



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, Equity Diversity, and Inclusion – Organizational Initiatives
 Position Number: A00241
 Pay Band: 12
 Incumbent:
 Location/Campus: Sutherland
 Division/Department: Human Resources
 Immediate Supervisor (title): Director, EDI & 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, this position supports the development and implementation of an EDI Strategy and framework to support the College's strategic direction of being a welcoming place for all. This position is responsible for the development and implementation of EDI employee programming, managing employee resource groups, and leadership and evaluation of EDI strategic priorities. This position works in close collaboration with the Human Rights and Workplace Resolution Consultant and the Manager of Corporate Accessibility and AODA Compliance.

In addition, this role will integrate an organizational development lens, looking at restorative justice practices, equity interventions at the team level as it relates to psychological safety, and inclusive leadership development. It requires knowledge, skills, and experience related to needs assessment, program planning and implementation, psychological safety assessments, as well as monitoring and evaluating the effectiveness and impact of EDI actions and initiatives.

The manager will support the Director, EDI & Organizational Development by working closely to coordinate and implement programs and practices which advance strategic EDI interventions and initiatives across the College community.

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. EDI Strategy and Framework

50%

- Working in collaboration with the Director, EDI & OD to implement a College-wide EDI Strategy that will advance an evaluation and accountability framework;
- Planning, directing, and reviewing relevant EDI programming that supports the workforce and enrollment analysis to identify areas of under- representation
- Engage in a participatory, consultative process through stakeholder participation for the development and review of EDI strategic initiatives such as the EDI Council other committees as required. Support activities of the EDI Council.
- In collaboration with the Director, EDI & OD, leads the EDI Collective Agreement Working Group
- In collaboration with the Director, EDI & OD, provides strategic leadership to working groups and committees responsible for specific organizational requirements, such as implementation of the College's EDI Strategy and the integration of EDI principles;
- Accountable for the implementation and evaluation of multiple employee programs, including employee resource groups, and projects designed to build capacity of inclusion, equity education, and belonging to foster and maintain an inclusive working environment;
- Collaborates with all areas of the College to identify new areas of training and service needs. Develop and conduct educational and service programs for campus faculty and staff and students. Initiate information forums, lectures, and guest appearances to promote and publicize the college's commitment to EDI;
- Leads the development and delivery of employee-facing equity and inclusion- focused initiatives to determine key learning initiatives on the integration of inclusive hiring practices and the recommendations of the employment systems review to advance

organization inclusion.

- Mobilizes all employees to engage EDI learning and implement college-wide training programs to support greater institutional equity and inclusion in day-to-day activities;
- Develops and facilitates a sustainable and scalable EDIB employee learning and development program based on promising practices, evidence-based data and current trends that work to advance organizational inclusion;

2. EDI Culture, Psychological Safety, and Learning Innovation **35%**

- In collaboration with the Director, EDI & OD, assess, identify, and implement team/department level interventions to advance EDI initiatives. Collaborate with the Human Rights and Workplace Resolution Specialist to identify and evaluate opportunities to improve equity, psychological safety, and inclusive leadership at the team level. Design, customize, and implement team level interventions/solutions.
- The Manager will work to build capacity and engagement across each academic school by further enhancing the integration of EDI as it is reflected in the Fleming Inclusive Curriculum Toolkit.
- Collaborates with all relevant divisions to develop faculty seminars on inclusive and equitable teaching practices, strategies, and pedagogy to advance the goals of EDI principles throughout the academic division.
- Plans and implements co-curricular learning initiatives for program clusters that empowers all students to recognize and act on a sense of social responsibility regarding EDI and/or issues relating to their respective industry.
- Works with designated faculty, support staff and student workers, develops co-curricular initiatives and programs that will enhance new essential skills, cultural understanding, compliment course offerings, and facilitate the development and sustainability of inclusive learning environments.

3. Relationships and Community Engagement **10%**

- Designs, collaborates and plans with various external stakeholders to develop and inform high quality EDI strategic initiatives;
- Develop an Equity Centred Engagement/Consultation framework for the college that outlines the key components for partnering with community in order to deepen understanding and advance EDI strategic initiatives at the College with intentionality;
- Partners with community/industry partners/thought leaders to inform EDI learning initiatives;
- Work collaboratively with Student Rights & Responsibilities and the Human Rights and Workplace Resolution Specialist to ensure all risks for each EDIB initiatives are mitigated;

4. Other Duties **5%**

- Other duties and projects as assigned

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 EDI 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 EDI needs, risks, and hazards. 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 equitable working and learning environment.
3. Forecast budget and spending needs associated with multi-year equity 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.

- Sophisticated understanding of post-secondary/higher education and today's diverse student population and leading practices in EDI programs including curricular/co-curricular initiatives.
- Life experience deeply rooted in equity deserving communities and a demonstrated understanding of the diversity present in these communities as well as an appreciation of the intersection with other aspects of identity.
- Ability to coach and support equity deserving staff, who in turn support equity deserving populations.
- Experience in developing, implementing, and assessing EDI programs and initiatives.
- In-depth understanding of EDI principles and best practices.
- Strong analytical skills to assess policies and practices and their impact on EDI.
- Proficiency in data analysis to track and report on diversity metrics.
- Knowledge of training and development techniques specific to EDI education
- Experience working in a unionized environment.
- Demonstrated effectiveness in the development, implementation and assessment of EDI employee programs and services, preferably in the post-secondary context.
- Proven ability to deliver programs and services from a an anti-oppressive/ EDIB framework.
- Extensive knowledge of the historical context which shapes the current contexts of equity deserving students through an intersectional lens.
- An in-depth understanding of equity and anti-oppression principles and experience working with diverse populations and intersectional identities.

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.

- Excellent analytical skills and the ability to synthesize complex issues with competing priorities.
- Superior organizational and time management skills as well as demonstrated effectiveness in project planning and implementation. Demonstrated experience fulfilling business plans.
- Demonstrated ability to lead and manage teams with a focus on inclusive practices.
- Strong project management skills with the ability to manage multiple initiatives simultaneously.
- Excellent Oral and Written Communications skills, including public speaking, presenting, along with 1 on 1 conversations that may involve disclosure of sensitive and traumatic information.
- Experience in building effective partnerships and collaborative initiatives with a broad range of stakeholders including Deans, Associate Deans & student governing bodies, and external community agencies.
- Skills in the development, deployment and utilization of evaluation and assessment measures.
- Act independently and with little supervision, utilizing strong judgment and decision-making skills.
- Working knowledge and experience with key legislation such as the Accessibility for Ontarians with Disabilities Act (AODA), Ontario Human Rights code, Freedom of Information and Protection of Privacy Act.
- Several years of experience in EDI-related roles or human resources.
- Familiarity with legal and regulatory requirements related to diversity and equal employment opportunities.
- Demonstrated ability to lead and manage teams with a focus on inclusive practices.
- Strong project management skills with the ability to manage multiple initiatives simultaneously.
- Excellent verbal and written communication skills.
- Ability to effectively communicate EDIB concepts to a wide range of audiences.
- Skill in facilitating discussions and workshops on sensitive EDIB topics.
- High level of emotional intelligence with a focus on empathy and cultural sensitivity.
- Ability to work effectively with individuals from diverse backgrounds.
- Skill in conflict resolution and handling sensitive issues tactfully.

- Ability to develop strategic approaches to advance EDIB within an organization.
- Skills in integrating EDIB strategies into broader organizational goals.
- Strong advocacy skills for underrepresented groups.
- Ability to network and collaborate with internal and external stakeholders.
- Willingness to stay updated with the latest trends and research in EDIB.
- Flexibility to adapt strategies in response to evolving organizational needs and societal changes.

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. Implementation of activities/initiatives outlined in EDI framework
2. Design and implementation of workshops, facilitations, and learning opportunities

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. Decisions related to use of budget, spending, and/or contracting third parties to perform/conduct services
2. Changes to policy/procedure/practice
3. High risk team/department level interventions

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.

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. If wrong solution or assessment is completed at the team level, an inappropriate solution or intervention may be implemented leading to a further breakdown of team relationships, leadership presence. Could lead to an increase in grievances.
2. If EDI initiative are poorly designed and/or implemented, could lead to loss of credibility and/or reputation at the team and/or institutional level.
3. Failure to address inclusion or equity 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

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 committees, councils, etc.	Leadership of EDI Council activities, act as conduit to ensure consistent among EDI 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	
	Union executive and local memberships	Exchanging information, identifying opportunities for co-sponsorship of EDI initiatives	X	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Community organizations and thought leaders	Exchange of information, partnerships, sharing of best practices	X	
	Other Colleges	Share/request information, ideas, best practices, etc.	X	
	EDI Networks and Communities of Practice	Requesting and sharing of information, building external relationships	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:

* 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 EDI Collective Agreement Working Group and associated working groups related to EDI
- 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, LDS 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				X	
Periods of intense concentration					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
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Listening in meetings					X	Long
Reading and analyzing information					X	Long
Presentation, facilitation, education delivery				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
Interruptions during working hours, potential tight turnaround of materials during high volume periods		X	
Some travel between campuses	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 complex and challenging situations that are emotionally-taxing	X		
May encounter individuals (students, employees, members of the public) who directly oppose equity-initiatives, and as a result, may encounter verbal harassment	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.