

Fleming College

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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 Officer
Position Number:
Pay Band: 9
Incumbent: VACANT
Location/Campus: Sutherland
Division/Department: Economic and Community Development
Immediate Supervisor (title): Vice President, Economic and Community Development
Date of JFS: January 5, 2020
Last Evaluated: February 4, 2020

Type of Position:

- Administrative Part-Time Administrative
 Sessional Academic Part-Time Academic
 Part-Time Support Other

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

Incumbent: _____

Date: _____

Recommended by:

Position's Manager: _____

Date: _____

Approved by:

Senior Manager: _____

Date: _____

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POSITION SUMMARY

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

Reporting to the Vice President, Economic and Community Development (VPECD), the incumbent oversees the daily operations of the Office of the VPECD and provides administrative and executive services on behalf of, and in support of, the VPECD. The incumbent is the primary front-line contact for the Office of the VPECD, providing prompt, high quality and confidential support. The incumbent is responsible for scheduling the VPECD's appointments, maintaining their schedule and files, often handling confidential and sensitive employee relations matters. The incumbent coordinates and monitors budgets for the VPECD and oversees the program development budget. This role also provides overall administrative support to various marketing committees, prepares various communications and correspondence and plans marketing events.

The incumbent is responsible for planning, organizing and implementing projects required by the VPECD. This includes, but is not limited to; tool creation, business process improvement, software application scoping and review and process mapping for process within the economic and development division. This role coordinates and assists with projects of a strategic or tactical nature impacting the economic and development division. This includes, but is not limited to, project management, delegating tasks to appropriate units, conducting scans to inform project plan, objects and stakeholder discussion. Coordinates and reviews Economic and Community Development Division's business / divisional requirements in accordance with the annual business plan.

KEY DUTIES

% Of Time

1. Administrative Support

(25 %)

- Co-ordinates activities in the Office of the Vice-President Economic and Community Development to ensure the smooth operation of daily activities. Manages all information, often confidential, coming into and going out of the Office of the VPECD.
- Schedules appointments, meetings, and all travel arrangements for the VPECD.
- Organizes and manages the VPECD meeting and working files, including employee/labour relations files, ensuring that research documents, reports and all relevant materials are available before each meeting.
- Writes and/or assists with writing Economic and Community Division communications and correspondence. Prepares a variety of documents including letters, memos, and emails, many of which involve confidential matters and information.
- Develops reports and presentations, often of a confidential nature, for the Board of Governors and other groups as required (ie: Student Experience, SMT. etc.)
- Monitor, update and assist with the development of policies and operating procedures, as required.
- Assists the VPECD with facilitation of Annual Performance Reviews Events, which includes scheduling of meetings and follow up and making salary budget adjustments where necessary.

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- In collaboration with various other leaders, ensures that proposals and reports are complete and ready for the approval process. This includes compiling documentation and ensuring timely submission for the Board of Governors' package.
- Responsible for maintenance and updating of department portals and internal websites.
- Supports the ongoing business of the Economic and Community division, the VPECD and the College
- Ensures compliance with external reporting requirements. (E.g. Ministry surveys).
- Acts as a sounding board for the VPECD on a wide variety of College and employee-related matters and provides advice, as requested.
- Liaise regularly with the Manager, Governance, Policy and Freedom of Information and the Executive Assistant in the Office of the President.

2. Committees and Economic and Community Division Meetings - Coordination (20 %)

- Provides coordination and high level, often confidential, administrative support to the Economic and Community division/college-wide committees:
 - 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.
 - Schedules weekly or bi-weekly meetings for each direct report to the VPECD.
 - Creates streamlined templates for agenda, minutes and materials to be used for committees and by other administrators.
- Coordinates and organizes various (non-committee) community related meetings and project planning sessions:
 - Schedules meetings and/or planning sessions.
 - Assists project team with execution of meetings and follows up on deliverables.
 - Assist with identification of stakeholders and attendees

3. Project Coordination and Process Analysis (20 %)

- Organizes and coordinates high level Economic and Community Development Division projects which include:
 - Develops and coordinates project plans for the Economic and Community Development Division.
 - 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.

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- Reviews project plans and project submissions for integrity, accuracy and timeliness.
- Captures and reports on project metrics. Distributes project status reports as needed.
- Conducts environmental scans and research to support strategic decision making related to projects led by the VPECD's office.
- Organizes and coordinates the completion of the Economic and Community Development portion of the Annual Business Plan and interim updates.
- Researches opportunities for new projects to add value (organizational and financial) to the Economic and Community Development Division (ie: new software, improved organizational / planning techniques, revenue generating opportunities etc.)
- Sets up files to ensure that all project information is appropriately documented and secure.

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

(20 %)

As the primary front-line first contact for students, faculty, employees and the general public visiting the VPECD's office:

- Responds to 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. Budget/Financial

(10 %)

- In consultation with the VPECD, prepare VPECD and Economic and Community Development overhead, department, preliminary and updated budgets.
- Co-ordinates and monitors the Economic and Community Development Division operating budgets, Office of the Vice-President budget and other special budget accounts for the Vice- President Economic and Community Development as assigned.
 - Calculates and makes appropriate adjustments to ensure accuracy of accounts.
 - Responsible for, and has signing authority, on the operations accounts.
 - Carries out monthly reviews to address overages; works with all stakeholders to ensure budgets are accurate.
 - Ensures that budgets under the VPECD's corporate accounts are accurate and current.
 - Reconciles and processes the VPECD's monthly expense statements.
- Oversees the Program Development budget.
 - Works with the Vice-President to identify project priorities and allocates project funding accordingly.
 - Monitors and tracks spending of funds throughout the year, responsible for identifying budgetary risks and opportunities.
 - Creates, maintains and updates financial spreadsheets.
- Designs and develops tools while continuously improving monitoring techniques to enhance budget efficiencies for the VPA budget.

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6. Event Planning/Coordination

(5 %)

Plan and coordinates Economic and Community Development Divisional events and activities as required.

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.

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.

- The Office of the Vice President, Economic and Community Development receives regular requests for information 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 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 of doing so.
- The incumbent plans and coordinates projects for the economic and community development division. This includes defining the scope of the project in collaboration with senior management and then identifying project stakeholders and 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 will also conduct research and analyze information to support decision making related to the projects.
- Managing the calendar and schedule of the VPECD can be complex due to the demands regularly made on their time and request for meetings within an already full schedule. The incumbent must prioritize work, taking into account project timelines, other deadlines and the Vice President's schedule. The incumbent must determine which appointments are high 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.
- The incumbent resolves conflict and makes decisions with respect to challenging staff or students.

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2. EDUCATION (to be completed by the College)

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

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: _____

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.

Specify and describe any program specialty, certification or professional designation necessary to fulfill the requirements of the position.

- Office Administration - Executive, Business Administration or similar discipline

Specify and describe any special skills or type of training necessary to fulfill the requirements of the position (e.g. computer software, client service skills, conflict resolution, 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 at all levels in an organization
- Excellent interpersonal and customer/client service skills
- Ability to gather information, analyze, evaluate, formulate and recommend appropriate courses of action.
- Excellent verbal and written communication skills, including highly developed minute taking skills
- Excellent computer literacy skills including advanced proficiency using word processing, spreadsheet and presentation software, email communication and financial information systems
- Ability to solve problems, handle pressure, meet deadlines and apply guidelines and procedures.

3. EXPERIENCE

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Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill 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"/> 4 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"/> 11 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 17 years |

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

- Progressive administrative office experience in a fast paced, customer service oriented environment, preferably in a post-secondary environment
- Demonstrated experience working with confidential information and handling sensitive issues, including employee relations matters
- Experience managing projects and planning events
- Experience with independent research and analysis
- Experience with budget development and management.
- Sound knowledge of College programs, academic, administrative and organizational structures is preferred

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4. INITIATIVE – INDEPENDENCE OF ACTION

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

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

- As the main point of contact for the VPECD Office, handles complaints/concerns coming into the office. Uses judgment in determining when it is necessary for the VPECD to become involved or whether another avenue might be used when dealing with conflicts or complaints
- Decides on project management tools, tracking, methodology and research required for specific projects in order to ensure timely completion.
- Manages all information, including confidential and sensitive material, coming and going out of the VPECD office; organizes and expedites the flow of work.
- Provides guidance and advice to the Economic and Community Development Leaders as well as staff in other areas of the College

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.

- Scope of marketing projects
- Budget expenditure falling outside the parameters of the established budget
- Final agenda for various committees
- Handling of non-routine and particularly serious complaints from groups of staff, elected Ministry officials or complaints regarding performance of the VPECD reports

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 policies and procedures
- College Strategic Plan and Business Plans
- College academic calendar
- Ministry binding directives and regulations
- Collective agreements
- Freedom of Information and other legislation

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5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgment** 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 judgment.

Give up to three examples of the typical types of errors in judgment 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.

- Delays in responding to concerns or complaints or an error in judgment in handling a complaint from a student, staff 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, a staff member or organizational matters could result in loss of reputation of the College, grievances or potential legal action.
- An error in judgment in recognizing that a specific item of correspondence needs to be brought forward urgently for VPECD review could result in damaging effects.
- Failure to adequately manage a project could result in wasted resources and inability of the Economic and Community Development Division to achieve some of its goals and objectives.

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6. CONTACTS AND WORKING RELATIONSHIPS

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

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, 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	VPECD	Obtain direction; provide status updates; act as sounding board; provide advice and opinion		X
	Academic Leaders and SMT	Exchange or obtain information; clarify directions from the VP; provide policy background and direction; schedule meetings; follow up on committee action items		X
	Faculty, staff and student	Respond to inquiries; handle complaints; provide guidance; follow up on action items	X	
	Finance department	Budget development, tracking and invoicing		X
	Office of the President	Information sharing; status updates; coordination and follow up		X
	Human Resources Department	Information related to confidential personnel matters and grievances		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Staff at other Colleges	Information exchange; respond to inquiries	X	
	General Public	Provide information on programs, courses, services, etc.	X	
	Ministry	Exchange information; inquiries for reporting purposes	X	
	Community partners	Exchange information; organize events	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

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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.
- 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 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.

Provides functional guidance to others on matters pertaining to the Office of the VPECD and operations of the Academic Division. Is primary point of contact for technical and functional guidance and training on academic appeal and academic integrity processes. Provides guidance on course development budget funding allocation to Schools creating new academic programming.

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

- Vice President, Economic and Community Development
- Marketing, Recruitment, Advancement and International team members

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7b. SPAN OF CONTROL

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

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

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

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

Academic Staff

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

Support Staff

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

Administrative Staff

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

** Contract for Services

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

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8. PHYSICAL AND SENSORY DEMANDS

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

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

PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting at a desk and in meetings				X	
Lifting/carrying (supplies, laptop, meeting material)	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, 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
Taking meeting minutes		X				L
Research and analysis to support projects and initiatives			X			I
Operating a computer (word processing and inputting data)				X		L
Report writing		X				I
Handling complaints		X				I

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FREQUENCY:

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

DURATION:

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

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
Verbal abuse - Incumbent is front-line contact for students and parents who wish to escalate issues to the VPA office. Interactions can be emotionally charged.	X		
Travel to other campuses or community events	X		
Extended working hours	X		

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Hazards

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

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Standard office work environment			X

Frequency:

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

Additional Notes Pertaining to this Position: