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:

College: Sir Sandford Fleming College

Incumbent: VACANT

Pay Band: 11

Position Number: A00103

Position Title: Manager, Library & Learning Services

Division/Department: Student Experience

Location/Campus: Sutherland Campus

Immediate Supervisor (title): Director, Student & Academic Experience

Type of Position:

x   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:_____

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POSITION SUMMARY

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

This position is accountable for the corporate leadership, direction and effective day-to-day operation of Library and Learning Services, which includes Learning Strategies, Tutoring, Academic Skills and college archives. The incumbent develops and maintains human resource, financial, and functional systems and services for the above departments including strategic planning, operational planning, program planning, and staffing. These services support the teaching and learning process that lead to student success and engagement.

Reporting to the Director, Student & Academic Experience, the incumbent is a key member of the Student Experience management team who works closely with academic and student experience leaders to develop and define the strategic directions of library and learning services. This position also represents the division on various committees both internally and externally. This position is based in Peterborough with regular travel to our campuses in Lindsay and occasional travel to Haliburton or other offsite program delivery sites when required.

KEY DUTIES

1. Provides strategic and operational direction for Library & Learning Services.   40%

The Manager is responsible and accountable for the following departments:
- Library
- Tutoring & Academic Skills
- Learning Strategies

The incumbent is accountable for overall strategic and directional planning processes of the above areas, as well as facilitation of the development and implementation of annual goals and objectives for the Library and Learning Services Departments. Ensures plans are aligned with directions in student experience, the academic areas and with corporate goals and objectives. The incumbent must create an environment that promotes continuous improvement and excellence in the delivery of services to students.

The incumbent develops/refines and facilitates the implementation of programs, services, policies, procedures, and partnerships within each of the areas listed above. Sets expectations and allocates resources within each area to ensure quality and consistency of service. Broadly considers the provision of service within Library and Learning Services, including partnerships and collaboration with internal and external partners. Continually assesses new trends and technology as it emerges and considers applications in each area of responsibility.

2. Consultation and collaboration   20%

The incumbent participates on various committees and working groups which link student services with the academic area (schools). In these roles, the incumbent must work collaboratively and build consensus for new initiatives, especially where cross-departmental cooperation is essential. They will provide just-in-time training/advice to Deans, Chairs, Managers, Faculty and Support Staff on issues relating to library and learning services.

3. Human Resources Management   15%

Accountable for effective recruitment, selection, orientation, evaluation, training and development of employees, in accordance with the College recruitment, job evaluation, and performance management processes. Works in collaboration with HR to identify and provide development opportunities.

Sets departmental goals and establishes professional development plans that align with college-wide initiatives and objectives. Conducts annual performance plans and feedback. Engages employees in the pursuit of high individual and team performance by providing appropriate recognition, effective conflict resolution, formative feedback and addressing performance issues in an effective and timely manner. Builds understanding of the role of the department and of its contribution to the college community.

Ensures that employee assignments are consistent with college policies and procedures, collective and local agreements. Ensures compliance with all aspects of the Collective Agreements and works collaboratively with Human Resources to enhance the College partnership with its union locals. Acts as a role model for collaborative decision-making as well as supportive and cooperative working relationships.

4. Budget development and tracking   10%
Responsible for the annual and updated budgets for the above-named areas, which are developed in cooperation with the Operations Officer, Student Experience. Plans budget strategies and refines strategies to meet the on-going needs of the departments. Effectively tracks expenses, income and in-year adjustments to ensure spending is on target.

5. Copyright Management   5%
The incumbent guides and supervises the development, implementation, outreach and education programs to college community (including students, faculty, support, and administrative staff) on concepts, principles and regulations related to copyright and intellectual property.
Fields questions and inquiries about copyright law and fair dealing and provides information to help members of the college community remain compliant with Canadian copyright, and develops systems to assist in the tracking and use of copyright protected materials.

6. Academic Integrity   5%
The incumbent guides and supervises the development, implementation, outreach and education programs to college community (including students, faculty, support, and administrative staff) on concepts, principles and regulations related to academic integrity based on best practices. Working closely with academic leaders, the incumbent will identify gaps in training and learning around academic integrity to inform program development and delivery.

7. Membership on External Organizations and Professional Committees   5%
Participates on provincial groups/committees/taskforces in each of the above listed areas of responsibility. Takes leadership role in collaborative initiatives dedicated to benefiting the Ontario College system.

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.

HR related Example #1
Responsible for the hiring, training, performance management of Library, Tutoring & Academic Skills, staff. Allocation of daily work assignments and project leads; this includes supervising, motivating, evaluating and professionally developing staff working in the Library and Learning Skills department.

Financial example #2
Incumbent is accountable for the development of the Library, Tutoring, Learning Strategies, Academic Skills and Archives budgets across the organization. Incumbent recommends to the Director, Student and Academic Experience, the budget required to operate Library, Tutoring & Academic Skills department and is responsible for all expenditures. Also, the incumbent is accountable for the entire library collection including online databases, e-books and visual media. Also the book, government documents, maps, periodical collections and the archives.

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 X Masters Degree

☐ 3-Year Diploma/Degree ☐ Post Graduate Degree

☐ Professional Designation Specify: ————————————

☐ Other Specify: ————————————

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

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

The incumbent must possess a Master of Library Science or Master of Library and Information Science Degree from a university program accredited by the American Library Association.

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)

The position requires managerial or supervisor experience, excellent human relations skills, strong leadership and interpersonal skills with experience building and maintaining positive working relationships in a team based environment.

The incumbent should have strong oral and written communication skills and the ability to manage multiple administrative responsibilities and projects within multiple departments and services areas on college campuses.

Advanced knowledge of library automated systems and Internet applications as well as advanced knowledge of library-related electronic resources

Knowledge and understanding of curriculum development and student development to develop programs and services that support academic and career success.

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:

☐	0 – no experience	☐	3 years
☐	1 month	☐	5 years
☐	3 months	X	7 years
☐	6 months	☐	9 years
☐	1 year	☐	12 years
☐	18 months	☐	15 years
☐	2 years	☐	17 years

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

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.

Establishes direction and oversees all operational aspects of the functions of the departments in the portfolio, in line with goals of the strategic plan. Responsible for approving procedures and methods to attain assigned work outcomes within own functional areas of responsibility. Plans, organizes, implements new service strategies with an emphasis on service excellence. Responsible for the implementation of College-wide initiatives related to academic and career success. This position is responsible for budget expenditures within approved limits.

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.

Serious discipline problems which may lead to termination of an employee.

Purchases or acquisitions beyond assigned limits and/or changes to services that contribute to over - expenditure of budget or disability services allocation.

Major revision/changes to policies/procedures, service models, and staffing models.

Serious complaints which have the potential for legal action or highly negative profile for the college.

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.

-Professional journals in library science, learning strategies and tutoring, career development, and higher education in general.
-Support staff collective agreement
-Health and safety legislation, WHMIS
-Strategic plan
-Academic Plan
-Copyright Act of Canada and Fair Dealing Guidelines
-Local library procedures (e.g., Circulation policy and procedures, collection policy)
-Other college policies, including Intellectual property policy and academic integrity policy

-MOUs and Service Level Agreements and Master Service Agreements from provincial consortium (e.g., OCLS, HLLR).

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 judgment.

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

- Poor decisions on services and staffing assignments could result in an unacceptable level of service to students which could in turn impact on the academic success and retention.
- Development of services or programs without thorough research, consultation and planning can create inefficient use of resources, over-expenditure as well as directly affecting student academic success.
- Inappropriate staffing strategies may result in grievance action.
- Failure to act or recognize issues of service quality may lead to loss of reputation, financial cost, etc.

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	*Director, Student & Academic Experience*	*Reports to this Position.*		*X*
	Departmental staff	*Direct, advise, inform, seek advice, counsel, evaluate performance, assign work projects, mediate conflict, resolve problems.*		*X*

	Faculty	*Solicit feedback on Library services, tutoring, and career services. Respond to service requests, suggestions or complaints. Partner with faculty on initiatives to support student success.*		*X*
	Students	*Some mediation of conflict, solicit feedback on each operation, provide information on departmental operations and policies, programs, services.*	*X*	
	Other Student Services Managers	*Monthly divisional management meetings to provide updates; Regularly and informally to develop joint student service initiatives, or to collaborate on the development of strategies to enhance student life, or problem solve student issues.*		*X*
	Other College departments	*Human resource issues (Human Resources), repairs & renovations (Physical Resources), web development and promotion, support for existing and proposed technology (ITS),*	X	

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External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	*Other colleges – local and national*	*Participate in provincial committees such as HLLR, Learning Centre Consortium. Share information and collaborate on joint initiatives.*	X	
	OCLS	*Input on future directions, changes to services, consortia purchases, and technical support*		X
	Vendors	*Discuss new resources and organize training of products specific operational needs*	*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.

x   Manages the staff and operations of a program area/department.*

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☐ 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:

_____

* 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.

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	10
Non Full-Time Staff (FTE)*	1 RPT Library Tech, Sutherland (0.3 FTE) 2 CPT Library Techs, Frost (0.2 FTE) Student workers (Library):0.5 FTE Peer tutors: 60-80 peer tutors (1.2 FTE) PT tutors: 6-8 PT tutors (0.8 FTE) Total: 3 FTE
Contract for Service**	
Total:	13 FTE

* 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.

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.

8. 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 for long periods of time		X			
Lifting light objects	x				

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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
Online communication and research with faculty, staff and external colleagues		X				
Assimilating detailed statistical and technological information and report writing	X					
Counselling staff to assist with problem resolution, conflict mediation	X					
Shifting of priorities and interruptions while attempting to concentrate on task at hand	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
Intercampus travel given College-wide mandate		x	
Normal office environment			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

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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: