

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 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.

1. POSITION IDENTIFICATION

Position Title: Student Development Case Management Specialist
Position Number:
Pay Band: 9
Incumbent: VACANT
Location/Campus: Sutherland
Division/Department: Housing Services
Immediate Supervisor (title): General Manager, Housing Services
Date of JFS: June 25, 2021
Last Evaluated: June 30, 2021

Type of Position:

- Administrative Administrative
 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: _____

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POSITION SUMMARY

Under the direction of the General Manager of Housing Services, with an indirect reporting relationship to the Director of Health, Wellness & Accessibility Services, the Student Development Case Management Specialist works as part of an interdependent and collaborative team that provides leadership to create a living and learning environment that empowers student success. The Student Development Case Management Specialist functions as a member of the Housing Services management team, providing advice from a social service lens to lead the development of policies and practices to enable student learning and development. To support this work, the position shares in after-hours Administrative support providing leadership to staff that including response to crises and emergencies.

The role is accountable to lead the effective implementation of the Residence Community Support framework. This includes the design of individualized support plans for students living in residence that includes the investigation and administration of complex and critical cases. The Specialist administers the Residence Community Standards to ensure the educational components of the framework reduces recidivism through preventative efforts and student development. This work involves intensive case management to maintain the safety of the residence community through effective coordination of campus and community resources. Through the execution of a highly collaborative framework, the Specialist works with campus partners to develop, advise and mitigate the potential risk students face to increase persistence.

Supported by expertise in student development and behaviour management theory, the role employs a social service lens to design and implement co-curricular experiential learning opportunities, such as guided conflict management and mediation, to help students successfully transition to college life as it relates to their developmental and housing needs. Based on student needs, the role will connect data to practice implementing experiential learning opportunities to in residence and the campus community so students achieve priority developmental and learning outcomes.

KEY DUTIES

% Of Time

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1. Student Support, Behaviour & Case Management

60%

The incumbent will:

- Investigate and develop Housing Services' policies/procedures related to student wellness and community standards to improve outcomes for residence students at-risk. This includes return from hospital protocols, emergency relocation procedures, wellness checks, room transfers, etc. Policy, procedure and protocol development includes areas to increase equity, diversity and inclusion including, but not limited to, accommodations & accessibility, gender, room allocation, roommate conflict resolution, service animals, community standards & outcomes, crisis response and risk mitigation efforts.
- Collaborate with the Residence Life Supervisor to design and execute initiatives to build awareness of the Residence Community Standards, expectations, and norms.
- Employ initiatives to create a welcoming living-learning environment that promotes social justice, equity, diversity, and inclusion.
- Working with Health, Wellness, and Counselling guide and advise Housing Services staff to assess and provide support to resident students that require accommodations related to their housing and living needs. Determine and implement appropriate measures to meet student needs and, where appropriate, provide ongoing case management coordination with campus and community partners.
- Identifies crisis prevention training needs for professional and student staff. Working with the General Manager, update the residence crisis and emergency management plan. Implements the crisis communication plan escalating matters as appropriately defined. In partnership with the Residence Life Supervisor, develop and document staff protocols to support residence students in crisis and intervention strategies.
- Under the direction of the General Manager and in partnership with the Residence Life Supervisor, provide direct case management to support students at-risk and create individualized student success plans.
- Develop and lead the cross-departmental case management process for complex residence student issues working with campus colleagues including, but not limited to, Health, Wellness & Accessibility Services; Campus Security; Student Rights & Responsibilities; Off-Campus housing; Faculties to determine student needs and to coordinate interdepartmental efforts to support complex student needs. Provide referral to other College professionals i.e. Counsellors, Health Services, Learning Support Services, Indigenous Student Services, Student Success Coaches, etc.
- Guide and advise the process to coordinate access, referrals and development partnerships with community resources such as 4 County Crisis, CAMH, Peterborough Regional Hospital, Ross Memorial Hospital.
- Guide and advise difficult conversations with residence students that experience challenges related to mental health, substance use, sexual violence, isolation, academic stress, and other sensitive personal matters. Respond to escalated, highly complex matters to develop creative solutions.
- Facilitate or moderate educational conversations and meetings between residents to resolve interpersonal issues that arise in a shared living environment. Develop and monitor plans to support their success.

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- Partner with the Residence Life Supervisor, accountable for the design and implementation of the student conduct and conflict resolution processes using preventative and restorative approaches. Ensure processes are consistent with institutional practices and legal requirements.
- Meet with residents to investigate and review reported violations; assess the level of responsibility and employ outcomes to limit recidivism. Issues appropriate restorative or educational sanctions under the Residence Community Support framework up to probation.
- Provide case management to mid-level incidents related to the Residence Community Standards. Escalate high-level incidents that could result in probation, suspension, or eviction to the Residence Life Supervisor.
- Response to crisis and emergencies as a first-responder to assess and initiate appropriate protocols and safety measures. Provides leadership to Housing Services, Residence Life staff and Campus Security as appropriate. Consult with the Residence Management Team in high-risk situations.
- Work with Human Resources, Accessible Education Services, and the Behavioural Assessment Management Team (BAMT) on confidential matters including complaints involving students and employees.
- Compile data to assess the effectiveness of the Residence Community Support framework and lead the implementation of initiatives to improve outcomes.
- Maintain confidential student conduct records per Freedom of Information and Protection of Privacy Act

2. Student Development & Experiential Learning

30%

The incumbent will:

- Collaborate with Housing Services and campus partners to create a living-learning experience that contributes to the Student Experience and Student Success strategy.
- Participate in College initiatives to create a safe, inclusive, and equitable campus experience ensuring the Residence experience reflects these values.
- In partnership with the Residence Life Supervisor, participate in the Residence Life Mentor student staff recruitment process. Support the development of training content/materials and assist with coordination of the August and January training activities. Liaise with internal and external presenters. Develop evaluation tools to ensure learning outcomes are achieved.
- In partnership with the Residence Life Supervisor, provide ongoing guidance, consultation, and experiential learning opportunities to the Residence Life Mentors and residence student leadership groups; meeting regularly to assess their needs and provide supplementary learning.
- Guide and advise the development of co-curricular experiential learning initiatives to assist students to transition and thrive in a residential living environment.

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- Develop practices and proactive processes to deliver co-curricular experiential learning opportunities related to shared living setting to resolve interpersonal conflict, facilitate guided conversations, mediate issues to empower successful outcomes.
- Design and implement co-curricular experiential learning opportunities employing data-informed practices and student development theory to provide residence students with co-curricular activities that contribute to personal development and housing. This work includes learning outcomes, budgeting, marketing, communication, logistics, overseeing delivery, assessment, and reporting.
- Guide, advise and collaborate with the Housing Community Coordinator, to design and deliver co-curricular experiential learning opportunities for residence students transitioning to living off-campus. This work includes initiatives in the campus communities for students living both in residence and off-campus to support their housing and living needs to become thriving community members.
- Compile data to assess the effectiveness of the Residence Community Support framework and lead the implementation of initiatives to improve outcomes.
- Administration of the Housing Services education and programming budget as it relates to this role.
- Engage with professional associations and contribute to activities that foster student development, co-curricular learning and well-being.

3. Housing Operations

10%

The incumbent will:

- Assist in the administration of major residence and housing services operations activities included, but not limited to: move-in preparation; move-in, orientation; end of the semester; move-out and turnover.
- Assist in the administration of Open House, Welcome Days, and other student recruitment activities.
- As directed, support operational needs related to conferences and events.
- Assist in the research, design, and development of student experience services improvements and initiatives.
- Assist in the assessment and analysis of student success outcomes, performance measures, and related reporting.
- Other duties as assigned.

TOTAL:

100%

1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

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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.

Managing mental health crisis response, safety and risk management.

The incumbent will respond to residence students experiencing mental health crises, managing numerous, at various stages in the process, at multiple campuses. This work often occurs after-hours (evenings/weekends). The incumbent will need to assess the crisis and make decisions to safeguard the resident, their roommates, and the residence community. The incumbent will need to follow up with the resident to coordinate the development of strategies and safety plans to support their continued stay in residence, including a plan when returning from hospitalization. The process will include ensuring the personalized support plan meets the students' needs within the scope of the services available on-campus and if not, to assist the student access resources in the campus community. Through this work, students will often have questions and/or share issues that are impacting their academic focus that can include, but not limited to mental health, personal wellness, conflict with family/peers/roommates/faculty, past traumatic experiences, poor time management, feelings of depression, isolation and loneliness.

As an example: A student may attend the office late in the afternoon experiencing a mental health crisis such as thoughts of suicide or engaging in self-harm. As it is outside of the counselling services hours of operation, the incumbent must work to assess the safety risk to the student, and make a judgement call on whether it is safe for the student to remain in residence. The incumbent must work with the student to put in place a safety plan and liaise with emergency services personnel as necessary if it is determined that it is not safe for them to remain in residence. Failure to appropriately assess the situation could put the student and others at risk.

Managing and resolving concerns & complaints.

The incumbent will work to identify and resolve complex interpersonal, health, behavioural, and personal issues that students face while living in residence. This work involves meeting with students and staff to investigate and identify the issue(s); determine appropriate supports and referrals; negotiating options with the student(s); and, developing an outcome to reduce recidivism to support their well-being. This work often includes coordinating support with campus partners to develop creative, individual solutions based on a case management approach and acting as a point of contact in residence to support their ongoing needs.

As an example: A concern is brought forward that a student feels they are being targeted by their roommates based on their gender. The incumbent will need to ensure that a safe living environment exists that may involve temporarily relocating one or more of the students and coordinate those moves. During the investigation, it is identified the Respondent is a student worker. Subsequently, the incumbent would need to gather

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information from the complainant and based on the case involving campus partners to ensure an equitable and prompt resolution. The incumbent would further need to engage Human Resources to coordinate efforts to resolve confidential matters. Outcomes could include restorative practices, educational sanctions, behavioural contracts, or based on the severity of the matter, recommending relocation or removal from the residence.

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 Master's Degree
- 3-Year Diploma/Degree Post Graduate Degree
- Professional Designation Specify: Registered Social Service Worker
- Other Specify: _____

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

- Completion of relevant studies in Behavioural Sciences, Social Sciences, Counselling and/or Education
- Registered Social Worker/Social Service Worker
- Mental Health First Aid
- ASIST certification or equivalent

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)

- Non Violent Crisis Intervention certification or equivalent (required within 6 months)
- Alternative Dispute Resolution Skills/Restoration Practice Training (required within 6 months)
- Threat Assessment Training is an asset
- Human Rights certification is an asset
- Conflict resolution, restorative justice, investigation, case management and facilitation skills. Well-developed meditation and problem solving skills.
- Excellent communication and relationship building skills. Ability to relate well with all kinds of students and staff at various levels in the organization, build rapport, listen, use diplomacy and tact.
- Political acumen and judgment to skillfully address equity issues and practices, particularly related to access and accommodations supporting equity seeking communities.

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- Ability to build consensus, resolve conflicts and negotiate
- Ability to deal with ambiguity and complexity in emotional difficult situations.
- MS Office, databases, social media, and web-based platform proficiency.

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"/> 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 fulfil the requirements of the position.

- 5 years experience as a Social Worker/Social Service Worker
- Working knowledge of the mental health act and experience supporting individuals in crisis/trauma situations and accompanying reference materials.
- In-depth knowledge of the community programs resources available to support social services, mental health, and wellness.
- Knowledge of the Accessibility for Ontarians with Disabilities Act (AODA) and associated regulations.
- Experience working with adolescents and/or college-age students to support their needs in an academic setting.
- Excellent interpersonal skills to develop rapport, mediate difficult conversations, reconcile complex and diverse opinions, facilitate case management meetings, build consensus, and advocate for change.
- Experience leading or employing case management practices and facilitating case conferences.
- Able to work independently and to maintain professional boundaries
- Experience in outcomes-based program/service delivery planning and evaluation.

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- Experience researching, developing, and writing policies, procedures, and protocols. Work includes monitoring adherence to protocols, analyzing data, compiling reports and recommendations based on qualitative and quantitative information.
- Excellent written and verbal skills to design and deliver effective staff training, presentations, and facilitated supportive conversations.
- High level of integrity and trust, tact, and diplomacy with the ability to identify and respond to contentious or politically sensitive issues with discretion.
- Proven leadership, analytical and decision making in a fast-paced, emotionally sensitive work environment with the ability to make rationale judgement in complex and crisis situations.
- Detail orientated, self-starter with program management work experience.
- Willingness to be available to be on-call on a rotational basis and to work seasonally long hours, including frequent evenings and weekends.

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.

1. Creating and implementing safety plans for a student experiencing a health issue
2. Working with residence students to assess and develop resources to support an accommodation or accessibility requirement. Work includes the development of a plan to support their ongoing personal and housing needs in coordination with Accessible Education Services.
3. Managing student conduct, developing educational outcomes, and issuing sanctions to residents up to, and including probation

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

1. Serious student conduct issues that may lead to suspension or eviction.
2. Serious student safety risks could lead to human rights complaints.
3. Exceeding budgetary limits for educational programming, student staff training, 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.

Federal: Charter of Rights and Freedoms; Criminal Code of Canada; Human Rights Code; AODA

Provincial: Provincial Offences Act, Mental Health Act, Social Services/Social Service Worker Code of Ethics and Standards of Practice; Trespass to Property Act, Occupational Health and Safety Act and related regulations under Act such as Fill 168 and Bill 132.

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College:

- College policies and procedures
- Academic Regulations
- IT Appropriate Use Policy
- Residence Community Standards
- Student Rights & Responsibilities Policy
- Sexual Violence Prevention Policy
- Violence Prevention Policy
- Harassment & Discrimination Prevention Policy
- Threat Assessment Protocol
- Access & Inclusion Policy
- Health and Safety legislation; WHIMIS
- Departmental work plan and objectives
- Strategic Plan

4. POTENTIAL IMPACT OF DECISIONS

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

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

1. Not ensuring the prompt and appropriate response to a crisis (student mental health or facility issue). Failing to adequately respond to a student crisis/emergency would compromise the safety and comfort of residence students; jeopardize student satisfaction with residence; and, negatively affect occupancy rates, which impacts the College. Inappropriate response to a facility issue (plumbing leak, insecure door) could result in financial loss, closure of buildings/spaces, and reputational damages.
2. By not engaging in appropriate and timely performance management with student staff, it could put students at risk, or result in a negative student experience. For example, if a residence student discloses a sexual relationship with a student employee, thus violating the sexual violence policy, and it is not dealt with immediately the student and the community will continue at risk, leaving the college vulnerable to legal action. This could ultimately impact student satisfaction with residence and could negatively affect occupancy rates, which impacts the College.
3. The incumbent must be sensitive and attentive with regards to the perception of comments or attitudes while interviewing, investigating, mediation, and/or responding to inquiries and complaints. The incumbent must be able to manage the process to ensure the experience is unbiased, objective, and completed in a timely fashion. This includes immediately addressing and resolving issues related to harassment, discrimination, protected rights, and safety. This protects the integrity of the case management and conduct processes. Any error to the outcomes of a complaint can be exposed upon appeal and could have negative legal, financial, labour & public relationship impact on the College.

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5. 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 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, consultation. Facilitating training and experiential learning programs.		X
	General Manager, Housing Services	Consultation on strategy for policy development, operational concerns, highly complex cases with institutional risk		X
	Director, Health Wellness and Counselling	Consultation on a strategy to support highly complex cases requiring integration with department and staff		X
	Supervisor, Residence Life	Regular meetings to coordinate work and cases. Partnering to support staff training, development, and initiatives.		X
	Counselling, Health Services, and AES	Procedure/protocol coordination, development of plans to accommodate student needs, case management, and coordination, sharing information		X
	Housing Services & Campus Security	Sharing information related to student support measures		X
	Student Rights & Responsibilities, BAMT	Case management; escalated highly complex cases that impact campus or exceed campus resources	X	

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	Campus stakeholders	Receive and exchange information related to residence students of concern		X
	Residence Life Student Staff & leaders	Training, coaching, advising, evaluation, and indirect Direct supervision		X
	Student Governments	Collaboration for programming and experiential education initiatives	X	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Police, Fire department, health unit, or other emergency services personnel	Dealing with emergencies, potential criminal offenses, health-related illnesses	X	
	Community Organizations, e.g. Hospitals, Sexual Assault Centre, 4 County Crisis, Good to Talk	Organizing programming initiatives. Developing institutional partnerships.		X
	Parents & Supporters	Dealing with inquiries and complaints by parents re: student. Negotiation and problem resolution	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 management.
- Other e.g., counseling, coaching. Please specify:

Conflict resolution coaching and case management of complex, sensitive personal matters with students that are victims of harassment, discrimination, violence/sexual violence, and/or trauma to facilitate their wellness and support options.

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

- Residence Life Supervisor & student staff
- Campus Security
- Housing & Campus Services support staff & student staff
- Housing Community Coordinator

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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.

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

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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		
Standing to facilitate training, presentations, public speaking		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
Incident & case management documentation, report writing. Extensive detail and accuracy.			X			I
Comprehension and analysis reading reports/documents			X			I
Visual and auditory concentration during intake, investigation and case			X			I

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management meetings						
Mediating conflict resolution and related documentation			X			L
Facilitating staff training exercises		X				

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

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On-going pressure to meet deadlines and produce quality results when coping with changing priorities and frequent interruptions			X
Dealing with residence students in crisis and emergencies.	X		
Dealing with difficult, highly emotional people or individuals who must be dealt with tactfully		X	
Required to work weekends (move-in and move-out periods) and conduct student leader training sessions each semester. Must be flexible as meetings are held outside of normal working hours to accommodate student timetables.		X	
The incumbent is required to be available 24 hours/day, 7 days per week on a rotational basis with 3 other Housing Service Administrators.		X	
Physical inspection of student's living spaces in residence. Entering students' private bedrooms (e.g. personal belongings blocking access, garbage, unpleasant odours).	X		
Intercampus travel		X Weekly	

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
Disclosure of serious and traumatic incidents.		X	
Responding to students in crisis.		X	
Aggressive, threatening students. Students self-harm, threats of violence/abuse, or actions of violence/abuse toward others.		X	
Unpredictable behaviour of complainants/respondents		X	
Verbal abuse and threats to personal safety.	X		

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.

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Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.
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Additional Notes Pertaining to this Position:

The Residence operates 24 hours per day, 7 days per week, 52 weeks per year and this position is responsible for supporting the residence operations during this period. The incumbent can expect to receive numerous calls per year outside of the 8 am – 5 pm work week. These calls often reflect varying degrees of crises ranging from minor interpersonal issues to serious issues such as suicide or violent incidents requiring the incumbent to travel to a residence to lead the response, meet with students, and provide support to staff.