



## CAAT Job Evaluation System for Non-Bargaining Unit Employees

### Ontario Colleges of Applied Arts and Technology

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

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

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the positions 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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### POSITION IDENTIFICATION

Position Title: Dean, School of Trades, Technology & Business  
 Position Number: A00114  
 Pay Band: 14  
 Incumbent:  
 Location/Campus: Sutherland  
 Division/Department: Academic Experience  
 Immediate Supervisor (title): Theresa Knott, EVP, Academic Experience  
 Date of JFS: June 29, 2021  
 Last Evaluated: June 29, 2021

### 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.

The Dean, is accountable for the academic leadership, direction setting, enrolment management and quality of learning experience for the School. They provide academic and administrative leadership, supervision, support and direction to the School's faculty, administration and support staff, ensuring faculty and staff excellence, and provides organizational leadership for corporate initiatives as required. The Dean is responsive to the needs of students and upholds the college's values of putting student learning first, high expectations and excellent faculty-student interaction. They provide leadership to on-going development of the School's team culture, and builds effective relations across Schools/Service Departments, and with partners outside the college. The Dean is accountable for the School's fiscal performance, and ensures a safe workplace and learning environment.

## 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. Academic Leadership, Direction Setting and Quality of Learning Experience (35 %)

- Champions the development of the School's goals and objectives in accordance with the College's strategic direction and operational planning framework.
- Ensures the ongoing sustainability of the current and future educational needs of students through the appropriate program mix, new program development, adherence to provincial program quality assurance standards, engagement in on-going review of programs, and modification and/or suspension of existing courses/programs where warranted.
- In conjunction with the Enrolment Management Steering committee, develops 3-year growth plans and marketing strategies, sets annual enrolment targets and ensures the academic viability of the School through competent planning and administration of the School's academic programs and services.
- Establishes high standards of excellence to ensure the fulfilment of Fleming's commitment to applied learning, academic achievement, student satisfaction and graduate placement.
- Contributes to the development of College policies and operating procedures to meet the need of students, client groups, community partners, and government ministries/agencies.

#### 2. Excellence in Teaching & Learning (25 %)

- Advocates for and ensures achievement of the School's goals through effective communication, collaborative inter- and cross-departmental relationships, and effective resource planning.
- Maintains high expectations of students, superior School services and encourages excellent faculty-student interaction, ensuring complaints are addressed effectively and in a timely manner in accordance with college procedures
- Plans for effective development and renewal opportunities at the individual and School level, aligned with college-wide initiatives and objectives.

- Engages employees in the pursuit of high individual and team performance by providing formative feedback and addressing performance issues in an effective and timely manner.
- Ensures that faculty and staff assignments are consistent with college policies and procedures, collective and local agreements. Works collaboratively to enhance the College partnership with its union locals.
- Effectively recruits, selects, orients, and develops new faculty, support staff and administrators.

**3. External Relations (25 %)**

- Promotes community ventures by forming networks and linkages. Develops partnership arrangements with business and community groups through program/service advisory committees, agreements and projects. Ensures high performing Program Advisory Committees.
- Promotes linkages with other educational institutions. Seeks out and promotes potential articulation and transfer agreements related to the School.
- Keeps current with trends and issues in post-secondary education and business, and represents the College regionally and provincially.

**4. Human Resources & Fiscal Responsibility (15 %)**

- Accountable for the fiscal performance of the School through development and ongoing monitoring of the School's budget.
- Ensures effective procurement and allocation strategies for both fiscal and physical resources within the School within the parameters of college and public sector accountability guidelines.
- Ensures appropriate facilities, policies, procedures, and staffing is in place to manage subsidiary enterprises within the school (eg. Restaurant, off-site and on-site labs, etc.)
- Responsible for proactively addressing health and safety and ergonomic needs of staff to ensure issues are appropriately resolved and that safety procedures are enforced for the protection of students, in compliance with the Occupational Health and Safety Act.

**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.

Plans, develops, and ensures on-going review of programs. Coordinates program quality assessments against provincial, industrial and college standards and initiates modification, suspension or cancellation of existing programs, congruent with the college vision and strategic plan, to ensure offerings are vocationally relevant to the needs of a constantly changing external environment. Establishes 3-year enrollment management strategies that align with market

conditions and available resources; ensuring overall program mix, quality assurance and program viability measures are in place.

Develops long-term and annual objectives and ensures the School's operating and capital budgeting process is consistent with college and School priorities. Initiates cost reduction or resource procurement measures that are fiscally responsible and pedagogically sound.

Addresses performance issues effectively and in a timely manner by providing formative feedback and developmental opportunities. Ensures appropriate performance management processes are put into place; disciplines and terminates when warranted.

## 2. EDUCATION

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.

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

### Non-Post Secondary

A

- 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: \_\_\_\_\_

Master's degree or equivalent in a related discipline is required at point of hire.

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

- open-minded and approachable with proven academic leadership abilities
- strategic and business planning expertise
- superior communications and interpersonal skills

- experience in leading and managing change initiatives
- expertise in curriculum development and delivery
- excellent mediation, facilitation, and negotiation skills
- excellent organizational, planning, budget and analytical abilities
- computer literacy including an understanding of electronic media applied to educational delivery
- teaching experience at the post-secondary level is a definite asset

### 3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill 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 type="checkbox"/> 7 years                   |
| <input type="checkbox"/> 6 months          | <input checked="" type="checkbox"/> <b>9 years</b> |
| <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 fulfill the requirements of the position.

Progressive academic leadership experience combined with professional experience in the field or discipline.

Community development and networking experience

Teaching experience is preferred

### 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.

- Management of School resources: human, fiscal and physical.

- Program development / review / modification / suspension processes.
- Partnership development between the School and external employers, agencies, associations, etc.

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.

- Addition to School complement.
- Employee dismissal.
- New program approval.
- Initiatives which require financial support beyond the School's resources.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- Strategic plan
- College policies and procedures
- Program development and review procedures
- Collective agreements and memoranda of understanding
- Administrative and contract employee terms and conditions
- Ministry of Training, Colleges and Universities directives, procedures, memos, etc.
- Advisory committee guidelines
- Various legislation including human rights, freedom of information, workplace safety, employment standards

## 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.

- Failure to identify strategic and external factors affecting program viability results in declining enrolment, job placement rates, lack of program relevance, lost revenue, and loss of credibility for the college
- Failing to follow due process and respect individual rights and freedoms when handling student or staff complaints could result in legal action against the college and individual employees
- Failing to properly plan the implementation and integration of technology into the programs and teaching and learning processes will result in negative program reputation, declining enrolment and ongoing program viability.

## 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.	Faculty, coordinators, academic lead, school liaison, technicians/technologists (if applicable), leader(s) (if applicable)	Regular two-way communications; motivation; workload assignment; curriculum development; problem solving; etc.		X
	Students	Information gathering; identifying areas for program or service improvement; consultation on program relevance; conflict resolution; mediation; involvement in School activities		X
	Vice-President Academic, Deans, Principals, Directors, Leaders, Managers	Idea sharing, collaboration on initiatives, academic planning, human resource management, problem solving, budget planning, program development/modification/suspension		X
	Senior Leaders	Strategic planning involvement; response to critical incidents; information sharing and coordination re: external relations		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Advisory Committees	Advice on program relevance/renewal/development, use and acquisition of program resources		X
	Ministry of Training, Colleges and Universities	New program initiatives, obtain information and interpretation on Ministry policy	X	
	External partners	Input to program ideas, partnerships, negotiate to obtain cooperation and build consensus		X
	Counterparts at colleges and universities	Information sharing		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.

**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.
- \* Manages the staff and operations of a program area/department.\*
- X 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 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.

Faculty, support staff, administrators.

## 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	35-45
Non Full Time Staff (FTE) *	30-40
Contract for Service **	n/a
<b>Total:</b>	65-85

**\* 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
Sitting				X	
Travel	X				

### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, 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
Counselling employees and students to assist with problem resolution			X			I
Assimilating information and report writing					X	L
Operating a computer			X			I

### 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>Occasional:</b>	Occurs once in a while, sporadically.
<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.

<b>Types of Activities That Involve Job Related Unpleasant Environmental Conditions</b>	<b>Frequency</b> (note definitions below)		
	<b>Occasional</b>	<b>Frequent</b>	<b>Continuous</b>
Travel – intercampus, regional, provincial		X	
Evening and weekend work		X	
Dealing with upset clients and staff	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

### 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: