

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JF will be provided to the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION:

1. POSITION IDENTIFICATION

Position Title:	Human Rights and Workplace Restoration Consultant
Position Number:	TBD
Pay Band:	11
Incumbent:	VACANT
Location/Campus:	Sutherland
Division/Department:	Human Resources
Immediate Supervisor (title):	Director, EDI and Organizational Development
Date of JFS:	April 18, 2023
Last Evaluated:	April 20, 2023

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Support |
| <input type="checkbox"/> Part-Time Academic | <input type="checkbox"/> Other |

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

Incumbent: _____

Date: _____

Recommended by:
Position's Manager: _____

Date: _____

Approved by:
Senior Manager: _____

Date: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

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

Reporting to the Director, EDI and Organizational Development, the incumbent will provide competent and proactive leadership, education, advice, and support to the College in addressing harassment, discrimination, and Human Rights-related complaints.

The incumbent will research and develop procedures and processes and will conduct and document human rights case reviews including competing human rights analyses as necessary. They will develop and deliver workshops and seminars to College staff, students, and other community members and increase awareness of human rights issues and associated policies.

In addition, the incumbent will lead informal resolution processes and investigations under the harassment and discrimination prevention policy, the sexual violence prevention policy, and other policies. This will include leading investigations, preparing comprehensive investigation reports, and making recommendations for next steps, in consultation with the Director, EDI and Organizational Development and/or others (e.g., VP, OEHR, Human resources, student rights and responsibilities, etc.)

Human rights accommodations reviews will include researching and documenting the issues, meeting with stakeholders and making recommendations based upon College policy, legislation, and general best practices.

KEY DUTIES

- | | % of Time appear | |
|---|-------------------------|--|
| 1. Human Rights, Inclusion & Accommodations Consultation and Leadership | (45%) | |
| <ul style="list-style-type: none">- Consults with stakeholders to anticipate, identify, conduct and manage case reviews of complex human rights issues<ul style="list-style-type: none">o Gathers research and best practices from other organizationso Uses a collaborative, solutions-based approach to develop recommendations for the most appropriate outcomes which reflect the complexities involved in balancing the dignity of individuals with the need to maintain appropriate learning outcomeso Reviews recommendations with Director, EDI and OD and other stakeholders for decision and next steps as necessaryo Develops comprehensive reports describing the review process undertaken and analysis including implications of relevant policies and legislationo Recommends revisions to policies and operating procedures to support accommodation and inclusion work- In collaboration with the Director, EDI and OD and others, supports the College's Indigenous Education Plan by identifying and leading certain opportunities to Indigenize policies and processes- Conducts research and makes recommendations based on local and national trends and legislation to influence College policies and to bolster Fleming as a leader in human rights | | |

Job Fact Sheet Questionnaire

2. Harassment & Discrimination Prevention Policy Complaint Investigation and Workplace Restoration

(35%)

- Consults with and advises staff, students, and leaders regarding the application of the policy and whether or not a complaint and/or investigation would be appropriate under the circumstances presented
- Complements the Director, EDI and OD with responding to and conducting fact-finding investigations to complaints made under the H&D Prevention Policy
 - o Prepares comprehensive investigation reports including findings and recommendations including disciplinary sanctions relative to violations of policy, collective agreements, and applicable legislation (Ontario Human Rights Code, Bill 132, Bill 168 etc.)
- Engages with other College policies as required (Student Rights & Responsibilities, Sexual Violence Prevention, etc.)
- Maintains an awareness of legislative environment and recommends changes to Policy as necessary
- Supports teams and leaders after a complaint has been received – check in with employees, leaders, to restore the working environment after a complaint or concern
- May offer mediation between employees to resolve interpersonal conflict to prevent it from escalating

3. Training, Workshops, and Preventative Education

(10%)

- Designs and delivers workshops and training sessions to staff and students in support of the Harassment and Discrimination Prevention Policy and Access and Inclusion policies
- Designs and delivers specific human rights awareness training resulting from and relating to particular incidents
- Develops and maintains documentation in support of awareness initiatives
- Proactively identifies areas within the College that have higher rates and incidents of harassment, bullying, and discrimination complaints. Works with leaders to resolve conflict before issues escalate

4. Other Duties as Assigned

(5%)

TOTAL:

100%

Job Fact Sheet Questionnaire

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.

1. Incumbent will receive complaints either through complaints process or through formal or informal disclosures from complainants. Incumbent must be able to ascertain enough relevant details from the report in order to identify which potential next steps will be necessary in order to meet policy and legal requirements. While many situations will involve decision criteria within the framework of the Harassment & Discrimination Prevention Policy or Operating Procedure, many situations involve significant complexity which may require exception-based decision making.
2. Requests for human rights accommodations frequently involve situations that have not yet been addressed at the College. Proper investigation and adjudication involves collaboration with affected stakeholders who may have dissenting opinions on the topic, significant research, judgement and decision making as well as heightened tact.

In the above examples any procedural or analytical errors or omissions are likely to be exposed in an appeal, grievance, and/or a human rights tribunal arbitration, which will involve significant additional legal costs as well as the potential for negative labour or public relations impact on the College.

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 Master's Degree
 3-Year Diploma/Degree Post Graduate Degree
 Professional Designation Specify: CHRL, Q. Med. or other mediation designation,
or workplace investigation/human rights/workplace resolution certification

Job Fact Sheet Questionnaire

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

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

1. Completion of a university degree in a relevant field of study such as Human Resources, Counselling, Social Sciences/Services, Human Rights, Gender and Women's Studies, Law, Psychology etc.
2. Additional formal training in specialized areas such as harassment and discrimination, formal complaint investigation techniques, diversity and inclusion, or dispute resolution
3. Current working knowledge of relevant legislation and legal principles as well as systemic human rights issue and relevant case law in Ontario in order to make informed decisions.

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)

1. Highly developed analytical problem-solving and interpersonal skills required. Finely tuned communication skills, both written and verbal, are required on a daily basis. Ability to relate well to all kinds of people at various levels in the organization, build rapport, listen, use diplomacy and tact. Proven ability to establish and maintain effective relationships with a variety of stakeholders.
2. Ability to build consensus, resolve conflicts and negotiate.
3. Demonstrates initiative and flexibility. Is proactive and self-starting, seizing opportunities and acting upon them. Originates actions and actively influences decisions and outcomes. Is adaptable, receptive to new ideas, responds and adjusts easily to changing work demands and circumstances.
4. Ability to deal comfortably with concepts and complexity; able to use analytical skills to reason through problems and translate creative ideas into organizational improvements.
5. Conflict resolution, investigation, case management and facilitation experience.

Job Fact Sheet Questionnaire

3. EXPERIENCE

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:

- | | |
|--|---|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

1. Previous experience conducting, adjudicating, and documenting human rights and/or workplace investigations including complex human rights accommodations and competing human rights analyses
2. Experience with conflict resolution, mediation, and/or restoration practices to support rebuilding and/or de-escalation of concerns
3. Well-developed interpersonal, interviewing, and investigational skills
4. Must be a skilled communicator and relationship builder who is able to use empathy, patience, tact and diplomacy when addressing highly sensitive and confidential matters
5. Advanced practical and current knowledge of the human rights and workplace legal environment including accessibility and health and safety legislation
6. Strong understanding and passion for issues and advocacy within human rights and principals of social justice
7. Project management experience with a high degree of organization
8. Able to work independently and to maintain professional boundaries
9. Demonstrated self-sufficiency in desktop applications such as Microsoft Office is required
10. Experience designing, delivering, and evaluating training workshops related to human rights
11. Experience with policy development related to human rights and/or inclusion

Job Fact Sheet Questionnaire

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. Decisions regarding whether or not many inquiries/issues fall within the purview of the Harassment and Discrimination Prevention Policy and what the appropriate response will need to be.
2. Problem-solving human rights, workplace harassment and accommodations issues
3. Researching, creating and implementing prevention and educational events/training related to current or potential issues in human rights and workplace harassment

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

1. The most complex issues will require consultation with the Director, Equity, Diversity and Inclusion and Organizational Development, legal counsel, and/or others to ensure consistency and compliance.
2. Approval on the recommended course of action to be taken with complaints/issues related to H&D policy including sanctions or discipline.
3. Approval on the participation in a project that is beyond the traditional scope of the department's area of responsibility i.e. sitting on college-wide committees.

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.

- College policies and procedure, including
- Harassment and Discrimination Prevention
 - Sexual Assault / Sexual Violence
 - Academic Regulations
 - Student Rights and Responsibilities
 - Access and Accommodation for Students
 - Access and Inclusion Policy
 - Violence Prevention Policy

Job Fact Sheet Questionnaire

- Indigenous Education Protocol
- Security Policy
- IT Appropriate Use Policy
- Departmental Objectives
- Strategic Plan
- Threat Assessment Protocol
- Health and Safety Policy

Legislation including:

- Human Rights Code
- Occupational Health and Safety Act
- Employment Standards Act
- AODA
- PHIPPA

5. POTENTIAL IMPACT OF DECISIONS

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

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

1. The incumbent must be perceptive, sensitive but professional while interviewing, investigating and/or responding to inquiries and complaints. Response to incidents or complaints must be handled with a high level of care. Errors in judgment, either in the process, determination of findings or sanctions applied may have a negative impact on the integrity of the process or the reputation of the investigator/mediator or the College.
2. The incumbent must demonstrate tact, diplomacy, and empathy during the delivery of workshops/training. Participants may have a negative reaction to a policy or phrasing of a comment made by the presenter, or be psychologically triggered by emotionally charged topics. As a result, they may lose confidence in the College to respond appropriately to sensitive issues.
3. Unintentional or inadvertent release of confidential information could have a damaging effect on individuals, the process and/or the College's public image especially as it pertains to human rights or privacy legislation.

Job Fact Sheet Questionnaire

6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues	Director, EDI and OD	As necessary, obtains guidance and advice on investigations and accommodations on policy interpretations and implementation recommendations		X
	SR&R Specialist	Provides support to other investigations as required	X	
		Consults with, receives and exchanges information related to SR&R, SVP, and related policies		X
	Academic Leadership (Deans/Chairs)	Provides advice and assistance with student complaints against staff and faculty.		X
		Advice and consultation on current / potential human rights & accommodation issues. Collaboration in order to address / resolve the issues	X	X
	VP, OEHR	Consultation / escalation as required for issues of safety and/or intersection with Violence Prevention, Security, or Parking Policies		
	Director, Physical Resources or other PR managers	Escalation of unusual or politically delicate situations	X	
	Faculty, staff,		X	

Job Fact Sheet Questionnaire

		<p>Consults with, receives and exchanges information related to human rights and accommodations investigations and/or resolutions</p> <p>Addresses, mediates, and navigates conflict between employees. Creates and implements workplace restoration plans post-investigation or complaint</p> <p>Consults with, receives and exchanges information related to human rights and workplace harassment investigations</p> <p>Facilitates presentations and workshops on human rights and workplace harassment</p>	X	X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	<p>Colleagues at other institutions</p> <p>Legal counsel</p>	<p>Shares information, seek out best practices</p> <p>Consults or reviews investigation or recommendations (when approved to do so)</p>	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

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

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

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.

Job Fact Sheet Questionnaire

- 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., counseling, coaching. Please specify:

The incumbent provides consultation and coaching to students, staff, faculty and managers related to investigation processes

* 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	0
Non Full-Time Staff (FTE)*	0
Contract for Service**	0
Total:	0

* Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:

Job Fact Sheet Questionnaire

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

Job Fact Sheet Questionnaire

Sitting, standing, walking				x	
Keyboarding				x	
Facilitating Presentations		x			

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, 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
Intensive visual and auditory concentration during intake, informal resolution, and investigation meetings				X		Long
Extensive detail and accuracy while preparing reports and/or documentation for case files.				X		Long
Considerable sensory concentration required with attention and sensitivity to the nuances of verbal, non-verbal and written communications.				X		Long
Lengthy periods of concentration in dealing with complaints, making presentations, preparing and reading reports			X			Long

FREQUENCY:

Job Fact Sheet Questionnaire

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, odors, 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
Difficult employee situations can result in verbal abuse, difficult conversations and actions necessary.		X	
Requires occasional exposure to disagreeable environmental conditions such as travel to other campuses in poor driving conditions	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

Job Fact Sheet Questionnaire

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

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Verbal abuse	X		
Threats to personal safety	X		
Unpredictable behaviour of complainants / respondents		X	
Receiving disclosures of serious and traumatic incidents			X

Frequency:

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

Additional Notes Pertaining to this Position:

The incumbent will be interacting with a variety of individuals under different emotionally charged and stressful situations. Complainants may be in a great deal of distress and circumstances presented may be disturbing, while respondents to complaints may react in a threatening verbal or physical manner when allegations are presented, behaviour contracts are delivered or sanctions are imposed.