



# 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 College's 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 JFS will be provided the incumbent for information purposes and as a job description.

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### 1. POSITION IDENTIFICATION

Position Title: Director, Student Learning Supports  
Position Number:  
Pay Band: 12  
Incumbent: VACANT  
Location/Campus: Sutherland  
Division/Department: Student Services  
Immediate Supervisor (title): Associate Vice President, Student Experience  
Date of JFS: November 16, 2023  
Last Evaluated: December 5, 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 Academic       |
| <input type="checkbox"/> Part-Time Support         | <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: \_\_\_\_\_

## **POSITION SUMMARY**

This position is accountable for the corporate leadership, direction and effective day-to-day operation of the student learning support departments, including the Library, Learning Strategies, Tutoring, Academic Skills, The Testing Centre and Student Success. The incumbent develops and maintains human resource, financial, and functional systems and services for the above departments including strategic planning, operational planning, program planning, and staffing. These services support the teaching and learning process that lead to student success and engagement.

Reporting to the Associate Vice President, Student Experience, the incumbent is a key member of the Student Services management team who works closely with academic and student experience leaders to develop and define the strategic directions of student learning support services. The incumbent has significant leadership responsibilities for developing retention initiatives and positively impacting student persistence. This position also represents the division on various committees both internally and externally. This position is based in Peterborough with occasional travel to our campuses in Lindsay and Haliburton or other offsite program delivery sites when required.

## **KEY DUTIES**

### **1. Strategic Vision and Leadership for Student Learning Support Services 60%**

The Director is responsible and accountable for the following departments:

- Library
- Learning Strategies
- Student Success
- The Testing Centre
- Tutoring & Academic Skills

The incumbent is accountable for the overall strategic and directional planning processes of the above areas, as well as facilitation of the development and implementation of annual goals and objectives for the Student Learning Support Services Departments. Ensures plans are aligned with directions in student support, the academic areas and with corporate goals and objectives. The incumbent must create an environment that promotes continuous improvement and excellence in the delivery of services to students.

The incumbent develops/refines and facilitates the implementation of programs, services, policies, procedures, and partnerships within each of the areas listed above. Sets expectations and allocates resources within each area to ensure quality and consistency of service. Broadly considers the provision of service within Student Learning Support Services, including partnerships and collaboration with internal and external partners. Continually assesses new trends and technology as it emerges and considers applications in each area of responsibility.

### **2. Human Resources and Staff Development 15%**

Provides leadership to build a professional, high-performing and well-trained team that provides a range of student learning support services across all three campuses.

Accountable for effective recruitment, selection, onboarding/orientation, evaluation, training and development of direct reports, in accordance with the College recruitment, job evaluation, and performance management processes.

Engages employees in the pursuit of high individual and team performance by providing appropriate recognition, effective conflict resolution, feedback and addressing performance issues in an effective and timely manner. Ensures that work assignments are consistent with college policies and procedures, collective and local agreements. Ensures compliance with all aspects of the Collective Agreements and works collaboratively with Human Resources to enhance the College partnership with its union locals.

Acts as a role model for collaborative decision-making as well as supportive and cooperative working relationships. Advises and recommends programs of personal and professional development to the staff complement reporting to this position.

### **3. Consultation and Collaboration**

**15%**

The incumbent participates on various committees and working groups which link student services with the academic area (schools). In this capacity the incumbent must work collaboratively and build consensus for new initiatives especially where cross-departmental cooperation is essential. They are asked to provide appropriate training/advice to Deans, Chairs, Managers, Faculty and Support Staff related to learning support services.

### **4. Budget Development and Tracking**

**5%**

Responsible for the annual budgets for the above-named areas, which are developed in cooperation with departmental managers and the Operations Officer for Student Services. Plans budget strategies and refines strategies to meet the on-going needs of the departments. Effectively tracks expenses, income and in-year adjustments to ensure spending is on target.

### **5. Membership on External Organizations and Professional Committees**

**5%**

Participates on provincial groups/committees/taskforces in each of the above listed areas of responsibility. Takes a leadership role in collaborative initiatives dedicated to benefiting the Ontario College system.

## 1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and relative **difficulty** of **comprehending** and **critically analysing** 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.

1. In consultation with the AVPSE, the Director, Student Learning Supports is generally accountable for developing, leading, and administering a diverse range of student support services for the college to both domestic and international students. The position analyzes complex issues, assesses needs through input from a variety of internal and external stakeholders and makes decisions relating to planning, coordinating and operating multiple and diverse departments/functional areas which represent various aspects of student life and the student experience and have unique business requirements, staffing needs, operational priorities and resource requirements. Decisions made must meet student needs and enhance the retention of students while remaining fiscally responsible and respectful of the College's commitment to diversity and inclusion and sustainability. Decisions often have long-term implications and have an impact on the reputation and viability of the college and on the operations and staff of the various service areas of the college.
2. This position is responsible for ensuring that the student learning support divisional plan and individual performance work plans within the student learning support area align with the strategic and business plans of the college.
3. This position is responsible for ensuring a high level of coordination and integration with the priorities and goals of the Associate Vice President, Student Experience and the Associate Vice President, Academic Experience. Decisions made must ensure alignment of priorities and approaches and integration of resources and processes in order to provide a superior overall experience for all students both in and out of the classroom.

## 1. EDUCATION (to be completed by the College)

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

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

### Non-Post Secondary

Partial Secondary School

Secondary School Completion

### Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify: \_\_\_\_\_

Other

Specify: \_\_\_\_\_

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

Master of Education, Master of Business Administration, Master of Library Science or Master of Library and Information Science (accredited by the American Library Association).

**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, and operating equipment).**

- Proven leadership abilities: demonstrated ability to work with individuals at all levels in the organization, build rapport, collaborate, listen, and use diplomacy and tact.
- Strong capability in business analytics and abilities to communicate clearly financial concepts and models, including their impact on college operations.
- Deep appreciation for diversity and inclusion related to student experience.
- Strong understanding of both in-person and online academic and service delivery.
- Strong communication skills, including the on-going requirement to make effective presentations and write reports.
- Excellent interpersonal skills with a open-minded, approachable and responsive management style,
- Superior analytical, negotiation and innovative problem-solving skills to identify alternatives, yet maintain balanced approach and resolve complex problems.

- Project management skills.

### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to 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 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 fulfil the requirements of the position.

- Progressive leadership experience in a post-secondary environment combined with professional experience in the field of operational, strategic and support services planning
- Extensive experience in student support program development, delivery and assessment
- Business and strategic planning to increase student retention
- Working with complex budgets
- Project planning in an academic environment
- Demonstrated experience as a project manager accountable for delivering results related to student learning support services.
- Experience supporting and advancing digital learning and support
- Experience with curriculum design, development and delivery

#### 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. Ensure students are provided with current and relevant services to support their learning in both an in-person and online environment. Incumbent will review current student services provided to identify gaps and areas of improvement. Incumbent will work directly with managers to review processes and stakeholder feedback to develop programming that is well aligned with learner and academic needs.
2. Plans, organizes, implements and assesses new student learning support strategies with an emphasis on service excellence.
3. Responsible for budget expenditures within approved limits.

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. Addition to staffing complement or employee dismissal.
2. Serious complaints which have the potential for legal action or a highly negative profile for the college.
3. Implementation of Student Success and Retention Plan for the Student Learning Support departments.

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  
Operating guidelines and policies  
Collective Agreements/Memorandum of Understandings  
College Strategic Plan  
College Business Plan  
Academic Plan

Ministry directives and procedures  
Various legislation including freedom of information and workplace safety  
Enrolment Plans  
Strategic Mandate Agreement

## 5. POTENTIAL IMPACT OF DECISIONS

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

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

1. Failure to implement the related components of the Student Success and Retention Plan will result in student dissatisfaction, enrolment decline, substantial loss in revenues and reputational damage.
2. Failure to collaborate with the AVP, Academic Experience to ensure alignment with academic strategies and priorities will negatively impact the student experience and potentially decrease retention rates and therefore revenue.

## 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	
Internal to the College e.g., students, staff, management, colleagues.	Direct Reports	Regular 2-way communication; motivation; workload assignment; problem-solving and resolution; project planning	Occasional	Frequent  X
	Academic and Service Leaders	Persuade and negotiate; problem solving; sensitive collaboration to meet school/department and college objectives; consultation; implementation of strategies and improvements		X
	Senior Management Team	Presentation of plans and strategies; resolution of corporate issues		
	Various Committees and working groups (e.g. Strategic Enrollment Management, continuous improvement teams, student success and retention, etc.)	Provides oversight, as appropriate; facilitates, where appropriate; active participation; data analysis; collaboration on joint projects; provides advice; decision making; problem solving; recommends strategies	X	X
	Service Partners such as Registrar's Office, Marketing, Finance, Institutional Research Office	Collaboration on joint projects and initiatives; data gathering; provides advice; consultation; problem solving		X
	Associate Vice-President Academic Experience and Associate Vice-President, Student Experience	Regular updates, objective setting, provide advice on planning and operations		X

	Learning Design and Support Team and faculty	Develop and implement initiatives related to student success and digital transformation; collaboration; consultation; problem solving		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Program/software vendors	Consult with and source appropriate technology advancements	X	
	Peers at Post-Secondary Institutions	Sharing best practices; problem resolution	X	
	CLO and other provincial groups	Sharing best practices, processes and documentation	X	
	Employers and community partners	Consultation; information sharing; seeks advice; obtain cooperation	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.

() 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.
- X Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- X Acts as a consultant to Executive College management.
- Other e.g., counselling, coaching. Please specify: Monitor progress of projects and coach College Leaders and Managers who are Project Managers. Provide Guidance to Project Sponsors (President and VPs)

\* 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.

All staff within the Learning Support Services portfolio. Departments include:

- Library
- Learning Strategies
- Student Success
- Tutoring & Academic Skills

## 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	14
Non Full Time Staff (FTE) *	2.5
Contract for Service **	
<b>Total:</b>	16.5

**\* 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 pro-rated credit for supervising staff@ when the position is required to handle the initial step(s) when contract staffing issues arise.

## 8. PHYSICAL AND SENSORY DEMANDS

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

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

### PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting (Eg, for half day to full day meetings); Project meetings extend for full day				X	
Driving	X				

### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration  Short Inter. or Long
	Occasional	Moderate	Considerable	Extended	Continuous	

Data analysis				X		L
Assimilating information and report/project writing for cross-college projects		X				L
Counselling employees to assist with complex problem resolution or conflict resolution between staff		X				S
Chairing various meetings			X			L
Making Presentations		X				S
Constant interruptions and shifting priorities			X			S

**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 breaks.

**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

**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
Driving to other work locations with occasional exposure to disagreeable environmental conditions, such as travel to other campuses in poor driving conditions.	X		
Evening and weekend work	X		

### Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
N/A			

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**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:**

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