

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.

1. POSITION IDENTIFICATION

Position Title: Creative Director, Haliburton School of Art + Design
Position Number: A00172
Pay Band: 14
Incumbent: VACANT
Location/Campus: Haliburton School of Art + Design
Division/Department: Academic Experience
Immediate Supervisor (title): Vice President, Academic Experience
Date of JFS: January 26, 2021
Last Evaluated: February 1, 2021

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: _____

Position Summary:

Working collaboratively with the VPAE, the campus Operations Manager, faculty and staff, the Creative Director develops and implements goals and objectives in alignment with the College's Strategic and Academic Plan and is responsible for providing creative and academic leadership and management of the Haliburton School of Art + Design's (HSA+D) day-to-day operations for art, design, and museum/heritage full-time academic programming on two campuses (Haliburton and Peterborough).

The Creative Director of the Haliburton School of Art + Design has broad accountability for the well-being and growth of the school and for providing school administrative leadership and directional support to the faculty and staff. The Creative Director is the academic lead of the campus and is accountable for academic leadership, integrity, delivery, growth and on-going review/evaluation of courses/programs. The Creative Director plays a lead role in planning, development, and marketing academic and continuing education programs as well as overseeing program specific equipment maintenance and Haliburton campus infrastructure. They have a broad accountability for ensuring that Haliburton campus facilities and services are aligned with the college direction. This is accomplished through on-going dialogue, communication and consultation with other staff and College Leaders. The Creative Director is accountable for recommending changes to effectively structure the campus to deliver programming and service excellence in the most efficient and effective means possible. The Creative Director has overall leadership in managing change at the Haliburton campus with particular emphasis on communication, co-ordination between areas, and employee morale.

The Creative Director is also responsible for the following: lead the School's visioning and planning processes and setting its strategic directions; recruit, mentor, and evaluate faculty and staff; facilitate and enhance faculty research and creative practice; ensure a high-quality teaching and learning environment; and maintain and enhance community, alumni, and donor partnerships.

The Creative Director is a visionary leader who will have an opportunity to shape the transformation of creative arts and design programming at HSA+D.

KEY DUTIES:

1. Academic Leadership and School Operations (35%)

- Champions the development of the School's goals and objectives in accordance with the College's strategic direction and operational planning framework and develops strategic, business and human resource plans to guide decision making and ensure the overall direction of the campus is in line with the College's strategic and academic plan. Provides vision and management for all aspects of the School, with an understanding of its context as a public space for residents and visitors of Haliburton.
- In conjunction with the Enrolment Management Steering committee, develops 3-year growth plans and marketing strategies, sets annual enrolment targets, and ensures the academic viability of the School through competent planning and administration of the School's academic programs and services.
- Through Integrated Program Planning, ensures the ongoing sustainability of the current and future programming to meet educational needs of students through maintaining an appropriate program mix, providing leadership for new program development including development of the business case, ensuring adherence to provincial program quality assurance standards, providing leadership for the on-going review of programs, and leading the process of modification and/or suspension of existing courses/programs where warranted.
- Manages a multi-faceted arts school which includes art classes targeted to emerging- through professional-level students at multiple campus locations, exhibition programming, and public events.

- Plans and implements effective academic arts programs, highly intense lab-based programs in accelerated programs (non-traditional delivery), and a part-time art program that serves diverse interests.
- Responsible for creating relationships and establishing partnerships with artists.
- Accountable for the planning, development and establishment of major initiatives at the campus (such as public programs and exhibitions) including overall project management, co-ordination of operational requirements and identifying staffing needs.
- Oversight and implementation of academic operations including Collective Agreement requirements, workloading, timetabling, and information continuity.
- Develops and implements the Schools' Dual Credit strategy and provides overall direction and coordination, as required, for dual credit activities.
- Establishes high standards of excellence to ensure the fulfilment of Fleming's commitment to applied learning, academic achievement, student satisfaction and graduate placement. This includes monitoring KPI results and developing and implementing strategies to ensure continuous improvement of the overall student learning experience.
- Contributes to the development of College policies and operating procedures to meet the need of students, client groups, community partners, and government ministries/agencies.
- Responsible for the promotion and advancement of applied research activities within the School which includes working collaboratively with the Office of Applied Research to identify appropriate applied research opportunities, submit applications for research funding and ensure the engagement of faculty and staff in applied research activities.
- Actively participates in Deans & Chairs Team, Academic Council and other meetings.

2. Excellence in Teaching and Learning (25%)

- Advocates for and ensures achievement of the School's goals through effective communication, collaborative inter- and cross-departmental relationships, and effective resource planning.
- Maintains high expectations of students, superior School services and encourages excellent faculty-student interaction, ensuring complaints are addressed effectively and in a timely manner in accordance with college procedures.
- Plans for effective development and renewal opportunities at the individual and School level, aligned with college-wide initiatives and objectives.
- Engages employees in the pursuit of high individual and team performance by providing formative feedback and addressing performance issues in an effective and timely manner.
- Ensures that faculty and staff assignments are consistent with college policies and procedures, collective and local agreements. Works collaboratively to enhance the College partnership with its union locals.
- Facilitate and enhance faculty research and creative practice.

3. Human Resources, Physical Resources, Health and Safety & Fiscal Responsibility (15%)

- Accountable for the fiscal performance of the School through development and ongoing monitoring of the School and campus budget.
- Ensures effective procurement and allocation strategies for both fiscal and physical resources within the School within the parameters of college and public sector accountability guidelines.
- Ensures appropriate facilities, policies, procedures, and staffing is in place to manage subsidiary enterprises within the school (eg. store, off-site and on-site labs, etc.)
- Responsible for proactively addressing health and safety and ergonomic needs of staff to ensure issues are appropriately resolved and that safety procedures are enforced for the protection of students, in compliance with the Occupational Health and Safety Act.
- Effectively recruits, selects, orients, develops, evaluates, supervises and supports highly qualified professional and diverse faculty, support staff and administrators to create a collaborative team culture.

- Responsible for ensuring the coordination of guest occupancy of the campus cottages and related service activities. Responsible for coordination of the lease agreement with Haliburton Highland Secondary School regarding off-site summer academic programming
- Manage, evaluate, and reviews the workflow of faculty and, as appropriate, staff.
- In addition to handling the day-to-day administrative work of running the School, inspires and motivates faculty, staff, and students.
- Responsible for increasing the diversity of the campus community.
- Ensures that staff, faculty and administrators receive appropriate health and safety training.

4. External Relations (25%)

- Builds, manages, and sustains external partnerships. Strengthen and develop close relationships with donors, guests, and community constituencies;
- Develops effective marketing strategies to promote campus programs and services, working with corporate marketing department as required.
- Build on the HSA+D brand identity (nationally and internationally) with a clear and proactive strategy that will make HSA+D stand out from competitors;
- Build personal relationships with the key artists, educators, philanthropists, funders and government representative whose support is critical to the School's success.
- Responsible for maintaining and expanding pathway agreements.
- Accountable for managing campus activities which often occurring at remote sites/locations, ensuring adequate supervision of staff, health and safety compliance, and managing contractual obligations and community relations.
- Promotes community ventures by forming networks and linkages. Develops partnership arrangements with business and community groups through program/service advisory committees, agreements and projects. Ensures high performing Program Advisory Committees (PAC) and is the School's main point of contact for PAC.
- Promotes linkages with other educational institutions. Seeks out and promotes potential articulation and transfer agreements related to the School.
- Keeps current with trends and issues in post-secondary education and the art world, and represents the College regionally and provincially.
- In consultation with Marketing and Communications, represents the college, as needed, with local media (radio, newspapers).
- In collaboration with Advancement & Alumni Relations is responsible for the development and implementation of a plan which ensures strong advancement and alumni strategies to facilitate advancement of the College's priorities.

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.

Plans, develops, and ensures on-going review of programs. Coordinates program quality assessments against provincial, industrial and college standards and initiates modification, suspension or cancellation of existing programs, congruent with the college vision and strategic plan, to ensure offerings are vocationally relevant to the needs of a constantly changing external environment. Establishes 3-year enrollment management strategies that align with market conditions and available resources; ensuring overall program mix, quality assurance and program viability measures are in place.

Develops long-term and annual objectives and ensures the School's operating and capital budgeting process is consistent with college and School priorities. Initiates cost reduction or resource procurement measures that are fiscally responsible and pedagogically sound.

Addresses performance issues effectively and in a timely manner by providing formative feedback and developmental opportunities. Ensures appropriate performance management processes are put into place; disciplines and terminates when warranted.

2. EDUCATION

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.

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

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: _____

- Master's degree or equivalent in a related discipline is required at point of hire.

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).

- knowledge of history and trends in visual arts fields, and understand specialized needs of classes such as welding, metal casting, pottery, and digital media arts
- strong collaboration skills including building relationships with multiple stakeholders
- open-minded and approachable with proven academic leadership abilities
- strategic and business planning expertise
- superior communications and interpersonal skills, including strong technical writing skills
- expertise in curriculum development and delivery
- excellent mediation, facilitation, and negotiation skills
- excellent organizational, planning, budget and analytical abilities
- computer literacy including an understanding of electronic media applied to educational delivery
- strong understanding and appreciation of diversity and inclusion
- self-motivated, organized
- ability to work in a fast-paced, demanding, creative and exciting work environment
- working knowledge of health and safety standards

3. EXPERIENCE

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"/> | 3 years |
| <input type="checkbox"/> | 1 month | <input type="checkbox"/> | 5 years |
| <input type="checkbox"/> | 3 months | <input type="checkbox"/> | 7 years |
| <input type="checkbox"/> | 6 months | <input checked="" type="checkbox"/> | 10 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 fulfill the requirements of the position.

- Progressive academic leadership experience combined with professional experience in the field or discipline.
- Direct experience and professional knowledge of one or more specialized areas of the visual and/or performing arts with specialized knowledge of requirements for presenting a wide array of arts activities and structuring arts classes
- Experience curating visual arts presentation
- Community development and networking experience
- Experience in supervising/managing employees including performance management, conflict resolution, and coaching preferably in a unionized environment
- Experience with art and design program development
- Experience with budget (large and small) accountability and management
- Experience with marketing and retail management
- Experience in leading and managing change initiatives
- Teaching experience at the post-secondary level is preferred

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.

- Management of School resources: human, fiscal and physical.
- Program development / review / modification / suspension processes.
- Partnership development between the School and external employers, agencies, associations, etc.

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.

- Addition to School complement.
- Employee dismissal.
- New program approval.
- Initiatives which require financial support beyond the School's resources.

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.

- Strategic plan
- Academic plan
- College policies and procedures
- Program development and review procedures
- Collective agreements and memoranda of understanding
- Administrative and contract employee terms and conditions
- Ministry of Training, Colleges and Universities directives, procedures, memos, etc.
- Advisory committee guidelines
- Various legislation including human rights, freedom of information, workplace safety, employment standards

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, affects on staff, students, clients or public.

- Failure to identify strategic and external factors affecting program viability results in declining enrolment, job placement rates, lack of program relevance, lost revenue, and loss of credibility for the college
- Failing to follow due process and respect individual rights and freedoms when handling student or staff complaints could result in legal action against the college and individual employees
- Failing to properly plan the implementation and integration of technology into the programs and teaching and learning processes will result in negative program reputation, declining enrolment and challenges to ongoing program viability.

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.	Direct reports	Regular two-way communications; motivation; workload assignment; curriculum development; problem solving; etc.		X
	Students	Information gathering; identifying areas for program or service improvement; consultation on program relevance; conflict resolution; mediation; involvement in School activities; escalation of student appeals		X
	Vice-President Academic Experience, Deans, Directors, Leaders	Idea sharing, collaboration on initiatives, academic planning, human resource management, problem solving, budget planning, program development/ modification/suspension		X
	Senior Leaders	Strategic planning involvement; response to critical incidents; information sharing and coordination re: external relations		X
	Union Local	Resolve conflicts; mediate issues	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	Advice on program relevance/renewal/development, use and acquisition of program resources; strategic consultation		X
	Ministry of Training, Colleges and Universities	New program initiatives, obtain information and interpretation on Ministry policy	X	
	External partners including industry and community	Input to program ideas, partnerships, negotiate to obtain cooperation and build consensus, outreach activities		X
	Counterparts at colleges and universities	Information sharing; discussion of potential partnership opportunities		X

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Provincial committees	such as articulation/pathway agreements Information sharing, participation as committee member	X	
	Community committees	Provide college representation and voice within community organizations, information sharing and partnership opportunities, new business development committee member	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.
- Manages the staff and operations of a program area/department.*
- X Manages the staff and operations of a division/major department.*
- Manages the staff and operations of several divisions/major departments.*
- X Acts as a consultant to College management.
- Other e.g., counselling, 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.

Faculty, support staff, Operations Manager

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	12-15
Non Full Time Staff (FTE) *	30-40
Contract for Service **	n/a
Total:	42 - 55

* **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				X	
Driving/Travel		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
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Counselling employees and students to assist with problem resolution			X			I
Assimilating information and report writing					X	L
Operating a computer			X			I
Reading and analyzing large volumes of information, data and reports			X			L

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
Travel – intercampus, regional, provincial		X	
Evening and weekend work		X	
Dealing with upset students, partners and staff	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

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:

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