

CAAT Job Evaluation System for Non-Bargaining Unit Employees

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 Manager, Community Integration through Cooperative Education (CICE)
Position Number:
Pay Band: 9
Incumbent: VACANT
Location/Campus: Sutherland
Division/Department: School of Justice and Community Development – CICE Program
Immediate Supervisor (title): Academic Services Leader
Date of JFS: December 13, 2019
Last Evaluated: September 1, 2017

Type of Position:

- Administrative (Temporary) 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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POSITION SUMMARY

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

Reporting to the Academic Services Leader Academic Services Leader, the incumbent is responsible for providing administrative leadership for the day-to-day operational components of the Community Integration through Cooperative Education (CICE) program. The operational components include management of the academic delivery space and timetable for the program. The incumbent is responsible for assisting with the sourcing, hiring and supervision of part-time and full time support staff (i.e. Integration Facilitators) that provide direct learning support to the CICE program as designated by the Academic Services Leader and in collaboration with the Chair and Program Coordinator of the CICE program. Additionally, in collaboration with the Chair and Program Coordinator, the incumbent supports the coordination of community relationships (i.e., Community Living, local school boards, Canadian Hearing Society). The CICE Operations Manager serves as the School's point of contact with cross-functional departments regarding day-to-day operations, processes and policies in support of the program as it aligns to the College's mission. The incumbent is also responsible for establishing required policies (e.g. safety policy), procedures and training as they pertain to students and support staff in the program. In collaboration with the Program Coordinator, the incumbent is an integral member of the program in providing administrative leadership, supervision and support in program marketing and recruitment as directed by the Academic Services Leader.

KEY DUTIES

(60%)

1. Program Management & Support

Works with the Academic Services Leader, Chair, faculty, Integration Facilitators and CICE Program Coordinator to continuously review our day-to-day delivery requirements, providing input to quality processes and ensuring support for students and staff within and outside the classroom.

As directed by the Academic Services Leader, provides support for day-to-day administrative operations within the CICE Program. The incumbent provides both operational leadership and guidance for service excellence. The Operations Manager will lead the team of Integration Facilitators and work directly with Program Coordinators and faculty in academic schools that have CICE students participating in their programs.

The incumbent will continuously monitor and assess day-to-day needs in the CICE program and, in collaboration with the Program Coordinator, will help to develop plans, protocols, policies, procedures and strategies to fill gaps in service delivery. The incumbent will work with HR to identify and enable staff professional development and orientation of new staff.

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Implements initiatives established by the College and government ministries as they relate to the CICE program.

Develops CICE Program recruitment, retention, and student success strategies in collaboration with the Chair and CICE Program Coordinator.

Working with the Academic Services Leader, establishes and maintains sound processes and protocols to ensure the effective and efficient day-to-day operation of the CICE program within established College policies and practices.

Working with the Integration Facilitators and CICE Program Coordinator, develops schedules for each semester to ensure that all CICE student needs are met and that all program timetables are efficient.

Establishes positive, ongoing relationships with appropriate industry, community and business representatives, advisory committee members, professional associations and alumni.

Maintains good relationships with students' main caregivers and support agencies.

Represents the CICE program on community committees as appropriate.

In collaboration with the Registrar's office and the CICE Program Coordinator, develops and participates in a comprehensive admissions process for students.

In collaboration with the CICE Program Coordinator, organizes program orientations and all program-related special events.

Develops orientation and training for faculty who have CICE students enrolled in their program and community members who will be hosting CICE student placements.

(25%)

2. Human Resources

Working with the Academic Services Leader, ensures that sufficient staff are in place to support CICE students, based on approved complements and budget. The incumbent will assist with the recruitment, development and supervision of full-time and part-time support staff and placement students from other programs.

In consultation with the Academic Services Leader, assigns staff workloads according to the provisions of the collective agreements and College practices.

Supervises assigned staff in the program regarding performance management, professional development planning, work place training, and prioritization of work flow while creating a positive and inclusive work environment for staff.

Ensures timely and accurate completion of all required records and

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documentation for the program.

3. Administration

(10%)

Supports and monitors the program's operational needs to ensure it is running efficiently and within the established budget.

Assists the Academic Services Leader in the day-to-day development and management of the CICE program through the gathering of appropriate information in a timely manner, ensuring that required controls are implemented.

Assists the Academic Services Leader to establish and monitor the annual budgets for the CICE program.

In collaboration with the Academic Services Leader, ensures that capital and operating funds are effectively utilized and that processes and controls meet College standards.

Manages the day-to-day operations to ensure that the CICE program is efficient and cost effective and accessible.

Carries out other duties as assigned by the Academic Services Leader to ensure smooth day-to-day operations of the CICE program.

5. Workplace Health & Safety

(5%)

Ensures relevant health and safety policies, procedures, manuals and processes are followed and that support staff and student workers are appropriately trained.

Works with all staff and faculty to ensure student safety.

Inspects CICE program area and works with the Joint Health and Safety committee to ensure a high safety level for staff.

Ensures that safety standards are met for community job placements.

Ensure AODA compliance standards are applied to all Health and Safety documents processes and procedures.

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TOTAL:

100%

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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.

Judgment refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgment 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.

The incumbent will be responsible for responding to and resolving complex issues within established College practices and processes on a daily basis. They will need to exercise sound judgement and decision-making to ensure the School meets the program's stated goals and objectives. The incumbent will need to consider a wide range of operational and strategic issues that are critical to the program's success and to its smooth operation. This position must ensure day-to-day support to academic delivery through operational troubleshooting and supervision of support staff. The ability to identify gaps in policy and practice will be critical in order to successfully manage a complex program with a population of learners with unique challenges. Failing to act accordingly could result in escalated student issues and ultimately legal action if policy and legislation are not well understood and followed diligently.

The incumbent will support the CICE Program Coordinator with recruitment and admissions in a consultative, collaborative fashion to ensure timely, efficient and transparent handling of applications for the program. The process includes applicant interviews, communication with applicants and advocates regarding the program and the intake and admissions process. Failing to manage these complex communications could damage the reputation of the college in the community.

The incumbent will need to identify gaps in policy and practice for managing a complex population of learners with unique challenges and would have to consult and work collaboratively with Program Coordinator, faculty and staff on how to resolve the issue. Failing to resolve the issue could result in escalated student issues, unwanted media attention and or legal action if policy and legislation or not well understood and followed diligently.

2. EDUCATION (to be completed by the College)

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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.

Non-Post Secondary

- Partial Secondary School Secondary School Completion

Post Secondary

- 1-Year Certificate 4-Year Degree
 2-Year Diploma Masters Degree
X 3-Year Diploma/Degree Post Graduate Degree
 Professional Designation Specify: _____
 Other Specify: _____

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.

- College diploma/university degree in a relevant human services discipline.
- Proficiency in MS Office Suite, including PowerPoint, Excel, Word, Outlook, Adobe-Standard Acrobat Pro, Extensive experience working with Google-Documents; Forms
- Expertise in the development and documentation of policy in a post-secondary environment.
- Extensive understanding of project management skills.
- Strong problem solver.
- Excellent communication skills.
- Experience working with adults who have developmental disabilities.
- Experience in an education setting is strongly preferred.

3. EXPERIENCE

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 4 years
 1 month 5 years
 3 months 7 years

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- | | | | |
|--------------------------|-----------|--------------------------|----------|
| <input type="checkbox"/> | 6 months | <input type="checkbox"/> | 9 years |
| <input type="checkbox"/> | 1 year | <input type="checkbox"/> | 11 years |
| <input type="checkbox"/> | 18 months | <input type="checkbox"/> | 13 years |
| <input type="checkbox"/> | 2 years | <input type="checkbox"/> | 15 years |
| X | 3 years | <input type="checkbox"/> | 17 years |

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

- Works collaboratively with other teams and individuals in the College
 - Experience in working with collective agreements
 - Expertise in accessibility best practices in the Accessibility for Ontarians with Disabilities Act (AODA), and how the Act functions within a College or educational environment
 - Working knowledge of inclusive practices and strategies for success for individuals with a wide range of exceptionalities i.e. FASD, Autism, MID, global developmental disability, physical disability and multiple disabilities.
 - Demonstrated leadership and supervisory skills
 - Excellent written and oral communication skills with previous experience developing detailed, time-sensitive reports
 - Excellent presentation and group facilitation skills
 - Well-developed time management skills and the ability to work independently with minimal direct supervision
 - Strong problem-solving and decision-making skills
 - Strong interpersonal and organizational skills that facilitate positive working relationships and collaboration including highly developed tact, diplomacy, and influencing skills
 - Project management skills to assist with the coordination of various initiatives, projects, and issues
- Demonstrated experience in facilitating training sessions in an academic environment

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.

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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.

- (i) Working with support staff to meet the academic delivery requirements of the program during periods of staff absence
- (ii) Assignment of work to support staff
- (iii) Allocation of resources within approved budget
- (iv) Developing a protocol or process to address an existing gap in the smooth delivery of the program.
- (v) Dealing with day-to-day staff, student, employer communications, issues and complaints.

This position requires a high degree of independence in making decisions regarding human resource allocation.

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.

- (i) Creation of full-time support staff and part time positions and/or agreement on compensation beyond standard levels.

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 Strategic plan, academic regulation, policies and procedures, collective agreements, industry and professional policies and regulations related to program delivery, Ontario Adult Literacy Curriculum Framework, Admissions requirements, timetable guidelines and procedures, AODA legislation

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.

All of the examples represent significant risk to the School, the Academic Division and the College.

- (i) Failure to follow established protocol for admission of student into the CICE program.
- (ii) Failure to manage resources effectively and efficiently (human, fiscal, capital, space) can negatively impact the student experience, the quality of the program delivery, the program's fiscal goals, college reputation, contribution to the College, labour relations, etc.

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(iii) Non-compliance with support staff collective agreement could result in grievances and arbitration proceedings.

(iv) Poor attention to protocols and procedures as operationalized in the learning environment (i.e., classroom conditions, availability of IF support for student) could lead to serious problems in retention, loss of students and loss of reputation which could also lead to potential legal liability for the College.

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, counseling.

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	Dean, Academic Services Leader, Chairs, Service Leaders Team, Academic Leadership Team, HR	Strategic planning, information sharing, operational issues, staffing concerns, recruitment and other human resource management issues Requires highly developed interpersonal and communication skills to influence perspectives, resolve conflict and build team consensus		X
	Academic Operations / Physical Resources	Timetabling/scheduling issues, facilities/space dilemmas/planning		X
	Faculty, staff, program coordinators outside of School	Point of contact for program. Required to negotiate with other areas to advance knowledge and inclusion of CICE students into programs, resolve issues, provide necessary program supports and ensure student learning experience comes first		X
	Support Staff	Coach, advise, counsel, provide direction Recruitment, complaints		X

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	Students			X
				X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Program Advisory Committees	Participation in PAC meetings, discuss program relevance, development		
			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.

(√) 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.
- X Manages the staff and operations of a program area/department.*
- Manages the staff and operations of a division/major department.*

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- Manages the staff and operations of several divisions/major departments.*
- Acts as a consultant to College senior management.
- Other e.g., counseling, 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.

Support staff – (Full-time and part-time) : Integration Facilitators, student volunteers, students conducting field placements

Assists with hiring, evaluates, develops, disciplines, assigns and oversees the day-to-day operations of the program.

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	5
Non Full-Time Staff (FTE)*	.53FTE 2 RPT (48/wk * 40 wks/yr = 1920/2 = 960 / 1820) 1 CPT (hours fluctuate)
Contract for Service**	
Total:	5.53

* 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.

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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
Standing	X				
Prolonged sitting / computer work where concentration and analysis of information is required			X		
Meetings with staff / faculty / students		X			
Walking		X			

SENSORY DEMANDS

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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, counseling, 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 and comprehending large volumes of information			X			Intermediate
Project management / data analysis / report writing and responding to deadlines			X			Intermediate
Resolving conflicts arising from students, staff or staff performance issues that require careful tact, diplomacy and self-management			X			Intermediate
Travel to other locations and external meetings	X					Short
Interview / phone calls			X			Short

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.
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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.

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
Extensive work on computer can cause strain to eyes, neck, shoulders, back.		X	
Evening and weekend work		X	
Verbal abuse from students, parents in highly emotional situations.	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
Travel in inclement weather	X		

