

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

College: St. Lawrence College of Applied Arts and Technology

Incumbent: Vacant

Position Title: Associate Dean, Interdisciplinary Studies and Pathways

Classification: Payband 13

Division/Department: Academic Division

Location/Campus: Tri-Campus

Immediate Supervisor (title): Dean, Interdisciplinary Studies and Pathways

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:

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.

Provides broad academic leadership to the diverse programs within the school. Current programs include General Arts and Science (GAS), Pre-Health Sciences, Community Integration through Co-operative Education (CICE), Dual Credit, Adult Upgrading/Career and College Prep (LBS), SLC+/Continuing Education as well as the following service areas, General Education and Breadth, Communication, Math, and Science. Ensures the objectives of the programs and services are attained through effective management of teaching and learning processes and performance measures. Manages compliance with federal, provincial, and international regulatory bodies and legislation related to program delivery and development. Facilitates the on-going review of existing programs and the development of new programs to reflect market changes and the employment needs of industry. Conducts investigations of complaints from students and staff and initiates the problem-solving process. Establishes positive relationships with service sector, industry and business representatives and participates in College's student recruitment and job placement initiatives. Develops effective communication strategies to ensure exemplary school operations. Operationally responsible for a budget which includes identifying problems, problem solving, developing solutions, and providing recommendations to the Dean and financial services. Leads the development and implementation of student success, student development and career development initiatives for the school.

Promotes a vision for Interdisciplinary Studies and Pathways programs that supports future program growth (including changing technology).

Supports a collaborative leadership style with a commitment to enhancing the School of Interdisciplinary Studies and Pathways within the local and regional community through program development, and ongoing liaison with community partners.

Serves on several internal (Academic Leadership Team, College Leadership Team) and external committees (Ontario Heads of Interdisciplinary Studies, Ontario College Math Council, Ontario Colleges Math Test, etc.).

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.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. ACADEMIC LEADERSHIP	(35%)
<ul style="list-style-type: none">• Works collaboratively in the development and implementation of the college's business plan as part of the college's academic planning process.• Responsible for the effective delivery of all academic programs within the school and service delivery throughout the college by ensuring applicable standards are achieved through the effective management and quality assurance of the teaching and learning processes. This includes the provision of appropriate learning resources and maintenance of close contacts with the external community, field/work placements, and program advisory committees.	

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- Ensures learning outcomes are in accordance with college policies and ministry standards. Develops operational standards where established practices do not exist. Ensures external accreditation requirements are adhered to, where appropriate.
- Provides leadership in the development and implementation of new academic programs and the ongoing review of existing programs in response to changing economic and market pressures, changing technology and employment opportunities according to business/industry/field standards and College/Ministry guidelines.
- Develops new initiatives to assist the College with new partnerships and strategic alliances, and the development and implementation of alternative learning deliveries.
- Actively participates and holds executive positions on several committees and represents the school/faculty on College, community and provincial committees.

2. ENSURES EFFECTIVENESS OF OPERATIONS: (20%)

- Projects student enrolment for the purpose of college planning
- Ensures the effective use of human, physical and financial resources, reallocating resources as appropriate.
- Manages the planning, generation, and accuracy of data for course loading for student timetables, calendar materials, programs of study, course outlines, etc.
- Ensures Occupational Health and Safety requirements are implemented and maintained.
- Collaborates with the Deans and other college managers, to ensure effective academic operations and implementation of special projects.
- Acts as the Dean's designate as required.
- Support the Quality Assurance processes for all academic areas under the purview of the school.

3. MANAGE AND DEVELOP HUMAN RESOURCES: (25%)

- Ensures a high level of performance through effective recruiting, selection, hiring, development, motivation, evaluation and training of faculty and support staff within the assigned portfolio, including succession planning.
- Promotes and monitors ongoing professional development of all staff.
- Motivates, directs, and administers the activities of faculty in their teaching assignments and complementary functions that create an effective working, teaching, and learning environment.
- Conducts first and second level investigations and initiates the problem-solving process for disputes involving faculty, staff, and students. Utilizes Collective Agreements, Student Code of Conduct documents, college policies and procedures etc. to assist in the dispute resolution process.
- Responsible for the decisions made at Step 2 of the student Academic Appeal process

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- Establishes and fosters a working environment that encourages creativity, communication, and interaction among and between faculty and support staff to promote new and existing school initiatives.
- Advises students to help them resolve problems and facilitates success strategies.

4. FINANCIAL MANAGEMENT RESOURCES: (10%)

- Projects student enrolment for the purposes of College budget development and review.
- Operationally responsible for a budget which includes identifying problems, problem solving, developing solutions, and providing recommendations to the Dean and financial services
- Co-develops budgets with an 8th month review.
- Assists in the development of MOU's with external academic partners which includes academic articulation, quality assurance, and financial agreements.
- Anticipates and prepares for the response to trends and shifts in funding
- Anticipate and manage program risk.
- Manages the fiscal implications of program accreditations, audits, and reviews.
- Develop, manage, and prioritize capital resources.

5. Community Engagement and College Partnerships/Public Relations (10%)

- Establishes and maintains positive, ongoing relationships within the various fields including program advisory committee members, professional associations, and business/industry/government representatives.
- Coordinates partnership arrangements with other educational institutions and ensures these are promoted both within the College and to the broader external community.

TOTAL:

100%

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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.

- a) Building an operating budget that allocates human, physical, and financial resources in order to effectively deliver high quality programs that meet the changing needs of our students and communities.
- b) Resolve interpersonal conflicts among students, staff, and faculty with equanimity and fairness, striking a balance between supporting student success and upholding academic standards
- c) Developing and supporting program modifications and enhancements to meet changing industry standards and marketplace developments through effective team collaboration and the acquisition of necessary resources.

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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.

Masters' degree in adult education or educational administration, or equivalent in a relevant field of study along with relevant experience. Diversity in educational specializations will be an asset.

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).

- Strong Leadership and Project Management Skills
- Strong labour relations including a high degree of judgement in the daily interaction with faculty, staff, students, and other managers
- High degree of conceptualization, analytical ability, initiative, independent action, and presentation skills
- Strong verbal and written communication skills including report and proposal writing skills at an advanced level
- Strong conflict resolution and negotiation skills combined with a good understanding of Collective Agreements.
- Excellent organizational, monitoring and assessment skills including the proficient use of computers, Basic accounting and working knowledge of simple business practices

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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:

0 - no experience

3 years

1 month

5 years

3 months

7 years

6 months

9 years

1 year

12 years

18 months

15 years

2 years

17 years

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

- Academic – curriculum design, program development, post-secondary teaching experience
- Supervisory responsibilities
- Problem solving
- Dispute Resolution
- Budgetary experience
- Strategic and analytical thinking, planning, and resource management
- Talent Management
- Teamwork and Collaboration

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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) Ensures that academic programs and service deliveries are meeting industry needs: achieving ministry outcomes; applying relevant learning strategies, achieving student success, and leading to graduate employment. Includes quality assurance over existing programs and service deliveries (identifying, documenting, and solving of problems). Proposing and developing new academic programs based on labour market analysis.
- b) Manages the hiring process of full time and part time faculty and support staff, establishes faculty and staff workloads in accordance with the collective agreements and negotiates short term contracts with part time and partial load employees.
- c) Manages financial decisions pertaining to allocation and reallocation of resources within an approved budget as well as approving purchases consistent with approved College policies.

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) Matters pertaining to student or staff suspension.
- b) Implementation of new programs and /or significant changes to existing programs or the suspension of an existing program.
- c) Major capital purchases in excess of pre-approved limits.

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.,

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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.

- Minister's Binding Directives (MTCU), Published Program Standards (MTCU) Collective Agreements, College policies and procedures (see detailed list on Intranet) Occupational Health and Safety Act, Employment Standards Act, Employment Insurance Act)
- College Policies and Procedures (in particular the Tuition and Fee Policy, Academic Policy and procurement policies – see detailed list on Intranet)
- St. Lawrence College Strategic Plan and Approved Business Plan
- Support Staff and Academic Collective Agreements
- Literacy and Basic Skills Service Provider Guidelines
- Student Code of Conduct
- St. Lawrence College Field Placement Manual

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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) Accurate projection of student enrollment leads to efficient use of resources for academic planning. Projections and faculty course loads are used as the structural basis for budget development. Errors in judgement in these areas leads to resource utilization problems including significant errors in the departmental budget.
- b) Judgement errors in dealing with conflict resolution with staff, students, and faculty can negatively impact the academic success of students; create risk for the safety of the college community; cause labor relations issues (grievances, productivity, job satisfaction); impact the reputation of the academic programs; and possibly cause financial losses due to impact on enrollment.
- c) A failure to properly communicate, monitor, and reinforce laboratory safety requirements with the teaching staff and students may result in serious injury to students, staff and faculty members, property damage, financial losses and a perceived lack of due diligence which may affect the College's reputation

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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:			Occasional	Frequent
Internal to the College, e.g. students, staff, senior management, Colleagues.	Dean	Daily operational management issues, program planning and review, student conduct issues requiring intervention by the Dean, collaboration		X
	Manager, Academic Operations	Timetabling, employment contracts, payroll issues, support for part-time faculty members, KPI and other survey administration matters, imparting technical information and advice, collaboration		X
	Program Coordinators	Faculty workload assignment, student-related issues including advanced standing, transfer credits, program review and planning, collaboration		X
	Faculty	Classroom management, student success, student conduct issues, supervision		X
	Managers (CICE, Dual Credit/CCP, SLC+)	Regular liaison and collaboration to ensure consistency in budgeting, hiring, service delivery, etc.		X
	Financial Services	Academic planning, operational budget processes		X
	Student Services Staff	Student support and conflict resolution	X	
	Manager, Student Services	Information exchange, campus administration matters, collaboration		X
	Counsellors	Student support, academic success, conflict resolution		X
	Students	Advising, student support and development, academic success, conflict resolution, and general information		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	College Budget Officers	Budget preparation and monitoring		x
	International Office/s	Student support, new project development, problem solving	X	
	Deans' Council Members	Committee work, decision making, conflict resolution, student development, Information sharing, planning		x
	Other College Managers	Facilities Management and Planning, Part-time Studies and Distance Learning, Registrar's Office, VP-Academic's Office, Human Resources, Financial Services	X	
External to the College:			Occasional	Frequent
External to the College, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Program Advisory Committees	The incumbent is a resource to the program advisory committee process and provides updates on a variety of campus and college-related matters.		x
	Colleges Ontario/CVS	Consultation	x	
	Community Council	The incumbent is a resource to the Community Council.	x	
	Community at large	Community liaison, enquiries of a general nature that are normally referred to the appropriate department	x	
	Suppliers	purchasing		X
	Heads of group/s	Committee work, consultation, special projects, student learning opportunities	x	

Occasional (O)
Frequent (F)

Contacts are made once in a while over a period of time.
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.

- Part-time and Full-time Academic Support Staff
- Part-time Professors teaching in full-time programs
- Contractors providing service to full-time programs

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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	21
Non-Full Time Staff (FTE) *	(130 individuals) for approximately 32.76 FTEs in Support and Faculty groups
Contract for Service **	
Total:	40.76

*** 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.

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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		
walking		X			
standing	X				
carrying	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
Reading complex information		X				short
Analysing financial spreadsheets		X				Short
Report writing		X				short
Conflict Resolution			X			intermediate
Advising			X			short
Planning			X			short
Computer usage for email, reports, etc.			X			long

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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
Travel		X	

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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:

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.