

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 JF will be provided to the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION:

Position Title: Manager, Accessible Education Services
Position Number:
Pay Band: 11
Incumbent: VACANT
Location/Campus: Sutherland
Division/Department: Student Experience
Immediate Supervisor (title): Director, Counselling & Accessible Education
Date of JFS: February 9, 2021
Last Evaluated: February 18, 2021

Type of Position:

- Administrative Administrative (Temporary position, one year)
 Sessional Academic Part-time Administrative
 Part-Time Support Part-Time Academic
 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: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

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

This position is responsible for overseeing all aspects of the Accessible Education Services portfolio, including providing leadership and direction for all staff working in the area of Accessible Education Services (AES). Reporting to the Director, Counselling & AES the incumbent manages Accessible Education Services for students including providing direct supervision to the AES team including Counsellors, Learning Strategy Advisor and Adaptive Technologists, the AES Facilitator and part time and contract employees involved in the provision of support services to students with disabilities. The incumbent will develop, implement and evaluate innovative programs and services that provide support for the diverse student population at the College with the objective of removing barriers for students with disabilities and ensuring equal opportunity and accessibility to postsecondary education while enhancing student success.

In addition, the incumbent will be responsible for data, record, and financial management along with associated reporting requirements, while ensuring all processes meet legal requirements, particularly with respect to the Human Rights Code, AODA, FIPPA and PHIPA.

The position must also work closely with the academic schools and college departments to ensure understanding around reasonable accommodation and is responsible for assisting in the administration of the Harassment & Discrimination Prevention (H&D) Policy for student-initiated issues and complaints related to disability. The incumbent serves as a resource to College Management on matters of accommodation for staff and students in relation to Human Rights and AODA legislation. This position also liaises with partners, both internal and external to the College.

The incumbent will research and develop procedures and processes regarding human rights and the student experience, and work jointly with the Human Rights & Inclusion Specialist to make recommendations that will reflect the needs of the College and students. The incumbent will develop and deliver workshops, seminars and training to the College community on topics relating to students with disabilities including accessibility, human rights, legislation and compliance.

The incumbent will manage student cases where AES and human rights issues are identified as intersecting resulting in complaints initiated by students and where employees are typically the Respondent. Working closely with Human Resources, the incumbent will interview parties involved, identify the issue and provide guidance/resources to the Complainant and Respondent to resolve the issue. Researching and documenting cases, preparing reports and making recommendations regarding resolutions, or continuing to support the case if escalated to the next level, up to and including a Human Rights tribunal. The incumbent will also monitor active cases and escalate as appropriate to the Behavioural Assessment Management Team (BAMT) and the Human Rights & Inclusion Specialist

Job Fact Sheet Questionnaire

KEY DUTIES

% Of Time

1. Operations Management of the Accessible Education Services

- Manages and monitors the delivery of day to day Accessible Education Services
- Reviews and manages clinical caseloads and reviews student risk elements where discussed with AES staff and determines best practices for risk mitigation for students.
- Ensures College adopts best practices by reviewing, analyzing and adopting leading accessibility policies, while ensuring compliance with legislation
- Submit annual reports, including financial statements and operating budgets to the Ministry of Training, Colleges and Universities regarding the accessibility envelope
- Establishes and maintains structures to provide supervision and support to counsellors, particularly when dealing with complex student cases
- As a member of the Behavioural Assessment Management Team (BAMT), reviews and assesses complex cases to support the decision making process
- Approve professional development activities aligned with departmental goals.
- Determine service priorities for the department at all campus locations (including appropriate staffing levels at all times).
- Accountable for the operation of services to students with disabilities, including case management, learning strategies, adaptive technologies, alternative format texts, testing and the provision of support staff services.
- Accountable for AES service standards, including customer service, student satisfaction/improvement and effective assignment of workloads, in accordance with the provisions of the faculty and support staff collective agreements
- Monitor budget as allocated by the Director.
- Effectively collect, analyze and present statistics that help the department and institution make good decisions regarding the student experience, towards continual improvement.
- Coordinate departmental meetings in a manner that builds community, attends to operational details, and builds progress towards strategic direction.

(55 %)

2. Liaise with internal and external representatives and organizations.

- Act as the campus advocate/leader for change so that students with disabilities have a fair opportunity to succeed. This entails establishing and maintaining relationships within the College, particularly with faculty, Deans, Chairs, Program Coordinators, Financial Aid and the Registrar's Office.
- Provides human rights case consultation and advice to leadership, staff and faculty with questions or concerns about students with disabilities or concerns about students in the early stages of disruptive behaviour;
- In collaboration with the Manager, Student Experience and Athletics and the Human Rights & Inclusion Specialist, develops, implements, and oversees prevention and response initiatives designed to enhance resources for students experiencing human rights concerns including researching and disseminating appropriate and relevant behavioural management, conflict resolution strategies and best practices;

Job Fact Sheet Questionnaire

- Liaises with and supports the police in external investigations which overlap with cases under the H&D policy;
- Create information-sharing processes to ensure students and College colleagues are informed about AES services and programs in a clear and user-friendly manner (e.g., promotions, website, fact sheets, etc.).
- Build and maintain relationships with organizations who serve people with disabilities (e.g. CNIB, March of Dimes, Canadian Hearing Services etc.) to increase resources, knowledge and skills.
- Liaise and collaborate with external stakeholders such as other post-secondary institutions, the Ministry's Accessibility Office, around the directives and direction of implementing the specific standards of the AODA legislation.

(10%)

3. Human Rights Case Management

- Responsible for the management and implementation of the H&D policy for the College for student-initiated disability related issues and complaints when employees are the Respondents and the case management involves informal resolutions;
- Responsible for coordinating case management with the Human Rights & Inclusion Specialist when a Respondent is an employee and the decision for a formal investigation has been made;
- Provides case management support and direction to Student Conduct and Accountability Specialist and the Human Rights & Inclusion Specialist when necessary;
- Provides communication and effective analysis regarding sensitive student issues while ensuring confidentiality;
- Generates reports and statistical data regarding trends, complaints and associated discipline procedures;
- Maintains confidential records and releases information under the Freedom of Information and Protection of Privacy Act (e.g. background checks for students);
- Makes recommendations to the College regarding policies and process documents, operational manuals or other documentation related to student human rights;
- As a member of the Behaviour Assessment and Management Team, provides input through a human rights lens to help evaluate and respond to possible threats or persons of concern to assist in decision making on a course of action.

(15%)

4. Human Resources

- Supervises support staff and counsellors (including hiring, assignment of duties and work to be performed, performance management, etc.) within a unionized environment;
- Develops PD plans and objectives with staff to ensure all direct reports are current with technology supports, AODA and Human Rights legislation.

(15%)

5. Other Duties

Job Fact Sheet Questionnaire

- Other duties as required that support student learning and development, enhance access, or are oriented towards the strategic direction of the college.

(5 %)

TOTAL:

100%

Job Fact Sheet Questionnaire

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.

Manage an effective and efficient service model

- Collect and analyse data (program and satisfaction outcomes) to ensure students access relevant services in a timely manner, in a way that effectively uses staff resources.
- Adjusts service model delivery based on data, to maximize virtual and online delivery and ensure 1on1 support is used for most appropriate situations.
- Make staffing decisions, consistent with the collective agreement, to ensure year round services at multiple campuses.
- Make decisions outside policies so that students can equitably access the learning environment

Mitigate safety and institutional risk.

- Ensure that College is mitigating risk when providing accommodations
- Identify when an issue poses institutional risk and engage appropriate areas in management.
- Advocate in forums, as the campus expert, on appropriate accommodations for students that are compliant with all relevant policies and procedures.
- Interpret and apply relevant legislation to ensure the College is in compliance. This includes providing feedback on internal policy and procedures and making recommendations for updates as appropriate. In the above examples any procedural or analytical errors or omissions are likely to be exposed in an appeal, external arbitration, which will involve significant additional legal costs as well as the potential for negative public relations impact on the College.

Managing people and situations

- Incumbent will receive complaints either through complaints process or through formal or informal disclosures from complainants.
- Incumbent must be able to ascertain enough relevant details from the report in order to identify which potential next steps will be necessary in order to meet policy and legal requirements. While many situations will involve decision criteria within the framework of the H&D policy, many situations involve significant complexity which may require complex assessment and exception-based decision making.

Job Fact Sheet Questionnaire

- Incumbent must follow best practices in dealing with student complaints.
- Incumbent must be constantly sensitive and vigilant with perception of comments or attitudes while mediating, interviewing and investigating, or responding to inquiries and complaints.
- During conflict resolution processes, the incumbent must be able to identify, through verbal and non-verbal communication, when the parties have reached an appropriate resolution in order to finalize an informal agreement.
- During a formal process, the incumbent must be able to analyse and evaluate the credibility and validity of information (statements, documents, video, etc.) to make a determination of fact as to whether a policy violation has occurred.
- Procedural errors could be exposed at court or a tribunal, can have negative legal, financial, labour or public relations impact on Fleming College.
- Involves educating College staff on our duty to accommodate, its implication and impact on students and the overall College's reputation.

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: Masters' degree in social
sciences or related program with a focus on disability studies is preferred
- Other Specify: _____

Job Fact Sheet Questionnaire

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 fulfil the requirements of the position.

- Skill and abilities obtained through the completion of a Masters' degree, plus specialized knowledge in the area of disability services, psychology and mental health, and/or sociology
- Additional formal and specialized training in human rights including intersectionality as a framework for understanding and analysing how aspects of identities create unique modes of discrimination and discriminatory impacts
- Specialized training in education studies and disability services preferred
- Current working knowledge of relevant legislation and legal principles as well as relevant case law in Ontario in order to make informed decisions

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, operating equipment)

- Highly developed skills in communication, written and oral.
- Strongly developed interpersonal and relationship building skills
- Motivation and team building skills
- Analytical, organizational and project management skills
- Finely tuned communication skills, both written and verbal, are required on a daily basis. Ability to relate well to all kinds of people at various levels in the organization, build rapport, listen, use diplomacy and tact. Proven ability to establish and maintain effective relationships with a variety of stakeholders.
- Ability to build consensus, resolve conflicts and negotiate.
- Alternative dispute resolution, conflict resolution, investigation, case management and facilitation experience. Well-developed mediation, and negotiation and problem-solving skills are necessary. Relevant certification is an asset.
- Initiative and flexibility. Is proactive and self-starting, seizing opportunities and acting upon them. Originates actions and actively influences decisions and outcomes. Is adaptable, receptive to new ideas, responds and adjusts easily to changing work demands and circumstances.
- Ability to deal comfortably with concepts and complexity; able to use analytical skills to reason through problems and translate creative ideas into organizational improvements.

Job Fact Sheet Questionnaire

- Ability to interact with individuals at all levels within the College as well as externally;
- Student development/success theories knowledge
- Ability to deal with parents, advocates and senior College administrators in a manner which facilitates cooperation
- High degree of political acuity and judgment; flexible listener; strong organizational and project planning skills; ability to meet deadlines.
- Extensive knowledge of equity issues and practices, particularly those related to disability and accessibility.
- A clear understanding of human rights and human rights law, equity, and the role of accommodation
- Direct experience working with the disability community preferred.
- Program assessment and evaluation skills
- Management of human resources in a unionized environment
- Strong dedication to promotion of diversity and inclusion in both the service and learning environment.

3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--|---|
| <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.

Job Fact Sheet Questionnaire

- A minimum of 5 years of progressive work experience, including working with AODA legislation and/or accommodation of persons with disabilities.
- Knowledge of the Accessibility Fund for Students with Disabilities (AFSD), Accessibility for Ontarians with Disabilities Act (AODA) and associated Regulations.
- Knowledge of associated legislation; OHRC, Canadian Charter of Rights and Freedoms, AODA as it pertains to ensuring protection under the law for persons with disabilities.
- Direct experience working and advocating with equity-seeking communities
- Experience conducting, adjudicating, and documenting human rights investigations; experience in higher education is an asset
- Must be a skilled communicator and relationship builder who is able to use empathy, patience, tact and diplomacy when addressing highly sensitive and confidential matters
- Strong understanding and passion for human rights issues and advocacy, and principles of trauma-informed social justice
- Project management experience with a high degree of organization
- Able to work independently and to maintain professional boundaries
- Demonstrated self-sufficiency in desktop applications such as Microsoft Office is required
- Conflict resolution, mediation, negotiation and facilitation experience
- Experience working with people who have been impacted by violence
- Knowledge of provincial and national issues, initiatives, current research, and thinking as it relates to accessible education services in the Fleming context
- Proven leadership, analytical and decision making skills with the ability to exercise sound judgment in complex and often crisis situations.
- Knowledge of and experience with the reporting requirements of government funding agencies, including grant writing.
- Proven ability to supervise and manage the work of others, including addressing performance issues.
- Demonstrated knowledge and understanding of case management and counselling modalities.
- Experience and/or training in outcome-based program/service planning and evaluation.

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.

Job Fact Sheet Questionnaire

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.

a. Establishing an assessment and student feedback mechanism for data collection and service delivery decision making
b. Provide education, awareness and training mechanisms to the College community on the AODA and human rights legislation and accommodations for students with disabilities.
c. Conduct investigations upon receipt of accessibility complaints including gathering information and interviewing persons with information if necessary to resolve complaints/conflicts.

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.

a. Labour relations' issues where disciplinary action may be required or where consequences may be significant.
b. Approval on the recommended course of action to be taken with complaints/issues related to AODA and Human Rights issues requiring executive approval and or issues which if left unresolved may expose the College to financial, legal or reputational risk such as violation of the AODA Act.
c. Implementation of College-wide mechanisms and/or programs and making recommendations to resolve issues related to non-compliance. (e.g. legislation related to the Ontario Human Rights Code, AODA, etc.)

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.

- Fleming College multi-year Accessibility Plan
- Fleming College Strategic Plan
- AODA legislation and Ministry directives and guidelines
- Ontario Human Rights Code
- Freedom of Information and Protection of Privacy legislation
- Personal Health Information Protection Act

Job Fact Sheet Questionnaire

- Academic and Support Staff Collective Agreements
- Fleming College Policies & Procedures
- Ministry Policies and Procedures
- Occupational Health and Safety Act
- Harassment and Discrimination Prevention
- Student Rights and Responsibilities
- Sexual Assault / Sexual Violence
- Academic Regulations
- Residence Community Standards
- Access and Accommodation for Students
- Accessibility for Persons With Disabilities
- IT Appropriate Use Policy
- Health and Safety legislation; WHIMIS
- Departmental Objectives
- Threat Assessment Protocol
- Bill 132 – Sexual Violence and Harassment Action Plan Act

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.

- a. The incumbent must be perceptive, sensitive and vigilant to individual comments or attitudes while engaging in mediation, interviewing, investigating and/or responding to inquiries and complaints. Responding to incidents or complaints must be handled with a high level of care to ensure that the public perception of the College is one of genuine respect for all persons impacted by allegations and complaint resolution processes. Errors in judgment, either in the process or determination of findings or sanctions applied may have a negative impact on the integrity of the process or the reputation of the investigator/mediator or the College. Any procedural errors (real or perceived) as to the outcome of a complaint can lead to safety issues depending on the type of incident, or can be exposed at court or a tribunal, can have negative legal, financial, labour and/or public relations impact on the College.
- b. Failure to deal effectively with AODA compliance issues may result in lawsuits or Human Rights Tribunal applications against the College with significant financial damages and loss of reputation by the public.

Job Fact Sheet Questionnaire

- | |
|---|
| c. Failure to deal effectively with student and staff complaints could cause issues with morale, which could negatively affect student success or employee retention. |
| d. Ensure that quality individuals are hired to provide these integral services to students. S/he must also maintain collegial and collaborative relationships. Failing to do so compromises the ability to support student learning |
| e. The incumbent must demonstrate tact, diplomacy, and empathy during the delivery of workshops/training. Participants may have a negative reaction to a policy or phrasing of a comment made by the presenter, or be psychologically triggered by emotionally charged topics. As a result, they may lose confidence in the College to respond appropriately to sensitive issues. |
| f. Unintentional or inadvertent release of confidential information could have a damaging effect on individuals, the process and/or the College's public image especially as it pertains to human rights or privacy legislation. |

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	Staff, Students, Faculty	Complaint resolution, leadership, guidance, planning investigation. Facilitating presentations and workshops related to human rights and accessibility related policies	Occasional	Frequent X
	Academic, Corporate Managers and Student Services Managers	Provide advice and assistance to implement solutions to comply with legislation or meet employee/public needs and		X

Job Fact Sheet Questionnaire

		service integration role with management colleagues		
	Human Rights and Inclusion Specialist/Student Rights and Accountability Specialist	Collaboration on cases involving students with disabilities, case management including investigation. Respond and/or seek guidance or response to queries regarding issues on human rights		X
	College Committees	Provide guidance and leadership in human right concerns related to accessibility issues. Contribute information to enhance understanding and resolution of issues; Represents AES where appropriate, decided by Director		X
	HR Team Members	Exchange information/advise of concerns/issues		
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Public	Respond to inquiries/complaints regarding accessibility	X	
	Colleagues at other institutions	Share information, research, seek out best practices		X
	Government Agencies or Departments	Request/provide policy information or obtain information	X	
	Police, court officials	Seek advice and counsel. Provide witness statements for potential court appearances. coordinate response when criminal and College investigations happen simultaneously	X	

Job Fact Sheet Questionnaire

	External Service Organizations (CNIB, Canadian Hearing Services etc.)	request information, research, seek best practices, build relationships	X	
	Legal counsel	Participate in legal proceedings	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.*
- 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., counseling, coaching. Please specify:

The incumbent provides coaching to students, staff, faculty.

Job Fact Sheet Questionnaire

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance reviews, performance management.

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

- Manages Accessible Education Services Counsellors
- Manages Accessible Education Services staff and part time contract staff
- Functional guidance to staff relating to student academic accommodation and AODA matters
- Works with Managers and Staff in training, coaching regarding AODA legislation and best practices

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	<ul style="list-style-type: none">• 5 AES Counsellors• 2 Assistive Technologists

Job Fact Sheet Questionnaire

	<ul style="list-style-type: none"> • 1 Full time Learning Strategy Advisors • 1 AES Facilitator • 1 Testing Centre Coordinator
Non Full-Time Staff (FTE)*	<ul style="list-style-type: none"> • 3 Testing Invigilators =1 FT Equivalent
Contract for Service**	<ul style="list-style-type: none"> • Sign Language Interpreters • Interveners • Notetakers
Total:	11

* **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.

Job Fact Sheet Questionnaire

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, standing, walking			X		
Light Lifting	X				
Keyboarding			X		
Facilitating presentations		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.

	Frequency (note definitions below)	Duration
--	------------------------------------	----------

Job Fact Sheet Questionnaire

Types of Activities that Demonstrate Sensory Effort Required	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Conducting meetings/chairing or participating in meetings dealing with AODA and Human Rights issues/situations. Requires a high level of analysis and thoughtfulness and consideration according to situation			x			I
Writing/composing documents and emails, resource materials for staff			x			I
Excessive detail and accuracy while preparing documentation for case files			X			L
Research, analysis, calculations, developing solutions		x				I
Counselling/providing advice to staff and management			x			I
Mediating conflict situations between students, faculty and/or staff			X			S
Comprehension and analysis while reading reports, journals	X					

Job Fact Sheet Questionnaire

and other documents						

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

Job Fact Sheet Questionnaire

On-going pressure to meet deadlines and produce quality results when coping with changing priorities and frequent interruptions			×
Travel between campuses		× Weekly	
Dealing with difficult, highly emotional people or people who must be dealt with tactfully		×	

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
Occasional hazardous driving conditions	X		
Verbal abuse	X		
Threats to personal safety	X		
Unpredictable behaviour of complainants / respondents		X	
Receiving disclosures of serious and traumatic incidents	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.

Job Fact Sheet Questionnaire

Additional Notes Pertaining to this Position:

Incumbent will be interacting with a variety of individuals under different emotionally charged and stressful situations. Students may be under a great deal of distress, and respondents to complaints may react in a threatening verbal or physical matter when behavior contracts are delivered, or sanctions are imposed.