

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff positions. Please read each section carefully before completing.

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

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

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

1. POSITION IDENTIFICATION

Position Title: Manager, College Services
Position Number:
Pay Band: 11
Incumbent:
Location/Campus: Sutherland
Division/Department: Facilities Department
Immediate Supervisor (title): Director, College Services
Date of JFS: September 1, 2023
Last Evaluated: September 15, 2023

Type of Position:

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

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

Incumbent: _____

Date: _____

Recommended by:
Position's Manager: _____

Date: _____

Approved by:
Senior Manager: _____

Date: _____

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POSITION SUMMARY

Reporting to the Director, College Services, the incumbent provides strategic leadership to the College's ancillary business units to support student success and sustainable business development. The incumbent is responsible for integrated business planning, revenue generation and implementing innovative practices that enable student success. This work includes oversight of multiple ancillary business units, operational leadership, long-term financial forecasts, facility planning, and contract administration.

The incumbent will oversee all aspects of the College ancillary services including the Campus Store and food services contract operational needs, OneCard operations, Parking, Conference & Events Services, and Information Booths. Key aspects of this include working with the Operators, student associations and student body, campus partners and other stakeholders to deliver services that enhance the campus experience while achieving revenue targets.

KEY DUTIES

% Of Time

Business & Financial Administration

85%

The incumbent is responsible for the following Ancillary departments:

- Food & Catering Services
- Campus Stores
- Parking Services & Information Booths
- OneCard Operations
- Conference & Event Services

Contract Management, the incumbent will:

- Manage the operational relationship with the Contracted Services responsible for Food Service & Retail Services (Campus Stores) operations to ensure contract requirements are met that enhance student success and campus experience.
- Manage the budget & monitor financial performance of the ancillary operators to ensure revenue targets and service delivery needs are achieved.
- Ensure performance measures, financial reconciliation and reporting requirements are achieved.
- Chair the ancillary services committee, to engage students, campus partners and stakeholders to drive innovation in service delivery and resolve issues.
- Ensure Food Service & Retail Service educational and sustainable business practices are achieved.

Business Planning & Budget, the incumbent will:

- Working collaboratively with Finance, complete revenue modelling for ancillary business units.
- Working collaboratively with Marketing and Communications, execute marketing, communication and business development plan to achieve revenue targets through, residence conference accommodations, and ancillary sales.
- Provide financial stewardship to generate reserves to fund ancillary development plans.
- Plans budget strategies and refines strategies to meet the changing needs of the departments. Accountable for the annual development of department budgets and capital

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requirements. Ensures P&L performance meets or exceeds financial planning expectations, adjusting operations as required to generate revenue.

Business Administration, the incumbent will:

- Identify, define and design business processes to improve workflows and support customer service initiatives.
- Manage development and quality of customer-centric business processes working in alignment with the Registrar's Office, Corporate Services, IT and Facilities Department.
- Provide support to StarRez system development and operations across residence conference accommodation services. Manages relationships with end-users to meet their evolving needs
- Provide support and advice to the Student Experience management team related to multi-year capital planning, space planning, procurement, capital budgeting and administration.
- Represent the division on institutional committees and workgroups related to corporate services, IT, physical resources, risk management, emergency planning and campus services.
- Other duties as assigned

People Management

15%

The incumbent will:

- Support the organizational philosophy by implementing and modelling a performance-based, outcomes-driven approach to daily operations and strategies goals/priorities.
- Establish and communicate expectations for staff teams, creating norms to support the delivery of strategic objectives and individual performance goals.
- Work collaboratively with other departments and divisions to empower staff and enable their success.
- Create and promote a safe working environment committed to employment equity and continuous learning.
- Address and resolve matters to support a high-performing staff team. Maintain knowledge of, and respect for, the College Collective Agreements.

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.

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1. Internal Operational Barriers

Conferences and special events at the College often occur during non-traditional hours when many services are not available unless requested in advance. The incumbent must coordinate the goods and services of many different service areas of the College. The incumbent is, in effect, a sales agent for these service areas and does not have the supervisory ability to control the delivery of many of the goods and services. I.e.; meeting room set-ups are performed by the Facilities Department. The incumbent places a work order for this meeting room service. Often, during events, clients make adjustments, additions or complete changes to their requirements at times when service departments are not available, and the incumbent has to determine how they can possibly satisfy the client. The incumbent must consider alternatives, find people to help, contact College staff after hours etc. The incumbent is responsible to generate revenue and therefore operational barriers force the incumbent to “think out of the box” and consider alternative ways to deliver goods and services to satisfy client requests rather than simply respond saying “We are unable to do that”.

2. Sound operational judgement

The services provided by the department are extensive and impact students and staff in a wide variety of ways daily. Hence, decisions made by the incumbent have the potential to significantly impact student and staff satisfaction levels. The incumbent may be required to deal with students or staff directly over such issues as books and learning resources, parking, food services, space requests, or building access requests via OneCard. Good judgement is required to minimize any escalation of the situation with the student or staff. The consequences of error can include poor KPIs resulting in reductions in enrolment, staff complaints, loss of revenue and the possibility of legal action by students (or their parents).

3. Strategic financial planning

The incumbent must develop an ancillary operations financial model to meet the long-term financial obligations to achieve revenue targets and asset development. This includes monitoring budgets, forecasting multi-year on-campus activity levels to project revenues and ensure capital funds are allocated to sustain long-term health of the departments. Failure to complete strategic operating & financial planning would result in inadequate resources to provide ancillary services that would negatively impact enrolment.

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

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- | | |
|---|---|
| <input type="checkbox"/> 2-Year Diploma | <input type="checkbox"/> Master's Degree |
| X 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.

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

- Expert knowledge of the practice, design and delivery of ancillary services.
- Community outreach and engagement skills
- Client Service skills
- Conflict resolution, facilitation, meditation and problem-solving skills.
- Strong business acumen with revenue generation, data analytics and abilities to communicate financial concepts and models, including the impact on operations.
- Excellent communication and relationship-building skills
- Ability to build consensus, negotiate, and influence.
- 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"/> 4 years |
| <input type="checkbox"/> 1 month | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 11 years |

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- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 17 years |

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

- Budget development and management up to 1M
- Facility management experience
- Experience managing multi-functions
- Experience developing and implementing a vision and departmental work plans.
- Experience in developing, implementing and monitoring service excellence.
- Strong leadership/management experience in a unionized environment.
- Experience in employee motivation, development, team building, and human resource management
- Strong and effective communicator with experience reconciling significantly diverse viewpoints, foster cooperation and work collaboratively within and across various divisions/departments.

- A sound decision-maker who possesses planning, analytical, negotiation experience.
- Experience working with multiple internal/external partners with conflicting priorities.
- 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 work environment with the ability to make rationale judgement in complex and crisis situations.

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. Operational direction and initiatives related to ancillary services.
2. Resolving escalated operational issues with contracted services (food, campus store).
3. Operating and Capital budget development and prioritization to achieve revenue and student success targets.

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

1. Staff termination.

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2. Serious issues or complaints that could damage the College reputation and/or lead to legal action.
3. Implementing new services or agreements that require additional human resources.

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 Strategic & Business Plan, College SMA, Academic Plan, Student Success Strategy, Divisional work plan
- College policies and procedures
- Academic Regulations
- IT Appropriate Use Policy
- Ancillary and College Services Vendor Agreements (Food, Campus Store)
- 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

4. 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, effects on staff, students, clients, or public.

- Lack of effective long-term planning for ancillary business units could lead to a negative impact on services and student perceptions which may then cause financial losses, loss of student enrolment, loss of employee engagement, loss of reputation with the respective student governments, overextension of financial and/or staffing resources, disruption to academic programs, or negative responses from external stakeholders (e.g. community partners).

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- Incorrect interpretation of Collective Agreements could result in grievances, problematic labour relations, or lost faith.
- Making misinformed, biased or unsupported decisions regarding code of conduct infractions could lead to student's personal safety being at risk, potential legal action against the college, by the student and/or their family, staff feeling unsupported compromise the safety/comfort level of students, jeopardize student satisfaction with accommodation and affect occupancy rates.

5. 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 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, College Services | Supervision, guidance, provide updates, seek approval | | X |
| | Senior Management Team | Information sharing; providing recommendation; responding to questions; integration of services | X | |
| | Facilities Department Management Team | Participate in decision making; present/share information; collaboration and integration | | X |
| | Other divisional leaders | Consultation, integration of services, shared projects/initiatives (IT, Student Experience, RO, Finance), negotiate/influence issue resolution & work priorities | | X |
| | Local Union Executive | Problem-solving, collaboration | X | |
| | Direct reports | Receive status updates; provide advice, coaching, leadership, directions, and support | | X |

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|---|---|---|---|---|
| | Students & Parents | Consultation; problem resolution/negotiation; information sharing; | | X |
| | College Committees (FSAC, OneCard Advisory Committee, etc.) | Leadership, consultation, participation, influence outcomes and decisions | | X |
| | Student government | Information sharing; interpret and; negotiate resolution of food service matters | X | |
| External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public. | External vendors (food, store) | Ensure contractual obligations are met, issue resolution, influence desirable outcomes regarding service levels | | X |
| | Administrators at other colleges and universities | Share information, consulting, networking | X | |
| | Provincial committees | Share information; research, consulting | X | |
| | Community Organizations | Partnerships; collaboration; sharing information; develop agreements, community use of space | | X |
| | Municipal staff | Partnerships; collaboration; sharing information; develop agreements | X | |

Occasional (O) **Contacts are made once in a while over a period of time.**
Frequent (F) **Contacts are made repeatedly and often over a period of time**

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7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

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

(√) 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 the work of others doing similar work.
- Supervises a workgroup. 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 [several] program areas/departments.*
- 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:

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Facilities Department management team (functional guidance)

Support staff (5)

- College Service Technical Coordinator
- College Services Operations Assistants (2)
- Housing & Campus Services Coordinators (2)

Student-workers (3 FTE)

- Residence Conference Assistants (2 FTE)
- Residence Maintenance Worker (1 FTE)

Contracts for Service

- Food Services
- Retail (Campus Store)

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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 | 5 |
| Non Full-Time Staff (FTE)* | 3 |
| Contract for Service** | 0 |
| Total: | 8 |

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

Academic Staff

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

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

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Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

| Types of Activities that Demonstrate Physical Effort Required | Frequency (note definitions below) | | | | |
|---|------------------------------------|----------|--------------|----------|------------|
| | Occasional | Moderate | Considerable | Extended | Continuous |
| Prolonged sitting in meetings | | X | | | |
| Keyboarding, computer work | | | X | | |
| Intercampus travel | | 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 Short Intermediate or Long |
|--|------------------------------------|----------|--------------|----------|----------------|--|
| | Occasional | Moderate | Considerable | Extended | Continuou s | |
| Comprehension and analysis reading reports/documents | | | X | | | L |
| Negotiations, problem-solving, conflict resolution | | X | | | | I |
| Chair meetings, presenting information | | X | | | | I |
| Facilitating staff training exercises | | X | | | | I |

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| | | | |
|--|--|--|--|

FREQUENCY:

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

DURATION:

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

9. WORKING CONDITIONS

Working conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

| Types of Activities that Involve Job Related Unpleasant Environmental Conditions | Frequency (note definitions below) | | |
|---|------------------------------------|----------|------------|
| | Occasional | Frequent | Continuous |
| On-going pressure to meet deadlines and produce quality results when coping with changing priorities and frequent interruptions | | | X |
| Dealing with difficult, highly emotional people or individuals who must be dealt with tactfully | X | | |

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| | | | |
|---|--|-------------|--|
| 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 | |
| The incumbent is required to be available 24 hours/day, 7 days per week on a rotational basis with 3 other Facilities Department Administrators. | | X | |
| Intercampus travel | | X Weekly | |

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 |
| 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:

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

Additional Notes Pertaining to this Position:

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Residence conference accommodation business, operates 24 hours per day, 7 days per week, 52 weeks per year and this position is responsible to lead the response to issues that arise to ensure occupants and facilities are safe. The incumbent will receive numerous calls per year outside regular work hours. These calls often reflect varying degrees of crises that include building safety matters requiring the incumbent to travel to a residence to lead the response, meet with students and guests, and provide support to staff.