director's meetings and working files, including employee and labour relations files, ensuring that research documents, reports and all relevant materials are available before each meeting.</li><li>▪ Occasionally drafts and assists with writing divisional communications and correspondence that may include briefing notes, letters, memos, newsletters, and emails, which could involve sensitive and confidential matters and information.</li><li>▪ Occasionally drafts reports and presentations, which could be of a confidential nature, for the Senior Management Team, the Board of Governors, and/or other internal and external bodies or groups as required</li><li>▪ Assists with the development of divisional policies and operating procedures.</li><li>▪ Assists the Executive Director with the facilitation of annual performance reviews events, which includes scheduling of meetings</li><li>▪ Responsible for maintenance and updating of the division's website.</li><li>▪ Maintains an ongoing excellent working relationship with the Office of the President.</li><li>▪ Area-specific administrative support – for example:<ul style="list-style-type: none"><li>○ The Operations Officer provides support to the Research Ethics Board, and the CAWT TAC Board, including scheduling meeting and preparing agendas and meeting minutes.</li></ul></li></ul>	

## **2. Research Ethics Board**

**(15%)**

- Provides coordination administrative support to the college's Research Ethics Board including:
  - Clarifies procedures; manages agendas; schedules meetings; conducts all meeting organization (preparing, assembling and distributing necessary materials for review by the committee members / meeting attendees; records, prepares and distributes minutes/decisions; and follows up on action items.
  - Creates streamlined templates for agenda, minutes and materials to be used for committees and by other administrators.
  - Manages confidential internal REB portal ensuring it is up to date.
  - Liaises with the REB Chair regarding status of REB applications
  - Prepares REB approval letters
- Coordinates and organizes various (non-committee) meetings and project planning sessions:
  - Schedules meetings and/or planning sessions.
  - Assists project team with execution of meetings and follows up on deliverables.
  - Assists with identification of stakeholders and attendees

## **3. Project Coordination and Process Analysis**

**(10%)**

- In consultation with Executive Director and OARI management as appropriate, organizes and coordinates high level divisional projects that fall out of the scope of the Office of Applied Research, including:
  - Drafts and coordinates project plans
  - Defines the scope of the project in collaboration with senior management
  - Creates tools to effectively manage projects.
  - Analyzes project demands and needs (time and resources); identifies key project stakeholders.
  - Organizes meetings with project stakeholders as required.
  - Distributes project status reports as needed.
  - Conducts environmental scans and research to support strategic decision making related to projects led by the Executive Director's office.
  - Coordinates the submission of the divisional portion of the Annual Business Plan and interim updates.
  - Researches opportunities for new projects to add value (organizational and financial) to the division (ie: improved organizational / planning techniques, revenue generating opportunities etc.)
  - Sets up files to ensure that all project information is appropriately documented and secure.
- Supports the implementation of the plans as required.

## **4. Customer Service Support – Students, Faculty, Staff, General Public**

**(5%)**

As the primary front-line first contact for students, employees, industry partners, and the general public visiting the Executive Director's office:

- Responds to general enquiries
- Locates and disburses materials to individuals as required / requested.
- Resolves complaints
- Informs students, faculty and/or staff of correct policy and/or procedures.
- Frequently facilitates the handling of confidential and often sensitive matters.

## **5. HR/Financial**

**(20%)**

- Tracks all new hires on a master hire list
- Under the direction of the divisional Managers, prepares requests for contract letters for HR
- Prepares student contract letters

- Responds to routine inquiries from staff on payroll processes
- Arranges for signatures on staff timesheets
- Reconciles and processes the Executive Directors' expense statements
- Prepares Travel Authorization Forms
- Supports the processing of Visa statements by sending reminders, checking that all back up documentation is complete and submitted with statements
- Controls inventory of office supplies in OARI

**6. Event Planning/Coordination (5%)**

Supports the planning and coordination of divisional or College-wide events and activities as required.

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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.

### Examples

- Executive Director's office receives regular requests for information and/or advice/assistance, often of a highly confidential and time-sensitive nature. Decision-making regarding these requests is guided by varied and less defined instructions and practices, requiring broader interpretation. Through in-depth information-gathering and a high level of analysis, the incumbent identifies if timelines are reasonable and determines whether the information or advice can be given, to whom, and in what format. May also need to determine if the request should be redirected to other college departments / individuals and the consequences or impacts of doing so.
- The incumbent supports the planning and coordination of projects for the division, including: defining the scope of the project in collaboration with senior management, and then identifying project stakeholders, time, and resource needs. The incumbent decides on the frequency of meetings with stakeholders, the best tools to use to effectively manage the project, as well as the type and frequency of reporting. The incumbent also conducts research and analyzes information to support decision-making related to projects.
- The incumbent manages the calendar and schedule of the Executive Director which can be complex due to the demands regularly made on their time and requests for meetings within an already full schedule. The incumbent must prioritize work, taking into account project timelines, other deadlines, and the Executive Directors' schedule. The incumbent must determine which appointments are higher priority, consider options to schedule/reschedule, watch for conflicts in the schedule, while working with other staff calendars to find a time that is mutually acceptable.
- Incumbent also uses judgment to make decisions specific to their work area. Examples include:
  - The Operations Officer determines, in collaboration with the REB Chair, whether a research application requires Research Ethics Board approval, using their knowledge of the College's policy (9-905 Policy for Ethical Conduct for Research Involving Humans), the Government of Canada's 210-page Tri-Council Policy Statement for Ethical Conduct for Research Involving Humans", and the College's past practices and established standards.

## 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.**

- Office Administration, Business Administration, or similar program is a strong asset
- Knowledge related to functional area is a strong asset or a position requirement and varies by area – for example, progressing toward a Certified HR Professional (CHRP) designation is required for the Operations Officer in OEHR; insurance and/or paralegal training is a strong asset for the Operations Officer in Finance

**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).**

- Tact, discretion, and the ability to use sound judgment when dealing with sensitive and confidential matters
- Well-developed planning, organization, multi-tasking, and time management skills
- Effective project management skills
- Demonstrated ability to interact effectively with a wide variety of people; excellent interpersonal and customer/client service skills including demonstrated conflict management skills
- Attention to detail / high degree of accuracy
- Ability to gather information, analyze, evaluate, formulate and recommend appropriate courses of action
- Excellent verbal and written communication skills, including highly developed minute taking
- Basic accounting required to build and manage budgets, analyze and report on variances
- Excellent computer literacy skills including advanced proficiency in MS Office products, email communication, and College information systems including Evolve/PeopleSoft
- Ability to solve problems, use critical thinking skills, handle pressure, meet deadlines, and effectively and appropriately apply policies, procedures, and guidelines

### 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:

- |  |   |
|--|---|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years            |
| <input type="checkbox"/> 1 month           | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months          | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 12 years           |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 15 years           |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 17 years           |

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

- Progressive administrative experience in a fast-paced, customer-focused office environment, preferably at a post-secondary institution; sound knowledge of college programs, academic, administrative, and organizational structures is a strong asset
- Some experience supporting an executive/senior team member with the attendant confidentiality, work volume and at times conflicting priorities, ability to shift focus with flexibility, broad range of interactions across the college and externally, ability to produce high quality materials for SMT and Board of Governors, and flexibility in working hours and demands
- Demonstrated experience working effectively with confidential information and handling sensitive issues, including those related to employee performance and labour relations
- Experience successfully managing projects, including planning events
- Experience independently researching matters, analyzing results, and developing data-based recommendations (example: policy analysis across Ontario colleges)
- Demonstrated ability to work with complex excel spreadsheets, using advanced features; powerpoint presentations; sharepoint; MS Teams; Evolve/PeopleSoft; demonstrated aptitude to learn new technology quickly and easily
- Experience working autonomously/with minimal supervision and as a collaborative team member
- Proven ability to anticipate issues and challenges and to address them proactively and appropriately

### 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.**

- As the main point of contact for the Executive Director's office, handles complaints/concerns coming into the office, using judgment in determining when it's necessary for the Executive Director to become involved or whether another avenue might be an effective and appropriate alternative.
- Suggests improvements to operational processes to streamline and/or automate as needs evolve.
- Manages calendars, coordinates meetings, and changes calendars appropriately to meet evolving priorities and deadlines, knowing which meetings can/cannot be moved.

**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.**

- Significant unresolved scheduling conflicts / resolution of major interdependencies with other departments where there is a threat of a milestone being missed if the situation is not resolved in time.
- Procedural or process changes with impacts beyond own area/to other departments with some complexity or with potential perceived negative impact.
- Final committee agendas before they're published
- Manages all information, including confidential and sensitive material, coming into and going out of the Executive Director's office, organizing and expediting the flow of work.

**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.**

- All College policies, procedures, guidelines and tools
- College Strategic Plan, Business Plans, Academic Plan as applicable
- College academic calendar
- Ministry binding directives and regulations
- Collective agreements
- Applicable legislation, whether broadly applicable (FIPPA, AODA, Human Rights, Health & Safety, etc.) or specific to the area
- TriAgency and other funder guides and policies
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans
- Fleming Policy 9-905 – Ethical Conduct for Research Involving Humans

## POTENTIAL IMPACT OF DECISIONS

### 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, effects on staff, students, clients or public.**

#### Examples

- Delays in responding to concerns or complaints or an error in judgment in handling a complaint from a student, employee, or member of the public could lead to public embarrassment, a loss of reputation for the College, and potential financial consequences.
- An error in the release of confidential information related to a student or employee or to organizational information could result in loss of reputation for the College, grievances / legal action, and financial consequences. An error in judgment in failing to recognize the urgency of correspondence and escalating it appropriately could result in missing a Ministry or other legislated or regulatory deadline, resulting in penalties and/or missed opportunities and reputational damage.
- Failure to effectively manage a project could result in wasted resources and failure to complete business plan milestones on time, potentially impacting College funding.

## 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.	President's Office Senior Management Team	Arranging meetings; responding to questions and issues; providing information; submitting reports, briefing notes, and other documentation.		X
	Executive Director	Obtaining direction; exchange of information; act as a sounding board; keep leader appropriately informed and updated.		X
	Other leaders/managers within own area	Information exchange on administrative and operational issues for the department; obtain direction when required; provide direction or guidance on behalf of Executive Director or other leader when required, or on procedural or process issues/questions/news; meeting arrangements; follow up on action items/project plans; etc.		X
	Staff in own department/area	Answer questions / provide guidance on technical issues/support with technical issues, procedural and process issues; send out reminders and follow up on action items; collect information.		X
	Leaders and staff in other areas	Coordinate and schedule meetings and events; exchange information; provide basic guidance on policies, procedures, and processes in own area and seek same from other areas; follow up on action items; respond to inquiries. Work with OEHR on hiring student workers and tracking all hiring within the department, ITS on technical issues and updates within own area; etc.		X

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Board of Governors	Varies by position; at a minimum, produce correctly formatted, briefing notes/presentations/documents with no errors for Committee and/or Board meetings.	X	
	Service Providers	Varies by area – can include suppliers / vendors, contractors, consultants, legal counsel, insurers, auditors. Exchanges of information and documents. Obtaining quotes, procurement of goods or services within college policy and guidelines. Handle billing disputes.	X	
	Other Ontario Colleges and College Employer Council (CEC)	Information exchange; research; seeking guidance on interpretation of policies and collective agreements from CEC.	X	
	Government and regulatory bodies – Workplace Safety and Insurance Board, Ministries, City of Peterborough, county governments, Tri-Agency and other funding bodies.	Information exchange; respond to inquiries; ensuring agreements are in place where required.	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.**

## 7. a) 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.

(/) 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:

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\* 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: None

Indirect Reports: None

Provides guidance on policies, procedures, and processes to managers and staff within own area, including Executive Director – e.g. purchasing, budgets, expenses, hiring, etc. Provides basic guidance on policies, procedures, and processes in their own area to other Operations Officers as required. May provide day to day guidance to student employee(s) in area.

## 7. b) 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	0
Non Full Time Staff (FTE) *	0
Contract for Service **	0
<b>Total:</b>	N/A

\* 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.

## 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
Sitting at a desk or in meetings				X	
Lifting / carrying (e.g. supplies)	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 Short Intermediate or Long
	Occasional	Moderate	Considerable	Extended	Continuous	
Taking meeting minutes		X				Inter
Reading and analyzing information		X				Short
Screen work, word processing				X		Short
Handling complaints	X					Short
Periods of intense concentration and attention to detail (e.g. budget development, report preparation, proofreading, etc.)	X					Inter

**FREQUENCY:**

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

**DURATION:**

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.

## 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
Can be exposed to highly stressful situations (e.g. student or employee complaints)	X		
Noisy work environment	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
Intercampus travel / driving	X		

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.