

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.

POSITION IDENTIFICATION:

Position Title: Operations & Programming Manager, Haliburton campus
Position Number: A00167
Pay Band: 11
Incumbent: VACANT
Location/Campus: Haliburton
Division/Department: Haliburton School of Art + Design
Immediate Supervisor (title): Director, Haliburton School of Art + Design
Date of JFS: April 13, 2022
Last Evaluated: April 13, 2022

Type of Position:

X Administrative Administrative
 Sessional Academic Part-time Administrative
 Part-Time Support Part-Time Academic

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: _____

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Approved by:

Senior Manager: _____

Date: _____

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POSITION SUMMARY

Reporting to the Director, this position serves as HSA+D campus Operations & Programming Manager, providing ongoing financial reporting, coordination, planning and operational support to the campus in a number of operational matters, including campus oversight in Haliburton and Peterborough, and its attendant financial impacts, as it pertains to the day to day operational logistics of facilities/ technological assets, support staff management, problem solving, and resolution for a broad range of operational issues as they arise.

This role is responsible for the operational oversight and success of the HSA+D Summer School/Continuing Education, and all income generating divisions of the school, including the Bookstore and Maker Space as they align with established strategic directions. Working with the Director to implement programming including budget modelling, marketing and student/client strategies, faculty content proposals, and procurement of contracts, learning opportunities, and partnerships, and leadership for all operational/logistical support.

KEY DUTIES

	% Of Time
Campus Operations/Facilities Management	35%
<ul style="list-style-type: none">• Oversight for all HSA+D program facilities situated at the Haliburton and Peterborough Campuses for the purposes of quality academic delivery• Responds to enquiries and operational matters on a day-to-day basis in consultation with campus staff and academic coordinators. Maintains a proactive approach to student needs and problem-solving with a focus on regular follow ups for operational/facility matters. This includes managing the 'master schedule' for the campus to ensure the most effective use of available physical space and semester schedules for distribution to campus operational staff• Maintains, updates, and enforces the 'Use of Facility' policy for Haliburton Campus, making decisions regarding community requests for use of Campus facilities in consultation with Campus operational staff.• Responds and finds solutions to enquiries and operational matters on a day-to-day basis, through analysis of issues, consultation with other staff, and proactive problem-solving and ongoing follow up (e.g., student complaints, building-related issues).• In consultation with Plant Services (PRD) - oversight and lead on day-to-day campus facilities maintenance and issues.• Reporting to the Director on capital planning for all programs; consulting with program coordinators; developing priorities and budget strategies• Consults, when needed, with college service areas to ensure program readiness in critical processes and continuously improve and integrate systems and procedures to ensure the smooth operation of the campus (admissions and records, budgeting and financial services, accounts receivable and payable, information technology requirements, etc.)	

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- School technology & digital equipment strategy and oversight, liaising with corporate IT and Information Services
- Advises the Director on issues that impact the campus.

Management of Human Resources & Training

25%

- In collaboration with the Director and Human Resources, is responsible for recruiting, hiring, orienting, supervising full-time, part-time and student support staff and the coordination of part-time summer school faculty contracts in accordance with established Human Resources policies and procedures
- School Support staff, technologists, technicians and continuing education faculty report to this position
- Executes performance evaluations of direct reports, including professional development plans
- Assignment, delegation and follow up of related tasks with all full-time and part-time support staff
- Co-chairs Haliburton Campus Joint Health & Safety Committee and provides Haliburton-site support to the corporate Health & Safety department.

Budget and Financial Management

20%

- Assists the Director in financial and business planning and oversight in respect to school operations and continuing education
- Creates the continuing education/summer school budget and monitors fiscal responsibility as related to the overall campus budget
- Administers the Summer School, and other ancillary departments, as profit generating entities. Evaluates existing and new opportunities for income generation, e.g. The Book Store, The Maker Space, etc.

Summer School/Continuing Education Oversight

20%

- In consultation with the director, recruits new HSAD summer faculty to manage course proposals, and supervises all part-time summer faculty
- Acts as the primary point of contact for issues related to part-time summer school faculty
- Oversees all promotional material for summer school/continuing education as it aligns with the overall school marketing plan
- Accountable for ensuring that all educational materials and equipment are available for delivering summer school programming.
- Oversees partnerships and procurement of lease/rental of satellite campus sites if required
- In conjunction with the Administrative Assistant, plans and oversees staff coverage for campus operations
- Through on-going consultation and feedback received from faculty, staff, and students, ensures that course offerings and cultural experiences continue to

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meet learning objectives, strategic financial, and community-based objectives of the Summer School

- Through a variety of means, generates interest with potential students to ensure summer school courses/program registration meets and/or exceeds target enrolment.

TOTAL:

100%

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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.

Breakdown of major equipment related a specialized lab during a session in progress – must collaborate with relevant staff and faculty to assess options and make a decision that will best meet the needs of students.

Failure to meet enrolment targets – must determine feasibility of running the program with low enrolment and consider the impacts of cancelling the program intake.

Sudden staffing changes that need to be resolved quickly to meet the needs of students and the campus operations.

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2. EDUCATION (to be completed by the College)

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

Non-Post Secondary

- Partial Secondary School Secondary School Completion

Post Secondary

- 1-Year Certificate 4-Year Degree
 2-Year Diploma Masters Degree
X 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.

Business Administration, Commerce, Fine Art/Design, and/or a related program.

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

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)

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 | X 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.

Experience in operations management along with recent, practical work experience in developing educational/training opportunities ideally in an academic environment with

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students and faculty. Knowledge of learner needs and styles. Experience with art and/or design-based programming and curriculum development. Prior experience in budget development, monitoring, and management. Prior experience in project management.

Experience in staff supervisory responsibilities including recruitment, orientation, team development, goal setting/coaching, and performance-management.

Excellent customer service experience with superior communications and interpersonal skills, including experience in making professional presentations to internal/external audiences.

Sound judgment, effective problem-solving, and collaboration skills with the ability to assess customer/student needs.

Experience in working independently and interdependently with the ability to effectively prioritize own work and that of the staff team within a collaborative work environment.

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.

- Partnership and/or relationship development between the school and external employers, agencies, associations, etc.
- Perform annual support staff evaluations, PDF updates, and assist them to develop a PD plan that will benefit the operational needs of the campus, as well as personal development
- Resolving unanticipated operational issues during the busy credit-based delivery or the summer school period involving PRD, external equipment maintenance providers when needed for immediate course delivery.

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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.

- Termination of an employee, full or part time
- Final confirmation on operational/facilities projects
- New program approval.

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.

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

5. POTENTIAL IMPACT OF DECISIONS

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

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur because 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.

- Failure to identify strategic and external factors affecting programs, resulting in declining enrolment, job placement rates, lack of program relevance, fiscal loss, and a declining

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- reputation for the college
- Failing to follow due process in respecting individual rights and freedoms when handling student or staff complaints that could result in legal action against the college and individual employees
- Budget over-expenditure resulting in fiscal losses for the college.

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	Dean, Chair, VPAAE, Facilities Managers, Health and Safety Officers, and Service Leaders	Position requires the skill to work well with all levels of facilities, academic and student services teams, and senior college leadership.		X
	Faculty	Position requires the skill to problem-solve operational matters related to the HSAD programming and requires exceptional interpersonal and team communication skills.		X
	Support staff	The incumbent is responsible for leading and overseeing all HSAD support staff and PT Summer School faculty.		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.	Community partners	Responsible for cultivating and maintaining relationships with community partners to benefit the campus, students, and the college's strategic plan	X	
	Contractors and suppliers	Position is required to liaise with contractors and suppliers, as required for campus projects and facilities initiatives	X 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.

(v) 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.
- XX 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 senior 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.

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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	6
Non Full-Time Staff (FTE)*	2 RPT (24 hours per week) = 1.4 FTE Non-post-secondary-secondary temporary PT summer school/continuing education faculty (teaching 200+ courses @ approximately 30 hours per week per course taught) = 3.4 FTE
Contract for Service**	0
Total:	10.8

* 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

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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
Prolonged sitting in meetings where large amounts of information is provided and			X		

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synthesized to make critical decisions					

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
Analyzing information/data/reports/proposals			X			L
Counselling/mediating employees – considerable tact, diplomacy and self-control is needed to deal with a range of interpersonal and team dynamic issues.				X		I
Operating a computer					X	I
Participating in community and partnership meetings that require focused attention and strategic alignment with college/campus plans		X				L

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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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Facilities projects and oversight that require exposure to chemicals, odours, noise and dirt	X		
Extensive computer work resulting in eye/neck strain.			X
Travel between campuses.		X	

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required for 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
Exposure to chemicals	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:

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