



# CAAT Job Evaluation System for Non-Bargaining Unit Employees

## Ontario Colleges of Applied Arts and Technology

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

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

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

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

---

### POSITION IDENTIFICATION

Position Title: Operations Liaison  
Position Number: A00240  
Pay Band: 11  
Incumbent:  
Location/Campus: Sutherland  
Division/Department: Office of the Registrar, Information Technology Services, Academic Operations  
Immediate Supervisor (title): Executive Vice President, Information Technology & Registrarial Services  
Date of JFS: February 22, 2024  
Last Evaluated: February 22, 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 directly to the Executive Vice President, Information Technology and Registrarial Services (EVP,ITRS), the Operations Liaison plays a key role as a resource for the EVP,ITRS and all levels of staff within Information Technology Services (ITS), the Office of the Registrar and Academic Operations..

Responsible for executive administrative support to the EVP,ITRS, manages designated projects, supports the operations of the EVP,ITRS's Office and liaises with any related operations of the College as led by the EVP,ITRS. The Operations Liaison interacts with multiple stakeholder groups across the College and is responsible for working on behalf of the EVP,ITRS with SMT members and College Leadership. The Operations Liaison identifies to the EVP,ITRS issues arising and advises on possible solutions and outcomes based on well researched best practice, trends, policies and practices. Management of strategic and administrative projects within the Office of the EVP,ITRS is a top priority. The Operations Liaison also acts as the EVP,ITRS on matters as delegated by the EVP,ITRS.

The Operations Liaison provides complex research, critical thinking and sophisticated writing support to the EVP,ITRS in generating reports, correspondence, announcements and updates under the direction of the EVP,ITRS. The Operations Liaison advises the EVP,ITRS on matters related to their areas of responsibility and operations.

The Operations Liaison is responsible for committee planning and execution, and related action planning at the direction of the EVP,ITRS. The Operations Liaison works closely with the Division's management team to align administrative strategic activities and outcomes with those of Division and College. The Operations Liaison is responsible for all financial and administrative matters of the Office of the EVP,ITRS.

The Operations Liaison is also responsible for managing assigned projects of the EVP,ITRS's office including tool creation, business process improvement, software application scoping and review well as other projects of a strategic or tactical nature impacting the College.

## 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.

	<b>% of Time</b>
<b>1. Strategic Planning and Project Management</b>	<b>30%</b>
The Operations Liaison works closely with the EVP,ITRS to develop and execute the Division's strategic initiatives and projects. They help translate high-level goals into actionable plans, ensure alignment across the Division and the College, and monitor progress toward achieving strategic objectives. The Operations Liaison provides the EVP,ITRS with well-researched information, data, and analysis to aid in making informed decisions. They may be involved in evaluating options, assessing risks, and recommending courses of action. The incumbent organizes and coordinates high level projects including developing and coordinating project plans, defining scope in collaboration with senior managers, creating tools to effectively manage projects and organizing meetings with project stakeholders, as required. Captures and reports on project metrics and organizes and coordinates the completion of the EVP,ITRS's portion of the Annual Business Plan and interim updates.	

**2. Executive Administration**

30%

The Operations Liaison acts as a bridge between the EVP,ITRS and other leaders, departments, and stakeholders. They facilitate clear and effective communication, disseminate important information, and ensure that everyone is on the same page regarding organizational priorities. Evaluates and identifies issues and outcomes to the EVP,ITRS following meetings that often deal with a variety of initiatives and requests. Handles complaints including referral to appropriate portfolio for action and follow-up. Resolves problems which can be remedied without the EVP,ITRS's intervention. The Operations Liaison assists the EVP,ITRS in managing their time, schedule, and priorities. They may also handle administrative tasks, freeing up the EVP,ITRS's time to focus on strategic matters. The role may also provide support for human resource issues that must be addressed by the EVP,ITRS and their office. The incumbent will also plan and coordinate divisional events and activities, as required.

**3. Operational Oversight**

30%

The Operations Liaison monitors the Division's operational activities, ensuring that they are in line with the strategic goals. They may help identify inefficiencies, recommend process improvements, and oversee the implementation of organizational changes. The incumbent is a key conduit between the EVP,ITRS, Divisional leadership and Operations Officers in terms of disseminating requests, seeking status updates and following up on behalf of the EVP,ITRS. Accountable for monitoring and improving business processes, workflow, policies and service standards in the Office of the EVP,ITRS.

**4. Budget & Financial Accountability**

10%

In consultation with the EVP,ITRS and other divisional Operations Officers, the position is responsible for preparing preliminary overhead, departmental and special account budgets and the coordination and monitoring of the Division's operating budgets. The incumbent is responsible for, and has signing authority, on the Division's operations accounts and ensures that budgets under the EVP, ITRO's corporate accounts are accurate and current. The Operations Liaison reconciles and processes the EVP, ITRO's monthly expense statements and works with the EVP,ITRS to identify project priorities and allocate project funding accordingly. Evaluates and makes recommendations to the EVP,ITRS on budget requests.

---

**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. As senior support of a member of SMT the incumbent is involved in supporting strategic planning and decision making with respect to corporate issues and future directions of the College. Because these decisions impact the College's future success, the incumbent must have a thorough understanding of the College's mandate, the complexities of the institution and external factors affecting the business of the College. The position requires the incumbent to have the ability to think strategically and creatively while maintaining focus on the College's vision and mission.
2. Adaptability and the ability to deal effectively with a wide range of complex issues and projects from across the Division. The Operations Liaison must exercise judgment, maintain confidentiality, and act in a tactful and diplomatic manner at all times with a variety of stakeholders including staff and students. It is essential that the incumbent have a solid understanding of the Division and the ability to work with staff from across the Division to determine the most appropriate resolution to issues in a timely and efficient manner. This work requires an ability to seek input and advice from appropriate stakeholders in resolving the issues. In addition, the incumbent is required to be a skilled communicator in order to deliver and explain the resolution to all involved parties in a clear, concise, understandable manner. Integral to this role is the reporting of these matters and their resolution to the EVP, ITRS and/or the appropriate individual.

## 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.**

4-year degree in Business, Communications or equivalent.

**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).**

- Directly related professional experience in a combination of non-profit; government; postsecondary education or other sector as appropriate to provide the required subject matter expertise and a documented record of success.
- Effective at forming collaborative relationships with stakeholders of various groups
- Experience coordinating resources to ensure progress on identified priorities
- Conflict resolution skills
- Demonstrated ability to effectively develop employees
- Strong problem solver with strong analytical skills to identify solutions
- Excellent knowledge of and ability to leverage Microsoft Office Suite, including email, calendaring and internet.

## 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.**

- 7 years of related experience with demonstrated progressive responsibilities
- Financial Management including budget experience
- A strong sense of diplomacy and instincts for organizational dynamics to manage complex relationships with internal and external partners tactfully and effectively.
- Ability to appropriately address critical and controversial issues
- Ability to listen, interpret information
- Highly motivated and flexible
- Genuine appreciation for protocol, discretion and professionalism required of the position
- High level of expertise in all areas of up-to-date office practice, procedures and equipment
- Ability to quickly and accurately interpret procedures and practices of the organization
- Ability to adapt quickly to new situations and challenges
- Meticulous follow through and attention to detail are essential
- Ability to relate to a wide variety of people, and understand the future impact of current decision
- Knowledge of Ontario CAATs and Government system, Fleming's program/services and organizational structures.
- Experience with Collective Agreements and labour relations in an academic setting
- Knowledge of College programs, organizational structure and mandate for each Division
- Proven track records working in a unionized environment with the ability to establish and maintain positive working relationships with union management and employees.

#### 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. Manages the day-to-day administration of the Office of the EVP,ITRS and oversees all activities related to the office, including liaising with Divisional staff and management.
2. Vets communications coming into and out of the EVP,ITRS's Office, prioritizing and organizing responses.

**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. As support of a member of SMT, the Operations Liaison works with the EVP,ITRS to meet the strategic objectives set out in the Strategic Plan and related Business Plans approved by the Board of Governors.
2. Critical to keep the EVP,ITRS apprised of actions proposed for sensitive projects and initiatives.

**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 Strategic Plan
- College policies and procedures
- Academic Framework
- College's Ontario
- Business Plan
- Organizational Charts
- Collective Agreements
- Ministry of Training, Colleges and universities – Policies and 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, effects on staff, students, clients or public.**

1. The provision of inaccurate or inappropriate advice to the EVP, ITRS, and staff on matters relating to College matters could result in inappropriate decisions being made, negative feedback, financial and operational implications, a reduction in or loss of reputation for the College.
2. Confidentiality with respect to the business of the Office of the EVP, ITRS is paramount in this position for most matters. The Operations Liaison must consistently exercise discretion in relation to the release and sharing of information and endeavour to deal with situations in a manner that does not jeopardize the integrity and reputation of the Division.



## 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.	EVP,ITRS	Advise, discuss and formulate strategic operational activities	Occasional	Frequent X
	Divisional Leadership	Communicate and review all activities and projects coming from each of the different areas. Support relationship with EVP,ITRS.		X
	Divisional Operations Officers	Help direct and support the activities in each of the departments by keeping Ops Officers informed of current direction and strategic initiatives.		X
	Chief of Staff	Seek input to resolve issues.		X
	SMT members	Seek input to resolve issues.		X

External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Staff at other colleges	Information exchange; respond to inquiries	X	
	General Public	Provide information on programs, courses, services, etc.	X	
	Ministry/Community Partners	Exchange information; inquiries for reporting purposes Exchange information; organize events	X	
<b>Occasional (O)      Contacts are made once in a while over a period of time.</b> <b>Frequent (F)      Contacts are made repeatedly and often over a period of time.</b>				

## 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.

Functional Guidance: Divisional Operations Officers, Managers and Staff

## 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	
Non-Full Time Staff (FTE) *	
Contract for Service **	
<b>Total:</b>	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		
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
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Listening in meetings			X			
Reading and analyzing information			X			
Labour relations/dispute resolution	X					

**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
Disgruntled staff or students	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			

### 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.