

## Job Fact Sheet Questionnaire

### 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 Colleges 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

College: Sir Sandford Fleming College

Incumbent: VACANT

Position Title: Manager, Residence Life

Pay Band: 10

Division/Department: Student Experience

Location/Campus: Sutherland Campus

Immediate Supervisor (title): Director, Student Experience and Athletics

#### Type of Position:

☒ **Administrative**

☐ Sessional Academic

☐ Part-Time Support

☐ Part-Time Administrative

☐ Part-Time Academic

☐ Other

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

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_

#### Recommended by:

Position's Manager: \_\_\_\_\_ Date: \_\_\_\_\_

#### Approved by:

Senior Manager: \_\_\_\_\_ Date: \_\_\_\_\_

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### POSITION SUMMARY

Under the direction of the Director, Student Experience & Athletics, the Manager of Residence Life works as part of an interdependent and collaborative team that provides leadership to create a living and learning environment that empowers student success. The incumbent functions as a member of the Housing Services and Residence Life management team, providing leadership to the design, planning, and execution of the Residence Life program to create a sense of belongingness and community so that residence students can engage in campus life and be supported to learn, develop and flourish. To support this work, the position shares in after-hours Administrative support providing leadership to staff that includes the response to crises and emergencies.

To deliver an outstanding residential living-learning environment, the incumbent provides leadership to the Residence Life staff team, student workers, and student leadership groups to act as role models in residence to develop a strong sense of community and engagement. Through iterative design and data-informed practice, the Residence Life team will partner with campus and community partners to ensure a collaborative, highly integrated student experience. The incumbent will lead the development and implementation of policies, protocols and procedures to support student success. This work includes administration of the Residence Community Standards and conduct process to support student development and students at-risk.

The incumbent will act as the departmental lead for Residence Life communications that include the development of digital marketing and promotional materials to engage with prospective students and residence students.

### 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.

	% Of Time
<b><u>Residence Life &amp; Community Development</u></b>	<b>30%</b>
<p>The incumbent will:</p> <ul style="list-style-type: none"><li>• Design and provide leadership to the implementation of an integrated Residence Life Mentoring program that contributes to the Student Success Strategy and departmental objectives. The program will engage and support the successful transition to living on-campus, persist and develop the co-curricular experiences necessary to persist to graduation through the application of student development theory.</li><li>• Lead collaborative initiatives with Academic, Student Experience, Student Associations, Athletics and Recreation Indigenous and International Student Services, and other campus partners to develop a residence curriculum that addresses the whole student in a residential context providing the academic, social, and personal development support required to succeed.</li><li>• Collaborate with campus partners to research, create, and lead the residence student leadership development program to create experiential learning opportunities that contribute to the College strategic plan and compliments on-campus student leadership efforts. Liaise with student advisory groups to solicit ideas and feedback to improve the student experience.</li></ul>	

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- Develop partnerships with community organizations, agencies, and groups to bridge the gap between students living on-campus and greater involvement in the community through facilitating outreach programming and service-learning experiences.
- Lead review of residence life policies, procedures, guidelines, protocols, and communications to ensure consistent practices, standardization of roles and responsibilities to deliver prescribed outcomes. Ensures policies and practices provide a healthy and safe environment collaborating and consulting with campus partners.
- Use data-informed practices, student development theory, and student feedback to evaluate and develops reports. Recommend initiatives to improve the Residence Life experience.
- Through student input, leads residence life communication channels to increase engagement and participation working in synergy with the College communications strategy (social, digital, physical).
- Participate in College initiatives to create a safe, inclusive, and equitable campus experience ensuring that the Residence experience reflects these values.
- Engage with professional associations and contribute to activities that foster student success and well-being.

### **Residence Community Standards & Conduct**

**30%**

The incumbent will:

- Under the general direction of the Director, Student Experience and Athletics work with campus partners including but not limited to Student Rights and Responsibilities (SR&R), Campus Safety, Counselling & Accessible Education Services to develop and uphold the Residence Community Standards policies, practices, and procedures that support community development, responsible decision making, and behaviour that is conducive to a safe and healthy living-learning environment. This includes but is not limited to students of concern, physical & mental health crises, conflict resolution practices, student conduct, safety planning, and staffing.
- Direct residence life staff to implement preventative practices to reduce behaviours that harm the residence community. Develop educational resources and programs to promote responsible behaviour to limit Residence Community Standards violations. Assess the effectiveness of initiatives and iterate to improve outcomes through student consultation, data analysis, and best practices.
- Work with the Residence Development Specialist to design educational sanctions that provide experiential learning, reduce recidivism, and support student persistence.
- Responsible for managing the Residence Community Standards process and monitoring incidents through to resolution providing advice to residence life staff.
- Establish responsibilities of staff roles to uphold, manage, and report students of concern and/or violations. Oversee the student conduct process incumbent will manage the investigation and response to serious, high-level, and complex cases that often require coordination with campus partners. Cases may periodically be escalated to the Office of Student Rights and Responsibilities.
- Provide direction to identified Housing Services staff to develop operating procedures and practices to document students of concern and Residence Community Standards violations

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in the Housing database (StarRez). Ensure the appropriate documentation of work instructions and provide training to staff to ensure quality control and appropriate records management. Audit incident records and oversees the response process to ensure timely action and adherence to procedures. Report as required.

- Collaborate with the Student Rights & Responsibilities Office and Behavioural Management Team (BAMT) to ensure the consistent and equitable response to incidents that have an impact beyond the residence community. This will involve an integrated investigation and response process to serious incidents that include violations of the Student Rights & Responsibilities Policy, Harassment & Discrimination Policy, Sexual Violence Prevention Policy, Violence Prevention Policy, and Human Rights matters.
- Work with the Residence Life & Housing Services management team to develop protocols and procedures to respond to crises and emergencies. Responsible for professional and student staff training and act as the primary lead to coordinate the response to crisis and emergencies as it relates to complex student needs, operations, and residence facilities.
- Work with the Residence Life Housing Services management team to facilitate and participate in 'case management' meetings to bring together campus partners and community agencies to support complex student needs. Act as the Residence Life and Housing Services Administrative representative to communicate the levels of services available and articulate limits to develop case management plans to support student success. Appropriately document plans and meetings.
- Maintain confidential student conduct records per the Freedom of Information and Protection of Privacy Act.

**25%**

### **Human Resources & Financial Management**

The incumbent will:

- Under the general direction of the Director, Student Experience and Athletics, develop staff roles, responsibilities, and outcomes that align with departmental goals. Ensure compliance with all aspect of the College Agreements and works collaboratively with Human Resources.
- Lead the student staff recruitment, selection, and hiring program that includes establishing procedures related to promotion, interviewing, and selection working with campus partners. Ensure work supports equity, diversity, and inclusion practices.
- Lead the development of onboarding activities, staff orientation, and in-service staff training. Provide direction to the Residence Life staff to ensure supervisory practices are consistent with institutional expectations and legal requirements.
- The incumbent will develop, communicate and evaluate staff expectations, and lead staff discussions around matters of teamwork, planning, communication, health & safety, work instructions, emergency response protocols, and resources.
- Manage the residence life team and student workers. Oversee the work of staff, provide management coaching and recognition, effective conflict resolution, formative feedback, and addresses performance issues in an effective and timely manner.
- Develop and manage the Residence Life operating and payroll budget. Monitor expenditures, prepare annual reports, and manage disbursements of funds by Housing Services staff.

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- Prepare budget forecasts and financial reports for reconciliation and planning.
- Complete related administrative requirements and records management.

### **Residence Life Operations**

The incumbent will:

- In consultation with campus partners, lead and/or support the development of Residence Life communications and marketing materials to engage prospective students and current residents. This work includes environmental design, social media, content development, and other media.
- Lead the design and implementation of the student experience concerning major residence life and housing services operations activities including but not limited to residence life training, move-in preparation; move-in, orientation; end of the semester; move-out, and turnover.
- Lead the design and implementation of the student experience concerning Open House, Welcome Days, and other student recruitment activities.
- 
- The incumbent responds to escalated inquiries from staff, the public, and clients.
- Provides support to the Director, Student Experience and Athletics and Manager, Campus Services on major projects and initiatives that have an impact on Residence Life
- Responsible for proactively addressing the health and safety needs of staff to ensure issues are appropriately resolved in compliance with the Occupational Health & Safety Act.
- As required, act as the designate Director, Student Experience providing leadership to the Residence Life staff.
- 
- Other duties as assigned.

10%

5%

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<b>TOTAL</b>	<b>100%</b>

### 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.

**Judgment** refers to the **process** of identifying and reviewing the available options involved in decision-making and then choosing the most appropriate option. Judgment involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

#### **Managing emergency response, safety, and risk management.**

The incumbent will respond to emergencies escalated by live-in Residence Life staff and/or campus security that exceed established protocols. These situations will involve higher-level facility issues and/or residence student behaviour affairs (assault, sexual violence, mental/physical health). This work often occurs after-hours (evenings/weekends). The incumbent will need to assess the crisis and make decisions to safeguard the community, facility, and individuals involved. The incumbent will need to provide instruction, or Administrative approval, to staff and/or campus security in ambiguous situations with incomplete information requiring high levels of judgment and creativity to balance reasonable action with risk mitigation.

For example, a student may notify security that their roommate may have experienced sexual violence. Upon investigation, security identifies the accused student as a roommate of the victim however the victim does not want to formally report the incident although they feel unsafe. The incumbent will be contacted to ensure appropriate support is provided to the victim and create a safe living environment while protecting their right to anonymity. Failure to act appropriately could result in further harm to the victim, perceived inaction by the roommate (friend), and undue hardship by the accused.

#### **Managing student conduct.**

Management of student conduct requires an assessment of each situation, with due consideration for Residence policies and practices, efficiently and effectively given the higher duty of care in a residential shared living environment. Given the volume of behavioural incidents and range of severity, a high degree of judgment and time management skill is required to prioritize work to ensure the safety of the students and timely response to violations of the community standards while maintaining objectivity, due process, and records administration.

As an example: A residence student is upset and dissatisfied with their room assignment when

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they find out, after moving in, one of their roommates identifies as transgender. The stress level increases in the suite, threats involving violence are heard by others on the floor. The incumbent will need to assess the situation and determine which of several options they should employ as temporary room transfers are limited. A discussion needs to occur, an assessment of the probability of violence and safety needs to be undertaken, and mediation/education may be required. Failure to appropriately assess this situation could impact not only student satisfaction but personal safety and risk of a human rights or harassment and discrimination complaint. There are many other similar examples in which inappropriate resident behaviour must be assessed.

### Managing Residence Life Staff.

Managing the RLM team is complicated and requires tact and an age-appropriate leadership style so the team can succeed as students and staff. The Residence Life Mentor (RLM) student workers live-in residence with other students and so issues can arise due to the nature of the living-working environment. Interpersonal staff-staff and staff-student issues often occur that require conflict resolution and mediation skills to manage performance.

As an example: Campus Security may contact the incumbent to inform them of a relationship between a residence student and an RLM student worker. Given the power imbalance between students and staff, sexual relationships are not permitted. The incumbent must investigate the complaint to understand the nature of the relationship, working in partnership with Human Resources. Based on the outcome, the RLM student worker may be required to leave the position. Failure to appropriately act in this situation could negatively impact both students and the staff team with a greater risk to the reputation of the department and College.

## 2. EDUCATION

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

- |   |  |
|---|--|
| <input type="checkbox"/> Partial Secondary School | <input type="checkbox"/> Secondary School Completion |
|---|--|

### Post Secondary

- |   |   |
|---|---|
| <input type="checkbox"/> 1-Year Certificate               | <input type="checkbox"/> 4-Year Degree        |
| <input type="checkbox"/> 2-Year Diploma                   | <input type="checkbox"/> Master's Degree      |
| <input checked="" type="checkbox"/> 3-Year Diploma/Degree | <input type="checkbox"/> Post Graduate Degree |
| <input type="checkbox"/> Professional Designation         | Specify: _____                                |
| <input type="checkbox"/> Other                            | Specify: _____                                |

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

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- Completion of relevant studies in Human Services, Behavioural Sciences, Social Sciences, Psychology and/or Education
- Mental Health First Aid
- ASIST certification or equivalent

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)

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

### 3. EXPERIENCE

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

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

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

- |  |  |
|--|--|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years                   |
| <input type="checkbox"/> 1 month           | <input checked="" type="checkbox"/> <b>5 years</b> |
| <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                  |



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- 5 years progressive experience in residence life and residence operations
- Experience managing a large staff team.
- In-depth knowledge of student development theory and experience working with adolescents and/or college-age students to support their needs in an academic setting.
- Excellent interpersonal skills to develop rapport, mediate difficult conversations, reconcile complex and diverse opinions, facilitate case management meetings, build consensus, and advocate for change.
- Able to work independently and to maintain professional boundaries
- Experience in outcomes-based program/service delivery planning and evaluation.
- Experience researching, developing, and writing policies, procedures, and protocols. Work includes monitoring adherence to protocols, analyzing data, compiling reports and recommendations based on qualitative and quantitative information.
- Excellent written and verbal skills to design and deliver effective staff training, presentations, and facilitated supportive conversations.
- High level of integrity and trust, tact, and diplomacy with the ability to identify and respond to contentious or politically sensitive issues with discretion.
- Proven leadership, analytical, and decision-making in a fast-paced, emotionally sensitive work environment with the ability to make rationale judgement in complex and crises.
- Detail orientated, self-starter with program management work experience.
- Willingness to be available to be on-call on a rotational basis and to work seasonally long hours, including frequent evenings and weekends.

#### 4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate or take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

1. Managing student conduct, evaluating due process and unbiased process, making a determination of the findings, and issuing sanctions including probation, suspensions, and eviction.
2. Planning and assignment of work responsibilities to staff.
3. Management of the Residence Life budget

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

1. Serious performance issues of staff, including termination

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2. Changes in Housing Services & Residence Life Policies
3. Exceeding budgetary limits for educational programming, student staff training, etc.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

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

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

College:

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

### 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 that 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. Not ensuring the prompt and appropriate response to a crisis (student mental health or facility issue). Failing to adequately respond to a student crisis/emergency would compromise the safety and comfort of residence students; jeopardize student satisfaction with residence; and, negatively affect occupancy rates, which impacts the College. Inappropriate response to a facility issue (plumbing leak, insecure door) could result in financial loss, closure of buildings/spaces, and reputational damages.

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2. By not engaging in appropriate and timely performance management with student staff, it could put students at risk, or result in a negative student experience. For example, if a residence student discloses a sexual relationship with a student employee, thus violating the sexual violence policy, and it is not dealt with immediately the student and the community will continue at risk, leaving the college vulnerable to legal action. This could ultimately impact student satisfaction with residence and could negatively affect occupancy rates, which impacts the College.
3. The incumbent must be sensitive and attentive with regards to the perception of comments or attitudes while interviewing, investigating, mediation, and /or responding to inquiries and complaints. The incumbent must be able to manage the process to ensure the experience is unbiased, objective, and completed in a timely fashion. This includes immediately addressing and resolving issues related to harassment, discrimination, protected rights, and safety. This protects the integrity of the case management and conduct processes. Any error to the outcomes of a complaint can be exposed upon appeal and could have negative legal, financial, labour & public relationship impact on the College.

### 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.	Staff, students, faculty	Complaint resolution, leadership, guidance, consultation. Facilitating training and experiential learning programs.		X
	Director, Student Experience and Athletics	Consultation on strategy for policy development, operational concerns, highly complex cases with institutional risk		X
	Director, Health Wellness and Counselling	Consultation on a strategy to support highly complex cases requiring integration with department and staff	X	
	Residence Development Specialist	Regular meetings to coordinate work and cases. Partnering to support staff training, development, and initiatives.		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Residence Life Student Staff & leaders	Direct supervision, training, evaluation, performance management, communication		X
	Housing Services & Campus Security	Sharing information related to student support measures. Providing communication and direction as required related to residence life .		X
	Physical Resources	Facility related issues		
	Student Rights & Responsibilities, BAMT	Case management; escalated highly complex cases that impact campus or exceed campus resources	X	
	Campus stakeholders	Receive and exchange information related to residence students of concern	X	X
	Student Governments	Collaboration for programming and experiential education initiatives		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and the general public.	Community Members/ Agencies	Developing partnerships to bridge the gap between students living on-campus and greater involvement in the community	X	
	Police, Fire department, health unit, or other emergency services personnel	Dealing with emergencies, potential criminal offenses, health-related illnesses	X	
	Contract cleaners (both staff and various levels of management	Communication on day-to-day cleaning requirements impacting residence students. Resolution of complaints re: cleaning/service standards.	X	
	External contractor/vendors	Contract negotiations, monitoring, and tracking, feedback on service levels		
		Dealing with inquiries and complaints		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Parents	by parents re: student. Negotiation and problem resolution		X
<b>Occasional (O)</b> <b>Contacts are made once in a while over a period of time.</b> <b>Frequent (F)</b> <b>Contacts are made repeatedly and often over a period of time.</b>				

### 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.

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(/) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.

☒ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.

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

- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.

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

Residence Life staff coaching on issues ranging from interpersonal conflict to suicide prevention.

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

\* 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.

- Residence Development Specialist
- Residence Life Coordinator
- Residence Life staff (mentors & programmers)
- Campus Security
- Housing & Campus Services support staff & student staff
- Housing Community Coordinator
- Physical Resources staff working in residence
- External vendors, such as contract cleaners

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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	1 Residence Life Coordinator
Non Full Time Staff (FTE) * [student workers]	<p>Residence Life Mentors (9 FTE) Up to 20 staff X 20hrs X 36wks = 14400 Up to 6 staff X 20hrs X 16 wks = 1920</p> <p>Residence Life Programmers (1 FTE) Up to 2 staff X 20hrs X 36wks = 1440 Up to 1 staff X 35hrs X 16wks = 560</p> <p>Residence Life Office (1.5 FTE) Up to 2 staff X 20hrs X 36wks = 1440 Up to 3 staff X 35hrs X 16wks = 1680</p> <p>Total hours = 20800/1820 <b>11.5 FTE</b></p>
Contract for Service	0
<b>Total:</b>	<b>12.5 FTE</b>

**\* 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.

## **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,			X		
Carrying medium weighted objects	X				
Keyboarding			X		
Walking, climbing stairs		X			
Inspecting suites, moving furniture to evaluate cleaning, etc.	X				

### **SENSORY DEMANDS**

Describe the types of activities and provide examples that demonstrate the sensory effort that is



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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
Incident & case management documentation, report writing. Extensive detail and accuracy.			X			I
Comprehension and analysis reading reports/documents			X			
Preparing and monitoring budgets	X					S
Facilitating staff training exercises		X				L
Meeting and advising with students, guests of students, student workers			X			I
Visual and auditory concentration during intake, investigation, and case management meetings			X			I

### FREQUENCY:

<b>Occasional:</b>	Occurs once in a while, sporadically.
<b>Moderate:</b>	Occurs on a regular, ongoing basis for up to a quarter of the work period.
<b>Considerable:</b>	Occurs on a regular, ongoing basis for up to a half of the work period.
<b>Extended:</b>	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
<b>Continuous:</b>	Occurs on a regular, ongoing basis throughout the entire work period except for regulated

### DURATION:

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.

## 9. WORKING CONDITIONS

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**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.

The residence is a noisy environment, frequented by students and student staff with many interruptions.

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

### 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

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shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Disclosure of serious and traumatic incidents.		X	
Responding to students in crisis.		X	
Aggressive, threatening students. Students self-harm, threats of violence/abuse, or actions of violence/abuse toward others.		X	
Unpredictable behaviour of complainants/respondents		X	
Verbal abuse and threats to personal safety.	X		

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.

### Additional Notes Pertaining to this Position:

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