

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.

POSITION IDENTIFICATION

1. POSITION IDENTIFICATION

Position Title: Student Conduct and Accountability Specialist
Position Number: A00173
Pay Band: 9
Incumbent: Vacant
Location/Campus: Sutherland
Division/Department: Student Experience
Immediate Supervisor (title): Manager, Student Experience and Athletics
Date of JFS: January 6, 2021
Last Evaluated: January 27, 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

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

The Student Conduct and Accountability Specialist (SCAS) works in collaboration with Human Resources, Campus Security, Academics, Residence and Counselling partners to ensure the mandate of the Student Rights and Responsibilities Office is delivered to a standard expected by the Fleming College community in accordance with our Strategic Plan and its values. The SCAS Specialist is accountable to ensure education and awareness, due process and enforcement of the Student Rights and Responsibilities Policy and Sexual Violence Prevention Policy.

The SCAS works closely with the appropriate department to investigate complaints that may potentially breach the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (AODA), Harassment and Discrimination. This role also works alongside Human Resources to investigate complaints that involve students and employees.

The SCAS works collaboratively with all Fleming College constituents to identify areas that may require investigation, intervention and conflict resolution training including but not limited to campus safety (violence prevention policy), residence (residence community standards) and information technology (appropriate use policy – information and communications technology).

The incumbent is responsible for case management that includes investigating complaints, conducting and documenting intake interviews, risk identification and monitoring to prevent future incidents, informal resolutions, mediating and ultimately applying a restorative justice approach to resolving conflicts. The Student Conduct and Accountability Specialist is also responsible for formal complaints involving students and preparing investigations and appeals.

The SCAS provides support to the Manager, Student Experience and Athletics and campus wide teams including the Behaviour Assessment Management Team (BAMT) by compiling statistical data, filing reports and compliance documents.

KEY DUTIES

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

Investigation/Case Management/Research

40%

Conducts non-biased investigations of complaints by interviewing all parties (students, employees, contractors, visitors) to the complaint, and examining documents to obtain relevant evidence. Plans, coordinates and schedules all requirements for conducting investigations up to and including search and seizure of information. This may involve participating in joint investigations with Human Resources and Campus Safety personnel who liaise with appropriate Police Services and/or Government agencies.

Provides evidence for both internal and external conduct hearings, appeals, courts, arbitrations and other legal venues.

Accountable for research on new case law and changes in legislation.

Maintains confidential files on all cases handled, including ensuring all letters, statements, recordings, memos to file and other evidence is recorded with the highest standards of case file management required for both internal administrative proceedings and external legal venues as required. Will contribute to data collection for cases involving students and employees.

Assists and advises Human Resources in formal student complaints and investigations involving employees. This

assistance will be at the determination of Human Resources.

The incumbent will assist the Privacy Officer with Freedom of Information requests.

The SCAS, as the person who received the complaint, will assist in ensuring that the student has access to the appropriate supports and, if applicable, held accountable to College Policies should the complaint be false.

Incumbent is expected to practise proactive intervention by identifying and monitoring students who are at risk for repeat offence based on past history and proactively support in efforts to prevent future incidents.

Conflict Resolution-Intake/Informal Resolution/Mediation/Crisis Management **35%**

Facilitates/mediates to assist the parties in reaching a satisfactory resolution through a restorative justice approach (resolution, resolving conflict, relationship building, reconciliation, inclusiveness and mutual agreement): to this end, the incumbent collects statements from the parties as to their concerns and desired outcomes, accesses pertinent information to the case, organizes and facilitates the informal restorative/mediation process, and provides written confirmation of the outcome. This restorative process may involve other students, college employees, visitors to Fleming College and other relevant external contacts.

Advises students in determining how to resolve the complaint or conflict. Investigates if there is a policy violation, potential legal infraction, student rights and responsibilities violation and/or human rights complaint. Works with students in resolving their conflicts with each other, faculty, staff and/or the college in general. The incumbent will support both informal and formal investigations.

Follows up with students to ensure conflict is resolved and the student is able to return to a regular schedule.

Works with and reports to the Manager and identified stakeholder(s) about the resolution and reactions to it.

The Student Conduct and Accountability Specialist responds quickly to a crisis that is in process. This may involve dealing with immediate threats, violent disputes and other serious conflicts. Coordination with various campus and community resources may have to happen. The ability to adapt, think quickly and problem solve when responding to a crisis is key.

The SCAS will also work with Human Resources to support the process for students who launch complaints against employees of the college, which includes investigation. The SCAS may be assigned to take the complaint to determine if this complaint can be resolved informally or formally. The SCAS will assist the supervisor in mediating and resolving the issue.

Training and Communication **15%**

Provides advice to students on their rights and responsibilities with respect to the Student Rights and Responsibilities Policy.

Supports and trains staff and faculty in dealing with difficult students.

Trains students on how to deal with conflict in healthy ways. Assists with training faculty and students on conflict that can arise in the academic setting.

Supports College departments and associations to develop and implement activities aligned with the goals of the SR&R Office.

Administration **10%**

Works closely with internal partners to coordinate safe responses and advocacy within the institution ensuring optimal service to students

Maintains thorough and accurate documentation of all incidents and records case notes in the online database.

Reviews and analysis statistics and data to determine trends and programming (education and training)

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.

The incumbent must be constantly sensitive and vigilant with perception of comments or attitudes while mediating, interviewing and investigating, or responding to inquiries. The incumbent must be able to identify when the parties have reached an appropriate resolution to finalize an informal agreement. If a party feels that they have not had a full opportunity to explore the "issue" the integrity of the process would be in jeopardy. Any errors can have legal, financial, labour and public relations impact on the College.

Unintentional or inadvertent release of confidential information could have a damaging effect on individuals and/or Fleming College's public image, especially as it pertains to Human Rights.

Assess the level of threat posed by individuals presenting behavioural problems recommends and carries out the approved course of action appropriate to the level of threat.

2. EDUCATION (to be completed by the College)

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

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post Secondary

- ☐ Partial Secondary School ☐ Secondary School Completion

Post Secondary

- ☐ 1-Year Certificate ☐ 4-Year Degree
☐ 2-Year Diploma ☐ Master's degree
☒ 3-Year Diploma/Degree ☐ Post Graduate Degree
☐ Professional Designation

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

Social Sciences/Services Diploma or Degree or equivalent training/experience

B) 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).

Human Rights certification is an asset

Experience using a restorative justice approach for conflict resolution, investigation, case management and facilitation..

Mediation, negotiation and problem-solving certification received through post-secondary institutions and/or relevant work experience an asset.

Computer literacy is essential as frequent access to on-line databases and legislation is integral to policy, procedure and program development. Incumbent will draw on resources on web sites and will require enough skills to assemble materials, create reports, tabulate statistics etc.

Applied Suicide Intervention (ASIST) Training is an asset.

Threat Assessment Training is an asset

Alternative Dispute Resolution Skills/Restorative Practice Training is an asset

3. EXPERIENCE (to be completed by the College)

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

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

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

- | | |
|--|---|
| <input type="checkbox"/> 0 - no experience | <input checked="" 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 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.

- Human rights or student conduct case management experience
- Conflict Resolution, Mediation, Negotiation and Facilitation experience
- Previous experience working with students with solid understanding of student development, student issues and needs of students;
- Experience with investigating complaint-based issues, specifically about elements of procedural fairness;
- Strong and effective communicator with the ability to reconcile significantly diverse viewpoints, foster cooperation and work collaboratively within and across various departments;
- Experience working with multiple internal partners;
- Complex problem-solving skills;
- Ability to effective work and contribute in a team environment;
- Experience in crisis intervention.

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 incumbents 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. Decisions regarding whether an inquiry/issues falls within the Student Rights and Responsibilities Office and its area of responsibility
2. Decisions to pursue information resolution and/or mediation as an appropriate resolution process for SR&R and/or H&D complaints
3. Identification of allegations of Student Misconduct and act bias free during an investigation

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

1. Approval on the recommended course of action to be taken with complaints/issues related to students' rights and responsibilities and how to sanction
2. Approval on the participation in a project that is beyond the traditional scope of the departments area of responsibility
3. Expenditure of budget (i.e. approval for production of publications and promotional materials)

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 Legislation: Charter of Rights and Freedoms, Criminal Code of Canada, Human Rights Code, AODA.
- Provincial Legislation: Provincial Offences Act, Trespass to Property Act, Smoke Free Ontario Act, Occupational Health and Safety Act and numerous regulations under Acts. Such as Bill 168 and Bill 132.
- College policies and procedures including but not limited to: Student Rights and Responsibilities, Sexual Violence Prevention, Harassment & Discrimination Prevention, Appropriate Use Policy, Residence Community Standards, and Violence Prevention.
- Office of SR&R checklists and process guidelines
- Computer applications include Peoplesoft; camera surveillance software; incident reporting software (StarRez); Internet/Website searching; Microsoft Basic Word, Basic Powerpoint, and Basic Excel

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

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

1. The incumbent must be sensitive and attentive with regards to perception of comments or attitudes while interviewing, investigating, mediating and/or responding to inquiries and complaints. During conflict resolution processes, the incumbent must be able to identify, through verbal and non-verbal communication, when parties have reached an appropriate resolution to finalize an informal agreement. Errors in judgment regarding the parties' agreement to resolve an issue without providing a party the opportunity to explore the issue impacts the integrity of the process. Any errors to the outcome of a complaint can be exposed and could have a negative legal, financial, labor & public relations impact on Fleming College
2. The incumbent must be sensitive and demonstrate understanding of participants reactions during the delivery of training/workshops. Participants may have a negative reaction to a policy or phrasing of a comment made by a presenter.
3. Unintentional or inadvertent release of confidential information could have a damaging effect on individuals, the process and/or the College's public image/reputation.

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.	<i>Manager, Student Experience and Athletics</i>	<i>Communication on operational decisions, students of concern, case management, revealing case investigation</i>		X
	<i>Academic Partners and Staff</i>	<i>Assistance with dealing with difficult students, discussing policy, procedure and sanction options. May also be assisting in information gathering for investigation of a case</i>		X
	<i>Human Resources</i>	<i>Assist with complaints that potentially breach the Ontario Human Rights Code, AODA, H&D and complaints that involve students and employees. To coordinate behaviour and safety responses</i>		X
	<i>Security, Residence, Counselling and Behaviour Assessment Management Team (BAMT)</i>	<i>Share info regarding students of concern, case management, revealing case investigation as required</i>		X
	<i>Campus stakeholders & Students</i>	<i>Receive & exchange information related to SR&R & related policies. Facilitates/mediates to assist the parties in reaching a satisfactory resolution through a restorative justice approach</i>		X

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	<i>VP Student Experience</i>	<i>Respond and/or seek response to queries re: SR&R or related policy issues or potential legal implications</i>	X	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	<i>Local Stakeholders</i>	<i>Seek advice on issues; gather information; training</i>	X	
	<i>Police and Emergency Services in the Region</i>	<i>Coordination of response to emergencies and threats. Seek advice and counsel</i>	X	
	<i>Colleagues in the education sector</i>	<i>Best practice consultation</i>	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.

X 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.*

X Acts as a consultant to College management.

X Other e.g., counselling, coaching. Please specify:

____conflict coaching for students and counsels student who are victims of harassment, discrimination and violence/sexual violence on their options and supports

* 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

Supervisory

1. Assists in the task supervision of Placement Students/Student Workers. Does not provide direct supervision.

Functional Guidance

2. The incumbent must liaise effectively with internal stakeholders in cases that require overlapping support and action (such as Registrar's Office, Academic teams, Athletics, etc.) Consultation and guidance as the expert on conflict resolution.

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 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		
Keyboarding/Note taking			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, 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
Comprehension and analysis while reading reports/documents			X			I
Report writing and incident documentation. Extensive detail and accuracy necessary.			X			I
Visual and auditory concentration during intake, informal resolution and investigation meetings			X			I
Mediating conflict situations		X				I

Types of Activities that Demonstrate				Frequency (note definitions below)		Duration

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	Frequency (note definitions below)
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Unpleasant Environmental Conditions	Occasional	Frequent	Continuous
Dealing with individuals (students and employees) in personal crisis	X		
Interruptions and demands for immediate attention		X	
Travel to other campuses and other business-related activity	X		
Assisting victims of violence	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
Verbal abuse and threats to personal safety	X		
Threats of violence on campus	X		
Unpredictable behaviour of complainants/respondents		X	
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.

Additional Notes Pertaining to this Position: