

# Fleming College

## 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.

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#### 1. POSITION IDENTIFICATION

Position Title: Manager Business Operations and Systems  
Position Number: A00154  
Pay Band: 10  
Incumbent: Vacant  
Location/Campus: Sutherland with travel to Frost, Haliburton, Coburg  
Division/Department: Office of the Registrar  
Immediate Supervisor (title): Registrar  
Date of JFS: December 10, 2019  
Last Evaluated: December 12, 2019

#### Type of Position:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic        | <input type="checkbox"/> Part-Time Academic       |
| <input type="checkbox"/> Part-Time Support         | <input type="checkbox"/> 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.

The Manager of Business Operations and Systems will provide leadership to the Business Analysts in the Office of the Registrar. The incumbent is responsible for overseeing the support, development and on-going maintenance of the People Soft (Evolve) Student Information System modules for Fleming's Student Information System (SIS) and third party integration systems. This includes management of security provisioning and identity access in accordance with data access & security controls, which supports operations within the Office of the Registrar, Academics and a variety of service areas that leverage the systems.

The position is responsible for identifying areas for business process enhancement, recommending revisions to procedures or policies and developing and managing the associated implementation plans.

The incumbent is responsible for the effectiveness of all departmental operations in their portfolio, including but not limited to: fiscal and human resource management and development, strategic departmental leadership, and policy and procedure development.

## 3. KEY DUTIES

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

### Key Duties

### % of Time

1. Direction and administration of student systems, including the development of a strategic student technology roadmap for the RO (60%):
  - a. Is the project manager for the planning, development and implementation of new functions and enhancements to the Student Information System (SIS). This process includes creating appropriate policy and processes (documentation), implementation of enhancements and upgrades, creating and implementing test plans for execution, and the development of documentation, communication and training materials. In addition, the incumbent develops new procedures as required to ensure that proper internal controls are maintained and enhance the efficiency and effectiveness of the users involved
  - b. reviews and assesses modules and module updates within SIS to determine whether the system should be adopted, or a customized module built, (e.g. Student advising module review)
  - c. reviews efficacy of systems that support or intersect with the operations of the RO, e.g. Salesforce against adopting a People soft module, or other product that integrates easily with People Soft systems
  - d. oversees and supports all integration/cross over of processes with the RO and other areas, such as but not limited to scheduling (Infosilem), learning systems (D2L), etc.
  - e. ensures appropriate internal controls are in place and adhered to with respect to individual user access. Accountable for establishing access to data and functions with the SIS by administering the appropriate security profiles. -
  - f. project lead on all improvements/changes to student facing systems/processes (e.g. change to when and how students register for programs/courses (full-time and part-time))
  - g. overseeing the implementation and the maintenance of new student-friendly/student facing systems, such as the student portal
  - h. oversees the implementation of web-based integration of applicant/student navigation processes to improve student self-service and/or support

2. Continually review RO departmental capacity for change and business performance optimization (CQI for RO technology) (20%)
  - a. Initiate business process enhancements by identifying business risks and/or opportunities for the College; recommends revisions to or new policies and procedures where warranted; and develops and maintains relevant benchmarks to assist in monitoring effectiveness and efficiency of new and current processes;
  - b. works closely with Deans and Chairs to review viability of multiple intakes for post-secondary programs
  - c. Reviews and revises data/coding structure for courses, programs, cohorts, for better reports (reporting) across all areas of the college
  - d. Completely revising course and program data. For example: incumbent will develop new coding system to allow for multiple codes for pathways and dual credit courses to better integrate with student transcripts as well as to automate tracking of courses and students transitioning to both full-time and part-time Fleming programs
  - e. Tracking privacy (FIPPA) access to student data/information
  
3. Operational and Budget Management (10%)
  - a. Oversee the day-to-day functioning of the Systems team;
  - b. Contribute to the development of the annual business plan;
  - c. Create and manages the budgetary requirements specific to the areas of responsibility;
  - d. Monitor ongoing budget expenditures and alerts the appropriate Associate/Deputy Registrar to budget shortfall or surplus.
  
4. Human Resource Management and Development (10%)
  - a. Follow established College hiring processes and protocols in partnership with Human Resources; hire staff based on a rigorous assessment of candidate qualifications and competencies and an understanding of the department and College operational needs;
  - b. Direct work assignments and create opportunities for employee development;
  - c. Share departmental expectations, establish trust and ensure transparency through frequent and effective communication;
  - d. Build a positive culture, collaboration, communication and understanding of purpose. Build support and empathy across the team, develops leadership and agility to adapt to the changing needs of the College;
  - e. Regularly coach, mentor and guide direct and indirect reports to support employee development, alignment between performance and organizational goals and positive outcomes. Build employee career success; ensure that staff are empowered to complete their assigned responsibilities based on their knowledge of the job requirements, procedures and legislation; provides training and support as appropriate. Coach performance through on-going feedback as well as the annual performance review process;
  - f. Build and sustain a high-performing team that supports the future hiring needs of the Office of the Registrar and the college.

**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.

Spearhead effective functional design of integrations between the student ERP and related student systems to maximize operational efficiency for Fleming College as a whole and ensure a single of source of information for the institution to reduce data inconsistencies

As the project manager, is responsible for the planning, development and implementation of new functions and enhancements to the SIS. Management of his process includes overseeing creating appropriate documentation, implementation of enhancements and upgrades, creating and implementing test plans, and, communication and training materials. In addition, the incumbent develops new procedures as required to ensure that proper internal controls are maintained and enhance the efficiency and effectiveness of the users involved.

## 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.**

- Computer Science and/or
- Business Analysis and/or
- Business Administration

**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).**

### **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.**

- Comprehensive understanding of Student Enterprise Systems, including inter-relation of technical functions across modules
- Previous experience working at an Ontario Post-Secondary institution in the same or similar capacity.
- Understanding of the College’s range of activities and programs, the Ontario postsecondary environment, and the overlap between the College and the postsecondary system.
- Knowledge of emerging issues in higher education, provincially, nationally and internationally.
- Knowledge of applicable governing legislation at federal and provincial levels.
- Demonstrated experience in computerized registration systems and relational databases, specifically Peoplesoft/Evolve.
- Well-developed analytical, project management, time management and organizational skills.
- Experience in development of adult education training modules.

- Demonstrated skills in, team building, delegation and working with others.
- Excellent written and verbal communication skills to engage stakeholders/customers with clarity.
- Must be able to develop and articulate direction and vision for areas of responsibility.
- Strong presentation skills with the ability to both communicate and build consensus/persuade or influence others to alternative courses of action to achieve desired goals/outcomes while working collaboratively across all organizational levels and functions.

## 7. 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.**

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

1.

**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.**

## 8. POTENTIAL IMPACT OF DECISIONS

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

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

1. Poorly designed documentation and test plans could result in poor student system performance, which could cause loss of departmental reputation within the college community and senior management; loss of potential tuition revenue; loss of institutional reputation.
2. Incorrect data will have an adverse impact on accuracy of government reporting, directly impacting College funding. For example – inaccuracies in FT equivalencies of PT programming could result in incorrect funding; incorrectly reporting graduation rates would negatively impact Strategic Mandate

Agreements with the Ministry as well as institutional reputation.

3. Errors in decisions regarding module development and customizations, will result in the system being unable to execute required functionality, having significant impact on services College-wide.
4. Inappropriate system security access could result in misappropriation of College assets, result in a security breach and deterioration of internal controls; loss of departmental reputation and financial and legal implications.

## 9. 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	
Internal to the College, e.g., students, staff, management, colleagues.	Deans, Chairs, faculty, program coordinators	New programs and or procedure implementation, changes, updates	Occasional	Frequent X
	IT department: Director, Information Technology Operations, along with various members of this team; Manager, Systems Architecture & Security along with various members of this team; along with other member of the IT team.	Reviewing/updating/implementing modules on the SIS related to the RO		X
	Academic Operations	Coordinating scheduling, and other functions that touch the RO		X
	HR	As needed to execute HR duties as part of position	X	
	RO colleagues	To lead all IT projects/reports, etc.	X	
	Finance	Budgeting Reviewing and revising student fee functionality, tracking fee payments, etc.	X	X
	Student Experience	Working with all aspects of Student Experience to improve service through Student Service portal, etc.		X



External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Other colleges	Information exchange, consultation on best practices	X	X
	MTCU (MCU)	Policy and practices in the area of Enrolment and Graduation requirement results in reporting		
	Peoplesoft (HEUG) contacts	Information exchange, consultation on best practices		X
	Software suppliers	System enhancement requests, assistance with system problems, consultation		X
<b>Occasional (O) Contacts are made once in a while over a period of time.</b> <b>Frequent (F) Contacts are made repeatedly and often over a period of time.</b>				

#### 10. 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.

(2) 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:

Coaches and mentors support staff (specifically Business Analysts)

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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: Business Analysts

Indirect Reports: support staff for specific project tasks, e.g. records, admissions, financial aid

## 11. 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	4
Non Full Time Staff (FTE) *	
Contract for Service **	
<b>Total:</b>	4

\* 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.

## 12. PHYSICAL AND SENSORY DEMANDS

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

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

### PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Prolonged sitting at meetings			X		
Driving	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	
Listening in meetings				X		
Reading and analyzing information				X		
Labour relations/dispute resolution	X					

**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.

**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.

<b>Types of Activities That Involve Job Related Unpleasant Environmental Conditions</b>	<b>Frequency (note definitions below)</b>		
	<b>Occasional</b>	<b>Frequent</b>	<b>Continuous</b>
Travel to other campuses	X		
Travel to conferences and interprovincial meetings	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
N/A			

**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.