



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.

POSITION IDENTIFICATION

Position Title: Manager, Corporate Accessibility and AODA Compliance
 Position Number: A00242
 Pay Band: 12
 Incumbent:
 Location/Campus: Sutherland
 Division/Department: Human Resources
 Immediate Supervisor (title): Director, Equity, Diversity, and Inclusion & Organizational Development
 Date of JFS: April 2, 2024
 Last Evaluated: April 9, 2024

Type of Position:

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

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

Incumbent: _____ Date: _____

Recommended by:

Position's Manager: _____ Date: _____

Approved by:

Senior Manager: _____ Date: _____

POSITION SUMMARY

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

Reporting to the Director, EDI & Organizational Development, the Manager of Corporate Accessibility and AODA Compliance serves as an important member of the HR Department. As a leader and subject matter expert supporting full accessibility and inclusion at Fleming College, the Manager creates and implements a multi-year accessibility and inclusion plan and strategy that is aligned with legislative and regulatory requirements (including compliance mandates), organizational needs, and equity and inclusion goals. The role supports an institutional commitment to promote accessible learning and working spaces. The position will build awareness, collaborate with stakeholders, and lead corporate accessibility initiatives to sustain and support an accessible, inclusive, and equitable environment at the College.

This role provides leadership and expertise in promoting a positive working and learning culture and works closely with a variety of stakeholders including academic and administrative leaders, union executives, and community members, especially those experiencing disabilities, to develop policies, procedures, strategies, and programs. The Manager provides consultation, develops, and shares resources, and receives requests for support in ensuring an accessible environment. In addition, this role will revitalize, lead, and advance the Accessibility Committee at the College. The role will oversee feedback mechanisms to promote continued engagement with the broader College community as it relates to accessibility and accessible inclusion. While the role will maintain activities that ensure compliance with accessibility regulation, the role will advance awareness and understanding of accessibility and disability issue with the aim of shifting culture and perspectives towards a more accessible and inclusive College environment.

The Manager will develop, implement, maintain, and evaluate Fleming's multi-year accessibility plan and framework. The incumbent provides leadership and is a subject matter expert in the development and coordination of multi-year accessibility plans, accessibility status reports, accessibility compliance reports, and other documents as required. The Manager will be responsible for supporting the evaluation and assessment of existing policies, practices, and programs to identify barriers and collaboratively create plans to address barriers.

KEY DUTIES

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

Key Duties

% of Time

1. Accessibility Planning, Compliance, and Reporting Framework

50%

- Creates, coordinates, and manages a college-wide accessibility planning and compliance framework to implement AODA requirements and ensure compliance with AODA legislation, in consultation with key stakeholders.
- Includes leading accessibility and inclusion related committees and working groups
- Coordinates the development of appropriate resources, communications, training, education, and awareness programs to support multi-year plan in collaboration with key stakeholders
- Leads initiatives to sustain an inclusive and welcoming work environment; Conducts needs analysis, facilitates, and oversees the development of programs, plans, policies, procedures, standards, and guidelines with respect to accessibility, equity, and inclusion across Fleming, including current and updated legislated requirements.
- Advises on requirements and methods of incorporating requirements into Fleming's strategic planning processes and budgets.

- Utilizes a change leadership approach to a cross-institutional cultural shift; Gains leadership alignment and ownership to implement processes supporting accessibility, equity, and inclusion.
- Educates others through the dynamics of accessibility, equity and inclusion related conflicts, tensions, or misunderstandings.
- Monitors performance of programs and initiatives
- Ensures organizational compliance with legislation (Human Rights Code, AODA, 2005) including as changes and additions are made by the relevant external agencies/providers; Understands applicable laws, regulations and government requirements and their impact on the organization
- Reviews Policies and suggests revisions to policies based on current legislation and best practices. Leads policy review processes – using consultative -co creation models of policy development
- Develops toolkits, forms, and resources to support compliance and operational guidelines and processes

2. Accessibility Guidance, Consulting, and Leadership

35%

- Ensures an effective communication, education, and awareness strategy.
- Develops, coordinates, and facilitates educational awareness initiatives, relevant to maintaining a respectful and supportive workplace through accessibility, equity and inclusion initiatives. This includes employee participation, communication strategy, community relations, and the identification, prevention, and removal of barriers. Works in close partnership Learning and Development. Incorporates an intersectional and consultative approach to design and implementation
- Ensures that the appropriate communication processes are in place to provide for the prompt and equitable resolution of AODA and accessibility and barriers feedback (including complaints) and inquiries from Fleming employees, students and the public
- Oversees development and delivery of training, education, and awareness programs to inform, educate and influence a wide range of audiences on accessibility, equity and inclusion.
- Designs and delivers clear, consistent and practical communications to ensure timely information. Provides leadership, guidance and serves as a resource to various constituents; Provides clients with tools, resources, skills and supports so “Accessibility and Inclusion” is embedded in their areas (i.e., cultural shift so accessibility is considered by all roles).
- Contributes to providing education to areas of the college on the principles of “Universal Design” as it relates to the built environment, technology, and teaching and learning, event planning etc. The focus aims to create environments that benefit all students, employees, and campus visitors without need for adaptation, retrofit, and accommodation. This differs from “Barrier Free Design” which is embedded in the building code and specifically addresses requirements to remove physical barriers to those with disabilities.
- Models’ approachability - listens to concerns and provides employees and managers with support to achieve business objectives.
- Consults with and engages internal stakeholder groups with respect to accessibility, equity and inclusion measures and initiatives.
- Supports leaders with regard to legislative compliance; Maintains thorough and current understanding of relevant federal and provincial legislation, case law and policies.
- Reviews Fleming-wide and departmental policies, programs and procedures in collaboration with the applicable departmental staff to identify, prevent and remove barriers, and eliminate systemic inequity and related concerns as they arise.
- Monitors data relevant to equity seeking groups to assist with priority setting, program implementation and evaluation.

3. Partnerships and Networks

10%

- Fosters and leverages strong working relationships and partnerships with internal and external stakeholders to advance accessibility and inclusion initiatives; Represents Fleming at external meetings, conferences etc.
- Liaises with community groups, agencies, post-secondary institutions, Ministry and AODA

Directorate that oversee the development, implementation and compliance of the AODA, and other external stakeholders on implementation of directives, emerging trends and local issues/needs.

- Leads or participates as a member of college committees and task forces, as requested.
- Liaises with community groups, agencies and other external parties on emerging trends and issues, and local needs and priorities; Facilitates partnerships to advance portfolio initiatives.

4. Other Projects and Activities

5%

- Advances and supports other projects as required

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.

1. Identifies and addresses accessibility needs and priorities across the College that do (or may in the future) create barriers for members of marginalized communities. Creates strategic plans and interventions to address the barriers identified.
2. Identifies and assesses corporate accessibility needs, risks, and hazards including accessibility legislation and upcoming post-secondary accessibility standards. Based on the analysis conducted, creates strategic interventions and initiatives to address needs and risks as well as advances the development of resources, training/education, awareness, and communications to support an accessible working and learning environment.
3. Forecast budget and spending needs associated with multi-year accessibility planning, ensures resources are managed appropriately.

2. EDUCATION (to be completed by the College)

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

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

Non-Post Secondary

Partial Secondary School

Secondary School Completion

Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

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.

- Social science, social justice, critical disability studies, public health, or relevant program
- Specific discipline or concentration in accessibility, equity, disability, or social justice preferred

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).

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 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"/> 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.

- Extensive/thorough experience as a senior advisor, consultant, supervisor, or practitioner in accessibility, accessibility consulting, etc.
- Experience leading in a unionized environment
- Cross-functional change leadership skills, leading change initiatives in a complex environment
- Demonstrated experience leading and development accessibility plans, strategies, and initiatives
- Extensive and applied experience in understanding and working with a variety of relevant pieces of legislation including AODA and all accompanying standards/regulations, the Ontario Human Rights Code, the Occupational Health and Safety Act, especially as it relates to disability, access, accessibility, and inclusion
- Experience building and maintaining strong professional relationships with a variety of stakeholders including senior leaders, community leaders, employees, students, and more
- Direct experience working with persons with disabilities, marginalized populations, and vulnerable populations.
- Demonstrated experience leading projects, preparing reports, delivering briefings, creating and delivering workshops, and creating learning materials
- Exceptional conflict management, communication, and conflict resolution skills

A suitable combination of education and experience will be considered. People with lived experiences with disability may be prioritized.

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. Leading, coordinating, and implementing activities and initiatives under the multi-year accessibility plan and associated compliance initiatives (metrics, compliance reporting, etc.).
2. Developing annual accessibility reports
3. Developing and leading workshops, facilitations, and other educational opportunities internal to the College, activities that support ongoing learning and development.
4. Provide consultation, guidance, advice, etc. as it relates to accessibility, inclusion, and compliance.
5. Interpret policies, regulations, legislation etc. and respond to inquiries about same.

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. Presenting materials to the senior team and/or Board of Governors
2. Finalizing, presenting, and/or publish finalized materials internally or externally
3. Policy and/or procedure revisions

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.

1. IASR, AODA, and all Ministry associated guidelines, including proposed post-secondary accessibility standards
2. Ontario Human Rights Code
3. Occupational Health and Safety Code
4. Academic Collective Agreement
5. Support Staff Collective Agreement
6. Fleming College policies and procedures, strategic plans, and business objectives
7. Building Code Accessibility Requirements (368/13)

5. POTENTIAL IMPACT OF DECISIONS

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

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

1. Failure to address inclusion or accessibility concerns or providing incorrect advice may lead to exclusion, discrimination or psychological harm, to community members and HRTO applications, grievances, lawsuits, causing significant financial damages as well as morale and retentions issues for students and staff
2. Failure to meet Ministry and legislative deadlines for reporting or compliance standards may result in institutional harm including reputational risk and fines
3. Incorrect advice, failure to address complaints or community concerns may lead to reputational risk for the institution may result in AODA penalties to organization or individual
4. Failure to develop and implement sensitive, respectful and intersectional programming with due diligence may result in grievances, conflict, team challenges, and reputational damage.

6. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	Director, EDI & OD	Delivers reports, presentations, strategy documents, and recommendations, provides briefings. Submits data and tracking information. Regular consultation on ongoing initiatives.		X
	Human Rights and Workplace Resolution Consultant	Collaboration on human rights and inclusion activities, consulting – guidance and sharing of regulations and requirements		X
	College Councils and Committees	Lead AODA committee and consult/engage with EDI Council and working groups		X
	Senior leaders of varies departments (IT, PRD, Communications)	Consulting and guiding on related accessibility requirements and goals, related to each department area. Serves as point of contact for each area on accessibility related matters		X
	Accessible Education Services	Consulting – guidance on complex cases, sharing data and information, provides advice in area of expertise	X	
	Senior management team	Prepare presentations, consulting – guidance on accessibility risks, sharing information for decision making	X	
	Union Executive and Local Memberships	Exchanging information, identifying opportunities for co-sponsorship of AODA initiatives	X	
	Employees	Presentations, facilitations, workshops, leading focus groups, and receiving feedback/concerns		X
	Students	Presentations, facilitations, workshops, leading focus groups, and receiving feedback/concerns		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Public, members of broader community, campus visitors	Responds to inquiries, complaints, and feedback related to accessibility, building and advancing external relationships	X	
	Other Colleges	Share/request information, ideas, best practices, etc.	X	
	Accessibility Networks and Communities of Practice	Requesting and sharing of information, building external relationships	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.

7. a) 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

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

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.*
- Manages the staff and operations of a division/major department.*
- Manages the staff and operations of several divisions/major departments.*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:

May coach and/or counsel on specific accommodation needs, particularly complex situations and/or where competing rights are present

- * 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.

- Leads the Accessibility Committee and associated working groups related to AODA compliance
- May supervise some activities from the EDI Council
- May supervise student workers and/or placement students
- Will provide consultation and support to departments across the College (e.g., College Services, IT, Facilities, etc.)
- May provide consultation and support to accessible education services, human resources, etc.

7. b) 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:**

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
Prolonged sitting at meetings, extended sitting, standing, walking, facilitation					X
Driving (between campus locations)	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 Intermediate or Long
	Occasional	Moderate	Considerable	Extended	Continuous	
Writing reports, preparing and implementing strategic activities					X	Long
Training, facilitation, workshop delivery				X		Long
Prolonged periods of intense listening, consulting, and engagement that require concentrated attention and focus					X	Long

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
Tight and unexpected deadlines (frequent, unavoidable)		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
May encounter people who are upset/emotionally charged situations (e.g. students, employees)	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.