CAAT Job Evaluation System for Non-Bargaining Unit Employees

Sir Sandford Fleming College

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

Position Title:	Manager, Records
Position Number:	A00002
Pay Band:	10
Incumbent:	Vacant
Location/Campus:	Based 80% in Peterborough, 20% in Lindsay
Division/Department:	Office of the Registrar
Immediate Supervisor (title):	Associate Registrar, Business Operations, Records & Systems
Date of JFS:	July 29, 2021
Last Evaluated:	July 29, 2021

Type of Position:

☒Administrative ☐Part-Time Administrative

☐Sessional Academic ☐Part-Time Academic

☐Part-Time Support ☐Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: Date:

Recommended by:

Positions 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 incumbent in this position will be responsible for the development and administration of student records and registration services for all programs/courses offered by the college with the exception of continuing education. This includes providing exceptional face-to-face, email, and telephone service to students in the Registrar's Office including resolving escalations and exceptional issues in a timely fashion. The manager is responsible for: ensuring all eligible students have a timetable; student records are accurate; graduate audits; and for ensuring all aspects of convocation related events are successful. In collaboration with the Associate Registrar, Records, Student Accounts and Financial Aid, the incumbent is also responsible for maximizing the use of the Evolve Student Information System.

KEY DUTIES

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

Key Duties **% Of Time**

1. Plans and oversee efficient student registration services. Ensures that students are effectively registered in appropriate courses/programs with accurate timetables. Monitors student self-service registration functions and reports on status and anomalies within the registration processes. (20%)

2. Ensures that student academic records are up-to-date and accurately recorded and maintained in the student information system based on the Ministry Training, Colleges, and Universities guidelines. (20%)

3. Ensures current students, former students and alumni have timely and appropriate access to their student records and information, including self-service functions, transcripts, diploma replacements, course outlines, and education/enrolment verification requests. Ensure compliance with FIPPA regulations. (10%)

4. Coordinates and implements all activities and requirements associated with convocation. (10%)

5. Leads the transfer credit processes and OEN processes for the College. (10%)

6. Manage communications to students and staff regarding registration guidelines, academic regulations and graduation requirements. Resolves escalations and anomalies. (10%)

7. Administrative functions including human resources management (provides leadership and direction to support staff, determines and monitors work priorities, recruiting, training, and managing performance) and financial and budget management responsibilities. (15%)

8. In collaboration with the RO leaders responsible for the effective development and implementation of the student information system enhancements that will ensure efficient and effective service to students. (5%)

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.

Provides clarification, interpretation and resolutions of issues related to registration, academic policies, grading, and other relevant departmental policies. The means and quality of how the problem is researched, resolved and communicated to the client can positively or negatively impact student enrolment, student satisfaction and the college reputation.

Identification of issues and problem solving relating to the implementation of a complex student information system. This requires excellent analytical skills, reviewing numerous solutions and understanding the intricacies of a complex student information system.

Investigates and pursues informal resolution of a complaint made against a staff member and determines when to proceed with formal disciplinary action. Conducts interviews, meetings and prepares documentation as required.

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
X	3-Year Diploma/Degree	☐	Post Graduate Degree
☐	Professional Designation	Specify:_____	
☐	Other	Specify:_____	

3year degree with a business or IT focus

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

Specify and describe any special skills or type of training necessary to fulfill the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

Experience using a Student Information System such as Peoplesoft with the development of sound knowledge of higher education business technology applications and related records management processes.

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 fulfill 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	X	5 years
☐		☐	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 fullfill the requirements of the position.

Qualifications:

- ***Relevant combination of post-secondary education (minimum three year diploma/degree) with a Business or IT focus and a minimum of five years of progressively responsible leadership experience in a Registrar's Office environment, preferably within Records and Registration;***
- ***Experience in developing, implementing and monitoring service excellence while working with multiple internal and external partners;***
- ***Ability to guide students through complex, stressful situations with empathy and diplomacy, demonstrating a solid understanding of student development and needs;***
- ***Demonstrated knowledge of and experience with a wide range of cultures, including providing exceptional levels of customer service which recognize cultural diversity.***
- ***Demonstrated knowledge of the Ontario Postsecondary System with a strong understanding and experience with the use of the Records elements of a student information system such as PeopleSoft;***
- ***Sound knowledge of higher education business technology applications and related records management processes including demonstrated success in leveraging capabilities of student information systems;***
- ***Demonstrated team leadership experience in successfully developing highly motivated teams to deliver superior customer service in a fast paced, diverse, demanding environment with high volume and tight deadlines;***
- ***Demonstrated ability to effectively manage and foster trust in a multi-union environment;***
- ***Exemplifies an open and transparent leadership style through a demonstrated commitment to giving and receiving feedback and fostering candour in relationships;***

- ***Works well under pressure; adaptable, flexible and responsive to fast paced, changing environment combined with well-developed organizational skills and attention to detail;***
- ***Demonstrated experience in financial analysis and budget management;***
- ***Project management experience at a leadership level including demonstrated success in monitoring, developing, evaluating and improving business processes and procedures;***
- ***Strong communicator with the ability to effectively reconcile significantly diverse viewpoints, and foster collaboration across various departments in developing solutions which balance relationships and results;***
- ***Sound judgement, superior analytical and problem-solving abilities, with demonstrated innovation and creativity in moving situations from issues to opportunities, making timely and effective decisions;***
- ***Intermediate level computer skills using a variety of software applications including word processing, spreadsheet applications, presentation software, email and internet;***
- ***Knowledge of Ontario's Freedom of Information and Protection of Privacy Act as it relates to providing information and service delivery through multiple channels.***

Diversity

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.

- *Decisions related to processes and procedures required to ensure that all student life-cycle transactions are received and properly processes according to College/Ministry policies and guidelines*
- *Decisions regarding communication strategies to ensure that students and parents, the public and college staff receive accurate information to resolve their inquiries, process new/revised academic changes and facilitate problem resolution with students and staff.*
- *Develops priorities for the Records and Registration area including finance and human resource management in a changing environment.*

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 staff disciplinary issues are made in conjunction with the Registrar.*
- *Major budgetary decisions would be made in conjunction with the Registrar to ensure that the needs of the entire Registrar's Office are being fulfilled.*
- *Significant changes to Records or Registration policy*

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.

MTCU Policy on Enrolment Reporting

Academic Regulations
MTCU Policy on Tuition
Fleming Policies (Admissions, Freedom of Information, Fees)
Support Staff Collective Agreement
Student Rights and Responsibilities
Peoplesoft Student Information System

5. POTENTIAL IMPACT OF DECISIONS

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

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

- *Failure to recognize the interconnectedness of all modules in the student information system could result in the implementation of processes/procedures that negatively impact other modules such as Student Financials or Admissions. The initial impact of such a change may not be easily identified or quickly noticed, resulting in anomalies in processes at a later date which require investigation and analysis to determine the root cause.*
- *Failure to recognize the value and importance of customer service and inclusivity to college students could lead to decreased enrolments and loss of reputation.*

- *An inaccurate interpretation of college policy could result in the development of incorrect procedures, processes and practices being implemented in support of records or registration activity. This could have a far reaching impact on the Academic Schools, new and returning students.*

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.	*Registrar*	*Resolution of Academic Regulation issues, registration issues, student concerns*		F
	Deans, Chairs, Faculty Students, Parents	*Resolving student issues, interpretation of academic regulations, convocation preparation*		F
	Associate Registrar, Admissions and Fin Aid	*Resolving issues with respect to program status, withdrawals, course changes*		F
	Associate Registrar, Business Operations, Records & Systems	*Systems related issues and challenges*		F
	Financial Aid Staff	*Implementation and enhancements to the student information system, problem solving, testing, OSAP, bursary eligibility, program*		F
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	*MTCU*	*Interpretation of policies,*	*O*	
	Police/MPPs office	*Responding to investigations regarding constituent complaints, requests for applicant information*	*O*	
	Agencies/Sponsors	*Student registration and college policies and procedures*	*O*	

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.
- X 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.*****
- ☐ 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.
- ☐ Other e.g., counselling, 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	9

Type of Staff	Number of Staff
Non Full Time Staff (FTE) *	
Contract for Service **	
Total:	

* 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 in front of a computer			X		
Standing, walking	X				
Travel *(one day week, travel to Lindsay campus)*		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
Reading statistical reports		X				I
Viewing data on a computer terminal				X		L
Counselling Students				X		I

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**
Pressure to meet deadlines		*X*	
Required to handle sensitive, often emotional, issues involving parents and/or students		X	
Travel to other campuses	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**

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: