



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: Director, Health Promotion, Counselling & Accessible Education Services

Position Number: A00055

Pay Band: 13

Incumbent:

Location/Campus: Sutherland (Primary); Frost (Secondary)

Division/Department: Student Services/Counselling & Accessible Education Services

Immediate Supervisor (title): AVP, Student Experience

Date of JFS: October 20th, 2025

Last Evaluated: January 15, 2025

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> Other |

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

Incumbent: _____ Date: _____

Recommended by:

Position's Manager: _____ Date: _____

Approved by:

POSITION SUMMARY

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

This position is accountable for the corporate leadership, direction and effective day-to-day operation of campus Health Services (in collaboration with the Manager, Health Services) Counselling and Accessibility services in addition, the incumbent has functional responsibility college-wide for processes associated with health promotion services. The incumbent develops and maintains human resource, financial, and functional systems and services for the above departments including strategic planning, operational planning, and staffing.

Reporting to the AVP, Student Experience, the incumbent is a key member of the Student Services management team which defines the strategic directions of the division. This position is based at the Sutherland campus.

This position is accountable for the leadership, direction and effective day-to-day operation of the health (In collaboration with the Manager, Health Services) counselling and accessibility services team. The incumbent develops and maintains oversight for human resource, financial, and functional systems and processes for counselling services, including input to strategic planning, operational planning, and staffing.

The incumbent is the College lead on Student mental health and wellness initiatives, collaborating with other student service areas and departments across the college to support an integrated Mental Health and Wellness framework.

KEY DUTIES

	% Of Time
1. Operations Management Counselling and Accessibility Services	50%
<ul style="list-style-type: none"> Manages, monitors and is accountable for the delivery of Counselling Services and Accessible Education Services, including the implementation and operationalization of the Counselling Services model and Accessibility Services as per the AODA (2005) Act. Oversees the Manager, Health Services and collaborates on health promotion activities through Health Services. Contributes information and recommendations to strategic plans and reviews; prepares and completes action plans; determines system improvements; provides updates to director on an as needed basis. Accountable for effective recruitment, selection, orientation, evaluation, training and development of counselling staff in accordance with the College recruitment, job evaluation, and performance management processes. Engages employees in the pursuit of high individual and team performance by providing appropriate recognition, effective conflict resolution, formative feedback and addressing performance issues in an effective and timely manner. Ensures compliance with all aspects of the Collective Agreements and works collaboratively with Human Resources to enhance the College partnership with its union locals. Acts as a role model for collaborative decision-making as well as supportive and cooperative working relationships. Responsible for assessment and program evaluation through the collection, analysis, presentation and utilization of all data associated with student-client needs, client satisfaction and efficacy of service delivery. 	
2. College Lead on Student Mental Health and Wellness Initiatives	20%
<ul style="list-style-type: none"> Completes a review of the current services, programs, and initiatives available for students. This will include services within Counselling and collaborative opportunities throughout the College. Collaborates 	

with Human Resources on Mental Health and Wellness opportunities that impact across students and employees.

- Researches and implements evidence-informed new services, programs initiatives as required. Examples may include: Peer Mentor Program, Placement/Practicum students, external partnerships to increase student access to specialized services.
- Provides leadership and guidance to Mental Health Initiatives activities e.g. Bell Let's Talk Day, Mental Health Strategy.
- Acts as Chair of the Campus Well-being Committee and oversees health promotion and well-being initiatives, campus-wide.
- Leads Fleming College Mental Health and well-being strategy development and implementation

3. Liaise with internal and external representatives and organizations. 10%

- Represents the College at internal and external meetings, conferences, etc.,
- Liaises and collaborates with external stakeholders such as other post-secondary institutions to establish positive working relationships and best practices.
- Acts as a resource to the College Traumatic Event Response Team and Behaviour Intervention Team

4. Clinical Consultation 10%

- Oversees and ensures that all members of the Counselling and Accessibility team have access to clinical consultation when required.
- Reviews and manages clinical caseloads and workplace well-being and participates in related discussions
- Reviews student risk elements were discussed with Counselling and Accessibility staff and determine best practices for risk mitigation for students.

5. Accessibility Services Consultation 10%

- Oversees the Student Accessibility Services Team including the management of student caseloads and recommendations when needed. Participates in collaborative discussions with counsellors regarding accessibility needs and cross-college advocacy for students to other areas of the college (academic faculty, chairs, deans, and other campus services where necessary)
- Ensures plans are aligned with directions in student services, the academic areas and with corporate goals and objectives. The incumbent must create an environment that promotes continuous improvement and excellence in the delivery of services to students.

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.

- Assessment of highly complex situations to determine appropriate course of action that is outside regular procedures and may require breaking confidentiality (e.g. Student is suffering from suicidal ideation and stated plan is to shoot themselves using family firearms).
- Under the Duty to Accommodate (Human Rights legislation), determining if retroactive accommodations are required in particular situations, working with counsellors, faculty, Registrar's Office, Financial Aid, student, health care provider.
- Developing programs, processes, communication and tools for the new Counselling Model. Ongoing development of Counselling Services based on service metrics (e.g. student surveys, counselling stats, KPIs) to continuously improve counselling supports.

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.

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: _____

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 specialty, certification or professional designation necessary to fulfill the requirements of the position.

Masters degree in a relevant discipline such as Counselling Psychology, Social Work or Clinical Psychology; Registration with Ontario College of Social Workers and Social Service Workers and/or The College of Registered Psychotherapists of Ontario is required.

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)

- Experience managing multi-functions using critical thinking, strong organizational and project management skills
- Experience in developing, implementing and monitoring service excellence vision
- Strong leadership/management skills in a unionized environment, preferably an academic institution
- Experience in employee motivation, team building, and human resource management
- Strong and effective communicator (written and verbal) with the ability to reconcile significantly diverse viewpoints, foster cooperation and work collaboratively within and across various departments
- Experience working with multiple internal partners
- Solid understanding of student development, student issues and needs
- Solid understanding of the use of evidence-informed practice to advance health promotion initiatives
- Strong data analysis and project management skills
- Complex problem solving skills
- Ability to foster a team environment
- Ability to interact with individuals at all levels within the College as well as externally;
- Ability to deal with parents, advocates and senior College administrators in a manner which facilitates cooperation; high degree of political acuity and judgment

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"/> 4 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | X 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 11 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfill the requirements of the position.

At least 5 years of progressive experience in case management on a multi-disciplinary team is an asset. Advanced knowledge of human rights legislation with respect to AODA requirements and duty to accommodate is essential.

Completion of the pre-registration process for registering as a psychotherapist with the College of Registered Psychotherapists of Ontario or be a member in good standing in a regulatory college whose members are authorized to perform the controlled act of psychotherapy (MDs, Nurses, OTs, Psychologists and Social Workers).

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.

- When to call police in or send a student to the hospital
- Meeting with students and family to address complaints
- Ensuring appropriate level of service coverage considering minimum coverage standards, vacation scheduling and accumulated balances, peak period activity
- Establishes direction and oversees all operational aspects of the functions of the departments in the portfolio, in line with goals of the strategic plan.
- Responsible for approving procedures and methods to attain assigned work outcomes within own functional areas of responsibility.
- Hire, evaluate, performance manage and discipline support staff and faculty (not including dismissal).

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.

- Spending beyond budget allocation
- Serious discipline problems which may lead to termination of an employee.
- Hiring new staff compliment

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

College policies and procedures

MET Guidelines

Mental Health and Well-being for Post-Secondary Students National Standard of Canada

Strengthening Accountability and Student Supports Act, 2024

Student Rights and Responsibilities policy

Academic Regulations and Appeals

Faculty Collective Agreement

Support Staff Collective Agreement

Health and Safety legislation; WHMIS

Human Rights Code

AODA

SSFC Policy on Disability Issues

College Committee on Disability Issues

Ontario College Counsellor Statement of Ethics and Standards of Practice

College policies related to harassment and discrimination, sexual assault and sexual violence policy, violence prevention policy

College Calendar

Strategic Plan

Access and Accommodation for Students with Disabilities Policy/Procedures

Accessibility for Persons with Disabilities Policy/Procedures

Appropriate Use Policy

Class Absence Operating Procedure

Confidentiality Policy

Guidelines for Professional Practice

Health and Safety

Incident Reporting Form
International Student Withdrawal/Refund Policy
Maintenance of and access to Student Records
Material Safety Data Sheets (MSDS)
Operating Procedure
Student Statement of Privacy
Withdrawal/Refund Policy for Fleming College

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.

- Not recognizing or intervening appropriately with a suicidal student could result in harm to the student, legal action, damage to department reputation.
- Unintentional or inadvertent release of confidential information could have a damaging effect on individuals, result in legal action and affect the College's public image.
- Inappropriate staffing strategies could result in grievances and negative impacts on staff and students.

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, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College, e.g., students, staff, management, colleagues.	Associate Vice-President, Student Services	Meetings to provide updates	Occasional x	Frequent
	Other Student Services Managers	Regularly and informally to develop joint student service initiatives, or to collaborate on the development of strategies to enhance student life, or problem solve student issues.		X
	Faculty, staff and management in other departments including HR	Problem solve student issues/behaviour or clarify policies and procedures. Regular meetings with Service Leaders Team (SLT) Training for faculty and staff		X
	Departmental Staff	Direct supervision, coaching, support, consultation, evaluation, etc.	X	X
	Students	Counselling, problem solving, crisis intervention		
External to the College, e.g., business and industry representatives, suppliers, advisory committee	Management reps at other colleges and universities	Information Sharing Cooperative projects and agreements	X	
	Professionals in the community including Canadian Mental Health Assoc., CACUSS, etc.	Giving feedback on appropriate service levels and cooperative service delivery (e.g. Traumatic event response and mental health)	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.*
- ☐ Acts as a consultant to College senior management.
- ☐ Other e.g., counseling, 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.

Direct Reports

Manager, Health Services
Counsellors
Counselling Receptionist

Indirect Reports

Health Services reception
Campus Nurse(s)

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	17
Non Full-Time Staff (FTE)*	4
Contract for Service**	
Total:	21

* 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
Computer work		X			
Prolonged sitting in meetings		X			
Some intercampus 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, counseling, 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
Sitting at computer working on departmental documents		X				I
Reading and responding to email messages		X				I
Sitting in meetings		X				I
Counseling or providing clinical consultation, attending to non-verbal communication cues		X				I

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
<i>Weekly intercampus travel</i>		X	
<i>Normal office environment</i>			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
Exposure to irate customers (students, faculty, parents etc.)	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.

Additional Notes Pertaining to this Position:

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