

# Job Fact Sheet Questionnaire

## 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

**DATE:** April 2022

**College:** St. Lawrence College  
**Incumbent:** Vacant  
**Position Title:** Associate Director, Student Wellness & Accessibility  
**Position #:**  
**Classification:** Payband 11  
**NOC Code:**  
**Division/Department:** Student Success  
**Location/Campus:** Tri-Campus  
**Immediate Supervisor (title):** Director, Wellness, Accessibility & Student Success

#### 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: \_\_\_\_\_

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### POSITION SUMMARY

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

The Associate Director, Student Wellness & Accessibility oversees a large and diverse group of both regulated health professionals and support staff and is responsible for managing all day-to-day operational concerns within the Student Wellness & Accessibility department. The Associate Director has direct supervisory responsibility for the counselling and accessibility staff, and under the direct and support of the Director, the Associate Director advances operational directives and planning by supporting the team, and liaising with appropriate college committees, academic areas, and external agencies. The Associate Director supports the Director in the establishing and maintaining evidence-based practices, including the current stepped-care informed service model. The Associate Director is responsible for coordinating and managing associated budgets and human resources operations for all employees (hiring, appointments, onboarding, professional development, performance management, etc.). The Associate Director will liaise with other College units to coordinate collaborative approaches and initiatives, conducting robust assessment and evaluation of programs, activities, and services to ensure responsiveness to student need and alignment with strategic priorities. The Associate Director will also have responsibility for data management and reporting, implementing systems to support record management (with a charge to ensure effective practices compliant with both FIPPA and PHIPA) and ensuring and measuring excellent customer service for our diverse student body.

**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	<b>Operational Management</b> <ul style="list-style-type: none"> <li>- Recruits, selects, develops, motivates, assigns, and evaluates assigned Wellness &amp; Accessibility employees, tri-campus, including part time staff and student employees.</li> <li>- Defines roles and responsibilities; facilitates goal setting; plans for and provides required training and development opportunities; and encourages and supports a team approach in a complex student services environment. Provides support to all campus locations both on site and virtually using relevant technologies.</li> <li>- Provides daily direct supervision of staff, including resolution of employee relation issues, approval of working hours, time sheets, expense reports and vacation schedules, performance appraisals.</li> <li>- Processing and approval of external vendors contracts and invoices.</li> </ul>	40%
2	<b>Planning and Development</b> <ul style="list-style-type: none"> <li>- Assists to develop and operationalize the Wellness &amp; Accessibility operational plans in alignment with the institutional strategic objectives.</li> <li>- Ensures that the resources and services are current and supportive of student mental health, accessibility, and well-being by providing leadership in service provision, technology and evaluation.</li> <li>- Identifies opportunities for continuous improvement and develops procedures, business processes and customer service models to ensure timely and responsive</li> </ul>	25%

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	<p>delivery of department and student support services.</p> <ul style="list-style-type: none"> <li>- Analyzes data provided to determine efficacy of service delivery (meeting student needs with timely access to services) and operational needs, including hours of operation, staffing levels, and other procedures, marketing priorities.</li> <li>- Ensures that there is cross campus consistency amongst all services. Develops plans for expansion of services to meet both virtual and on-site student needs.</li> <li>- Provides review and input for department website and portal pages. Ensures site remains current.</li> </ul>	
<b>3</b>	<p><b>Liaison and Coordination</b></p> <ul style="list-style-type: none"> <li>- Liaises with the Student Success Leads and Managers, Deans, Campus Managers, and college committees to ensure efficient coordination of services and resources to support virtual and on-site department operations.</li> <li>- Liaises with other student services staff, faculty, wider college departments, faculty, and academic management to ensure continuous quality improvement.</li> <li>- Liaises with college partners and community services providers to ensure exceptional student services and continuous quality improvement.</li> </ul>	<b>15%</b>
<b>4</b>	<p><b>Implementation and Evaluation</b></p> <ul style="list-style-type: none"> <li>- Establishes, updates, and ensures compliance of policies, practices, and procedures.</li> <li>- Evaluates, monitors, and continuously improves services.</li> <li>- Oversees the development and implementation of resources and materials both within and external to the college.</li> <li>- Collects and validates data to support the Director with Ministry reporting requirements.</li> </ul>	<b>15%</b>
<b>5</b>	<p><b>Budgeting and Financial Management</b></p> <ul style="list-style-type: none"> <li>- Develops operational budgets based on analysis and projection of resources required to meet the goals of the department.</li> <li>- Monitors and controls expenditures to maintain fiscal responsibility and efficiency.</li> <li>- Co-ordinates administrative paperwork, documents and Ministry reporting tools to ensure that it is complete, accurate and timely.</li> </ul>	<b>5%</b>
	<b>TOTAL</b>	<b>100%</b>

### 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.

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**Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.**

- a)** Hiring, supervising, and evaluating staff. Wellness & Accessibility staff provide direct services to students with disabilities and mental health concerns. They must provide excellent service in a sensitive, responsive, and timely manner that is consistent with the Ontario Human Rights Code, [OHRC], Accessibility for Ontarians with Disabilities Act [AODA], as well as Personal Health Information Protection Act [PHIPA]. The Associate Director must be knowledgeable of legislative requirements, college accountabilities and ensure all staff are provided the support and direction to effectively carry out their responsibilities. The incumbent is responsible for making the best use of human resources and makes both temporary and permanent changes to task assignments within the guidelines and policies of the institution and relevant Collective Agreements. They must balance employee requests with the needs and operation of the department.
- b)** The Associate Director provides leadership in developing mental health and accessibility services. The incumbent must evaluate current services offered against student needs and the trends of student wellness and disabilities in the college system, and then determine the best use of the resources available to provide appropriate services for students. This is made more complex by funding allocations, the involvement of parents in the process as advocates for the student, the demand of the services and the legislation pertaining to the duty to accommodate.
- c)** In this area, the funding is dependent on multiple funding sources, including the College budget, grants, and government funding envelopes. The Associate Director must ensure that all sources of revenue are accessed. This is complex because the Associate Director must continually review information regarding government programs/funding, determine which proposals to develop and submit, and ensure that follow-up or reporting occurs to continue the flow of funds. Additionally, monitoring of budget decisions and approval of financial transactions over the year requires the exercise of judgement with respect to how the transactions should be accounted for, whether budget requests should be approved and how the different budgets need to be used in a responsible manner, given the different areas and functions, considering fluctuating funding and student need.

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### 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

☒ Master's degree

☐ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☐ Other

Specify:

#### A) Specify and describe any program speciality, certification, or professional designation necessary to fulfil the requirements of the position.

Human Studies, Education, Social Work, Psychology, Counselling, Allied Health, or other related field with courses related to rehabilitation, accommodation, disabilities and/or student services.

#### B) 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, operating equipment).

- Knowledge and awareness of disability issues and current related legislation, including the OHRC, AODA and PHIPA.
- Conflict resolution and problem-solving skills. Training in alternative dispute resolution.
- Proficient in computer applications, including Microsoft Office, Budget Display, Excel, and electronic case management.
- Oral and written communication skills - public speaking
- Proposal development and report writing.
- Organizational, time management, priority setting skills.
- Customer service skills.

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### 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"/> no experience required | <input checked="" type="checkbox"/> 4 years |
| <input type="checkbox"/> 3 months               | <input type="checkbox"/> 5 years            |
| <input type="checkbox"/> 6 months               | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 1 year                 | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 18 months              | <input type="checkbox"/> 11 years           |
| <input type="checkbox"/> 2 years                | <input type="checkbox"/> 13 years           |
| <input type="checkbox"/> 3 years                | <input type="checkbox"/> 15 years           |

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

- Experience working with students with disabilities in an educational environment, including but not limited to assessing physical, sensory, mental health and learning disabilities and developing plans to reduce barriers to learning.
- Knowledge of OHRC and AODA legislation and experience addressing complex accessibility needs within an educational setting.
- Experience working within legislative requirements related to collecting, documenting, storing, and releasing personal health information in an educational institution (PHIPA).
- Experience supervising clinical and non-clinical staff.
- Managerial experience working in a multi-task environment with a wide variety of college and community partners.
- This position requires strong managerial expertise, excellent human relations skills, and an ability to launch new directions while maintaining current operations.
- Experience resolving conflict with multiple parties involved (staff, students, faculty) to ensure that needs of all are satisfied to achieve successful outcomes.
- Experience managing budgets and multiple funding sources to allocate resources.
- This position requires knowledge in developing and implementing customer service strategies and processes to ensure continuous service quality improvement.

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Incumbent must possess the following core competencies and align to SLC's mission, vision and values.

PERFORMANCE COMPETENCIES	
Competencies	Description
<b>Job Knowledge</b>	Technical and professional expertise; stays informed on new job methods, skills, techniques, trends; shares knowledge with others in team.
<b>Accountability</b>	Accepts responsibility; responds quickly to new challenges and changes; acts with integrity and honesty; demonstrates ethical behaviour; complies with established guidelines, procedures, control systems, legislation; follows through on commitments in a timely manner.
<b>Problem Solving and Decision Making</b>	Identifies problems; conducts appropriate analysis; makes clear, consistent, transparent decisions; learns from mistakes; assesses risk; escalates appropriately.
<b>Collaboration and Teamwork</b>	Establishes strong working relationships; supports team decisions; participates in team activities; encourages and motivates others to do their best; willing to help others.
<b>Communication</b>	Shares learning and knowledge; keeps Director and colleagues informed; practices active and attentive listening; open to other perspectives and opinions; communicates effectively and respectfully with reports, peers, Director, students, families.
<b>Quality Improvement and Results</b>	Identifies opportunities to meet and/or exceed service delivery expectations; performs assignments accurately, efficiently, effectively, and within timelines; produces consistent, dependable results.
LEADERSHIP COMPETENCIES	
Competencies	Description
<b>Leadership Skills</b>	Implements plans consistent with SLC Strategic priorities; stays informed of changes and plans; accordingly, formulates and establishes operational objectives and priorities; sets expectations and measures performance; develops leadership capacity; accepts responsibility; political acumen; develops trust and credibility; expectation of honest and ethical behaviour from self and others.
<b>Operational Skills</b>	Manages resources and achieves goals on time and within approved budget; organizes and plans work effectively; continually improves upon processes; implements best practices.
<b>Collaborative Skills</b>	Encourages a diversity of perspectives; looks inside and outside department/division for ideas and solutions; works towards outcomes beneficial to team and College objectives; mediates

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	conflict; identifies, builds, and maintains networks and business relationships.
<b>Change Management</b>	Creates a flexible, open environment prepared for change; identifies and overcomes resistance to change; deals effectively with pressure; remains optimistic and persistent; recognizes success; inspires others to achieve the organization's vision; encourages questioning of conventional approaches; designs and implements innovative programs and processes.

### 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.

**A) 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.**

- a) Ongoing hiring, supervision, professional development and evaluation of staff to ensure quality student services are delivered in a timely and professional manner that aligns with department budget approvals, legislative requirements and service standards.
- b) Development and evaluation of accessibility and mental health services to meet the needs of the student and academic areas, as well as service standards identified by the college and Ministry requirements. This includes new and ongoing initiatives, funding opportunities and marketing strategies.
- c) Budget control and monitoring, including processing of invoices, staff and community contracts.

**B) 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.**

- a) Consults with the Director of Wellness, Accessibility & Student Success for significant capital expenditures or unforeseeable budget issues that impact the overall annual budget.
- b) Engages the Director relating to critical student or staff situations that require additional support, including issues that have escalated beyond the immediate handling of the situation. For example, matters of health and safety, student mental health emergencies, staff conflict, or



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office management.

- c) Discipline of staff that is beyond attempts at informal resolution.
- d) Final approval of new services or implementation plans for new services.

**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.**

Consult professional journals, internet sites and with colleagues, including provincial Management networking groups. Consult with Human Resources and Collective Agreements for Employee Standards. Consult with Student Wellness & Accessibility Policies and Procedures, College Policy and Procedures related to department operations, purchasing, human resources and operational guidelines.

Refer to the following College documents as needed:

- SLC In Five Strategic Plan
- Integrated Mental Health Strategy
- Student Affairs Plan
- Global Engagement Strategy
- College website, department portals, employee portal
- Student Wellness & Accessibility Policies and Procedures
- OHRC, AODA, PHIPA, Ministry Guidelines and any legislation pertaining to disabilities or accommodation
- Collective Agreements
- Past proposals and signed contracts
- Case management, evaluation, and reporting guidelines

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### 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.**

- a) Budgeting errors or failure to adequately monitor spending could result in significant financial liability. If the incumbent fails to meet deadlines for submitting proposals, funding requests or coordinate multiple funding sources, it could result in the loss of funding or program cancellation, decreased student services, human rights complaints or inaccurate records/financial loss.
- b) Failure to adhere to the OHRC, AODA or PHIPA could result in human rights complaints or breach of privacy complaints. If the Associate Director fails to protect confidential health information or if they do not design and deliver appropriate accessibility services, the college may be challenged by students, the student's parents, government agencies or community advocates through lawsuits, the Human Rights Code, or the Privacy Commission, which may result in liability, financial loss and loss of reputation.
- c) Staffing issues that are not addressed, could result in inadequate service delivery and possibly, legal action. If the Manager fails to adequately recruit, hire, and ensure the appropriate level of professional development and training, accessibility services staff may make errors in judgement that may negatively impact our duty to accommodate and/or the educational success of students, and expose the college to complaint and litigation.
- d) Failure to escalate and engage appropriate stakeholders, including Director and/or BIT relating to critical student situations that implicate individual health and safety may result in risk or harm to student or others.

### 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,**

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**counselling.**

Internal 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.	Vice President, Student Success	Exchange information, budget approval	<b>X</b>	
	Director of Wellness, Accessibility & Student Success	Exchange of information, collaboration on departmental plans/initiatives, budget, approval of new initiatives/staffing models		<b>X</b>
	Wellness & Accessibility Staff	Meetings, professional development, processing invoices, scheduling. Exchange information, discuss responsibilities/assignments/issues, provide direction.		<b>X</b>
	Campus Managers, Deans, Registrar's Office, Financial Aid, Security, IT Services, Facilities	Liaise regarding student issues; bursaries, accessibility and accommodations, funding opportunities, academic concerns, safety/security and opportunities for information sharing or operational collaboration.		<b>X</b>
	Human Resources	Consultation regarding recruitment, staffing issues and needs, payroll		<b>X</b>
	Students	Advise of and seek feedback regarding accessibility services and resources. Mediation of conflict and assist with problem-solving.		<b>X</b>
	Data and System Specialist & IT Services Staff	Consult with and advise on issues relating to network, hardware or with case management software. Coordinate need for training.	<b>X</b>	
	Facilities	Space requirements and renovations, security	<b>X</b>	
	Marketing and Communications	To align and optimize promotion and communication of services with staff, students, prospective students and community partners.	<b>X</b>	
	School of Contemporary Teaching and Learning	To collaborate and support faculty training relating to mental health and accessibility planning.	<b>X</b>	

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	Student Success team members	Co-ordination of services, communication of operations, services and resources.	<b>X</b>	
	Student Success Admin team	Alignment and co-ordination of services, communication and operational planning		<b>X</b>
	<b>Contacts by Job Title</b>	<b>Nature and Purpose of Contact</b>	<b>Frequency of Contact</b>	
<b>External Contacts</b>	<b>Contacts by Job Title</b> RARC / Queen's	<b>Nature and Purpose of Contact</b> Service coordination, evaluation and quality improvement	Occasional	Frequent
			<b>X</b>	
	External Committees	Represent the College at relevant community partnership tables	<b>X</b>	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	External Vendors	Payment information, approval of invoices. Liaise re: student needs, exchange of information and process		<b>X</b>
	Ministry	Liaise regarding funding envelopes and guidelines; reporting re: service provision		<b>X</b>
	Other colleges	Liaise regarding best practices, opportunities for collaboration, information exchange		<b>X</b>
	Parents, Supporters, School Officials	Provide information about services, complaint resolution, liaise re: potential collaboration/partnership, funding, exchange information.		<b>X</b>

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.

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### 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. \*
- ☐ 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.**

- Counsellors and Spiritual Care Facilitator
- Accessibility Advisors
- Wellness Advisor and Alt Media Tech
- Learning Strategist
- Test Centre Coordinators; Proctors and Learning Coaches
- Student Wellness & Accessibility Admin Coordinators

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### 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	19
Non-Full-Time Staff (FTE) *	11.5
Contract for Service **	
<b>Total:</b>	

**\* 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

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**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 for long periods of time			X		
Lifting medium/heavy objects	X				
Walking/standing		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
Computer work, including reading, inputting data, analyzing information, drafting reports, research			X			L

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Types of Activities that	Frequency (note definitions below)					Duration
Phone calls, meetings with staff, students, college and community partners			X			I
Chairing meetings or presenting		X				I
Monitoring budget and reconciling data, entries, and invoices		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>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.



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### 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.

*Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.*

1. *Local travel on a regular basis up to 2 times per week.  
Out-of-town travel on a regular basis 1 – 2 times per month.*
2. *Local travel on a regular basis more than 2 times per week.  
Out-of-town travel 2 – 8 times per month.*
3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Dealing with verbal abuse and unpleasant interactions with students, students at risk, parents/advocates and upset faculty regarding service issues.	X		
Travel 1-2 times a month for tri-campus attendance.	X		

## Job Fact Sheet Questionnaire

### 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
Emotionally volatile clients. Increasing numbers of students seeking support from Student Services have pre-existing conditions or are experiencing situational stress related to academic performance or personal issues. This creates an increased risk of escalated communication and crisis intervention.	X		

### 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:

Please save form in the following format: "Position Title – Department – Incumbent".

Please note formatting errors will be corrected if necessary.

To cursor from one entry point to the next please use the arrow keys or Tab.